

5 Senses Journey

Timing

12-15 minutes

Space

Standing in a circle or in assigned spots with enough room to move safely

Additional supports

Visit

TeachwithArtsConnection.org



1. Set up the game

Script (2 minutes)

- We are going to take a magic journey to the setting of _____ and explore it using our 5 senses. Sight, sound, touch, smell and taste. (Option use [5 Senses images](#) as a visual aid)
- On this journey, we will move our bodies, but we will not move from our spots. Let's practice walking in place. Let's run in place. Let's sneak in place.
- On this journey, you can express what you are imagining through your movements and sounds, but we won't stop to talk about everything we imagine. We'll share once the journey is over.

2. Take on a role

Example Scripts (1 minute)

- We are artists looking for inspiration. Let's take our magic notebooks and pencils with us, so that we can make some sketches of anything beautiful or interesting that we see!
- We are detectives looking for clues in the abandoned house. Does everyone have their magic magnifying glass?
- We are scientists who want to learn as much as we can about volcanoes. We need to put on our magic protective gear, so that we don't get burned by the lava.
- The farmer is sick and needs help taking care of the farm! Are we all ready to help out?

3. Entrance ritual

Example Scripts (less than 1 minute)

- Take your magic pencil and start to draw in the air. Your pencil is drawing the garden!
- On the count of three we are going to jump into the volcano! 1-2-3 Juuuuuuuuummmmmmp!
- Rub your hands together and make some magic dust. When you sprinkle the dust on your head it will transport you to the farm

continue...

Steps to lead a...

5 Senses Journey

4. Explore the setting

Example Script (9 minutes)

Announce, describe, do and transition for each of the 3 elements you have chosen for your journey.

- **ANNOUNCE**- We are in a garden full of flowers.
- **DESCRIBE**- The flowers are bright pink and smell like cotton candy. When we pick them, we have to be very careful because they are very delicate and light.
- **DO**- Let's all pick a flower and smell it! Uh oh! They are making us sneeze! Ah Chooooooooooooo!
- **TRANSITION**- Let's get away from these flowers so we can stop sneezing!

Spend about 3 minutes on each element of the setting, so that the entire journey takes less than 10 minutes.

See the [5 Senses Journey Support Tool](#) for more examples.

5. Exit ritual

Examples Scripts (less than 1 minute)

- Let's use our magic eraser to erase the garden and get back to class!
- On the count of three we are going to jump out of the volcano! 1-2-3 Juuuuuuuuummmmmmp!
- Rub your hands together and make some magic dust. When you sprinkle the dust on your head it will transport you back to class.

Tip for step 5

- Once you are "back in the class" lead the kids in a few deep breaths to come back into the space and reset.

Do after

Chart what the kids saw, heard, touched, tasted smelled on their journey. Use these [5 senses images](#) to create a chart.

The 5 Senses Journey



Give yourself support

Post a chart of your journey or hold your journey map in your hand to help you remember the order of the setting elements, what you planned to describe and prompt kids to do for each one and how you planned transition between them.

Vary your vocal quality

Use the quality, range, volume, pitch, rhythm, tempo and pace of your voice to help kids to imagine the details of the setting. Don't forget sound effects!

Connect

Make eye contact with your students to signal that you're playing with them not performing for them.

Create a shared experience

- **Avoid describing in first person.** Instead use "We" and "Our".
Example: "**We** are standing in front of a tree covered in moss. Let's reach **our** fingers out and touch the moss".
- **Encourage unison action** by describing how we will move with specificity. For example, "Let's all reach up on our tippy toes and reach with the tips of our finger to grab onto the branch.... but we can't do it! Let's all jump on the count of three. One, two, three GOT IT!" (as opposed to "Show how you would get that high branch").

Refocus, without disrupting the imaginary world.

The kids will still spontaneously offer their own imaginings! They may also get overstimulated and become loud or physically chaotic. See the strategies to stay in the moment (below) for ideas.

The 5 Senses Journey

(without disrupting the imaginary world)

If kids are bursting to share their individual ideas...

- Invite the students to make a quick pose showing an action, or their emotional reaction to something that the group sees, hears, touches, smells or tastes.

If the class want to talk...

- Do a quick turn and talk, in role, about a specific detail that they are imagining. For example: Artists! There are so many different colors of leaves in this autumn forest. Turn to the person next to you and tell them what colors you are most excited about painting.

If the group becomes overstimulated...

- Reconnect the students with their role in the game. For example, have them draw what they are noticing in their imaginary artist's sketch pad or remind them that detectives are always very careful not to disturb the evidence.

If the group starts to lose focus...

- Re-apply the magic! Maybe the magic dust wears off when it gets too loud? Sprinkle some more on the class to refocus them!

If you want to focus on setting not character

- We often use the 5 Senses journey with the goal of helping kids to generate setting details. Often though, they will be more excited about imagining the characters that they might encounter in the setting. Try to anticipate the characters that might come up with, and have a plan for how you will avoid or limit interaction with them. The role that you set up can help with this. For example: We are scientists observing, not disturbing the jungle animals. We're detectives sneaking past ghosts in a haunted house to look for clues.
- Use avoiding characters as a way to transition to the next setting element. Example: Let's climb up the tree before the tigers sees us!

The 5 Senses Journey

Planning

1. Chose the setting.

Each 5 senses journey should go to just one setting. Choose a setting...

- from a book that your class is reading
- from a science or social studies unit that your class is exploring
- by brainstorming and choosing a setting with your class

2. Generate setting details

Give yourself time to imagine all of the possibilities for what you might see, hear, taste, smell & touch in the setting. Use the **5 Senses Brainstorm Tool**.

3. Choose 3 elements within your setting to explore in depth.

- **Choose elements that can be experienced and described through multiple senses.** For example, if you are going to a rainforest, you might stop at a waterfall which you can see, hear, feel & taste.
- **Choose elements that children will gain understanding of through acting out with their bodies and voices.** For example, if you are going to a farm, you might stop at pig pen to make squishy noises for mud, pretend our feet are stuck and make faces to show how the pigpen smells.

4. Make a map.

Use the **5 Senses Journey Support Tool** to plan transitions and what you will say to announce, describe and invite action for each setting element.

Put your plan into a **5 Senses Journey Map**.

Planning Tips:

- Choose a role that will give your class a fun reason to notice sensory details in the setting. Examples: archeologists, explorers, time travelling scientists, artists looking for inspiration or detectives looking for clues.
- Choose only 3 elements to explore in depth, so that the journey does not take too long. You can always take another journey to the same setting on another day to explore more elements in detail.
- Make sure that all 5 senses are being used in the journey.
- Keep verbal descriptions concise and always follow them up with something that kids will actually DO with their bodies and voices. See the **5 Senses Journey Support Tool** for examples.

Planning and preparation guide for...

The 5 Senses Journey

Preparation

How will you support student spatially?

In this game, we will go on a journey, without moving around the room! Each child will need spot to move their whole body safely. Give kids a clear visual spot to stay in and or return to, such as...

- a square on the rug or a tape mark on the floor
- feet on the edge of a rug
- behind their desk

How will you use visual supports?

Make a 5 Senses Chart Print the 5 senses images to create a visual aide to...

- introduce each of the 5 senses before you begin your journey.
- chart all of the sensory details that you saw together on your journey, and that children imagined individually.

Use your 5 Senses Journey Map as a visual aide.

- **For the teacher-** Print it out to hold or project it on a smart board to help you remember the details and the order of the journey you have planned out.
- **For the kids-** Project it with kids who respond well to a visual agenda, so they can follow along during the journey.

How will you make the imaginary concrete?

You may have students who struggle with participating in a journey to an imaginary setting, either because they do not have enough prior knowledge or because they are working on being able to connect to abstract ideas. Here are some examples of ways to give students concrete experiences to refer to, before or during the 5-senses journey.

- Play a recording of bird sounds before a journey to a forest.
- Touch, smell & taste marshmallows before a camping trip journey.
- Use tape on the floor to represent something that the kids will have to jump over during the journey.
- Read a book and then taking a journey into the setting
- Show video or photographs of the setting before taking a journey

5 Senses Journey

Through this lesson, students are getting better at:

In language and literacy-

Learners will be able to demonstrate and describe elements of setting by using the 5 senses. Learners will be able to use descriptive language to describe the elements of setting.

In art making-

Learners will be able to use their senses and imagination to develop a setting as part of storytelling.

Next Generation Standards/ Common Core

- Reading Literature .1 (details)
- Reading Literature .2 (retelling)
- Reading Literature .3 (identify setting)
- Speaking and Listening .1 (collaborate)
- Speaking and Listening .2 (ask and answer questions)
- Speaking and Listening .4 (describe)
- Speaking and Listening .5 (add details)
- Language .4 (determine or clarify the meaning of words)

CASEL 5 Competencies

- Self-awareness
- Self-management
- Social awareness

Danielson Domains

- 2a, 2b, 2e
- 3a, 3b, 3c, 3d, 3e