



Lesson Six

Cross-Curricular Activities and Resources:

- 1. Science: Sensory Nature Walk Investigation-** Take students on a brief outdoor walk or stay by the classroom window for a “pause and observe” science exploration. Ask them to quietly focus on one sense at a time—what do they see, hear, smell, or feel (safely touching grass, tree bark, etc.)? Back in class, have them record their observations on a senses chart and identify which senses helped them learn the most about their environment. Link this to how scientists observe before they ask questions or make discoveries.
- 2. Social Studies: Community Senses Map-** Invite students to create a “Sensory Map” of a familiar place in their community (e.g., a park, their school, their kitchen). They will draw or describe what they typically see, hear, smell, taste, and touch in that space. Then, students discuss how paying attention in these places helps them stay safe, enjoy the moment, or notice something new. Connect this to responsible decision-making in communities (e.g., noticing a “wet floor” sign or hearing a fire alarm).
- 3. Language Arts: Five Senses Poem-** Have students write a “Pause and Notice” poem that includes one line for each sense. They begin each line with “I see...,” “I hear...,” “I smell...,” etc., and fill in their current experience or a memory using descriptive language. Encourage use of emotion words as well (e.g., “I hear the wind and it makes me feel calm”). For students who need more structure, offer sentence frames or let them draw before writing. End with a group share or gallery walk.
- 4. Physical Education: Five Senses Movement-** Set up five movement stations in the gym or classroom—one for each sense. For example: Sight: Freeze and scan the room, naming 3 things you see. Sound: Close your eyes and jump when you hear a clap. Smell: Wave your hand near your nose and imagine a favorite smell. Taste: Act out eating your favorite food and describe the flavor. Touch: Touch your hand to different textures (ball, mat, wall) and describe how each one feels. After each station, students take a short “pause breath” and reflect on what they noticed in their body. Conclude with a quiet circle time to discuss how movement and observation connect.
- 5. Art: Sensory Self-Portrait-** Give students a blank outline of a head and body. In each part (eyes, ears, mouth, hands, heart), students draw or write what they see, hear, smell, taste, touch, and feel during a moment of pause. For example, a student may draw blue swirls by their ears if they hear calming music. This “Sensory Self-Portrait” becomes a visual reminder of what helps them feel present and calm. Encourage students to name one thing they can do when they need to pause and reset.