

# Walk for the Senses

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Grades: Early Elementary (K-2)

## Key Words and Definitions

<b>SENSE</b>	One of the five ways in which the human body experiences the world; smell, sight, hearing, taste and touch
<b>TEXTURE</b>	The way something feels to the sense of touch
<b>OBSERVATION</b>	The act of careful looking, listening, smelling etc.

## Pre-Field Trip Activity: Scent Matching Game

*One 20-minute session; pre-visit*

### Learning Objective

Students will explore their sense of smell by investigating common scents and their sources.

### Materials

- Paper cups lightly covered with paper towels
- Herbs or spices (lavender, cinnamon, mint, cilantro)
- Pictures that correspond to smells

### Procedure

1. Before class, place some herbs and/or spices in paper cups at each table. Gently cover the cups with a paper towel and rubber band, so that students won't be able to see the source of the scents but will still be able to smell.
2. Share with students that many of the common scents they smell at home come from nature—specifically plants! Say that the class will be using their sense of smell to explore and get to know the plants in the gardens at Wave Hill on the field trip. Can anyone think of a plant that smells good, maybe one that lives in their home or outdoors in a garden? The spices in our kitchen also come from plants—usually from the bark or seeds of a plant. We will be smelling some of these now for our activity!
3. Divide the class into small groups and provide them with one scent, as well as a picture of each scent that is in a cup. Ask students to predict which picture the scent matches by using their sense of smell. Rotate through all the scents until students have correctly matched them all. Stress again that every single one of these spices are plants that come from nature.
4. At the end of the activity, allow some time for students to share their thoughts. Did they have a favorite herb/spice? Were there any they had never smelled before/didn't recognize? Which of these herbs or spices do they think they might be able to find and smell at Wave Hill?
5. Note: If you're confident that your students have a strong working knowledge of spices and herbs, you can exclude the pictures from the activity to make it more challenging.

### Sources

 [How your Nose Works](#)

# Post-Field Trip Activity: Texture Book

One 20-minute session; post-visit

## Learning Objective

Students will activate their sense of touch via a creative exploration of textured materials.

## Materials

- Paper
- Stapler
- Varied fabric (e.g., fleece, burlap, corduroy, felt, silk, satin, lace, cotton, etc.)
- Variety of other textured materials (e.g., bubble wrap, sandpaper, foil, etc.)
- Glue
- Markers

## Procedure

1. Locate an assortment of textures from the materials listed and place them onto a work surface so students can select from plenty of options.
2. Ask students if they had a favorite texture from the field trip at Wave Hill. Did they prefer textures that were smooth? Soft? Scratchy? Rough? Did anyone feel the bark on a tree, and did it feel the same or different from another tree's bark? There are so many textures, and not every plant or animal will feel the same! We'll be celebrating the plenitude of textures in nature today by making our own texture books out of found textures.
3. Encourage students to set aside a variety of textures that they like.
4. Have students glue each kind of textured material onto a different piece of paper. Once these have dried, ask students to touch each texture, and write next to each material a description of how the material feels. Ask if they think their texture came from a plant, or not from a plant.
5. Stack the pieces of paper on top of one another and staple them together to create a texture book for each student.

## Sources

 [How Your Skin Works - YouTube](#)



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