

# Kindergarten 5 senses exploration of the fall garden

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**Date:** Fall anytime before frost (September or early October)

**Description:** Three, 15 minute rotations: 1) Burma Shave Scavenger hunt - students will follow instructions and answer questions on index cards placed around the garden. 2) Human Camera – student pairs take turns to carefully guide each other to take pictures with their eyes 3) using 5 senses ID various fruits and vegetables in the garden

**Objective:** Students will develop awareness and observation skills while exploring the garden.

**Background:** The world is full of information for children to discover using all their senses. All three rotations provide an opportunity for students to engage their senses in answering questions and exploring the garden. 1) Burma-Shave, a shaving cream company founded in 1925, used a famous advertising strategy of posting humorous signs along roads for passersby to read. This activity uses that strategy to encourage students to explore the garden. By doing this they will become more aware of the garden as a whole by using their senses, cognitive skills, and critical thinking. 2) The human camera will use primarily sense of sight, but will also limit sight for a short period, heightening other senses; 3) students will use one of their senses to identify fresh foods from the garden.

The groups will rotate through each activity, spending about 15 minutes at each station. If there are only 2 adults, divide into two groups instead of three and eliminate one of the described rotations and spend 22 minutes per rotation instead of 15.

## **Preparation:**

### **Station 1 Burma Shave hike**

- Gather 6-8 Index cards with a written question – available from F2S or you can create your own questions that have students using their 5 senses such as: a) find a leaf with a strong smell when crushed in between your fingers – What does it smell like? b) listen for two sounds from nature, what are they? c) Can you find a place that feels cooler than your skin? d) What color are the fruits of this plant? e) find a plant that is scratchy feeling – does it sound different than a soft feeling plant? etc.
- Place these cards around the garden at the appropriate place depending on the question being asked and where they will be easy to see. (punching a hole and tying a piece of bright yarn or flagging to the card helps to find them all)

### **Station 2 Human Camera**

- Scout an area in your garden free of obstacles where children can walk easily without tripping.

### **Station 3 Garden tasting:**

- Find several garden items to investigate with taste and smell, feel and sound; pick them and put them in a paper bag to hide their identity.
- Gather five paper plates to put them on after they are exposed, and label each plate with the sense students will use to identify them. Gather knife and cutting board and bowl for scraps.

## **Action:**

Before breaking into groups please describe the 4 rules of the garden (this is an outdoor class):

1. Keep feet on the paths and out of the beds – (plant roots like soil that is not compacted)
2. Don't pick anything without asking first (some plants aren't edible or may not be ripe yet)
3. Be respectful to: creatures (rolly pollies, worms, etc), the equipment, your fellow gardeners
4. When using tools, keep them below the waist so no one gets hurt! Carry tools low and slow.

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Ask students when they traveled to the garden, what senses did they use to make observations or to learn about the garden and their trip out to the garden? Ask students to take 15 seconds to think about whether they saw, smelled or heard anything different on their way to the garden. Ask students to raise their hands if they did and share with the group. Have them raise their hand if they can name one of their 5 senses and what part of the body they use for that sense. Explain that we are going to use our 5 sense to explore the garden today.

### **Station 1: Burma Shave Hike**

With your smaller group

- Describe your activity to the students and emphasize that you will be using 5 senses to answer questions on cards around the garden.
- Make sure students understand that you will be staying together as a group and everyone will have a chance to answer the question before moving on to the next card.
- Plan on taking 2-3 minutes per card, extend your time by making sure each student understands the question and answer and is investigating several plants at each station to answer the questions.

### **Station 2: Human Camera**

With your smaller group

- Ask your students why would a photographer want to take pictures? Why is it important?
- Explain that they will be taking turns leading a partner with eyes closed to something they find beautiful in the garden to “take a picture”.
- Explain that once at their chosen spot, they will tap their partner on the shoulder to signal to open their eyes and take a “snapshot” of what they see.
- Demonstrate proper arm-holding/leading technique on a volunteer or nearby student.
- Before beginning describe the boundaries of the area that you will be staying in. Make sure students understand the boundaries and are not tempted to travel far and wide.
- Partner the students and tell them to listen for your word (e.g., Go, Start, etc.) and then head out to find a snapshot. Pick a signal to show them, and instruct them to switch partners when they hear it the first time, and to come back into a circle when they hear it the second time.
- Say the word you chose and watch them take their snapshots; give students 3 minutes and signal to switch, after a few more minutes for the second photographer, reassemble the students into a circle.
- Ask them to share their snap shot with the group. Did they notice something special or different?

### **Station 3: Experiencing garden foods with our senses**

- Describe your activity to the students - using senses to identify things from the garden. Ask students, what senses they are using when eating things from the garden? What if I thought a tomato was an apple because of the way it looked? How could I tell if it was an apple or not? What senses would help me understand what it is? Sound, smell, feel and taste. Think for one minutes and then share with your elbow neighbor what you think. Sure we will use taste, but will we use other senses?
- Pull out one of your items and place it on one of the plates labeled with a sense. Ideas for good food/sense match ups: sound /cucumber; smell /herbs or onion; taste/ tomato, carrots, kale; feel/ fennel or green beans or carrots; sight/flowers.
- Once all are placed on a plate, cut up the first one and have students use the sense written on its plate to describe it. What part of the body are we using to describe it? Which sense are we using? Who has a great word to describe this? (sound/crunchy; smell/minty; looks/pretty; tastes/sweet etc)
- Continue with each of the items (2 minutes per item) and taste as much as possible. Coming back to the 5 senses and how they help us understand our world.