

## Feeling Your Way

### Touching Twigs

**Overview:** Students concentrate on the characteristics of a twig using only their sense of touch. Then, using the sense of sight and touch, students identify their twig.

**Materials:** 1 bandana for each student, 1 twig for each student

**Time:** 10 - 15 minutes

**Action:**

- Distribute bandanas and ask students to tie them on as a blindfold “bandit or triangle style.”
- Now ask students to raise one hand so you can easily give them sticks. They will have one minute to explore the twig by using their hands and then you will collect them and dump them together.
- At the end of the designated time, have students hold up their twig for collection.
- After all twigs are collected, mixed and piled together on the ground, students may remove blindfolds.
- Now, the task is to find “their” twig.
- Did they quantify: length, number of buds, thickness, etc? Was quantifying helpful?
- Using sense of sight now, what other characteristics do they notice?
- If two students claim the same twig, they should discuss characteristics until the claim is resolved.



Teachers, wearing Jeffers Bandanas, learn the Touching Twigs activity in a Jeffers Workshop.

## Touching Twigs contd.

### Vocabulary:

**Textures:** Build a word bank as students describe textures and features of the twigs while you record their words. Are there more explicit synonyms for some of the student words? Rough, smooth, hard, soft, bumpy, slick, flexible, brittle, spongy. What new descriptions does sight allow students to add?

**Botanical terms:** For older students, do they notice details such as alternate or opposite branching, spiral arrangement of buds, other botanical features?

### Management Strategies:

- Select a variety of twigs with a range of characteristics, with leaves, needles or without, variations in length, etc. Be sure to have some twigs that are similar.
- It is more difficult to peek with a bandit-style bandana rather than a narrow blindfold.
- Most often, all students will be able to find their twig. With young students a variety of textures and common objects may be best: rocks, cotton balls, pine cones, fabric, etc.
- Did you collect all twigs on the schoolyard? If so, take a hike and see if students can identify the source of their twig.

