## Five Sense Organs-Naming Your 19 Senses

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|  | **SENSE** | **BRAIN INPUT** | **BEHAVIOR WE CAN DO OR OBSERVE** | **Using 19 Senses in Classroom** |
| 1. | C:\Documents and Settings\Gina\Application Data\Microsoft\Media Catalog\Downloaded Clips\cla1\j0403997.wmfSight | The light that is visible | Look at books, objects, people and our environment. The up-side down image is captured by the eyes and this visual information travels along the optic nerve to the sight center (Occipital Lobe) at the back of the brain to be processed into pictures. | 1, 2, 3, 4, 5, 6 |
| **2.** | **Taste** | Chemical molecules that excite our taste buds | Taste food or other objects put in our mouths. Works in conjunction with the sense of smell. Taste buds on the tongue and around the mouths of infants process sweet, sour, salty, bitter and umani (savioriness) tastes which are processed in the brain. | C:\Documents and Settings\Gina\My Documents\My Pictures\11949865451295852857mouth_-_body_part_nicu_b_01_svg_med.png1, 2, 3, |
| **3.** | C:\Documents and Settings\Gina\Application Data\Microsoft\Media Catalog\Downloaded Clips\cl0\hm00374_.wmf**Hearing** | Air Vibrations | Hearing sounds which are vibrations that are picked-up through our ears and are processed by the brain’s auditory cortex in the temporal lobe. | 1, 2, 3, 4, 5, 6 |
| **4.** | **Smell** | Chemical  Molecules | Smell aromas in the air. Molecules are dissolved in air and inhaled. Processed immediately by the olfactory center in the brain, the sense of smell is the only sense not routed through the thalamus. | 1, 2, 3, |
| **5.** | C:\Documents and Settings\Gina\My Documents\My Pictures\Thumb.png**Touch** | Tactile Contact | Distinguishing between objects and people by touch. | 1, 2, 3, 4, |
| **6.** | **Vomernasal** | Pheromonic Sensing | Subconsciously respond to pheromones in mating and bonding. | 1, 2, 3 |
| **7.** | **Ultraviolet Rays** | Short Electromagnetic Waves | Sensed on the skin as sunburn. | 6 |
| **8.** | **Proximal** | Physically Close | Feeling when objects or people are close. The sight-limited have this sense heightened. | 1, 2 |
| **9.** | **Electrical** | Surface Electrical Charges | Our bodies have a surface electrical charge that is transmitted to others on touch. | 1, 2 |
| **10.** | **Pain** | Nocioception | Recognizing many types of noxious stimuli that are sensed by the skin. | 1, 2, 3 |
| **11.** | **Balance** | Kinesthetic Geotropic | Maintaining balance when walking, running and balance by adapting to gravity. | 1, 2 |
| **12.** | **Vestibular** | Repetitious Movement | This sense helps us remain upright when objects or we move. | 1, 2 |
| **13.** | **Barometric** | Atmospheric Pressure | Forecasting the weather. When the air pressure changes, we sense this through the skin, ears, and joints. | 1 |
| **14.** | **Geogravimetric** | Sensing mass Differences | Distinguishing between the size, mass and density of objects by touch. | 1 |
| **15.** | **Temperature** | Molecules in Motion | When molecules move fast we sense this as heat and slower moving molecules are experienced as cooler. | 1, 2, 3 |
| **16.** | **Eidetic Imagery** | Neuro-electrical Image Retention | Images conjured up in our minds. “ In my mind’s eye, I see. . .” | 1, 2, 3, 4 |
| **17.** | **Magnetic Waves** | Ferromagnetic Orientation | Sensing the pull of a magnetic field such as in a Magnetic Resonance Imaging (MRI) device. | 6 |
| **18.** | **Infrared Rays** | Long Electromagnetic Waves | Part of the white light spectrum that are sensed on the skin | 6 |
| **19.** | **Ionic Rays** | Ionic Charges | When the air contains many negative ions, we feel refreshed (like after a rain) and when there are an abundance of positive ions, the air feels heavy. (Before a rain) | 6 |

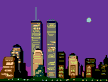
According to Rivlin and Gravelle, the idea that we have only five senses stems from a long held belief that there is a mystical relationship between the senses and the world that is sensed. Accordingly, the five senses were symbolic of a divine plan for the universe. The sensory organs fit this paradigm, whereas, other senses such as: temperature, pain, pressure did not. The more senses involved in learning, the better able the brain is able to make patterns and create meaning (Source: *Kovalik, 1994. The Model: Integrated Thematic Instruction*)

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**Strategies for Using 19 SENSES in the Classroom**

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ONE (1) : BEING THERE - **Measuring the height of buildings in the city.** **(MOST EFFICIENT LEARNING STRATEGY PROVIDES THE MOSTSENSORY INPUT BUT IS THE LEAST USED IN CLASSROOMS)**

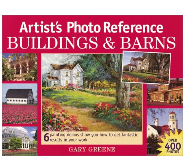
****TWO (2): IMMERSION- **In the classroom, make a scale model of the city buildings and measure them. Bring in architects or surveyors to visit the classroom to show how they measure buildings and determine angles**.

**(NEXT BEST PROVIDING SENSORY INPUT BUT USED INFREQUENTLY)**

THREE (3): HANDS-ON REAL THING**- Bring samples of authentic building materials, measuring instruments, and plants from the city (THIRD MOST EFFICIENT STRATEGY, USED MORE IN PRESCHOOL AND LOWER GRADES)**

FOUR (4): HANDS-ON REPRESENTATIONAL -**Use blocks to represent the buildings in the city and replicas of measuring devices.** **(FOURTH MOST EFFICIENT STRATEGY, USED MORE IN PRESCHOOL AND LOWER GRADES)**

FIVE (5): SECOND HAND LEARNING**- Watch a movie about how the buildings are measured or take pictures of the measuring process or buildings.(USED MOST WITH THE LEAST SENSORY INPUT)**

SIX (6): SYMBOLIC CONNECTIONS- **Read a story about measuring buildings, recite statistics and formulas needed to make calculations and/or read stories about architects designing buildings. Draw pictures of buildings. Discuss the process of measuring buildings and memorize formulas needed for a test.** **SENSORY INPUT, LEAST EFFECTIVE LEARNING STRATEGY BUT IS THE MOST USED IN SCHOOLS)**

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