



**Title: My senses: Things I like/Things I don't like (V3)**

**Level: SECOND**

**Code: 2.7**

**Links to Curriculum for Excellence**

Experiences and Outcomes	Benchmarks
<ul style="list-style-type: none"> <li>• 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</li> <li>• I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a</li> <li>• 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</li> </ul>	<p><i>These Experiences and Outcomes are (n terms of Curriculum for Excellence) the 'responsibility of all' and so do not have associated Benchmarks provided.</i></p>

**Learning Intentions**

- Children learn about their senses about how senses are used when considering if they like or dislike something.
- Children acknowledge personal space and boundaries.
- Children understand that feelings and responses are communicated both verbally and non-verbally.

**Success criteria**

- I can identify and communicate about what I like and don't like.
- I know that I, and others, can use words, body language and facial expression to communicate what they like and don't like.
- I explain the idea of personal space.
- I understand that other people might not like what I like, or dislike what I dislike.

**Resources to support this activity**

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

**NOTE:** 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.

## 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 slides (Smell/Sight/Hearing/Touch/Taste) to help the children to remember what their senses are. In terms of each, ask children to give some ideas of things they like to smell, see, hear, touch, taste... Perhaps start with shoulder partners then in the group. Acknowledging the individuality of each person's preferences. Explain that our senses are the first thing we use to decide if we like or don't like something.
3. **Things we like/don't like:** Extend the conversation to move beyond senses to feelings we have in our body - use some questions/examples along these lines:
  - 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?
4. **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.
5. **Personal Space/the Bubble Game:** This activity explores 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. Explain that when the child with the thumbs up feels uncomfortable because they feel the person is too close (use the phrase personal space) they put their thumbs down and the walking child stops.
  - Ask the children to swap roles and repeat the process.
  - If the children have very similar boundaries perhaps ask another two children to try it and show others.
  - Identify that the children had different personal space boundaries, and indeed 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 your arms out and swivelling your body, explain that this is your "bubble". Ask the children to stand and make their bubble too. If you have the space practice with walking toward/around people. (Play the game later in other spaces).
  - Ask children if they think there might be circumstances/times when it would be hard to apply this rule? Examples could be 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.

6. **Expert panel of sense investigators: Expressing our likes and dislikes.** Have 3 or 4 children come to the front to be your *expert panel of sense investigators*. Explain that you have some things to share with them and they will give their opinions about these things. Ask the children in the 'audience' to be very quiet and attentive and to observe reactions and notice how the panel react to the different things – after each item ask:
- **Do the children on the panel like it/them or not?**
  - **What senses do they use to decide?**
  - **How does the item make them feel?**
  - **How does their body react?**
  - **Can you really tell if they like the item or not?**

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 (slide provided)
7. **I like/I don't like:** Back as one class/group 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.** On completion, ask the children to move round the room, asking them to find similarities and differences with their peers.
8. **To end,** ask children to share something they didn't know another child liked or disliked, and acknowledge any differences of similarities. End with the slide that reminds everyone how unique and special we all are.

**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**

- Have a check-in every morning and afternoon: How are you feeling at the moment?
- Explore coping mechanisms with children for when they feel overwhelmed by something they don't like, such as walking away, counting to ten or distracting themselves.

## Connecting with home

*The text below could be used to communicate with home about learning 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. 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