



Introduction Session Outline For the Outdoor Skills Program K-2nd Grade Lessons

- I. Welcome students
- II. Read the book *Amazing Animal Senses* by Claire Llewellyn
- III. Activity: Making Sense of Our Senses
- IV. Activity: Nature Bracelet
- V. Read the book *Cutest Critters* by Marion Dane Bauer

Literature Link: Nature and wildlife based books have been included in the lessons and kits. Books may directly relate to the lesson or may just be a fun read. Unless directed in the lesson, incorporate the book as you see fit.

Suggested reading times:

- Before lesson to bring students together
- In between activities as a transition
- After an activity while waiting for parents to arrive
- After an activity while waiting for a project

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.

Inventory

Session: Introduction

Curriculum Level: K - 2

Kit Materials & Equipment

- Nose glasses
- Plaid Shirt
- Backpack
- Dog visor
- Camo shirt
- Orange vest
- Lab coat
- Magnifying glass
- Green visor
- Binoculars
- Tutu
- Green shirt
- Wings
- Skunk hat with tail
- Hairspray
- Duct tape (in craft tote)
- Hole punch (in craft tote)
- String
- Headband
- Black feather wings

Extended Activity Supplies Provided by Instructor (Optional)

Activity - Exploring the Sense of Touch

- Construction paper
- Glue sticks
- Scissors
- Plates

Literature Provided

- Cutest Critters* by Marion Dane Bauer
- Amazing Animal Senses* by Claire Llewellyn

For information on restocking items contact Julia Plugge at 402-471-6009 or julia.plugge@nebraska.gov

All orders must be placed at least 2 weeks in advance.

Session: 5 Senses

Title of Activity: Making Sense of our Senses

Grade Level: K-2nd

Objectives: Participants will:

1. Identify how humans and animals use their senses to learn.
2. Describe a wetland habitat

Method: Students will role play a story based on wetlands habitat while incorporating the five senses.

Materials Contained in Kit:

- Role Play Costumes: (nose glasses, backpack, dog visor, camo shirt, orange vest, lab coat, magnifying glass, green visor, binoculars, tutu, green shirt, wings, black feather wings and plaid shirt, skunk tail and ears, and a headband)
- Book- *Amazing Animal Senses*

Materials Needed for Activity:

- (Optional) Extended activity materials

Duration: 40 minutes

Group Size: any

Setting: Outdoors

Key Terms: Senses and wetland

Set Abilities (Concepts):
Demonstrate/Communicate to Others

Fair/Take Home Project: Paper plate animal mask (extended activity)

Background:

People and animals use senses to learn about their surroundings and themselves.

Different senses give different information.

When baking cookies, we rely on our senses to know when they are done. As the cookies are baking, we use our nose to smell the sweet scent coming from the oven. Our sense of smell will also tell us when the cookies are burning. We use our eyes to see the cookies through the oven door rise and turn golden brown. We hear the timer buzzing indicating the cookies are done. Touching, the fourth sense, will tell our body when the cookies are cool enough to eat. Touching hot cookies may result in burning our skin. Finally, we taste the cookies for the delicious flavor.

As humans do, animals also taste, touch, smell, hear and see. Animals rely on their special sensory organs for survival. A rabbit's sense of hearing is their most vital sense. Their large ears detect sound from a long way off. Rabbits use their hearing (listening) skills to protect themselves from predators (animals wanting to eat them).

According to "Animal Kingdom" a dog, frog, mouse, opossum are among the top ten "sniffer" animals. Meaning they have a very good sense of smell. Animals use their sense of smell to find food and protect themselves from predators.

Raptors, or birds of prey, including eagles, hawks and falcon can see eight times more clear than a human. To put this in perspective, a Golden Eagle will see a rabbit a mile away.

Our human senses allow us to enjoy the great outdoors. Wetlands are a sensory rich

environment, engaging all the senses boosting cognitive development. But what is a Wetland? And how does a Wetland apply to the human senses?

A Wetland is an environment with flat land where soil is very soggy (saturated) or shallow standing water covers the ground. “Soggy” is determined through the sense of touch. Wetlands are commonly found along boundaries of streams, ponds or lakes. Some wetlands stay wet all year and others experience extended dry periods.

What makes a wetland special? For starters the wetlands habitat is home of thousands of species of birds, frogs, insects, and other wildlife. Wetlands purify our air and water, and provide important nesting and feeding grounds for migratory birds.

The Activity:

Before the activity:

1. Set out character costumes, masks and gear for the students. You need at least one of each character for the story.

Procedure:

1. Read the story first without wearing costumes. Youth will be more focused on the entire story rather than just their part.
2. Have the students dress-up as one of the characters for the “A Walk in the Wetlands” role play. *(see table in next column)* In a large group setting, have all the kids could just do the gestures.
3. Explain the scenario to the students. Students are a different person or animal in a wetland habitat. Go through each of the characters having the students practice their matching gesture or sound.
4. Read the story *A Walk in the Wetlands*. Encourage the students to

do their gesture or noise when the character is read. Characters are in bolded print.

5. The symbol (?) indicates to pause from the story and discuss the applied sensory organ.

Character Costumes	
Character	Costume
Parents	Nose glasses
Children	Backpack
Dog	Dog Visor
Hunter	Camo shirt and orange vest
Farmer	Plaid Shirt
Scientist	Lab coat and magnifying glass
Canada Goose	Black feather wings
Frog	Green Visor
Bird Watcher	Binoculars
Plants	Tutu and green shirt
Bugs	Wings and headband
Skunk (optional)	Ears and tail

Character actions while reading story	
Character	Action
Parents	Clap two times
Children	Two jumping jacks
Dog	Bark like a dog
Hunter	Say “Boom Boom”
Farmer	Stomp feet two times
Scientist	Pull magnify glass up to eye
Canada Goose	Honk
Frog	Say “Ribbit”
Bird Watcher	Pull binoculars to face
Plants	Wiggly all around in silence
Bugs	Say “buzz buzz”
Skunk (optional)	Hold nose and say “pee ew”

Resources:

www.earthskids.com

Literature Link:

(Encouraged to read before or after the lesson)

Amazing Animal Senses by Claire Llewellyn

Cutest Critters by Marion Dane Bauer

Extended Activities:

(Designed to use if time allows. Materials are not provided in the kit)

Have the students design their own wetlands wildlife creature mask using a paper plate. Allow them to be creative or replicate an actual animal.

Examples

Raccoon



Frog



Deer



Turtle



Session: 5 Senses

Title of Activity: Making Sense of our Senses

Grade Level: K-2nd

Objectives: Participants will:

1. Identify how humans and animals use their senses to learn.
2. Describe a wetland habitat

Method: Students will role play a story based on wetlands habitat while incorporating the five senses.

Materials Contained in Kit:

- Role Play Costumes: (nose glasses, backpack, dog visor, camo shirt, orange vest, lab coat, magnifying glass, green visor, binoculars, tutu, green shirt, wings, black feather wings and plaid shirt, skunk tail and ears, and a headband)
- Book- *Amazing Animal Senses*

Materials Needed for Activity:

- (Optional) Extended activity materials

Duration: 40 minutes

Group Size: any

Setting: Outdoors

Key Terms: Senses and wetland

Set Abilities (Concepts):
Demonstrate/Communicate to Others

Fair/Take Home Project: Paper plate animal mask (extended activity)

Background:

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Procedure:

1. Have the students dress-up as one of the characters for the “A Walk in the Wetlands” role play. *(see table in next column)*
2. Explain the scenario to the students. Students are a different person or animal in a wetland habitat. Go through each of the characters having the students practice their matching gesture or sound.
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Frog



Deer



Turtle



Session: 5 Senses

Title of Activity: Nature Bracelet

Grade Level: K-2nd

Objectives:

1. Differentiate between nature and human creation
2. Observe their surroundings when in nature
3. Design a nature bracelet

Method: Students will take a walk and collect nature items on a piece of duct tape wrapped around their wrist.

Materials Contained in Kit:

- Duct tape
- Hairspray
- String, yarn, or ribbon
- Hole punch

Materials Needed for Activity:

- Scissors
- Paper towels
- Construction paper

Duration: 30 minutes

Group Size: any

Setting: Outdoors

Key Terms: Nature

Set Abilities (Concepts): Observe

Fair/Take Home Project: Bracelet



Background:

The phenomena of the physical world collectively, including plants, animals, the landscape, and other features and products of the earth, as opposed to humans or human creations. This is the definition of **nature**. On a young person's terms it is things that grow and form outside. Plants grow, animals grow, rocks form. This lesson is intended to help children open up their senses and began to categorize what makes up nature. Sight will be the common sense used when exploring nature, however you are encouraged to have the children close their eyes as they smell the air and plants, touch the grass, hear the sounds of birds and wind against a cottonwood's leaves. Or have a seat near an oak tree and plug their ears as they only use their sense of sight. As the young children observe nature, ask the question "did a person make that, or did the earth make that" will help them to start observing and identifying nature.

Activity:

Before the activity:

1. Cut pieces of duct tape to be able to wrap around a child's wrist. Hang them from a table.
2. Take a walk around the neighborhood or schoolyard to determine the best path, and where children can collect items.



Procedure:

1. "Nature – what is nature? What is not nature?" (accept all responses)
2. "We are going to take a walk today. You are going to find small pieces of nature to put on a bracelet." (Share any rules you have like walk on the sidewalk)
3. Wrap the duct tape, sticky side out around the child's wrist.
4. Take a walk, and collect nature items (check out the alternative ways to open up the senses in the "background").
5. Name the items on the bracelet.
6. Cut the bracelet off, and lay flat.



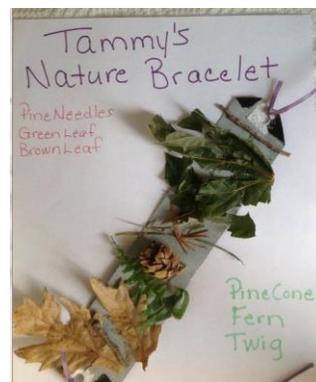
7. Punch holes in each end of the tape. If you put a piece of paper towel, tissue, or toilet paper on the end, it will keep the hole punch from clogging from the tape.
8. Lay on paper towel, and spray the bracelet with hairspray to preserve the nature items.



9. After the hairspray dries, tie ribbon onto each end.



10. Finally, the child can wear the bracelet by tying the ribbons together.
11. Optional: To prepare for display in the classroom or for the county fair, have the child mount the bracelet on a piece of cardstock. Identify the nature items on the bracelet.



Literature Link:

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Cutest Critters by Marion Dane Bauer

A Walk in the Wetlands

The *(insert your group name)* family, **parents** and **children** enjoy exploring different areas in Nebraska. Today they decided to investigate a wetlands right outside their own town. The family was excited to see the wetlands wondering if they would see a **frog**? Or how many **bugs** they could count?

The **parents** were amazed by the diversity of the wetland. **Fido**, the dog was curious of all the new sights, smells, sounds and tastes in the wetlands. That silly dog is always running ahead of everyone, discovering amazing new things.

Fido first found a **farmer** sitting on a fence lining a corn field. The **Farmer** said, "I am leaving four rows of corn **plants** for the wildlife, such as a **Canada goose** to eat." He explained how leaving **plants** in the field was being a steward of the land for people and wildlife. The tasty seeds and **plants** would give the **Canada Goose** energy for flying south for the winter.

(?) Ask the students "Which of the five senses would the Canada Goose use while enjoying the corn?" - Taste

Fido heard a noise coming from a shallow body of water. Intrigued by the sound, the dog quickly ran over to find a **scientist** catching **frogs**. The **scientist** had very good listening skills and found the **frogs** by listening for their calls.

(?) Ask the students "What sense did Fido use to find the scientist?" – Hear
(?) What sense was the scientist using to research the frogs? - Hear

Across the marshy area, a **Hunter** was crawling out of **Goose** blind hidden in cattail **plants**. The **Hunter** used the blind to cover himself from the geese as they flew in the wetland. The **Hunter** had to feel *(his/her)* way into the blind in the dark of the morning, before the sun came up.

(?) Ask the students "What sense helped the Hunter get into the goose blind?" - touch

Fido met up with the **parents** and **children**, to find them learning about binoculars from a **bird watcher**. The **child** asks what the tool is around their neck, and finds out binoculars make their eyes stronger.

(?) Ask the students, "Which of the 5 senses would we use with binoculars?" – see

The **children** enjoyed jumping through water holes and chasing **bugs** on their way home. **Fido** followed the pathway, smelling all the scents of and the **skunk**. What, the **skunk**? Oh, everyone knew that smell right away

The **parents** and **children**, especially **Fido** had a fun day learning about the wetlands habitat. There were so many things to see, hear, smell, touch, and even taste!