

LESSON: Blindfold Surprise**GRADE:****K****OBJECTIVES:**

- **SL.K.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

MATERIALS & RESOURCES:

- One blindfold per student
- One object per student

PRESENTATION:

Inform students they will have the opportunity to rely on four of their five senses. The sense that will not be used is sight. Let them know the object of the game is to become so familiar with an object that the student might be able to identify it later when it is placed in a group of similar objects. The group of objects should have a theme or commonality. For example, food, leaves, rocks, etc. If leaves are the class of items, the mission is to learn about leaves.

DIRECTIONS:

1. Devise a system that will allow you to remember the object in connection with the student. This way you will know if the students are indeed able to identify their object.
2. Seat students in a circle.
3. As you are passing out the blindfolds, explain you are going to handing out an object to each student and they should get to know their object **without** using their eyes. They should get to know it well enough to identify it in a group of similar objects.
4. Ask the students not to say anything as the objects are being handed out. Place any extras in the center of the circle.

5. Ask a series of questions that will help each student become familiar with their particular object. It's important that the students not talk about the objects and answer the questions to their selves, not out loud. Ideas for questions:
 - Size
 - Texture-rough, smooth, bumpy, soft, etc.
 - Other sensory questions such as sounds, smells, and taste if appropriate.
6. Next have the students describe their object to the group *without* saying the name, or name of the parts, of the object. If desired, have students draw the object as he or she sees it in their mind.
7. Place the objects in to the center of the circle. And then, have the students remove their blindfolds.
8. Ask students if they can find the object within the group of all objects in the center of the circle. Have students point out or name their object.
9. Have students group the objects. Students should discuss and decide what categories to use. The discussion and categorizing of objects is an opportunity to learn about that particular subject (food, leaves, rocks, etc.)

TIME:

45 minutes

PROCESSING THROUGH THE SIX PILLARS

WHAT?

- What was it like to find out about your object when you couldn't see it?
- Was it easy or hard to imagine what your friends were describing? Why?

SO WHAT?

- How are our objects like people?
- What can you learn about a person when you only use your eyes? What are other ways you can learn about a person?
- How does this show Respect?

NOW WHAT?

- The next time you find something new, how will you use your senses to learn more about it?
- The next time you meet someone new, how will you learn more about them?