

Lesson Plan 1 – HUMAN SENSES AND PERCEPTION

This lesson plan is intended for 7-8 year old primary school students

1. Preparation (Pre-lesson) (Any mind maps, collaborative technique, etc.)
Concept Map describing the unit contents.

2. Objectives (Learning/Teaching)

After this session students will be able to:

- Identify the five senses connecting them with their respective organs
- Understand how important our senses are in order to perceive and interact with the world around us
- Communicate their opinions and experiences in a collaborative way
- Foster empathy and reflection in a debate activity
- Improve their knowledge of English words related to perception

3. Stages

- Warm-up activity
- Main activities
- Wrap-up activity

4. Starting _ Engaging _ Rapport

The initial warm-up activity will begin presenting the students various images showing how different animals perceive the world, and also how robots interact with their environment (ig, the Opportunity rover in Mars). The students will have to find what all those images have in common.

5. Content

- a. Perception as a basic means to interact with the environment
- b. Human senses and its corresponding organs

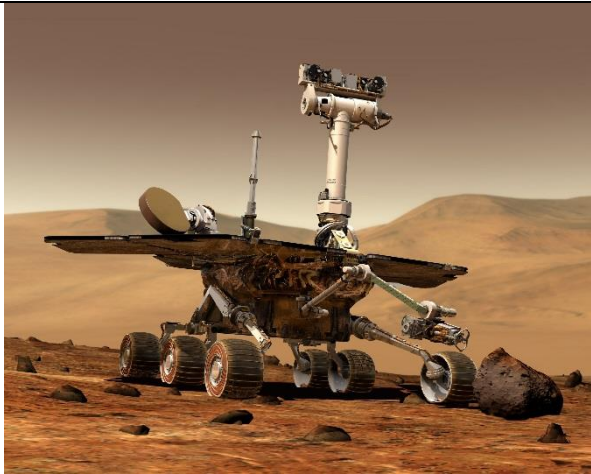
6. Activities

- a. How do animals, robots and people manage to interact with their environment? They need to collect, process and manage information, and they do such a thing using their senses.
- b. Description of an object – Word cloud and classification. The students will work in groups of 4-5 students. Each group will be given a different object, which pupils will have to describe writing down the suitable words in a sheet of paper. When the teacher claps, the objects will move on to the next group, and this dynamic will be repeated until all groups have had the opportunity to describe all the objects. After that, each group will be asked to mark which of the words they used are connected with human senses. These words will be read aloud and written on the board.
- c. Find your partners – SENSE – ORGAN – EXAMPLE. The teacher will distribute cards among the student. Some cards will have the name of a human sense, others will have the name of the corresponding organ, and other will give an example of perception (e.g. music, hot sauce...). The students will be asked to stand up and move around the class trying to find their partners.
- d. Graph – The students will have to place their cards (including the sense, the organ an the example) a graph, according to how frequently we use this sense and how important we think it is for us.

- e. Debate and discussion – The graph will be used to launch a debate about the relative importance and value of different senses. Some of the questions that can be posed are the following: How do blind or deaf people survive? Are perceptions connected with emotions?
 - f. Wrap-up activity - Assessment – Blank concept map. The students will receive a printed handout with a concept map including a general revision of the unit. The map will have blank spaces that the pupils will have to fill in.
7. Materials
 - a. Images
 - b. Cards and blutack
 - c. Board
 - d. Objects (such as a teddy bear, an apple, a fan, a ball, a jumper, a flower, a bell...)
 - e. Handouts with the blank concept map
 8. Technology – Board, Overhead beamer for the images
 9. Assessment of the students' learning
 - a. During the last 2 minutes of the session, the students will be asked to write in a piece of paper what they learnt today. As homework they will also have to fill in a blank concept map which includes the basic ideas that have been presented in the unit
 10. Evaluation of the teacher's performance
 - a. Number of correct mind maps given in by the pupils
 - b. General satisfaction of the pupils (Did you like the activity? Did you have fun?)
 - c. Time invested

Stage Methodology	Activity	Materials	Grouping-Interaction	Time
Pre-lesson		Concept map describing the unit contents		
Warm up Cognitive skill: analysing	-Present the ss. various images showing how different animals perceive the world, and also how robots interact with their environment (ig, the Opportunity rover in Mars). The students will have to find what all those images have in common.	Images Overhead beamer	Whole class – (Teacher-Students)	10
Starting Cognitive skill: reflection and classification (word cloud)	<i>Objects description</i> -Each group will be given a different object to be described, by interacting . They will write the words on a paper. The teacher claps and the objects will move on to the next group, until all groups had the opportunity to describe all the objects.	Objects: -A bell - Apple pieces - Teddy Bear - Body lotion - A pencilcase Board	Group work (4-5 students) Teacher-Students	10

	-After that, each group will be asked to mark which of the words they used are connected with human senses. These words will be read aloud and written on the board.			
Engaging Cognitive skill: Think pair share	<i>Find your partners</i> Each student is given a word card. The students will be asked to stand up and move around the class trying to find their partners by matching related cards.	-Word Cards (senses): sight, hear, touch, taste and smell -Word Cards (organs): eyes, ears, skin, tongue and nose. -Word cards related to perception:	Whole class	8
Rapport Cognitive skill: reasoning	<i>Graph</i> The students will have to place their cards (including the sense, the organ and the example) a graph, according to how frequently we use this sense and how important we think it is for us	Board	Group work (trio)	10
Rapport	<i>Debate and discussion.</i> The graph will be used to launch a debate about the relative importance and value of different senses. Some of the questions that can be posed are the following:	Oral questions: How do blind or deaf people survive? Are perceptions connected with emotions?	Group work- Teacher	8
Wrap-up Assessment	<i>Blank concept map.</i> The students will receive a printed handout with a concept map including a general revision of the unit. The map will have blank spaces that the pupils will have to fill in.	Worksheet: blank concept map	Whole class-Teacher	5



Images for the warm up activity



Pair activity

SIGHT	EYE	PICTURE	YELLOW
HEARING	EAR	TUNE	LOUD
TASTE	TONGUE	CANDY	YUMMY
TOUCH	SKIN	ICE	COLD
SMELL	NOSE	COW PAT	STINKY

Debate and reflection guided through questions

The teacher writes on the board these two points:

-How do blind or deaf people survive? Are emotions and perception connected?

Instructions given: discuss in groups for about five minutes around these questions. Then each group nominates someone to tell the main ideas to the rest of the class. *(The teacher asks the students to repeat the instructions to check they have correctly understood them).*

1-Imagine how would it be not having any sense. What would be the main problems we would find?
(Senses are an essential part of our survival kit.)

1- Imagine you could neither see nor hear, how would you feel? *(Making them foster empathy through putting them into someone else shoes.)*

2-How is that possible that you feel exited, scared or happy just watching a film? What do you think is actually happening? *(Reflect on the extraordinary power of motion pictures in combination with music)*

4- How would you feel if you had a treasure map but the most interesting part were missing?
(Awareness on the fact that an incomplete perception + motivation to understand it, creates unease feelings.)

5- Why does it make us feel better to look at someone smiling than to look at someone angry? *(Raise awareness on empathy awoken by the senses.)*

6-Why people normally like family photographs so much? *(Raise awareness on the power of images)*

7-Why do you think music is an important part of the any mass? *(Raise awareness on the power of*

the music to create a sense of communion.)

8- Why do some people cry listening national hymn? (*Raise awareness on the power of music to develop feelings*)

In brackets the aim behind each question.

Another possibility: After the graph activity the teacher ask the students to discuss starting with those two questions, and will use any of those other questions just in case they don't keep focused.

New Objective: foster empathy and reflection?

Do you think that it is useful feeling ache after touching something really hot?

What of all five senses awakes more easily feelings? Think of some examples.

Would you feel happy in a bedroom without any window? Why?

Why do you like stroking your favourite teddy bear but you wouldn't like to even touch a snake?

This was the first lesson plan we had to prepare and it was the result of working in group five Primary and Secondary teachers.