

Europeana Learning Scenario

Title

Enjoying the Moment Through our Senses

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Summary

Table of summary

Subject	<i>Attention skills programme and Mindfulness in Behaviour Modification Programme</i>
Topic	<i>Attention skills – for concentration, focus and to keep the attention in the present moment Mindfulness – Be aware on purpose in the present moment of everything that is done</i>
Age of students	<i>5-8 years</i>
Preparation time	<i>half an hour before each lesson</i>
Teaching time	<i>5 lessons of 60 mins each</i>
Online teaching material	<i>Padlet, Europeana, Kahoot, Search engines</i>
Offline teaching material	Tubs with different foods for different smelling. Containers with different objects for touching such as shells, cotton wool, sand, feathers, oats, pasta, rice, flour and pebbles, crepe paper, tissue paper, cardboard, glitter, coloured rice, fabric, felt, bubble wrap and buttons. Small plastic bottles, straws, rice, beans etc. Blindfolds. Name badges with the words 'eye', 'ear', 'hand', 'nose'. Raisins. Tennis ball and coloured elastic bands
Europeana resources used	https://www.europeana.eu/portal/mt/record/9200579/jk6w72uv.html?q=senses#dclid=1555357629812&p=1



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Integration into the curriculum

The learning scenario “*Enjoying the moment through our senses*” will be linked to the current learning outcome of the Nurture group programmes: Attention Skills programme and Behaviour Modification Programme

Aim of the lesson

Students will increase their memory skills and keep their attention more. They will also increase their concentration and observe their surroundings more.

1. To teach children to concentrate when there is much chaos and madness
2. To be able to focus on the sounds and not the chaos.
3. To learn to shift their focus back on their thoughts and not on what is going on around them.
4. To learn how each item feels different from the other.
5. To develop the ability to discern between good texture and other.
6. To begin to realize what they like and what they do not like.

7. To learn to observe and not just looking.
8. To learn how to shift their focus on the job they want to do while they ignore other stimuli around them.
9. To notice more the world around them.

Trends

Student Centred Learning: students and their needs are at the centre of the learning process.

21st century skills

Life and Career Skills

Learning and Innovation Skills

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
<p>Enjoying the moment through our senses 60mins</p> <p>Tubs with different foods for different smelling like coffee, chocolate, mint, basil, flour, bread, lemon, orange, apple etc. The children are each given a name badge to wear and each child puts on a blindfold, except for the 'eye'. The 'eye' chooses an object for investigation by the rest of the group, using <i>only one sense</i>. She lets the ear listen to it, the hand touch it and the nose smell it. This must be done in silence. Once children have explored the object, the eye asks them to tell each other what they heard, felt or smelt while remaining blindfolded. Then they try to guess what the object was.</p> <p><u>Discussion on activity</u> How did you feel about using only one sense? How important is it to have all our senses? Which sense we normally need or think is better for this game?</p>	<p>Smell</p>	

Enjoying the moment through our senses –

Touch

60 mins

Containers with different objects for touching such as shells, cotton wool, sand, feathers, oats, pasta, rice, flour and pebbles.

Can use display table or normal table for this activity.

The children are each given a name badge to wear and each child puts on a blindfold, except for the 'eye'.

The 'eye' chooses an object for investigation by the rest of the group, using *only one sense*. She lets the ear listen to it, the hand touch it and the nose smell it. This must be done in silence. Once children have explored the object, the eye asks them to tell each other what they heard, felt or smelt while remaining blindfolded. Then they try to guess what the object was.

Feel each object inquisitively. Then discuss the feeling while touching these objects.

Craft: Touch and feel card

Do a touch and feel card with shells, wool, feathers, crepe paper, tissue paper, glitter, coloured rice, fabric, felt, bubble wrap and buttons.

Enjoying the moment through our senses –

Sound

60 mins

Game: Pass the keys

A blindfolded or with eyes closed learner in the middle. The other students pass a set of keys and on teacher's signal keys stop going round. The learner in the middle has to guess where the keys are.

Game: Guess the sound

The children guess the sound of this mixture of animals.

https://www.youtube.com/watch?v=qIjXYiyx6SY&list=PL8EKPFqQXRRoO_ib9K_01Wb_xf_3Gs

Guess the sound you hear and choose a picture accordingly.

https://www.youtube.com/watch?v=GcWvWH0-9qI&index=3&list=PL8EKPFqQXRRoO_ib9K_01Wb_x-f_3Gs

Good to find time during the day when you're quiet to observe the sounds that are around you. The sounds give us information about what is happening around us.

Craft: Sound sensory bottles

Use small plastic drink bottles and fill with either pieces of straws, rice, beans, lentils, chick peas and cat bells for a range of tones. You can also use non-food contents for your bottles like wooden or plastic beads, buttons, nuts and bolts, metal washers or small shells. Then you can discuss each sound and the effect different sounds leave like sadness, joy, calm, if there is a sound that shocked you or that has taken you by surprise.

Enjoying the moment through our senses – Taste 60mins

RAISIN EXERCISE

Hand out 1 or 2 raisins, a sweet or other dried fruit (have options for those who don't like raisins). Before you begin, explain they are NOT to eat the raisin(s) but to wait for instruction. Acknowledge that it may seem silly at first but they will notice something different when the exercise has finished.

Employ each of the five senses in turn.

1. Looking at the food, observing the texture, the shine, the colours, lumps and bumps etc.
2. With hands first, what does it feel like, rough, smooth etc. Rub it on your cheek maybe.
3. Smell it, what does that smell remind you of? Do you like it?
4. Listen to it. Hold to your ear and try to hear it. Biscuits if rubbed should make a scratching noise, apricots and raisins will make a definite squish when squeezed enough!
5. Put the food on to our lip first, and slowly take a tiny nibble. Swish it around in your mouth, tasting and feeling with your tongue. Then a bite. Slowly increasing your enjoyment. Then finally take bigger bites and eat very slowly but normally.

Follow up activity

Describe what it was like for you when you first tried it. Maybe you felt a little silly at first. What did it taste like?

Imagine how much pleasure you could get out food instead of just pushing it into our mouths. Discuss how much more they have enjoyed this way of eating.

Enjoying the moment through our senses – Sight 60 mins *Game* *with tennis ball*

Tennis balls are perfect for the focus game described above. They are suitable for other games as well, generally played in a circle.

- The teacher bounces the ball to each student who returns it to the teacher, both using only one bounce.
- Students bounce the ball to each other in random order, forcing all to stay alert to receive the ball.
- Students pass the ball around the circle in a variety of ways - to the right, to the left, using only right hands, using only left hands.

Depending on the age of the students, a second ball may be introduced to raise the level of concentration. **Variation**

Use a rubber band ball as a way to distribute rubber bands before using geoboards. Students each remove one rubber band when the ball is bounced to them, and when you're done they can replace it.

Assessment

- Smell – give examples of what you have smelled on your way to school
- Touch – give examples of things you touch when you wake up and during breakfast
- Sound – give examples of any sounds you heard today
- Taste – what are your favourite foods and fruit that you have tasted since you were born
- Sight – give examples of what have you seen on your way to school

***** **AFTER IMPLEMENTATION** *****

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.