



CALVIN
ECOSYSTEM PRESERVE

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Sensory Adventures Program Information Sheet

Theme: Sensory Adventures- Exploring Nature Using Our Senses

Recommended Grade Levels: Pre-K & Kindergarten

Seasons Offered: Fall & Spring

Program Length: 1.5 hours (can be adapted upon request)

Maximum # of Students: 60

Program Synopsis: This hands-on program will have students exploring our fields and forests using their senses. They will discover that our preserve is filled with a variety of colors, shapes, texture, smells, and sounds as well as both living and non-living things. Students will also have the opportunity to observe how other animals use their senses. (Upon request, this program can be adapted to teacher's specifications with enough lead time.)

Key Concepts: touch, smell, hearing, sight, taste, awareness of nature, colors found in nature, shapes found in nature, observation skills, seasonal changes, living vs. non-living

Teaching Objectives: Students will ...

- Learn to use their senses (sight, touch, smell, and hearing) to explore nature.
- Discover seasonal changes that occur in nature during the fall/spring.
- Discover different colors that are found in nature.
- Discover shapes that are found in nature.
- Observe that animals have senses just like humans.
- Enjoy being outside in nature.
- Learn the difference between non-living and living(Spring only).

MI GLCE Standards:

- S.IP.00.11: Make purposeful observation of the natural world using appropriate senses.
- S.IP.00.12: Generate questions based on observations.
- S.IP.00.14: Manipulate simple tools (hand lenses) that aid observation and data collection.
- S.IA.00.12: Share ideas about science through purposeful conversation.

Tips for a successful field trip

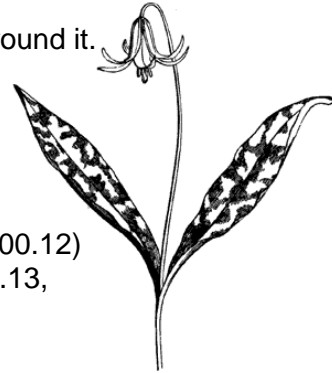
Preparing for an Outdoor Program:

Students, teachers and chaperones need to dress for the weather. In inclement weather, outdoor activities may be shortened and conducted inside the nature center; but, unless the weather is severe, we will still go outside. Please have students wear lots of layers, hats, gloves, boots and coats in cold weather and rain gear when needed. Clothes and apparel may get dirty or wet during outdoor programs- please advise your students' parents of this. During certain times of the year, insect repellent may be needed.

Before arriving, please remind your students and chaperones of the following:

- Walk quietly. Quiet hikers see more wildlife.
- Staying on the trails protects both plants and animals that live in the preserve and yourself.
- Stay behind the leader and listen carefully to instructions.
- To care for our plants and animals, we need to be kind and not hurt them.

- S.IA.00.13: Communicate and present findings of observations.
- P.FM.00.11: Describe the position of an object in relation to other objects around it.
- L.OL.00.11: Identify that living things have basic needs. (Spring only)
- L.OL.00.12: Identify and compare living and nonliving things. (Spring only)



Program Activities:

- A. Animals have senses too. (S.IP.00.11, L.OL.00.12)
- B. What can we hear? (S.IP.00.11, S.IA.00.12, S.IA.00.13, P.FM.00.11, P.FM.00.12)
- C. What can we see? (S.IP.00.11, S.IP.00.12, S.IP.00.14, S.IA.00.12, S.IA.00.13, P.FM.00.11, L.OL.00.12, L.OL.00.11)
- D. What can we smell? (S.IP.00.111, S.IA.00.12)
- E. What colors are in the woods? (S.IP.00.11, S.IA.00.12, P.FM.00.11)
- F. What shapes are in the woods? (S.IP.00.11, S.IA.00.12, S.IA.00.13, P.FM.00.11, P.FM.00.12)
- G. What can we feel? (S.IP.00.11, S.IP.00.12, S.IA.00.11, S.IA.00.12, S.IA.00.13)

Ideas for Pre & Post Classroom Activities:

Exploration:

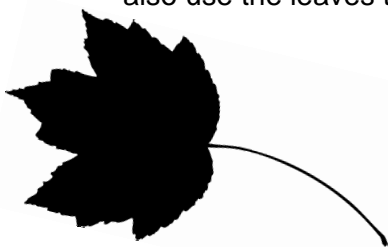
Ant's Eye View: This activity is excellent as a post-trip activity. After practicing using their senses to observe the natural world on a large scale, students will use their senses to observe the natural world on a very small scale. Set out a perimeter with string, about 30-60 centimeters in diameter. Ask the students to explore the area as if they were ants. Use their senses of sight, hearing, smell and touch to report how the area would look, sound, smell and feel to an ant. (S.IP.00.11, S.IP.00.12, S.IP.00.14, S.IA.00.12, S.IA.12.IA)

Meet a Tree: Have students pair up. Have one student wear a blind fold. Their partner must lead them to a tree (within the perimeter you've set). The blind folded students must use their senses—other than sight—to explore their tree. They can hug it, sniff it, rub their cheeks on it, listen for what might be living on it and even lick it. After they have explored the tree, their partner should lead them back to the starting point and then, with blindfolds removed, the students must try to locate the tree they explored. Switch places and have the leader wear the blindfold. (S.IP.00.11)

Senses Solo Time: Have each student find a spot, preferably outdoors (within your set parameters) where they can be away from the other students. For a short period of time, have the students sit in silence and use their senses to observe what's going on around them. Optional: Have students practice using one sense at a time. (S.IP.00.11)

Art:

Leaf Rainbow: This activity works best in autumn. Have students collect leaves in a variety of colors. Students can use glue to fasten the leaves to paper in a rainbow shape. Students can also use the leaves to create animals or other fun shapes. (S.IP.00.11)



Nature Symphony: With your students, spend some time outdoors collecting natural items. Bring these into the classroom and spend some time composing a symphony together. If you can, record it as your class song!

Nature Drawing: This is a great pre-trip activity. Have students spend some time drawing their favorite nature based activity, place or memory. (S.IA.00.12, S.IA.00.13, S.FM.00.12)

Recording & Writing:

Nature Journal: Have students create a nature journal. They can put their nature based artwork and projects in their journal. (S.IP.00.11, S.IP.00.12, S.IA.00.12, S.IA.00.13)

Sounds Map: After a guided walk where students have been practicing their listening skills, have the students create a map of the sounds they hear. They can draw the area they walked through and include drawings of the sounds they heard. (S.IP.00.11, S.IP.00.12, S.IA.00.12, S.IA.00.13)

Sharing/Discussion:

What Can You Find?: Give each student a small container, like a plastic baggie, and ask them to bring in the smallest, most beautiful and perfect nature item they can find. Ask them to bring it in and share it with the class, explaining where they found it, and why they think it is beautiful. (S.IP.00.11)

Nature Station: Set aside an area in your classroom for students to bring in nature items to display. Have the students share where they found the item, why they think it is special, how it feels, smells, looks, etc. A nature station also creates a unique resource for other sensory activities, such as blind feeling and smelling. (S.IP.00.11, S.IP.00.12, S.IP.00.14)

Sensory Descriptions: As mentioned above, blind sensory descriptions are a great way to explore nature using senses. This could happen with preselected items or outside. Have students wear blind folds and feel, smell, taste, listen to different items and describe them out loud. (S.IP.00.11, S.IP.00.12)



Great Resources for the Classroom

Our favorite storybook for using senses and discussing seasonal change:

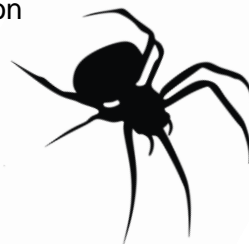
- Listen, Listen by Phillis Gershator, Barefoot Books, 2007

Websites:

- Kinder Nature: A resource for early childhood educators
<http://kindernature.storycounty.com/default.aspx>

Lesson Plans:

- Small Wonders: Nature Education for Younger Children by Linda Garrett & Hannah Thomas published by Vermont Institute of Natural Science
- Growing Up Wild: Exploring Nature with Young Children published by Council for Environmental Education



For questions and/or additional information about this program please contact:

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