

Hug – A – Tree and More

Goal

To develop an awareness and appreciation for trees, and the important role they play in the balance of nature. To consider how much paper the students use, and act to reduce, reuse, and recycle it.

Procedure

Method I:

1. Take students to an area in which there are at least half as many trees as students.
2. Have students pair up.
3. Tell them they are going to be leading each other around blindfolded. Discuss safety considerations, such as warning their partners about obstructions, especially those at eye level..
4. Directions to give students:
 - a. The sighted person will spin their blindfolded partner, to confuse them, and then lead them on a crooked path to a tree.
 - b. The blind partner is to use their senses of touch and smell to get to know this tree. They could not only feel the tree at shoulder height, but also reach down to the ground to see if the shape of the tree changes as it nears the roots. Can they reach any branches? If so, do they angle up or out? What adjectives would they use to describe the feel of the bark? The smell of the tree? The tree as a whole?
 - c. After the blind person “knows” their tree, the sighted person leads them back along another crooked path to the starting point and removes their blindfold. The blind person then tries to find “their” tree.
 - d. Exchange roles and repeat.
5. Pass out the Certificate of Adoption sheets, clipboards, unwrapped crayons, and pencils, and give students time to draw their trees and fill the sheets out. You may want them to do this silently.

Method II.

1. Lead the same sensory experiences as in step 4b above for trees the students have just planted.
2. Step 5 above.