

Walk for the Senses

Grades: Middle and Highschool (6-12)

Key Words and Definitions

SENSE	One of the five ways in which the human body experiences the world; smell, sight, hearing, taste and touch
OBSERVATION	The act of careful looking, listening, smelling etc.
MINDFULNESS	Mindfulness means maintaining a moment-by-moment awareness of our thoughts, feelings, bodily sensations, and surrounding environment, through a gentle, nurturing lens. Mindfulness also involves acceptance and attention to our thoughts and feelings without judging them—without believing, for instance, that there’s a “right” or “wrong” way to think or feel in each moment.

Pre-Field Trip Activity: Mindfulness and Breathing

One 20-minute session; pre-visit

Learning Objective

Students will learn how to use mindfulness to be in touch with their senses and calm their minds and bodies.

Materials



- Space for students to sit on the floor
- Notebook, Journal, or paper
- Pencil

Procedure

1. Explain to your students the definition and importance of mindfulness: mindfulness means being aware of how you are feeling, physically and emotionally, in the present moment. We practice mindfulness in order to notice these sensations and become better able to regulate our emotions, calm our bodies, and feel more relaxed. We will be using mindfulness during our field trip at Wave Hill in order to connect with the surroundings!
2. Allow each student to choose a quiet area of the classroom to sit. Emphasize the importance of remaining quiet during the following exercise.
3. Once seated and quiet, instruct your students to start bringing their awareness to their sense of sight. Try to shut off all other senses that may be distracting from the task of looking in this moment.
4. Ask students to concentrate their sight on one thing they can see and try to memorize this item. After a minute or so, students can shift their focus to one other item in the classroom.
5. Next, we will be bringing awareness to our sense of hearing. Ask students to close their eyes and exclude any other senses that may distract from the task of hearing. Focus on one thing they can hear for a minute or so, again emphasizing quiet in the classroom.
6. Ask your students to keep their eyes shut and focus on one thing they can smell, focusing on this scent for a minute or so.
7. Students can then open their eyes and bring their attention to you for a breathing exercise. Explain and demonstrate closing your eyes and inhaling for four seconds, holding your breath at the top of the breath for four seconds, then exhaling for four second students. Ask your students to do the same and repeat this breath four times.

8. After, ask your students to notice any changes in their bodies. How do they feel? Has anything changed? Do they think these mindfulness practices will have a different effect when practiced at the gardens at Wave Hill, and why? Provide time for them to share with the class, compare experiences, and then have them reflect in a journal, notebook, or on a piece of paper.

Sources

-  [What Is Mindfulness? | The Mindfulness Toolkit - YouTube](#)
-  [4 Reasons Why Mindfulness Is So Important in the Classroom \(scholastic.com\)](#)

Post-Field Trip Activity: Class Recipe Book

One 20-minute session; post-visit

Learning Objective

Students will explore their sense of taste through a collaborative recipe book inspired by herbs seen at Wave Hill.

Materials

- Paper
- Writing utensils (Pencils, Markers and/or Crayons) or use a computer template

Procedure

1. Using the herb garden at Wave Hill for inspiration, create a recipe. As a class, brainstorm herbs that students remember from their time at Wave Hill. What kind of food could someone make with these herbs?
2. Have each student decide on a recipe to write. On one piece of paper, have them include a name for the recipe, the ingredients, the steps, and a drawing or image to accompany the recipe.
3. Have your students collaborate to combine their recipes into one class recipe book.
4. Have students take turns discussing their recipe with the class. Have them explain why they chose their recipe and ingredients. Is it one they know already or one they created?
5. This is a good opportunity to talk about the kinds of recipes/foods students make or eat at home. Are there herbs that were familiar, carry certain memories or associations for students? Did anyone use a family recipe as inspiration? How did they change or add to that recipe based on other students' experiences/input?

Sources

-  [Collaborative Recipe Book | The Huntington Education Resources](#)



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