



### **Sense-Impression (3)** **Using the Five Senses and Similes**

<b>LEVEL</b>	Elementary to Intermediate
<b>AIMS (Aspect of Pestalozzi)</b>	To encourage learning that takes place: <ul style="list-style-type: none"><li>• Through sense-impression involving direct observation and use of all the senses</li><li>• Using real objects and involving concrete experience</li></ul>
<b>FURTHER AIMS</b>	<ul style="list-style-type: none"><li>• To revise the concept of the five senses</li><li>• To teach comparisons (similes)</li></ul>
<b>MATERIALS NEEDED</b>	<ul style="list-style-type: none"><li>• Real objects such as groundnuts or wrapped boiled sweets</li><li>• Paper and a pencil for each student</li></ul>

Each student is given a real object, which can be understood using as many of the senses as possible. (*Groundnuts still in the shell would be a good object. Alternatives could be wrapped boiled sweets or oranges.*)

The teacher checks the students' knowledge of the senses (Sight, Hearing, Touch, Smell, Taste).

The teacher explains that, after five minutes, he or she will ask each student to contribute a sentence about the object, which should include a comparison (simile) and refer to one of the five senses, for example, 'The groundnut sounds like a child's rattle'.

The students write down at least one simile for each sense (although one for all the senses, for example 'taste', may not always be possible) and draw the object.

After five minutes, the students contribute their sentences and the teacher writes them on the blackboard.

*(NB: This lesson could also be taught giving the students two very dissimilar objects to compare)*

**For an explanation of 'Sense-Impression' refer to the section in bold typeface at the end of the Teaching Idea 'Sense-Impression (1) - Using the Senses Other than Sight'.**