

HEALTH AND WELLNESS
CURRICULUM MAP
2007

	Grades 1 – 3
August September October	Nutrition and Exercise Standard 2: Physical Activity and Fitness 2.5 & 2.6 Standard 3: Nutrition 3.1, 3.2 & 3.4
October November December	Health and Hygiene Standard 8: Disease Prevention and Control 8.1, 8.2, 8.3 & 8.4
January February March	The Heart and Blood Standard 1: Growth and Development 1.1, 1.2, Standard 2: Physical Activity and Fitness 2.4 & 2.5 Standard 9: Safety and Injury Prevention 9.6 & 9.7
April May June	Bones and Muscles Standard 1: Growth and Development 1.1, 1.3 & 1.5

	Grades 4 - 5
August September October	Cells and Body Systems Standard 1: Growth and Development 1.1, 1.2, 1.3 1.4 & 1.5 Standard 3: Nutrition 3.1
October November December	All About the Brain Standard 1: Growth and Development 1.1, 1.2 & 1.3 Standard 5: Mental Health 5.1, 5.3 & 5.5
January February March	The Human Life Cycle Standard 1: Growth and Development 1.1, 1.2 & 1.5 Standard 4: Reproduction/Sexuality 4.1, 4.2, 4.3 & 4.4
April May June	All About the Senses Standard 1: Growth and Development 1.1 Standard 9: Safety and Injury Prevention

Standard 2: Physical Activity and Fitness. Taught throughout the year all grades.

Physical Activity and Fitness

Physical Activity and Fitness focuses on individual competence and versatility in movement skill, understanding movement concepts and body dynamics, and relating physical activity to life long health. Wellness captures the combination of activity of fitness an a healthy lifestyle. Students can increase their awareness of the benefits of physical activity and fitness through knowledge about how the body functions. By identifying and experiencing the relationship of exercise to overall health applying important social skills and safety in physical activity, integrating learning movement with other modes of learning, and practicing strategies to respond to stress, students can enhance their overall health and wellness. Topics generally covered in Physical Activity and Fitness includes: Motor Skill Development, Fitness, and Personal and Social Competency.

STANDARD 2: Physical Activity and Fitness

Students will, by repeated practice. Acquire and refine a variety of manipulative, locomotor, and non-locomotor movements skills, and will utilize principles of training and conditioning, will learn biomechanics and exercise physiology, and will apply the concept of wellness to their lives.

Through the study of Motor Skill Development students will

- 2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance.
- 2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor twisting, balancing, extending) skills as individuals and in teams.
- 2.3 Perform rhythm routines, including dancing to demonstrate fundamental movement skills.

Through the study of Fitness students will

- 2.4 Identify physical and psychological changes that result from participation in a variety of physical activities
- 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle
- 2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

Through the study of Personal and Social Competency students will

- 2.7 Demonstrate responsible personal and social conduct used in physical activity settings.

ESSENTIAL QUESTIONS:

- A. Questions for grades one through five throughout the year.
- What is personal space?
 - What is locomotor movement?
 - Name two body parts used as a base of support.
 - Name four locomotor skills.
 - What kind of a movement is curling, stretching and twisting?
 - Name four manipulative skills?
 - How should your muscles be when balancing?
 - Give an example of sportsmanship.
 - Give an example of someone who is being unsportsmanlike.
 - What is physical fitness?
 - Name your favorite physical activity.

OBJECTIVES: Grades 1 – 5

The Physical Education Instructional Program will assist grades 1 – 5 students:

- A. Develop awareness of:
1. Body position
 2. Change of position
 3. Base of support
 4. Speed of movement
 5. Amount of force
 6. Use of space
 7. Relationship of body parts to each other
 8. Relationship of the body to objects
 9. Relationship of one's movement to others.
- B. Experience a variety of movements including:
1. Locomotor movements
 2. Axial movement
 3. Manipulative movement
 4. Hanging and climbing movement
- C. Identify and define
1. Basic forms of locomotion
 2. Locomotor compounds
 3. Axial movements
 4. Source of force.

- D. Refine locomotor skills, to include
 - 1. Walk
 - 2. Run
 - 3. Leap
 - 4. Jump
 - 5. Hop
 - 6. Gallop
 - 7. Slide
 - 8. Skip
 - 9. Roll
- E. Refine axial movements of
 - 1. Curling
 - 2. Stretching
 - 3. Twisting
- F. Refine manipulative skills of
 - 1. Catching
 - 2. Throwing
 - 3. Striking
 - 4. Fielding
 - 5. Carrying
 - 6. Lifting
 - 7. Pushing
 - 8. Pulling
- G. Achieve stability in a variety of balances.
- H. Link skills to form sequences of movement.
- I. Combine basic skills to form complex skills.
- J. Vary the time, force, and space elements of movement to produce different qualities of movement
- K. Adapt movement skills to meet the demands of a particular situation.
- L. L. Improvise movement to produce personally novel movemet and sequences of movement.
- M. Compose and perfect sequences of movement.
- N. Develop social interactive skills through movement, to include
 - 1. Sharing
 - 2. Accepting
 - 3. Helping
 - 4. Cooperating
- O. Acquire skill in solving movement problems.

- P. Maintain and improve self-confidence and self-esteem through the performance of movement activities..
- Q. Communicate about movement and through movement.
- R. Develop basic concepts related to physical fitness.
- S. Apply science, math, social studies, language, music, and art concepts that are related to, or shared with movement concepts.

SUGGESTED ACTIVITIES

- A. Teaching space awareness
 - Self –Space
 - General Space
 - Directions
 - Levels
 - Pathways
 - Extensions and Space
- B. Teaching Effort Concepts
 - Rate of movement
 - Concept of weight
 - Concept of Flow
- C. Teaching Relationships
 - Relationships of body parts
 - Relationships of Objects
 - Relationships with People
- D. Traveling
 - Travel patterns
 - Levels of Skill Proficiency
- E. Chasing, Fleeing, and Dodging
 - Chasing
 - Fleeing
 - Dodging
 - Levels of Skill Proficiency
- F. Jumping and Landing
 - Fundamental Jumping Patterns
 - Vertical and Horizontal Jumping
 - Levels of Skill Proficiency
- G. Rolling
 - Levels of Skill Proficiency
- H. Balancing

- Static and Dynamic Balance
- Levels of Skill Proficiency
- I. Weight Transfer
 - Levels of Skill Proficiency
- J. Kicking and Punting
 - Levels of Kicking Skill Proficiency
 - Levels of Punting Skill Proficiency
- K. Throwing and Catching
 - Levels of Throwing Skill Proficiency
 - Levels of Catching Skill Proficiency
- L. Volleying and Dribbling
 - Levels of Volleying Proficiency
 - Levels of Dribbling Proficiency
- M. Striking with Rackets and Paddles
 - Levels of Skill Proficiency
- N. Striking with Long-Handled Instruments
 - Levels of Skill Proficiency

SUGGESTED ASSESMENT

- Teacher Observation
- Self-Assessment Checklist
- Homework
- Skills Test
- Quiz Tests
- Completed Worksheets

August - September - October

GRADE 1 - 3 WELLNESS: "NUTRITION & EXERCISING"

"Nutrition & Exercise" is unit. Emphasis will be on proper nutrition and exercise that are both important to keep the human body healthy. Our bodies need many different foods in the proper quantities, and exercises also necessary to keep the body healthy and balanced. The foods we eat contain important nutrients including carbohydrates, fats, proteins, vitamins, minerals and water.

TOPIC:

NUTRITION & EXERCISE

ESSENTIAL QUESTIONS:

- A. First grade questions:
 - Why is water important?
 - What good things does exercise do for the body?
 - Why is resting important for our bodies?
- B. Second grade questions:
 - What do our bodies need to live and grow?
 - Is sugar good or bad for us?
 - What is fiber?
 - What good things does regular exercise do for our body?
- C. Third grade questions:
 - Where do our bodies get fuel?
 - What is the purpose of the food pyramid?
 - What activities work your muscles, heart & lungs?

LEARNING STANDARDS:

STANDARD 2: Physical Activity & Fitness (Exercise)

Through the study of Fitness students will

- 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle
- 2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

STANDARD 3: Nutrition

Through the study of Improving Nutrition students will

- 3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.
- 3.2 Use the USDA food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks.
- 3.4 Identify heredity, diet, and physical activity as key factors in body shape and size.

OBJECTIVES:

- Student view and discuss a DVD addressing nutrition & exercise.
- Students will learn about nutrients.
- Students will learn that exercise will keep our body healthy.
- Students will identify the purpose of the food pyramid.
- Students will recognize what regular exercise will do for your body.

SUGGESTED ACTIVITY:

- Nutrition bingo.
- Cooperative poster.
- Nutrition based activities/games.
- Use internet resources, kidshealth.org/kid/

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Completed worksheets.
- Cooperative group activity displayed in school.

October – November - December

GRADE 1 - 3 WELLNESS: “HEALTH & HYGIENE”

“Health & Hygiene” is a course on being healthy with all of the body parts working as they should. Even healthy people get sick sometimes. Whenever we get an illness, there are things we can do to get better. We can rest, drink fluids, visit the doctor and take medicine. We can also do things that will help us stay healthy and help prevent illness, like keeping clean, brushing our teeth and taking care of ourselves

TOPIC:

HEALTH & HYGIENE

ESSENTIAL QUESTIONS:

D. First grade questions:

- What are germs?
- How do germs make us sick?
- How can our bodies fight germs?

E. Second grade questions:

- What does it mean to be healthy?
- What is a disease?
- What sorts of things can you do to fight diseases?

F. Third grade questions:

- Name some good hygiene habits?
- Which hygiene habits do you think are the most important?
- Why are these hygiene habits the most important?

LEARNING STANDARDS:

STANDARD 8: Disease Prevention and Control

Through the study and Prevention students will

8.1 Describe how the body fights germs and disease naturally and with medicines and immunizations

Through the study of Signs, Causes, and Treatment students will

8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms if illness

Through the study of Health Maintenance students will

- 8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct hand-washing, regular bathing, and washing cloths)
- 8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)

OBJECTIVES:

- Students view and discuss a DVD addressing health and hygiene.
- Students will learn vocabulary related to health and hygiene.
- Student will learn how to prevent and control the spread of disease, including those that help promote cleanliness (such as correct hand washing, regular bathing, and washing cloths).
- Students will list important things they need to do to stay healthy.
- Students will identify and give examples of good hygiene habits.

SUGGESTED ACTIVITY:

- Video/DVD viewing.
- Self assessment checklist of health and hygiene.
- Brainstorming: What constitutes good hygiene? How does it affect good health?
- Role play.
- Health and Hygiene based activities/games.
- Students will create a classroom checklist of good hygiene and healthy habits.
- Invite the school nurse to present a program to students about the relationship between hand washing and catching a cold and medicines that may help, including that medicines should only be taken with adult supervision.
- View video “Dr. Rabbit and The Legend of Tooth Kingdom”.
- Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing).
- Use internet resources, kidshealth.org/kid/

SUGGESTED ACTIVITIES/GAMES:

- Germ Bug, Dr. Good,

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Homework.
- Quiz/Tests.

January – February - March

GRADE 1 - 3 WELLNESS: “THE HEART & BLOOD”

“The Heart & Blood” unit is the study of the human body and its many different parts. We will be studying the circulatory system which contains the heart, the blood and many blood vessels, and is responsible for circulating the blood throughout the body, providing oxygen, water and food to cells.

TOPIC:

THE HEART & BLOOD

ESSENTIAL QUESTIONS:

- A. First grade questions:
 - Where is the heart located in the human body?
 - What do you need to in order to keep your heart healthy?
 - What is your pulse?
- B. Second grade questions:
 - What are the different parts of the heart?
 - What does the word circulate mean?
 - What are the main jobs that blood does for our body?
 - What does the blood deliver and take away in our body?
 - Why do we send you to the nurse when you have a cut?
- C. Third grade questions:
 - What do white blood cells do?
 - What are the three types of blood vessels?
 - What are the differences between veins and arteries?

LEARNING STANDARDS:

STANDARD 1: Growth and Development

Through the study of Body Systems students will

- 1.1 Name the external and internal parts of the body and the body systems (circulatory)
- 1.2 Identify the behaviors and the environmental factor that influence functioning of body systems.

STANDARD 2: Physical Activity and Fitness

Through the Study of Fitness students will

- 2.4 Identify physical changes that result from participation in a variety of physical activities.
- 2.5 Explain the benefits of physical fitness to good health and increased active live style.

STANDARD 9: Safety and Injury Prevention

Through the study of Emergency Intervention students will

- 9.6 Follow universal precautions for all first aid involving any blood and any other body fluids.
- 9.7 Apply appropriate first aid for cuts and bruises including observing universal precautions.

OBJECTIVES:

- Student view and discuss a DVD addressing the heart and blood.
- Students will learn how the blood travels through the body.
- Students will be able to explain why the blood is red.
- Students will be able to list four types of human blood.
- Students will understand the concept of matching blood.

SUGGESTED ACTIVITY:

- Use internet resources, kidshealth.org/kid/body/heart_SW.html, AHA.org,
- Find pulse rate change from resting to active.
- Students will draw a picture of the heart labeling the various parts of the heart.
- Invite a Dr. or Nurse from the community to lecture on how to keep your circulatory system healthy.
- Aerobic and anaerobic activities.
- Take class pulse during fitness activities.

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Completed worksheets.
- Quiz and tests on heart.

April – May - June

GRADE 1 - 3 WELLNESS: “BONES AND MUSCLES”

“Bones and Muscles” is a unit on how our body moves. It gives young students a close up look at these two key systems of the human body. First, they’ll learn that bones and muscles are alive! Then, they will discover that bones give our bodies shape, structure and protection, while also performing the important job of making out blood.

TOPIC:

BONES AND MUSCLES

ESSENTIAL QUESTIONS:

D. First grade questions:

- How many bones are in the body?
- What are bones?
- What are the three types of bones?
- What is the muscular system?

E. Second grade questions:

- Why is it important for us to drink milk, and eat foods like cheese, yogurt? And leafy green vegetable?
- What is the difference between voluntary and involuntary muscles?
- Can we move all the muscles in your body if you want to?

F. Third grade questions:

- How many muscles are in the body?
- Why is regular exercise important for bones and muscles?
- Why are thick strong bones not very heavy?
- What is marrow and why is it important?

LEARNING STANDARDS:

STANDARD 1: Growth and Development

Through the study of Body Systems students will

- 1.1 Name the external and internal parts of the body and the body systems (muscular & skeletal)
- 1.3 Identify appropriate accommodations and aids for people with physical disabilities.
- 1.5 List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, death)

OBJECTIVES:

- Student view and discuss a DVD addressing the bones and muscles.
- Students will learn names of some bones and muscles.
- Students will explain how our bones and muscles work together when we move our bodies.
- Students will how many bones and muscles are in our bodies.

SUGGESTED ACTIVITY:

- Use internet resources, yucky.kids.discovery.com/flash/body/
- The Skeletal Poly Spot activities.
- Fitness stations.
- Invite Dr. from the community to discuss and display bones and muscles.

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Completed worksheets.
- Quiz and tests on bones and muscles.

August – September - October

GRADE 4 - 5 WELLNESS: ‘CELLS AND BODY SYSTEMS’

“Cells and Body Systems” is a unit that allows the students to see how body parts work closely together as a team to keep the human body healthy and functioning. Student will see how body systems are made up from cells, tissues and organs.

TOPIC:

CELLS AND BODY SYSTEMS

ESSENTIAL QUESTIONS:

G. Grade four questions:

- Name a body system?
- What are body systems made of?
- Could we live without one of our body systems? Why or why not?
- What system is the “command center” of the human body?

H. Grade five questions:

- What systems work together to allow us to move our bodies?
- Why do we need to eat food?
- How does the immune system protect us?

LEARNING STANDARDS:

STANDARD 1: Growth and Development

Through the study of Body Systems students will

- 1.2 Name the external and internal parts of the body and the body systems (nervous, muscular, skeletal, circulatory, respiratory, digestive, endocrine, and excretory systems)
- 1.2 Identify behaviors and environmental factors that influences functioning of body systems
- 1.3 Identify appropriate accommodations and aids for people with physical disabilities.
- 1.4 Distinguish the characteristics of living and non-living organisms.
- 1.5 List the stages in the basic growth process of living organisms (fertilization, growth, reproduction, death)

STANDARD 3: Nutrition

Through the study of Improving Nutrition students will

3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows.

OBJECTIVES:

- Student view and discuss a DVD addressing the “Cells and Body Systems”.
- Students will make the connections between cells, tissues, and organs.
- Students will identify what a body system is.
- Students will see how the body systems work together.

SUGGESTED ACTIVITY:

- Use internet resources, www.brainpop.com/health/
- Students will identify any organ system and come up with analogies relating the organs of that system to anything familiar to them.
- Create a poster depicting a body system.
- Brainstorming
- Games/activities relating to the body systems.

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Completed worksheets.
- Quiz and tests on cells and body systems
- Poster display.

October – November - December

GRADE 4 - 5 WELLNESS: “All About the Brain”

“All About the Brain” is a unit in which students will learn that there is nothing that we do that does not involve the brain in some way. The brain is a part of the nervous system, which is the control and communication system for the entire body.

TOPIC:

ALL ABOUT THE BRAIN

ESSENTIAL QUESTIONS:

A. Grade Four questions:

- What is the brain?
- How does the brain help us see, hear, taste, smell, and touch?
- What is the nervous system?

B. Grade Five questions.

- What are the three main parts of the brain?
- Can nervous and muscles act before informing the brain?
- What body system does the brain belong to?

LEARNING STANDARDS:

STANDARD 1: Growth and Development

Through the study of Body Systems students will

- 1.3 Name the external and internal parts of the body and the body systems (nervous, systems)
- 1.2 Identify behaviors and environmental factors that influences functioning of body systems
- 1.3 Identify appropriate accommodations and aids for people with physical disabilities.

STANDARD 5: Mental Health

Through the study of Feelings and Emotions students will

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reaction of the body to intense positive and negative feelings.

Through the study of Identity students will

- 5.3 Define Character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self concept, decision making, and interpersonal relationships.

Through the Study of Decision Making students will

5.5 Explain and practice a model for decision making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions.

OBJECTIVES:

- Student view and discuss a DVD addressing the “Brain”
- Students will be able to identify the three main parts of the brain and their responsibilities.
- Students will know what a reflex is.

SUGGESTED ACTIVITY:

- Use internet resources, www.brainpop.com/health/faculty.washington.edu/chudler/colorbook.html
- Use of school library for suggested reading and free time.
- Display MRI and CT scans in an effort to show students different images of the brain provided by local community medical guest speaker.
- Create a class bulletin board or display, showing the three main parts of the brain.
- Brainstorming
- Games/activities relating to the brain.

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Completed worksheets.
- Quiz and tests on the brain.
- Bulletin board display.
- Written thank you note to the guest speaker containing at least four facts that they learned.

January – February - March

GRADE 4 - 5 WELLNESS: “The Human Life Cycle”

“The Human Live Cycle” is units that the student will discover that there are stages that all of us pass through as we grow: birth, infancy, childhood, adolescence, and adulthood.

TOPIC:

THE HUMAN LIFE CYCLE

ESSENTIAL QUESTIONS:

C. Grade Four questions:

- Name all the stages of the human life cycle.
- What changes will you go through in your life as you grow up?
- What is a cycle? Name a few examples.

D. Grade Five questions.

- How does puberty change the body.
- Why do you think that adolescence is known as a confusing time for the human?
- How do people change as they grow?

LEARNING STANDARDS:

STANDARD 1: Growth and Development

Through the study of Body Systems students will

- 1.4 Name the external and internal parts of the body and the body systems (nervous, systems)
- 1.2 Identify behaviors and environmental factors that influences functioning of body systems
- 1.5 Students will list the stages in the basic growth process of living organisms (fertilization, growth, reproduction, an death)

STANDARD 4: Reproduction/Sexuality

Through the study of Development students will

- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.2 Identify the physical changes as related to the reproductive system during puberty.
- 4.3 Define sexual orientation using the correct terminology (such as heterosexual, and gay and lesbian.

Through the study of Wellness students will

4.4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking and other substance use contribute to the health of a mother and fetus.

OBJECTIVES:

- Student view and discuss a DVD addressing the “The Human Life Cycle”
- Student will acquire the knowledge and skills necessary to make effective personal decisions that promote a healthy lifestyle.

SUGGESTED ACTIVITY:

- Use internet resources, www.kidshealth.org , www.enchantedlearning.com/subjects/butterfly/lifecycle/index.shtml
- Invite the school nurse or a health care professional who specializes in children to discuss the changes that take place in boys and girls at puberty.
- Have student research the life span of different animals, including humans. Integrating this into a math lesson by creating a line or bar graph summarizing this data.
- Have students brainstorm as many cycles as they can, explaining why each is a cycle.

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Completed worksheets.
- Quiz and tests on the human life cycle.

April – May - June

GRADE 4 - 5 WELLNESS: “All About The Senses”

“All About The Senses”. Is a unit that the students learn that everything we know about the world comes to us through our senses- sight, hearing, touch, smell and taste? Our senses keep us in touch with the world around us. They allow us to enjoy things and protect us from danger.

TOPIC:

THE SENSES

ESSENTIAL QUESTIONS:

E. Grade Four questions:

- What are the senses and where are they located?
- What do we use our senses for?
- Why do you think it is dangerous to listen to very loud music?

F. Grade Five questions.

- How does information get from the world around us to our brains?
- Why is it helpful to be able to feel pain?
- Why is the sense of smell useful to humans?

LEARNING STANDARDS:

STANDARD 1: Growth and Development

Through the study of Body Systems students will

1.5 Name the external and internal parts of the body and the body systems (senses)

STANDARD 9: Safety and Injury Prevention

Through the study of Hazard Prevention students will

9.3 Describe personal responsibility for reducing hazards and avoiding accidents.

Through the study of Self Protection students will

9.4 Distinguish among safe, unsafe, and inappropriate touch

OBJECTIVES:

- Student view and discuss a DVD addressing the “All About the Senses”

SUGGESTED ACTIVITY:

- Use internet resources, www.kidshealth.org/kid/body/mybody_SW.html, www.fi.edu/qa97/me11/me11..html
- Invite the school nurse or a health care professional who specialize
- Complete investigation data sheet.
- Have students brainstorm on how we use our senses.
- Blind trust walk
- Senses scavenger hunt.
- Secret sense game.
- Game and activities using or eliminating our senses.

SUGGESTED ASSESSMENT:

- Teacher observation of follow-up questions and discussion.
- Completed worksheets.
- Quiz and tests on the senses
- Completion of the Trust Walk.
- Self assessment check list.