



Touch Session Outline For the Outdoor Skills Program

- I. Welcome students
- II. Activity: Exploring the Sense of Touch
- III. Activity: A Touch of the Outdoors
- IV. Read the book: *First Snow in the Woods* by Carl R Sams II and Jean Stoick

Literature Link: Nature and wildlife based books have been included in the lessons and kits. Books may directly relate to the lesson or may just be a fun read. Unless directed in the lesson, incorporate the book as you see fit.

Suggested reading times:

- Before lesson to bring students together
- In between activities as a transition
- After an activity while waiting for parents to arrive
- After an activity while waiting for a project

The Outdoor Skills program is a partnership with Nebraska Games & Parks and the UNL Extension/4-H Youth Development Program to provide hands-on lessons for youth during their afterschool time and school days off. It provides the opportunity to master skills in the areas of hunting, fishing, and exploring the outdoors. This educational program is part of the 20 year plan to recruit, develop and retain hunters, anglers, and outdoor enthusiasts in Nebraska.

Inventory

Session: Touch

Kit Materials & Equipment

- Five bags labeled #1 through #5
- Texture items in bags (pinecone, animal fur, acorn, feather, and a rock)
- Sidewalk chalk
- Sandpaper
- Fabric swatch
- (1) Frog cookie cutter
- (1) Toad cookie cutter
- Hand worksheet (master copy)
- (4) Glue bottles (in craft tote)

Supplies Instructor Provides

- Texture items for “A Touch of the Outdoors” activity if not going outside
- Paper bags to collect texture items
- Copies of hand worksheet (one for each student or pair of students)

Extended Activity Supplies Provided by Instructor (Optional)

Activity - Exploring the Sense of Touch

- Pan of prepared rice crispy bars
- Pan of prepared Jell-O to make Jigglers
- Plates

Literature Provided

- First Snow in the Woods* by Carl R Sams II and Jean Stoick

Session: Touch

Title of Activity: A Touch of the Outdoors

Objectives: Participants will:

- 1). Discover how the sense of touch relates to the environment.

Method:

Students will conduct a texture nature scavenger hunt.

Materials Contained in Kit:

- Handprint worksheet
- (4) Glue (in craft tote)

Materials Needed for Activity:

- Paper lunch bag (one per student to collect texture items or one bag per group of two)
- Optional: Texture items for activity if going outside is not an option.
- Copies of hand worksheet (one for each student or pair of students). Or have students trace their own hand on a sheet of paper.

Duration: 30 minutes

Group Size: any

Setting: Indoors or Outdoors

Key Terms: Texture

Fair Project: Textured Hand

SET Abilities (Concepts): Observe, Categorize

Background:

Our senses allow us to enjoy food, listen to birds, see the brightness of the sky, and feel the smoothness of grass between our toes. Our skin is the largest sensory organ of the body. From our fingers to toes, we feel through our skin. The sense of touch is spread through the whole body. The nerve endings in the skin send information to our brain. Our brain then reacts and identifies the object. When we touch something sharp, such as a rose thorn or pine needle tip, our brain instantly reacts to pull our hand away. On a hot day we want our feet to be in water to keep our body cool.

The Activity:

Before the activity:

1. Locate an outdoor location to conduct the texture scavenger hunt. You will need to supply items for activity if going outside is not feasible.
2. Print a texture hand for each student. Or have the students trace their own hand on a blank piece of paper.

Procedure:

1. Define touch and how it relates to texture. Ask the students “What is your favorite thing is to touch outside?” Encourage the thought process by telling your favorite thing to touch (mud?).
2. Pass out a printed copy of the texture hand worksheet. Explain to the students they will be going on a scavenger hunt to find items matching the textures listed on the hand. Read the textures (soft, smooth, rough, hard, bumpy). Encourage students to find a different nature item for each texture.

Decide if you want the students to work as a group or individually. Students will then glue the item on the hand.

3. Compare the hands, asking the list questions.
 - a. How many different rough items were found? Ask the same for each of the textures. (repeat for the other textures)
 - b. How many had the same item but for different textures?

Extended Activities:

Now take the students to a different perspective of touch. “What Feel Do you See?” We know something feels by the way actually touching it? Do we know how something feels by just looking at it? Yes, by experience and comparison. We know by experience that water is wet. We know that the tree bark is rough by seeing the ripples. By just using their vision, the students will name out all the textures they see. You can step outside, look out a window or use the provided picture. Use outside when possible, as the true texture will be more educational.

Examples:

- Rough – Tree Bark
- Fluffy – Clouds
- Sticky – Gum on sidewalk
- Wet – mud puddle

Session: Touch

Title of Activity: Exploring the Sense of Touch

Objectives: Participants will:

1. Discover objects only based on the sense of touch.
2. Recognize different objects have different textures.

Method:

Students will use their sense of touch to discover items in a lunch bag.

Materials Contained in Kit:

- Five bags labeled #1 through #5
- Texture items in bags (Pinecone, animal fur, acorn, feathers, and a rock)
- Sidewalk chalk
- Sandpaper
- Fabric swatch
- Book- *First Snow in the Woods*

For Extended Activity

- (1) Frog cookie cutter
- (1) Toad cookie cutter

Materials Needed for Activity:

- Extended Activity: Prepared rice crispy bars and Jello Jigglers

Duration: 30 minutes

Group Size: 12

Setting: Indoors or Outdoors

Key Terms: Texture

SET Abilities: Observe(touch)

Background:

Our bodies help us learn a lot about our environment. One way the body does this is through sense of touch. Our sense of touch helps us learn about our world and environment by feeling it and learning the size, texture and shape of things. The sense of touch keeps us out of trouble, keeps us comfortable, and allows us to enjoy the great outdoors. We are always exploring our sense of touch.

Through our sense of touch we determine texture. An item may feel smooth, rough, hard, soft, sharp or furry. **Texture** is how something feels.

The texture of sandpaper is rough, bumpy and hard. Compared to the texture of a cotton fabric swatch that is soft and smooth. We are continuously feeling different textures through our sense of touch.

The Activity:

Before the activity:

1. Check to make sure there is one texture item in each of the bags. Place the bags on a table in order from #1 through #5.

Procedure:

1. Explain the sense of touch and how it relates to texture. Pass around the sandpaper and fabric. Have the students state the differences between the two pieces. List the differences on the board, poster paper or on cement with sidewalk chalk.

Sandpaper	Fabric
Rough	Soft
Bumpy	Smooth
Hard	Cool

2. Move on to the “What’s in the bag?” activity. The students will use their sense of touch to explore what is in each of the bags – no peeking! Have the students go down the line, sticking their hand into the bag. Play the quiet game while they explore the bags. Ideally it would be good to have all the students feel the bags and then have the items listed after everyone went through. Another option is have students stand in a circle. Have them pass the bag around in the circle feeling inside. You could do it as music is playing. Again, play the quiet game, with music playing in the background. Stop the music and call out a number on one of the bags. The person holding that bag will say what they think is in the bag.
3. When all the students have had the opportunity to feel the objects, instruct them to share their ideas. Write the objects on the board or paper. If at a park, write the ideas on the sidewalk with chalk.
4. Open the bag to reveal the objects. Have the students describe their observation as they touched it in the bag. Encourage the students to describe all of the object’s qualities. Guide them through questions, “Is it soft? Hard? What is the weight? Shape? Longer than your finger? And so on. Explain that our sense of touch allows us to determine the item without seeing it.
5. Read the book, “First Snow in the Woods”. Connect the book’s dialog to the sense of touch.

Extended Activity:

(Designed to use if time allows. Materials are not provided in the kit)

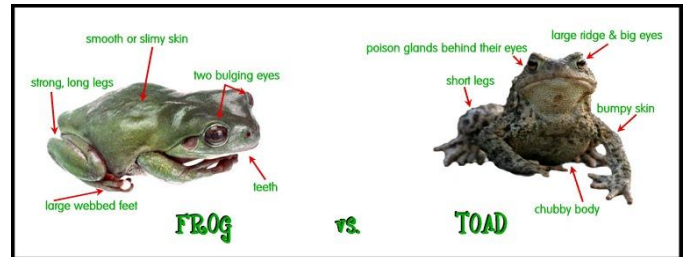
Frogs and Toads Snack

Frogs and toads are different in the way they feel. A frog has smooth or slimy skin and a toad has bumpy skin. Food texture is a great way to compare the difference between the toad and frog.

Materials:

- Frog shaped cookie cutter
- Toad shaped cookie cutter
- Pan of rice crispy bars
- Firm JELL-O made for JELL-O Jigglers (ideally green JELL-O)

Explain the difference between a frog and toad. Ask the students, “Of jello or rice crispy treats, which one more resembles frog skin?” Ask the same for a toad. Have the students use the cookie cutters to make their “toadly” yummy snack! Simply push the toad cookie cutter into the pan of rice crispy bars and the frog cookie cutter into the pan of JELL-O.



Literature Link:

(Encouraged to read before or after the lesson)

First Snow in the Woods by Carl R Sams II and Jean Stoick