










My Body: a good sensory detective?

	Learning Sequence for class	Learning Sequence adaptations for George
Generative Topic	<p>How does my body help me to learn about the world?</p> <p>This unit will investigate the role of the five senses in providing the individual with information about their external environment. It will contribute to students' understandings about the body as a functioning system. The implications for an individual of the loss or impairment of a sense will be explored and the ways the individual and society respond to these circumstances considered. Within the unit, students simulate the experience of sensory deprivation and learn about how our society provides for a person who has a sensory impairment.</p>	<p>How does my body help me to learn about the world?</p> <p>The unit will relate to the goals of George's IEP by helping him identify what are pleasant/unpleasant and stressful/calming sensory experiences for him.</p> <p>This unit will investigate the five senses and their role in providing George with information about his world. It will extend his sensory experiences and develop his ability to think about and describe his sensory input.</p>
Year Level	1	
Focus Essential	<p>World futures — <i>Understanding systems</i></p> <p><i>Understands that the social, natural and constructed world is made up of a complex web of relationships or systems.</i></p> <p>(Outcomes and Standards page 16)</p>	<p>Maintaining Wellbeing - <i>Personal Futures</i></p> <p><i>Understands the interdependence of the physical, mental, emotional, social and spiritual dimensions of wellbeing and knows how to make wise personal choices and contribute positively to the overall wellbeing of others.</i></p>
Standard 2	<p><i>At Standard 2: Understands how some of the parts of social, natural and constructed systems work together.</i></p> <p>(Outcomes and Standards page 16)</p>	<p><i>At Standard 1: Understands that their actions affect their own wellbeing and that of significant others.</i></p>
Supporting Essentials	<p>Maintaining Wellbeing - Personal Futures</p> <p>Communicating - Being literate</p> <p>Thinking – Inquiry</p>	<p>Communicating - Being literate</p> <p>Thinking – Inquiry</p> <p>World Futures – Investigating the Natural and Constructed World</p>

Throughline	Students will understand that their bodies have a number of interrelated ways of experiencing, operating in and responding to their environment.	George will understand that sensory information contributes to his feelings of wellbeing. George will understand that he can use his senses to explore and learn about his world.
Unit-long Understanding Goals	<ol style="list-style-type: none"> Students will understand that different body parts provide sensory input for the body. <i>Why are my senses important?</i> Students will understand how the impairment or loss of a sense might modify the ways people operate in their environment. <i>What happens if someone cannot see or hear well?</i> Students will understand how to undertake and describe simple investigations about the senses. <i>How do we find out and tell people about how the senses work?</i> 	<ol style="list-style-type: none"> George will understand that different body parts provide sensory input for his body. <i>What are my senses?</i> George will be able to describe various sensations. He will use the phrases “I see/hear/smell/taste/touch.....” <i>What are my senses telling me?</i> George will understand that sensations provoke feelings. George will use the phrases “I like/don’t like what I see/hear/smell/taste/touch.....” <i>How do these sensations make me feel?</i> George will understand that new things can be fun. <i>What do I think about trying new things?</i>
Skills focus	Observation skills, recording skills, cooperative skills	Language skills, thinking skills, cooperative skills.
Concept	The body, senses, information, body systems, impairment, adjustment	Body parts, senses, information, feelings, choices.







UGs	Introductory Performances: Engaging students	Further notes to the teacher: Teaching strategies, ongoing feedback and assessment	 Further notes to the teacher:  Adapting the task for George
1, 2,	<p>What is a detective?</p> <p>Collect and write up students' definitions of 'a detective': someone who finds things out; looks for clues; gathers information about an experience or event; puts clues together to make sense of an event.</p> <p>Ask students how we find things out. Ask them to identify the ways we 'pick up information' from our environment as we move about in it everyday.</p> <p>Ask students what they think the word 'senses' means and use their responses to come up with an agreed explanation of the term.</p> <p>Explain that 'the senses' play an important part in our gathering of information from the world around us.</p> <p>List the senses – taste, smell, hearing, sight and touch – and make a chart asking students to</p>	<p>You could read a fun book such as Bruce Whatley's <i>Detective Donut and the Wild Goose Chase</i> (Harper Collins) with students and have them list the clues Donut follows and the (wrong) conclusions he reaches and why.</p>	<p>Assessment for learning</p> <p> Prior to beginning this learning sequence, the teacher will assess George's language (knowledge and use) – see, hear, smell, touch, taste, eyes, ears, nose, mouth, skin (or hands). Use this information to guide the level of support needed during the implementation of the sequence.</p> <p> George will participate in all of this activity except the discussion about being a detective.  It is useful to expose him to his peers' knowledge and experience, but unnecessary to confuse him with additional concepts.</p> <p> At the conclusion of class discussion George will make (<i>with assistance</i>) large cardboard cut outs of the five body parts that</p>

<p>name the body organ they associate with each sense.</p> <p>Explain that they are about to act as ‘sensory detectives’ – using their senses to find out about things and gathering clues to confirm their guesses.</p> <p>Blind Experience</p> <p>Blindfold students and give them an interesting unknown object to identify (e.g. cubes of different substances, such as fruit, clay, sponge, and wood).</p> <p>Ask students to describe the object. Ask questions such as:</p> <ul style="list-style-type: none"> • What do you predict it is? • Why do you think this? • How sure are you? • How could you check? • How was your body ‘collecting clues’ and being ‘a detective’? <p>What senses did you use to decide what the</p>	<p>Teacher Note</p> <p>Tell students that they are not to use their sense of taste in this activity.</p> <p>Teacher Note</p> <p>Encourage students to use the language of thinking (use the question</p>	<p>experience sensations. He will use these to record pictures of the experiences he has during the activities, classifying them into what he can see/hear/smell/taste/touch.</p> <p> Recording could be through drawing or pasting digital photos of the objects he has experienced.</p> <p> Assessment as/for learning</p> <p>It will be essential that the adults involved</p> <ul style="list-style-type: none"> • model appropriate use of the core language assessed before the learning sequence began • monitor George’s use of the language and whether he is making connections between the words and his own personal experience.(eg when classifying experiences) <p>Blind Experience</p> <p> At least to begin with, the objects George explores will be very familiar to him. It may be useful for him to observe the other children at work on this activity before he begins.</p> <p>Offer him a choice about participating (IEP understanding : I can have my needs and wants met more effectively if I communicate them clearly in socially acceptable ways)</p> <p>These experiences are also an opportunity to facilitate the IEP understanding: I understand new things can be fun.</p>
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	<p>object might be?</p> <p>Concept attainment</p> <p>Have students supply descriptive words for each mystery object. (As students supply the words write them on the board in groups, according to which sense/s they relate to but don't tell students which groupings are being used).</p> <ul style="list-style-type: none"> • Ask students to suggest to which group subsequent words should be added. • Ask students to suggest reasons for why the words have been grouped in this way. • Have them suggest words that could go in the <i>Taste</i> column, for example. <p>Get students to describe the value of each sense in 'gathering clues' from the environment in this case.</p>	<p>stem) in their responses e.g. I predict that this is...</p> <p>Assess students' ability to:</p> <ul style="list-style-type: none"> • identify their different senses and the body organ they relate to • use different senses to explore their environment • give appropriate descriptions • share and record findings • work as a member of a group <p>Assess students' use of appropriate language to describe sensory</p>	<p>☺ Assess – will he try it with support? persist?, return later independently to the activity?</p> <p>☺ Ask George about what he thinks each object might be, which body parts he used to decide. "Did you smell that?"</p> <p>Encourage George to use the phrases "I can see/hear/smell/taste/touch....."</p> <p>Talk together about which part of the body was used. "I use my eyes to see", "I saw...." "I can see.....".</p> <p>Expose George to some descriptive (sharp, heavy, soft etc.) and comparative (it looks like a) language.</p> <p>☺ George will work alongside the other children on this activity. It may well be that there are other students who could benefit from being part of "George's group".</p> <p>Assessment of/for learning</p> <p>☺ Observe the sensory clues which tune George in the most. Use this information as the basis of a sensory preference profile.</p>
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		experiences. Assess their understanding about the function of each sense organ.	
1.	<p>Sensory Bingo.</p> <p>Have students complete a 'bingo-type' activity based on sensory stimuli.</p> <p>Procedural note:</p> <p>This could be for individuals: an A4 sheet divided into a 4x3 grid with each cell labelled with a 'sensory word' e.g. sharp, soft, shiny, etc. see Environmental Bingo - Gould League)</p> <p>OR</p> <p>It could be a large class grid drawn on butchers' paper so that all students can contribute.</p> <p>Ask students to try to find objects or write the names of objects in the appropriate spaces to illustrate the sensory description given in each of the cells.</p> <p>Have students discuss how they chose/examined the chosen objects and how they identified which sense/s and parts of their body they used to classify each object.</p>	<p>Teacher Note</p> <p>Prior to this activity, discussion should occur about the need to leave the environment undamaged. The collection of dangerous objects e.g. broken glass should also be discouraged.</p> <p>Teacher Note</p> <p>The difficulty of including taste and hearing in this activity could be discussed.</p>	<p>☺ The following sensory activities will include George working alongside the other students but at his own level.</p> <p>📄 Depending on factors such as George's mood and motivation, some activities may be omitted and previous ones repeated for consolidation. Giving him choices about participation where appropriate will provide further opportunities for him to work on relevant IEP understandings e.g.:</p> <p>I can have my needs and wants met more effectively if I communicate them clearly in socially acceptable ways</p> <p>Objects and substances used will be familiar to George with some new ones added as he becomes more experienced and confident.</p> <p>In each activity George will be practising and consolidating the skills and language outlined above. Relevant IEP understandings:</p> <ul style="list-style-type: none"> • I understand new things can be fun. • I understand that it's OK to say "I don't know" and that I can ask for help

			<p>A digital camera will be used to take photos of the actual objects George finds interesting and used to make each activity more concrete and personal for him. Add this to the information being compiled on personal preferences.</p>
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	Guided Inquiry	Further notes to the teacher: Teaching strategies, ongoing feedback and assessment	 Further notes to the teacher:  Adapting the task for George
1	<p><i>Brown Bear, Brown Bear, What Do You See?</i> <i>Polar Bear, Polar Bear, What Do You Hear?</i> Books</p> <p>Share these books with the a class</p> <p>After reading the books, have students take a short walk around the school to help to stimulate the inclusion of a variety of ‘local’ examples in the class book.</p> <p>The book could follow the format of Martin’s books but use the students’ name. It might consider the responses of several senses to each particular stimulus, e.g.</p> <p style="padding-left: 40px;">Mary, Mary what did you see? I saw the school flag waving at me</p> <p style="padding-left: 40px;">Peter, Peter What did you hear? I heard the flag flapping in the wind.</p> <p style="padding-left: 40px;">Keely, Keely what did you feel? I felt the flag slapping my hand.</p> <p>or simply record the responses of the students as they encounter various stimuli, e.g.</p> <p style="padding-left: 40px;">Sally, Sally what did you smell? I smelt the popcorn at the canteen.</p> <p style="padding-left: 40px;">Marcus, Marcus, what did you see?</p>	<p>Assess students’ ability to:</p> <ul style="list-style-type: none"> • identify the response of their senses to environmental stimuli • understand that more than one sense may respond to the same stimulus • work together to record their findings • present their findings to others 	<p> George will participate in book sharing</p> <p>and the class walk. He will choose objects from which photos are to be taken on the class walk and make his own book about the language he was practising on the walk.</p> <p> George should contribute to the making of the classbook. As well, use 2 or 3 preferred peers to help him make his personal book</p> <p> Ensure there is at least one page for each sense, duplicate pages for the senses he prefers. Use the simple sentence stems “I see ..” “I hear....” “I touch” “I smell...” “I taste...” rather than the language of the classbook</p> <p> Encourage George to share his book with his buddy class and other adults around the school. Relevant IEP understanding: I understand that names are a way of identifying people and that</p>


	<p>I saw Mrs Green smiling at us. Katy, Katy, what did you taste? I tasted strawberries in my lunch.</p> <p>Using the books as a model, ask students to write and illustrate a class big book identifying which senses are used to respond to a stimulus in the immediate environment.</p>	<p>Assess students' :</p> <ul style="list-style-type: none"> • understanding of the structure of the text and ability to create on that model. • ability to select items that fit the theme of the role of the senses. 	<p>they are needed for effective communication & relationships</p> <p>Assess</p> <p>☺ George's early reading behaviours eg book orientation, page turning, understanding of constancy of print</p>
<p>1.</p>	<p>Smelly Jars.</p> <p>Have students explore their sense of smell by trying to identify and sort unnamed substances which they may only test using this sense.</p> <p>Procedural note:</p> <p>Place cotton wool balls dipped in a variety of scents (e.g. perfume, vinegar, vanilla essence, lavender oil,) in separate film canisters which have several holes punched in the lids.</p> <p>It may be necessary to have a temporary seal e.g. tape, over the holes to contain the scent between tests!</p> <p>Code the canisters with coloured dots and ask students to match the canisters with the name of the appropriate scent from a list provided (more possibilities than necessary may be given to overcome guessing!)</p> <p>Conduct a class discussion about the ease/difficulty of completing the task. Encourage students to take note of any changes in their sensitivity as the activity</p>	<p>Teacher Note</p> <p>Discussion about safety issues when sniffing an unknown substance should have taken place before undertaking this activity.</p> <p>Students should use the 'safety sniff' method to conduct their investigations i.e. waft the scent towards their nose rather than directly inhaling from the canister.</p> <p>A variation on this activity is to provide each student with a canister with only 3 or 4 different scents used. The students are required to find the other members of their group.</p> <p>Assess students' ability to:</p> <ul style="list-style-type: none"> • apply safe practices to their investigations 	<p>☺ Smelly Jars.</p> <p>📄 At least to begin, the substances George smells will be very familiar to him. A conversation with the parent about whether she has noticed him observing smells eg BBQ and which smells are familiar , positive for him would provide useful information.</p> <p>It may be useful for him to observe the other children at work on this activity before he begins.</p> <p>☺ Assessment of learning</p> <p>Assess George's ability to name 3 different preferred smells</p>

	<p>progresses. Have them reflect on what ‘clues’ they used to identify each smell, how accurate or otherwise they were and why they might have been misled (by ‘false clues’ such a strong aroma overpowering a more subtle one).</p>	<ul style="list-style-type: none"> • observe carefully • identify accurately • record findings • contribute to a discussion <p>Teacher Note</p> <p>Note also that the sense of smell can become ‘dulled’ as it tries to accommodate contrasting aromas, one after another.</p> <p>NB. You should make sure that no students have allergies/asthma that might be induced by smelling substances.</p>	
2	<p>Sense Deprivation Activities</p> <p>Engage the students in a range of activities which deprive them of sensory input from at least one sense. e.g.</p> <ul style="list-style-type: none"> • Blindfold a student. Have this student identify another by touching only their face and hair. • Students participate in a simple ‘Touch Bag’ activity to identify unseen objects by touch alone. Have students assemble their own collection of objects for a Touch Bag activity with a partner. • Working in twos or threes with one member of the group blindfolded, have the students participate in a tree hug. Have them make (with assistance if necessary) a record of what the trees felt like describing the trees’ distinguishing 	<p>Teacher Note</p> <p>Before beginning these activities, discuss with the students the need to be respectful of and gentle with the objects and people in their investigations.</p> <p> Have students use the computer blindfolded, relying on a screen reader. Easy to use, free, downloadable screen readers are available at:</p>	<p> The activities on Sensory Impairment are likely to be unhelpful for George. He will instead work on identifying what which sensory experiences he likes and which he doesn’t like, those which are pleasant/unpleasant and stressful/calming sensory experiences for him.</p> <p>The activities George has enjoyed will be repeated but extended to include George’s reaction to the sensory input he receives. By using the activities that have worked well it may be possible to include some mildly unpleasant sensations without George becoming stressed. If George</p>

	<p>features for someone who cannot see them.</p> <ul style="list-style-type: none"> • Have students taste different substances provided by the teacher whilst holding their nose and/or being blindfolded– then let nose go. Discuss the impact on taste of smell and sight. • Instruct students that the next class session will be conducted in silence. ALL communication must be by non-verbal means. Discuss the methods people used to communicate. Which things were difficult to convey? Why? <p>Have students watch an unfamiliar video with the sound turned off. Ask them to tell a partner what you think was happening and then watch the video with the sound on.</p>	<p>http://www.il-tce.org/present04/robins.html http://www.code-it.com/ http://www.readplease.com</p> <p>NB. Make certain no students have food allergies before undertaking this test.</p> <p>Teacher Note The provision of earplugs might assist students to remain ‘incommunicado’!</p> <p>NB. Earplugs should only be worn by one student.</p>	<p>becomes stressed by any sensation it will be abandoned and immediately replaced with one he likes in order to encourage him to seek calming experiences.</p> <p>Encourage George to think about whether he liked the sensation and to say “I like/don’t like what I see/hear/smell/taste/touch.....”</p> <p>☺ The information gathered during the above activities will be used as the basis for George’s own books about sensations (eg. noise)</p> <ul style="list-style-type: none"> • an “I like “ book for those he finds pleasant and which he can choose from to calm himself. • an ” I don’t like...” book which identifies those sensations he finds stressful
2	<p>Examine Aids</p> <p>Having participated in some sensory deprivation activities, ask the students:</p> <ul style="list-style-type: none"> • What did you do that was different ‘to normal’ when you couldn’t see/hear etc? • What are some things people do to help if they have a problem with their sight or hearing? (e.g. use glasses, telescope, hearing aid, large print books, guide or hearing dog) <p>Have a variety of aids that enhance the effect of a</p>	<p>Teacher Note</p> <p>Ensure that hygiene considerations are taken into account.</p>	<p>See notes above</p>





	<p>sense for students to examine: e.g. glasses with various kinds of lenses, magnifying glasses, binoculars, hearing aid, stethoscope</p> <ul style="list-style-type: none"> • Ask students to record the name of each aid (or draw it) and to write next to it what it does 	<p>Teacher Note</p> <p>It may be possible for a hearing testing device to be borrowed/brought in, so students could refine their understanding about 'impairment' so that they do not assume that total loss is inevitable. (Most of us have a hearing limitation in relation to volume, pitch etc)</p>	
2.	<p>Adjusting to a Sense Impairment</p> <ul style="list-style-type: none"> • Invite a representative of the Royal Guide Dog Association of Tasmania to visit and talk to the class about the training and role of Guide Dogs. Ask them to explain other aids provided to sight impaired people, such as warning markers on posts, as children will probably be thinking of 'Blind' as a total condition and 'a guide dog' as the only aid. • Invite a speaker in to show students some Braille documents and/or braille and teach them some simple Braille. • Invite a presenter to demonstrate sign language 	<p>Teacher Note</p> <p>On a July 2004 <i>Inventors</i> TV program, a device (Jot-A-Dot) was exhibited that enabled sight</p>	<p>See notes above, but provide opportunities wherever appropriate for George to be given a choice to participate or work on his own books.</p> <p>relevant IEP understanding :</p> <p><i>I can have my needs and wants met more effectively if I communicate them clearly in socially acceptable ways</i></p>

	<p>to the class. The students could learn to fingerspell their names or perform a simple song as a deaf choir would.</p> <p>In response to these presentations, have students make a poster showing some of the ways a person with an impairment such as those discussed adjusts to deal with the demands of daily life.</p>	<p>impaired people to take notes, write lists etc in Braille. View a video clip or read more at http://www.abc.net.au/newinventors/txt/s1135303.htm</p> <p>Assess students' ability to:</p> <ul style="list-style-type: none"> • listen to a presentation to gain information • use the information from a presentation to identify some of the challenges posed by the impairment of a sense (or senses) in dealing with the demands of daily life • describe some of the adjustments necessary to meet these challenges • describe how other senses contribute to 'interpreting the world' if one sense is impaired 	
2.	<p>Spatial Awareness and Sight.</p> <p>Have students explore the role of the senses with other aspects of their interaction with their environment e.g.</p> <ul style="list-style-type: none"> • Play a game such as 'Bat and Moth' where the blindfolded student has to rely on sound. Ask students to observe what often happens to the 	<p>Teacher Note</p> <p>Prior to these activities, discussion about the role of excessive sound from spectators may be useful.</p> <p>Bat and Moth Game: Circle of silent students with hands joined</p>	As notes above

<p>blindfolded student as the game progresses. Ask them to suggest reasons why.</p> <ul style="list-style-type: none"> • In small groups in a large, contained space e.g. a fenced court, hall, have blindfolded students run to the opposite side of the space. Ask students to observe how different runners perform this task and discuss possible reasons. <p>Discuss with students how the impairment of a sense has wider implications for a person when it comes to adjusting so that they can operate in their environment rather than just compensating for the loss of primary input from that sense (for example, relating to and communicating with others).</p>	<p>form the wall of the cave. Blindfolded 'bat' sends out sonar signal by calling 'bat'. Three or four sighted 'moths' in the cave must respond instantly to all calls from the bat with the call 'moth'. Bat and moths are free to move within the cave with the aim being for the bat to tag a moth.</p> <p>Establishing appropriate boundaries and safety conditions for this activity is essential.</p> <p> The following learning object, Amaze, allows students to explore how overloading one sense can affect how students use another. Make sure that students using this object with high visual distraction are not prone to epilepsy.</p> <p>http://assembler.education.tas.gov.au/item/edres/404be7a4-cb47-a5d4-f1d6-4e62a1a0323c/2/viewwims.jsp</p> <p>Assess students' ability to:</p> <ul style="list-style-type: none"> • appreciate that the impairment of a sense affects a person in a number of ways • begin to understand the interconnections between the 	
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		senses	
3	<p>Posing Questions and investigating the relationship between a sense and the way we live</p> <p>Ask students to come up with some questions that they might investigate to explore how the senses work. E.g.</p> <ul style="list-style-type: none"> • Why does my grandad wear glasses? • Why does my food taste 'strange' when I have cold? • How does my skin know that the bath is too hot? • Why does the smell of fresh popcorn make me hungry? • Does everyone like/dislike the same smells? • How does my tin can telephone work? • Who has the best sight in our class? • Do girls and boys differ in patterns of sight? • From how far away can you smell perfume? <p>Help students to plan and conduct a small investigation around a manageable question such as 'who has the best sight in our class'. Help them to:</p> <ul style="list-style-type: none"> • Refine their key question so that it is precise • Borrow eye charts from a health officer or optometrist <p>(see alternative)</p>	<p>Teacher Note</p> <p>E.g. 'How does a tin can telephone work?' lends itself more to library research than active investigation and higher order thinking by the students. 'Do boys and girls have different sight patterns?' provides the opportunity for students to explore the idea of fair testing and to develop investigation paths of their own with the teacher's guidance.</p> <p>Teacher Note</p> <p>From the suggestions made choose an appropriate investigation for the class to undertake. This choice should be made so that a hands-on investigation is pursued rather than a library project.</p> <p>The concept of fair testing should be explored and made a key feature of the investigation which could be developed by class discussion and group activities.</p>	

	<ul style="list-style-type: none"> • Select the research team • Organise class mates into groups to participate in the test • Ensure equal and optimal conditions for each test • Set up a method to record observations • Arrange to check observations • Analyse and check findings • Form and record tentative conclusions <p><i>How could we test the accuracy and reliability of our experiment?</i></p>	<p>Alternatively, students could construct their own 'eye charts' on computer, using different font sizes and styles.</p> <p>Keeping in mind 'fair testing', students would need to check that:</p> <ul style="list-style-type: none"> • Each eye chart was identical in terms of letter size and style; • Each participant in the testing was an equal distance from the chart; • Instructions to 'cover one eye' etc were identical and lighting and other factors were consistent. <p>Following observation and recording of data, these factors would be reviewed to ensure, that as closely as possible, experimental group tests were comparable.</p>	
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	Culminating performance – communicating findings	Further notes to the teacher: Teaching strategies, Ongoing feedback and Assessment	 Further notes to the teacher:  Adapting the task for George
1,2	<p>The Sensory Detective On A Case – A Sensory Walk</p> <p>In pairs of one sighted and one blindfolded student, ask students to walk a path previously marked by the teacher so as to take them past a variety of sensory experiences (e.g. gravel path, flowers, sports oval, passing traffic). Have students change roles and experience a different path in their new role.</p> <p>Before leaving the classroom have students list possible questions that they might use to prompt one another to note various sensory inputs as they follow the designated paths. e.g.</p> <p>‘What can you hear?’ ‘What does this feel like?’ ‘Can you smell anything here?’</p> <p>On returning to the classroom, have students present their findings from this activity by drawing a ‘map’ of their ‘blindfolded walk’ noting the relevant sensory landmarks.</p> <p>Tell students that their map should be accompanied by an explanation, oral or written, which includes a description of the:</p>	<p>Teacher Note</p> <p>Discuss safety and responsibility when acting as a sighted guide with the class.</p> <p>You will need to mark out at least two paths prior to the lesson.</p> <p>Alternatively, students may mark out a sensory walk of their own on which to lead a blindfolded partner.</p> <p>(If there is a park with a sensory walk in your area you could take students on an excursion there.)</p> <p>Assess students’ ability to:</p> <ul style="list-style-type: none"> • identify the contribution of different senses to our awareness of the world around us 	<p>Culminating Performance</p> <p> Coach a preferred peer in developing a sensory walk for George.(use information about his preferences compiled during the course of the learning sequence)</p> <p>Have the student take George on this walk without a blindfold. Have TA record George’s responses to the questions he is asked.</p> <p>Assessment of learning</p> <p> Use information about George’s responses during the sensory walk and his ability to interact meaningfully with the books made during this sequence to assess his understanding that :</p> <ul style="list-style-type: none"> • different body parts provide sensory input for his body. • sensations provoke feelings • new things can be fun. <p>and his ability to use the appropriate language to describe various sensations</p>

	<ul style="list-style-type: none"> • senses they used • senses they did not use • challenges posed by the deprivation of the sense of sight, etc. <p>Have each student use their map with another who followed a different path and together they retrace the paths without blindfolds</p>	<ul style="list-style-type: none"> • identify that individuals tend to rely more heavily on particular senses • identify some ways in which the loss of a sense modifies the way a person operates in their environment. 	
3.	<p>The Sensory Detective Reports.</p> <p>Have students present their findings from the investigation undertaken as a result of the Posing Questions activity.</p> <p>Tell students that their reports may be presented as a poster, oral presentation or even in a dramatic form using ‘the detective unravelling the case format’ but should include:</p> <ul style="list-style-type: none"> • What was the investigation which was undertaken? • What method was used? • Why was the ‘problem’ examined in this way? • How was the idea of fair testing included? • What were the findings? • What new questions do the findings of this investigation pose? <p>Discuss with students the criteria you will be using to assess their reports — poster, oral, dramatic. Have students present their reports to the class and/or parents or other appropriate audiences.</p>	<p>Assess students’ ability to:</p> <ul style="list-style-type: none"> • apply their understanding of the senses to a simple investigation • describe why and how an investigation was undertaken • use basic scientific techniques to examine a problem e.g. fair testing. • explain the results of an investigation • present their results in 	

		<p>appropriate ways so others can understand what has been discovered</p> <ul style="list-style-type: none"> • use the results of an investigation to develop further lines of inquiry. 	
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Resources

Minutes from Me

<http://sln.fi.edu/qa96/meindex.html>

[Accessed 15th September 2004]

Sense of Sight, Thinkquest

http://www.thinkquest.org/library/site_sum.html?tname=3750&url=3750

[Accessed 15th September 2004]

Hearing game for young children

<http://place.scholastic.com/magicschoolbus/games/sound/index.htm#>

[Accessed 15th September 2004]

Brown Bear Brown Bear What do you See? Bill Martin Jnr

Polar Bear Polar Bear what do you Hear? Bill Martin Jnr

Environmental Starters Gould League of Victoria (1981)

Guide Dog Association of Tasmania: 164 Elizabeth Street, Hobart. Ph. 03 6232 1222