



Thumbs Up
We were great at
the task
because...



Thumbs Sideways
We were good at
the task
because...



Thumbs Down
We were OK at the
task because...

we used our senses to...

we described the
similarities and
differences between
objects, e.g....

we made sense of our
observations and
measurements, e.g....

we used scientific language
to explain what we found,
e.g....

we described the results
we collected by...

we...

Next time we will...





Sensory Science

Creativity & Problem Solving: to use different senses to stimulate ideas

Investigative skills: to make systematic observations and measurements



Generic task

Feely Snap



Learning Objective

Creativity & Problem Solving: to use different senses to stimulate ideas

Introducing the task 5 minutes

Explain to the children that our ideas are influenced by things around us – what we see, hear, smell, touch and taste. Our senses are important when we are learning about something for the first time, or in helping us remember people, places or events. This task involves us using our sense of touch to play the game 'Feely Snap'. We will need to rely on what we feel, or even hear!

Running the task 25 minutes

You need: a stopwatch, at least 6 bags or boxes containing small household objects such as balls, pens, tea strainer, electric plug, sponge, children's toy, tea bag etc.

Note: two bags must have the same contents.

- 1 Organise the children into six teams. Each team must have one bag.
- 2 Explore the bag by feeling the things inside and describing them to each other. It may help to make a few notes about what you are feeling.
- 3 Each team in turn should describe out loud to the whole class what they feel in the bag... remember, no looking... only feeling!
- 4 The other teams must listen and consider if they have the same items in their bag - use your notes as a check list. When a team is absolutely sure they have the same items, they should shout 'Feely Snap!'

Rule: If a team shouts 'Feely Snap' too soon they have to wait 1 minute before rejoining the game.

Helpful Hints

In a science context you may include: pieces of sand paper (coarse to smooth), plastic bottles containing different amounts of water, plastic bottles containing water at different temperatures, rubber bands of different thicknesses, pencils or pens of different lengths, balls of increasing diameter etc. In this case you would encourage the children to use scientific language relating to the texture, hardness, shape, weight, size etc.



Science embedded task

Sensory Science



Learning Objectives

National Curriculum

Sc1: 2f. Breadth of Study: 2a

Science Investigative Skills

to make systematic observations and measurements

Scientific Communication

to use appropriate scientific language to communicate ideas and explain things

Equipment

- a soft ball for each investigation team
- flooring materials e.g. carpet, cardboard, wood, tile etc
- metre sticks
- blindfolds

Success Criteria

To be successful the children will:

- describe similarities and differences between objects using different senses
- be able to make sense of and explain observations and measurements
- use a range of descriptive and scientific language.

Introducing the task 10 minutes

Read aloud 'Dans le Noir' (from Sensory Science). If appropriate, display on overhead or whiteboard. Discuss with the children some of the issues involved. How would fully sighted people cope with this situation? What senses could you use to replace sight? Ask the question, "Could using our senses, other than sight, help when making some observations?" (relate this to the generic task).

Running the task 40 minutes

- 1 Read aloud the instructions for the task, this challenges the children to plan and carry out an investigation which involves them in using their senses. Ask them to think about how their senses can help them to investigate the question.
- 2 Explain that it is likely the children have done this type of investigation before, but not quite like this because 2 people in the team will have to rely on all their senses other than sight – they will be blind folded!
- 3 As a class, discuss ideas for how the results could be collected, e.g. feeling for how high the bounce reaches, listening to the number of bounces the ball makes etc. Take time to discuss the idea of repeating tests to help ensure reliable results. Set a time limit for the teams (30 minutes is suggested).

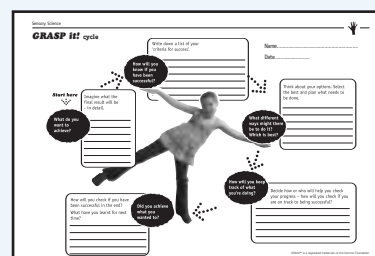
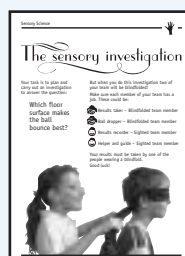
Note: It may be useful to use the GRASP-it cycle from 'Ice Cream Heaven' to structure the investigation plan.

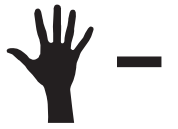
Reviewing the task 10 minutes

Discuss with the children the results obtained. How did they use their senses to get the results? What problems did they encounter? How did they overcome them?

Focus on making sense of the observations and measurements, interpreting the results or patterns they have found using scientific vocabulary. Reinforce the meaning of particular language such as reliability, accuracy, unusual results etc. Once the discussion is complete, involve the children in making an overall judgement about how well they worked using the assessment for learning Smart Grid (see back cover).

Resources

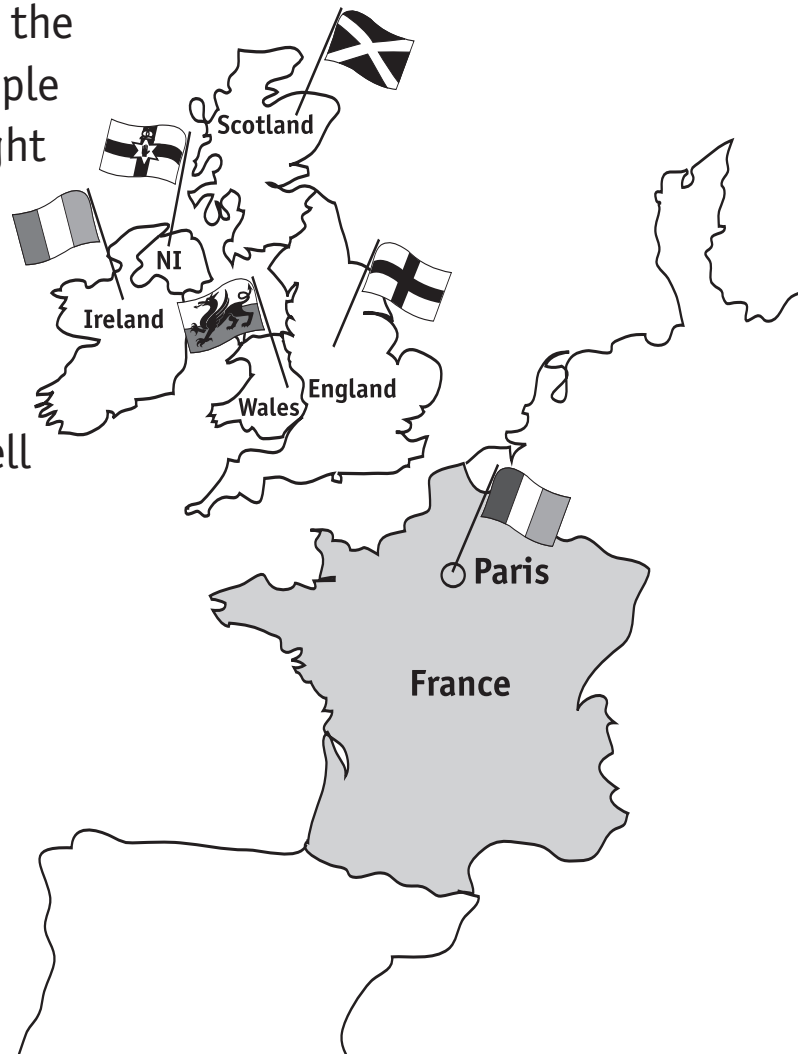




Dans le Noir



Near the middle of Paris you can find an unusual restaurant called Dans le Noir. When you arrive all seems normal, but when you go into the dining room it is completely dark. You have to find and eat your food using sense of touch. Fortunately, the drinks are served in unbreakable glasses! The idea of the restaurant is to give sighted people a chance to find out what it might be like to be visually impaired. For some people the experience is difficult or even a bit scary, but others find that in the dark they can concentrate on the smell and taste of their food and they enjoy it more.









The sensory investigation

Your task is to plan and carry out an investigation to answer the question:

Which floor surface makes the ball bounce best?

But when you do this investigation two of your team will be blindfolded!

Make sure each member of your team has a job. These could be:

-  Results taker – Blindfolded team member
-  Ball dropper – Blindfolded team member
-  Results recorder – Sighted team member
-  Helper and guide – Sighted team member

Your results must be taken by one of the people wearing a blindfold.

Good luck!



GRASP it! cycle

Write down a list of your 'criteria for success'.

How will you know if you have been successful?

Start here

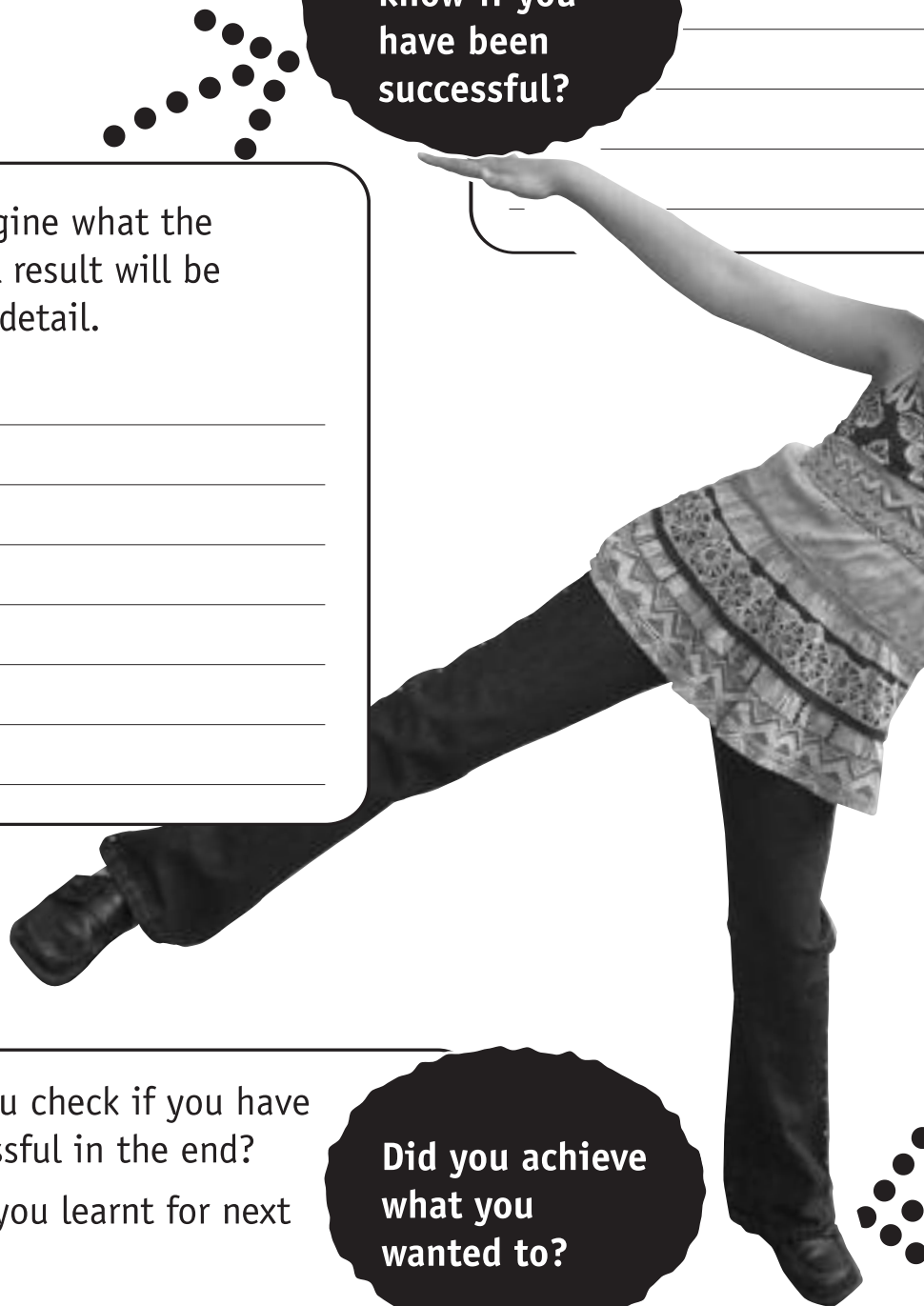


What do you want to achieve?

Imagine what the final result will be - in detail.

How will you check if you have been successful in the end?
What have you learnt for next time?

Did you achieve what you wanted to?





Blank lined writing area with a rounded top-left corner.

Name.....

Date.....



Think about your options. Select the best and plan what needs to be done.



**What different ways might there be to do it?
Which is best?**



How will you keep track of what you're doing?

Decide how or who will help you check your progress – how will you check if you are on track to being successful?
