



EXPLORE YOUR SCHOOL GROUNDS THROUGH TOUCH

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....?



Presenting and sharing your observation of life in your school grounds and what it feels like to be there.

What does my playground look like over the seasons?



What does it feel like to touch it?



Use of all senses

Observing and handling natural objects to explore and describe their form and texture.

Twist, turn it, feel it...



Observation & Manipulation

Curating & exhibiting

Collecting labelling & describing

Collecting, sorting, comparing and ordering textures in the manner of a scientist through classification, description and identification.

When did you collect it? Can you store it safely?

Comparing & making art

Does it leave a print? What's its shape?

Collecting, sorting, comparing and ordering textures in the manner of an artist through collage, printing, drawing, sculpture and mark making.



SENSE

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



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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.



2. Explore & connect

- Support students to make a collection of a range of natural objects with different textures in their chosen area.
- Explore the objects through art - take 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

- Create a small archive of the 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?)

When?
Where?
What did it feel like?

5. Share

- 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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