

What is sensorial enquiry?

Using all the senses to explore nature supports wellbeing and brings learning about nature to life. SENSE particularly focuses on touch (with the hands, feet and sensations on the hairs and skin). Sensorial enquiry asks the questions: what does it feel like... to me/to you? What does it remind you of? How does it change...? How is it similar/different from....?



Sensory Explorations of Nature in School Environments https://www.SenseScience.org





1. Observe your outdoor space

 Make a sketch of the school grounds with your pupils, noting some key areas (the woodland; car park; etc)

-Ask students to choose one of these areas and sit quietly for one minute listening, smelling and looking at their outdoor space.



- Support students to make a collection of a range of natural objects with different textures their chosen area.

 Explore the objects through arttake bark rubbing, sketch a twig or express texture through another medium.

What happens if we go out at a different time or in a different weather? Invite children to observe and note the changes in wildlife or if wet surfaces feel different?



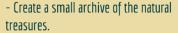
What questions arise? Is there anything children would wish to change in their grounds?

4. Create a texture record

- Arrange your collected textures (drawn; described or the objects themselves) to create a visual display of each focus area.

- Organise each display in an exhibition (physical or virtual) to create a multi-sensory impression of the grounds.

3. Store & label natural treasures



- You could use envelopes, bags, trays or boxes to store them.

- Label them with where and when you found them and how they feel (wet, dry, spiky, soft?)





- Support your students to share their sensory adventure. Could they create a story, poem or presentation to share with the rest of the school?

- Can you document the process above through photos and create a blog for the SENSE website?

Through this series of activities have you noticed students asking why textures are the way they are? Has it stimulated any lines of inquiry you may like to explore further?



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