

STEM By The Book

The Listening Walk Paul Showers

Experiences and Outcomes

Through play, I have explored a variety of ways of making sounds. [SCN 0-11a](#)

I can identify my senses and use them to explore the world around me. [SCN 0-12a](#)

I have explored my senses and can discuss their reliability and limitations in responding to the environment. [SCN 1-12b](#)

I can explore digital technologies and use what I learn to solve problems and share ideas and thoughts. [TCH 0-01a](#)

I explore and discover the interesting features of my local environment to develop an awareness of the world around me. [SOC 0-07a](#)

Activity – Create a Soundscape (indoor or outdoor activity)

In this story the little girl describes what she can hear when she takes time to listen to the world around her.

Resources

- iPad or other audio recording device such as a smart phone.
- Paper
- Pens/pencils
- Whiteboards
- Dry markers

Talk to learners about our different senses - normally when we describe a place, we think about what we can see, but what about what we can hear? What might learners hear on a trip to the seaside or when they go shopping?

Let the learners listen to a recording you have made – what can they hear? Perhaps birds or cars? Can they guess where you were or when the recording was made from the sounds? Maybe the school bell sounded and then lots of voices could be heard?

Take a few minutes just to listen to the sounds all around, you might like

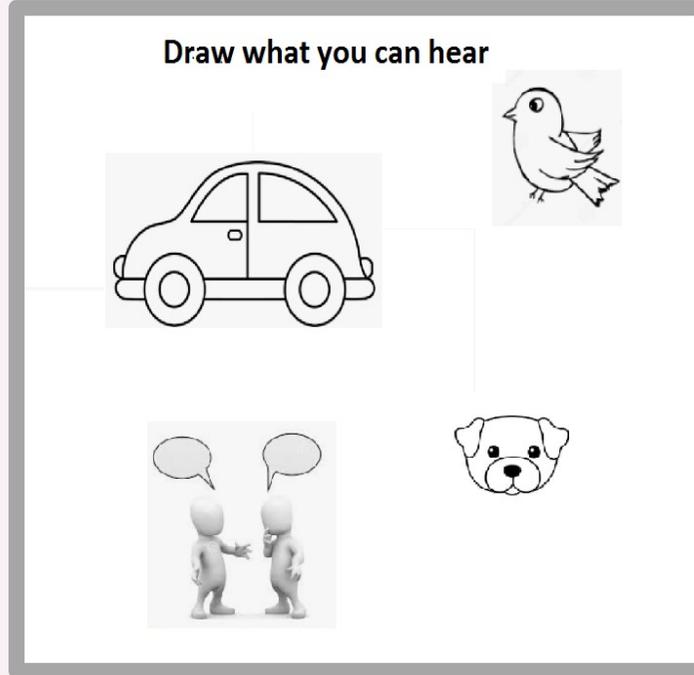
to go outside for this - discuss the different sounds – did everyone hear the same things? Could the learners tell what was making the sound and which direction it came from?

Support learners to make their own recordings in small groups (provide suitable supervision for the age and stage of the learners). Let the groups share their recordings and see if others can work out where they were made.

Try making a recording while on the move- can others work out where you were? Perhaps you will be able to hear doors opening and closing, or steps on stairs.

***Remind the children not to record other people's conversations unless they have permission from those people to do so**

Draw what you can hear



Alternatively take paper and pencils or whiteboards and markers and ask learners to stand in one spot and draw what they can hear, placing themselves in the middle and indicating where each sound was coming from. Learners could complete this at home and bring their soundscape pictures in for others to guess where they were and what they heard.

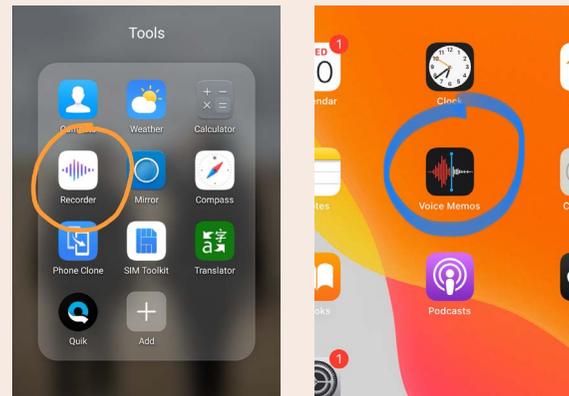




Hints and Tips

Most smartphones, tablets or iPads have some sort of recording capability, try looking in tools or searching in apps for recorder. Here are examples on an Android smartphone and an iPad.

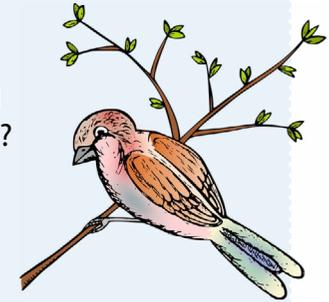
Protect electronic devices with heavy duty covers and cases to limit the chances of accidental damage and avoid using outside in wet weather.



What next?

Why not try to capture and identify different bird song?

[The Woodland Trust](#) is a great place to start with examples of commonly heard bird songs and information on the birds and their habitat.



Start to explore how sounds are made, how sound travels and how we detect sounds - get creative making instruments and investigate how they produce sound – we have plenty of ideas to get you started in our [Sounds Good Bulletin](#).

For more ideas on exploring senses visit our [Bottle Science Workshop](#) video.