



**Title: My senses: Things I like/Things I don't like**

**Level: SECOND**

**Code: 2.7**

**Links to Curriculum for Excellence Experiences and Outcomes**

*These Experiences and Outcomes are (in terms of Curriculum for Excellence) the 'responsibility of all' and so do not have associated Benchmarks provided.*

- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. HWB 2-45b
- I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a
- I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health. HWB 2-15a

**About this activity**

As part of our learning about Relationships we are learning together about our senses, and thinking about how all our senses are used when we like or dislike something. We are encouraging the children to think about how they feel about things around them, helping them to pause and think: *is this something I like or don't like?* The children will think about how we communicate what we like or don't like through words but also our facial expressions and body language. This lesson allows the children to explore how others use body language and facial expressions to show their likes and dislikes too. The children will learn how other people may feel differently from them, or may not want or need the same things. Children also explore 'feelings' in activity **2.9.1 Protecting Me: When I feel safe and okay/When I feel unsafe and not okay**, it would be advisable to do this activity (2.7) and 2.9.1 at different times in the school year/Level although the order in which they are done is not important.

**Resources to support this activity**

- Slides
- Items for the sensory 'panel'
- My Like/Don't Like profile

**Activity**

1. Start in a circle. Explain that this activity is about our senses and also about our feelings, and we will be thinking about the things we like and don't like.

2. **Our senses:** Use the slide to help the children to remember what their senses are. Ask children to give some ideas of things they like to see, hear, taste, touch, smell.
3. **How do we know what we like or dislike?** Explain that our senses are the first thing we use to decide if we like or don't like something. Ask: Who likes the smell of freshly baked brownies? What about the smell of someone's old trainers after they have played a game of football? Make the point that there are some things most of us would like or not like using the sense of smell. Another example: Who likes the taste of ice-cream? But which ice-cream? Use the example to show we like different things.
4. Extend the conversation by explaining that there might be things that we like to do or not do – use some questions/examples along these lines:
  - So, who likes to play football? Who doesn't?
  - Who likes to go on a ride at the funfair, like a roller coaster? Who wouldn't? Ask the children – could someone tell me how it feels when they go on a roller-coaster? (Have them take you through the experience before, during and after the ride – ask about all the feelings they have and where they have them).
  - Who likes or doesn't like spiders? Ask someone who doesn't like them: How do you feel when you see one? Where in your body do you have these feelings?
5. **We all have different likes and dislikes:** Ask some children if they have any like or dislikes that is different to someone in their family or someone/something close to them. Ask for different likes, such as food, animals, things to do and types of touch (affection) that might be different. Acknowledge again that everyone has different likes and dislikes and we all react to things differently.
6. **The sensory panel: Expressing our likes and dislikes.** Have 3 or 4 children come to the front to be your 'expert panel'. Explain that you have somethings to share with them and they will give their opinions about these things – after each item ask: Do they like them or not? What senses do they use? How does the item make them feel? Ask the children in the 'audience' to be very quiet and attentive. They are scientists who are to observe reactions and notice how the panel react to the different things – What do they say and how does their body react? One at a time share the items (these are examples, other items can of course be used, add more):
  - An orange/peeled – to smell and touch (and taste if they want to)
  - A bottle of perfume to smell
  - Cotton wool (or some other fabric) to handle
  - (ask for quiet) Play a short piece of classical music
  - A picture of a very cute puppy.
7. **Body language and facial expressions:** Ask the children/scientists in the audience about the faces and body language of the children on the panel. Ask: How could you tell whether the person liked or didn't like the item? Focus on facial expressions, body language and any sounds they made. Ask the children to mirror what they observed. Explain that often we can tell how someone is feeling about something by how they look. Ask the children in the audience to make some exaggerated versions of facial expressions that tell us what somebody is thinking or feeling.

8. **I like/I don't like:** Sitting back down again ask the children to think quietly to themselves about what they like and what they don't like. It is ok if their examples are about different subjects, such as food, activities, types of interactions (shouting, hugging etc) or anything else. Explain that back at their tables they will now do a personal profile so other people in their class can learn about them. Show/share the recording prop, clarify and ask the children to do the task where they identify 2 things they like, two things they don't like etc. On completion, ask the children to move round the room, asking them to find similarities and differences with their peers.
9. To end, everyone is sat back down, ask children to share something they didn't know another child liked or dislikes, and acknowledge any differences of similarities.

**NOTE** Some children such as those with Turner syndrome or Williams syndrome may have a condition called Prosopagnosia (face blindness). The condition can prevent the children from seeing faces, which in turn limits their ability to see facial expressions which may limit their understanding of this lesson. By being explicit with your descriptions of the expressions during the lessons, you can be more inclusive. Autistic children often struggle with identifying the emotions and feelings of others, as well as their own. They may need more support with this lesson.

### Additional ideas

1. Have a check-in every morning and afternoon: How are you feeling at the moment?
2. Personal Space: this lesson could be supplemented by exploring the concept of personal a space. Here is a way to introduce the "Bubble Game" to your class:
  - Ask two children to stand opposite each other with a considerable distance between them. Ask one child to put their thumbs up and stand still.
  - The other child can walk slowly towards them. When the child with the thumbs up feels uncomfortable because their personal space is compromised, they put their thumbs down and the walking child stops.
  - Ask the children to swap roles and repeat the process.
  - Identify that the children had different personal space boundaries, and everyone has different boundaries.
  - Explain that most people feel comfortable with at least an arm's length person space between themselves and anyone else in everyday contexts. Putting both you arms out and swivelling your body, explain that this is your "bubble". Ask the children to make their bubble too.
  - Identify that there are exceptions to this rule, such as using transport, sitting at tables in the classroom and queuing.
  - Promote the bubble personal space regularly, using the prompt word "bubble" for those children who struggle with the concept visually.
3. Explore coping mechanisms for when you feel overwhelmed by something you don't like, such as walking away, counting to ten or distracting yourself.
4. Use any theatre companies, plays or other performances that visit the school or the children have the opportunity to see to explore the characters likes and dislikes through their expressions and body language.

## Connecting with home

*The text below could be used to communicate with home about this group of learning activities.*

As part of our learning about relationships we are learning together about our senses, and thinking about how all our senses are used when we like or dislike something. We are encouraging the children to think about how they feel about things around them, helping them to pause and think: *is this something I like or don't like?* The children will think about how we communicate what we like or don't like through words but also our facial expressions and body language. This lesson allows the children to explore how others use body language and facial expressions to show their likes and dislikes too; the children will learn how other people may feel differently from them, or may not want or need the same things. At home you can also explore senses with games and play, and help encourage your child to understand how they feel about things and talk about what they like and don't like.

## Practitioner Notes

