



MY SENSES!

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ΑΡΙΣΤΟΤΕΛΕΙΟ
ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΟΝΙΚΗΣ





Title	My senses!
Thematic Category	Myself and others
Rationale	<ul style="list-style-type: none">• The aim of this particular scenario is to help the children learn the five senses in the English language as well as introducing suggestions as to how they can describe their sensory stimuli.• Also, this scenario gives the children the opportunity to become aware of physically disabled people due to the lack of some of their senses.• The activities in this particular scenario encourage the children's creativity and can be used as a basis for other scenarios as well as in other thematic categories (e.g., Healthy Eating and Nature).• This scenario actively promotes the holistic development and active engagement of the children.





Children

- ✓ Know the five senses in their first language
- ✓ Know the body parts in English Language
- ✓ Know the colors in English Language
- ✓ Know the fruits in English Language

Teachers

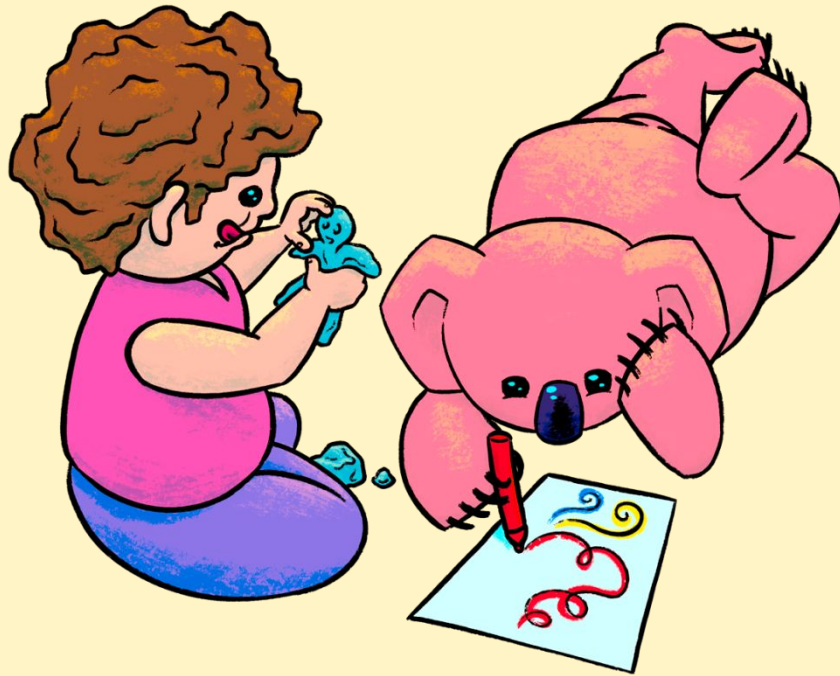
- ✓ In previous activities, the preschool teacher **(PT)** has talked about the five senses with the children.
- ✓ The English language teacher **(LT)** has already exposed the children to the “My Body” scenario and has made them familiar with the language used there.





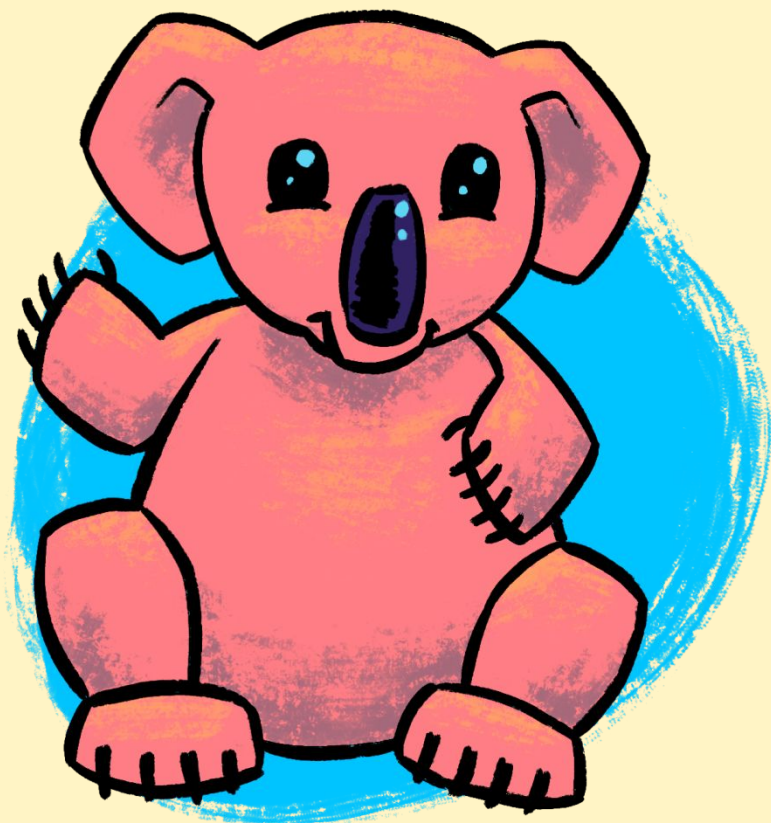
<p>Main thematic areas</p> <p>Child and Communication (Language)</p>	<ul style="list-style-type: none">• To know the five senses in English• To use basic vocabulary and phrases to express themselves while experiencing the five senses <p>Suggested vocabulary Soft, smooth, rough, hard, sweet, salty, sour, bitter</p> <p>Suggested phrases How does it feel/ taste?, Do you like it?, What's this sound?, What's this smell?, What do you see/hear?</p>
<p>Child, Self and Society</p>	<ul style="list-style-type: none">• To cultivate their communicative skills and develop authentic, positive relationships working in groups.• To develop their curiosity and imagination In a stimulating environment.• To develop of their critical thinking.
<p>Thematic areas involved</p> <p>Child, Body, Creation and Expression</p>	<ul style="list-style-type: none">• To experience learning through games in a stress free, fun and interactive environment.• To develop and activate their physical abilities through experimentation with objects and materials.• To develop fine motor skills and compose an original work combining materials in a creative way.
<p>Developing attitudes</p>	<ul style="list-style-type: none">• To develop their empathy.• To express themselves and respect each others' opinions.• To show a desire for cooperation, communication and supportive relationships.





- ✓ Kiki The Koala
- ✓ Roo The Kangaroo
- ✓ Mystery Box with a hole on top
- ✓ Pinecones, cotton, pink flower petals, rock, apple and a green leaf
- ✓ Honey, Feta cheese, a lemon and cacao powder
- ✓ Flashcards of musical instruments, such as piano, guitar, flute and drums
- ✓ Flute
- ✓ Cinnamon sticks, oregano, herbs, tea bags and flowers
- ✓ Glue sticks
- ✓ Video of sounds of musical instruments
- ✓ A hidden objects card
- ✓ Song “Five Senses” by Pinkfong Songs for Children

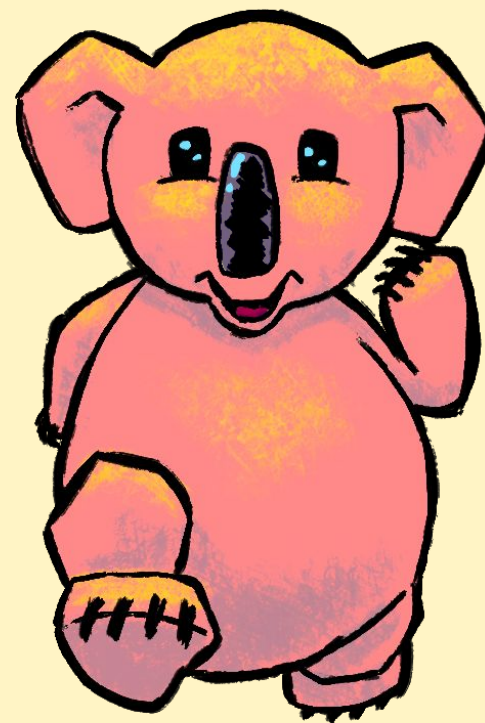




Description of the procedure
and suggested activities



Kiki comes into the classroom and greets the children. She tells them about her friend, Roo the Kangaroo, who can't see. She invites them to close their eyes and walk around the classroom in order to walk in Roo's shoes and in such way make them aware of the importance of sight.





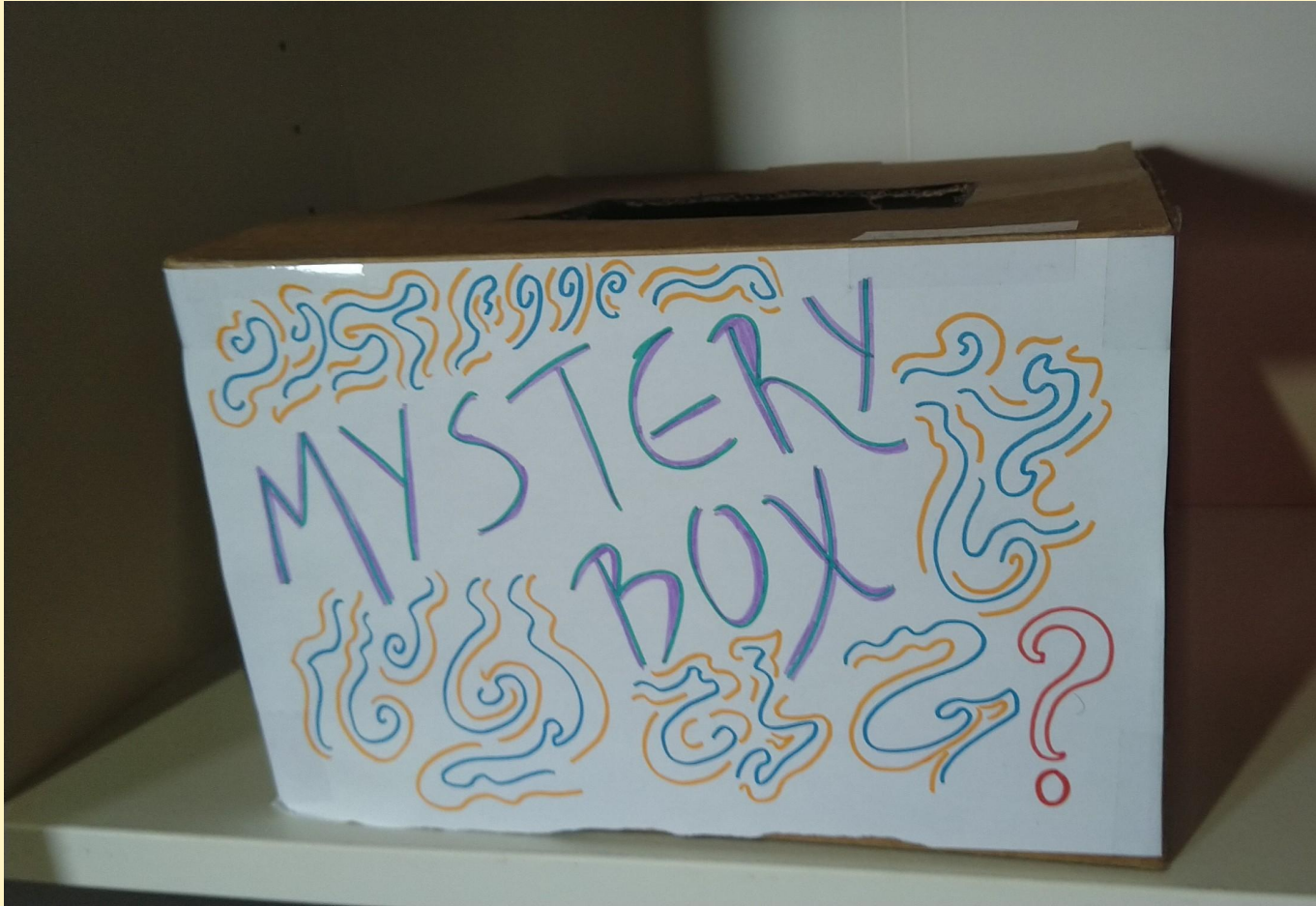
- **(LT-PT)** Roo brings some boxes and asks the children to experience touch, like he does, without seeing.
- **(PT-LT)** We sort the children into groups, and we give them boxes that have a hole on top. Inside the boxes we put one object each time. The objects are; cotton, a flower petal, a pinecone and a rock that correspond to the soft, smooth, rough and hard textures accordingly.





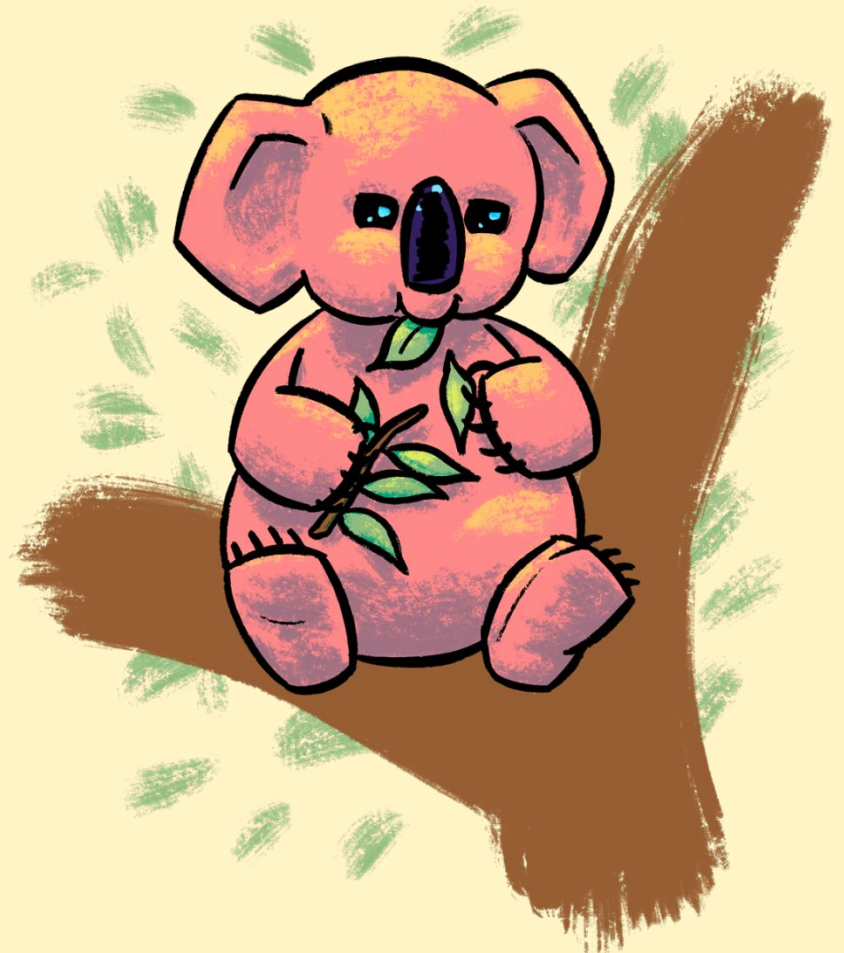
- **(PT-LT)** We ask them to put their hands in the box and guess the object. The children name the object that they think it is.
- **(LT-PT)** We take the object out of the box and tell them: **“It’s cotton and feels soft!”** Kiki does not hear and asks the children: **“How does it feel?”**
- The same process is repeated with the other objects.







- **(PT-LT)** Kiki and Roo go to the supermarket! They buy four different things, each corresponding to a different flavour, because Roo wants to try the Greek cuisine. They buy honey (sweet), feta cheese (salty), lemon (sour) and cocoa powder (bitter). We place them in four different plates for each group.
- **(LT-PT)** We sort them into groups of four and tell them: **“Let’s taste them!”**
- **(LT-PT)** The children taste each plate. Roo tastes them as well and says: **“Oh! It’s sweet”** etc. for each one.
- **(PT-LT)** Then we ask them which ones they like the most.





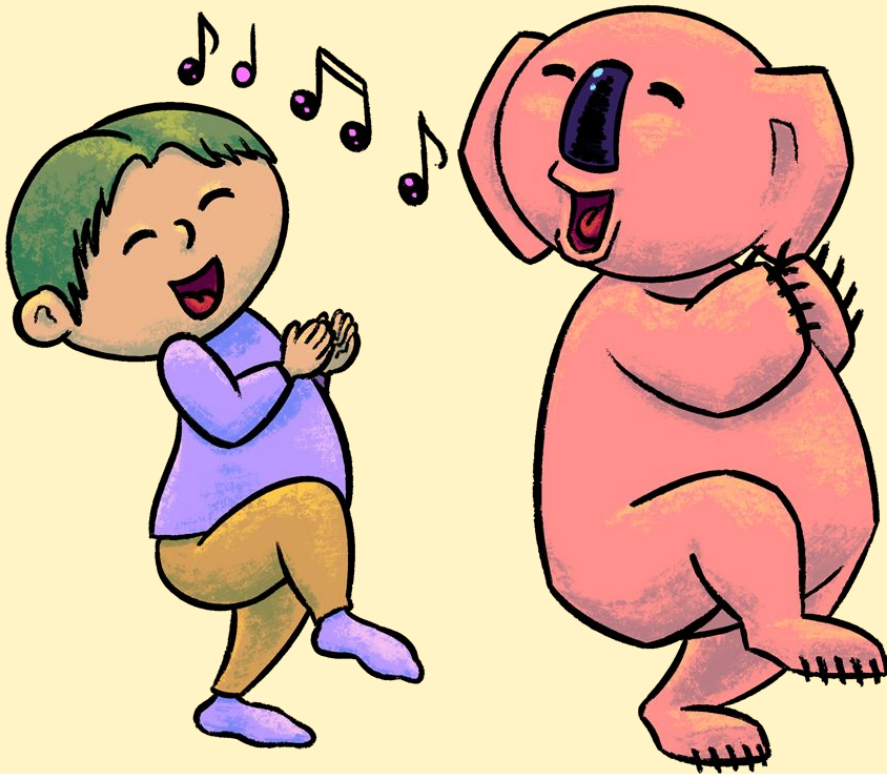
- **(LT-PT)** Kiki, Roo and their friends are in a music band! Kiki brings her flute in the classroom to show it to the children. She gives it to them to touch it and play with it. **(PT-LT)** We can also help demonstrate playing some instruments.
- **(PT-LT)** We tell them that they are going to listen to the musical instruments that the band plays and sort them into pairs.
- **(LT-PT)** We tell them: **“Let’s listen to the different sounds!”** We then introduce them to the sounds of the flute, the guitar, the piano and drums through a video and provide them with flashcards of each sound.
- **(LT-PT)** We replay the audios in different order and ask them: **“What’s this sound?”**. The children discuss and then they present the corresponding flash card.
- **(PT-LT)** Alternatively, we can ask them to play musical chairs with the same sounds.





- **(PT-LT)** Kiki and Roo made a collage with different things from Australia that smell either good or bad. We ask the children to make a similar collage with things from Greece.
- **(LT-PT)** We bring a variety of objects with different scents, such as a flower, cinnamon sticks, tea bags, herbs and oregano.
- **(LT-PT)** We sort the children into groups and ask them to smell each one: **“Does it smell good or bad?”** or **“Do you like this smell?”** The children respond with thumbs up/thumbs down.
- **(PT-LT)** Then they glue the objects on a piece of paper, and they display it on a corner in the classroom.





- **(LT-PT)** Kiki tells the children that they are going to listen to a song that she likes and combines all the five senses (see next slide). **“Let’s sing all together!”**
- **(PT-LT)** We ask the children to touch the body parts that they listen to in the song. Kiki also touches her eyes as she listens to **“See it”** etc.



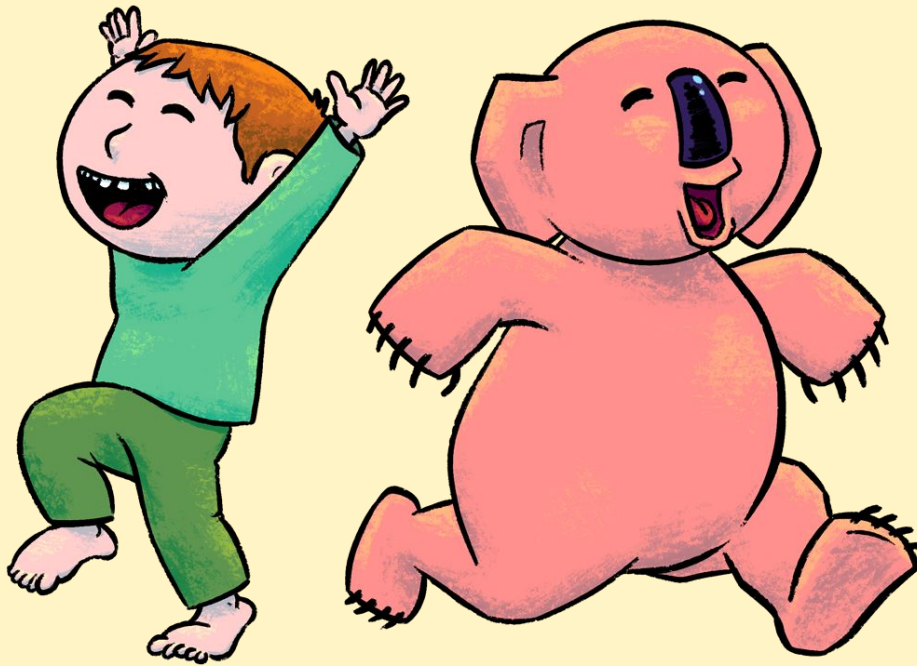


See it!
Hear it!
Smell it!
Taste it!
Touch it!
Five Senses!

Eyes, eyes!
I see, see, see.
Ears, ears!
I hear, hear, hear.
Nose, nose!
I smell, smell, smell.
Tongue, tongue!
I taste, taste, taste.
Skin, skin!
I touch, touch, touch.

One, two, three, four, **five SENSES!**

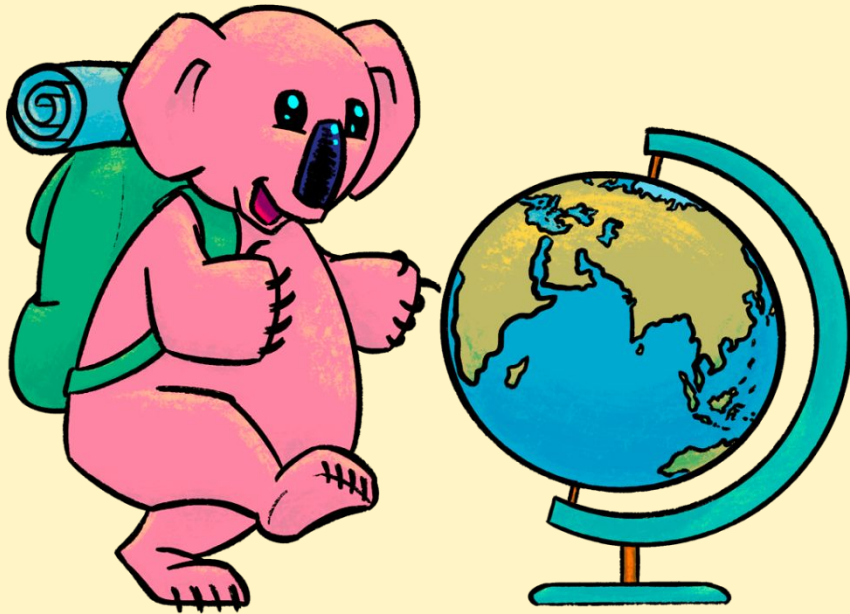




- **(LT-PT)** Kiki describes to the children her walk in a garden and shows them the photo she took of it. She then brings some things that she picked during her walk, in the classroom (a red apple, a pink flower, a yellow lemon, a green leaf and a brown pinecone) reminding them of the colours.
- **(PT-LT)** We ask the children to form pairs. We give each pair the garden picture. We show them the realia and ask them to find them in the picture.
- **(LT-PT)** “Do you see it? Find it!” The children, after discussing with each other, circle the objects in the picture. The fastest pair wins!
- **Bonus:** First pair to find Kiki wins a hug from her!







The children are asked to bring a favourite object from home and describe it to their classmates with at least one sense (how does it feel, if it smells good/bad, etc.)

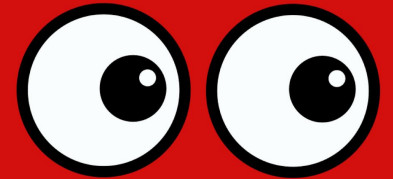
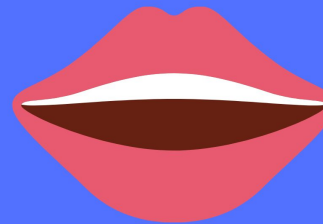
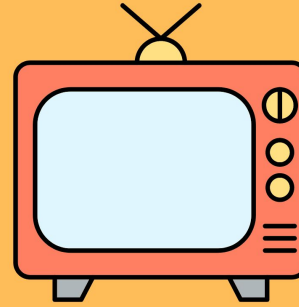
Also, we can arrange an educational visit at the 5d cinema or alternatively, create a five senses corner with different objects that correspond to the senses involved.





- The children are given flashcards and play a memory game. They have to match two of them; one body part (nose, eye, ear, mouth, hand) to the corresponding image (perfume, tv, musical note, ice cream and pencil)
- With the same flashcards we show the children one of the object cards while saying the corresponding sense verb (e.g. perfume-smell) and the children have to show the flashcard of the corresponding body part.







Acknowledgements/Credits

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- Song “Five Senses” Arranged by Pinkfong Baby Shark -Kid’s Songs and Stories,KizCastle, 2018
- Sounds of musical instruments (flute, drums, piano)



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