

Focus Area: Visual Impairment

Name of the Activity: Textured Exploration Adventure

Target: Engage children in hands-on exploration to develop tactile sensitivity, spatial awareness, and creativity. Through this activity, they will recognize different textures, shapes, and materials while enhancing fine motor skills descriptive vocabulary and also creativity.

Duration: 30-45 minutes

Organizational Form of the Activity: Individual or group work (1-4 students)

Target Age Group: 6-10 years

Tools:

- Textured Materials: sandpaper, cotton, felt, bubble wrap, sponge, cardboard, velvet fabric.
- Pre-made or homemade clay or playdough with added textures (beads, rice, sand) and possibly infused with safe scents (lavender, citrus, vanilla).
- Natural Materials: leaves, pinecones, stones, tree bark, feathers, sand, seashells, pebbles.
- Different types of glue to be able to stick different material together.
- Raised-edge molds, textured rollers.
- Trays for sorting materials.

Instructions:

- Arrange all materials on different tables for each team. If applicable, label with Braille. Provide multiple trays for sorting.
- Allow students to explore and touch each material and item. Discuss how they feel (e.g., soft, rough, bumpy, smooth). Ask children to describe touched materials and items with their words and see if they understand what each one is.
- Let children sort and match materials by texture or size or where we can find them, using multiple sorting trays (i.e. beach, parks, house etc).
- Ask students to create a "Nature Scene". For example, a landscape with textured trees, animals, the seaside or anything they feel like creating from an outdoor scene. Students should be allowed to use their imagination and not be too restrictive. Provide them with glue, clay or playdough to combine along with all the natural materials.
- Ask children to describe their work, emphasizing textures and shapes. Optionally, introduce sound elements (e.g., small bells) to their creations.
- Display creations and discuss what children have learned. Engage describing their work. Ask about the materials, textures, and shapes they used.



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Tips for Teacher:

- Gradually introduce new materials to expand sensory awareness.
- Encourage creative combinations of textures to foster experimentation.
- Reinforce descriptive vocabulary with prompts (e.g., "What does it feel like?").
- Use a multi-sensory approach by incorporating scents and sounds (i.e. scented playdough, sound that each object makes when you tap on a table).
- Praise participation and effort to build confidence and enjoyment.

ANNEX:

- Materials List: Photos or descriptions of the textured materials, clay, and molds for preparation reference.
- Recipes for normal and textured clay: Instructions for making DIY textured playdough or clay.
- Rubric: Sample rubrics for tracking progress in tactile sensitivity and creativity.



DIY Playdough Recipe:

● Basic Playdough Recipe:

- 2 cups flour
- 1 cup salt
- 2 tbsp vegetable oil
- 1 tbsp cream of tartar
- 1 to 1.5 cups warm water
- Optional: food colouring, essential oils for scent
- Mix dry ingredients, add oil, then gradually stir in warm water until dough forms. Knead until smooth.

● Textured Playdough Variations:

- **Sandy Playdough:** Add 1/4 cup sand for a gritty feel.
- **Beaded Playdough:** Mix in small beads for extra texture.
- **Rice Playdough:** Stir in uncooked rice for a bumpy texture.



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Progress Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Tactile Sensitivity	Accurately distinguishes and describes all textures	Identifies most textures with minimal assistance	Recognizes some textures but requires guidance	Struggles to differentiate textures
Creativity & Exploration	Uses a variety of textures in unique ways	Incorporates different textures but follows set patterns	Uses limited textures with guidance	Hesitant to explore textures
Descriptive Language	Uses precise and varied vocabulary for textures	Describes textures with some variety	Uses basic descriptive words	Struggles to articulate differences in texture



Focus Area: Visual Impairment

Name of the Activity: “Touch and Spell Game”

Target: Enhance tactile recognition, word formation skills, and teamwork among visually impaired students. This activity encourages students to identify objects using touch, match them with their corresponding names, and engage in an interactive spelling exercise. The game also fosters auditory learning through sound cues and promotes a multi-sensory approach to word recognition.

Duration: 30-45 minutes.

Organizational Form of the Activity: Individual or group work (2-4 students).

Target Age Group: 6-10 years

Tools:

- Two baskets or two boxes per team
- Everyday objects (e.g., toy animals, classroom items, kitchen utensils)
- Large cut-out cardboard letters or magnetic letters
- Magnetic board or table
- Noise-making device (e.g., bell, tambourine, or buzzer) for feedback
- Timer (Could use a phone timer)

Instructions:

- Choose a category
 - Difficulty Level 1: Toy animals: cow, dog, cat, sheep, lion, tiger etc.
 - Difficulty Level 2: Kitchen utensils: fork, knife, plate, spoon bowl, tray etc.
 - Difficulty Level 2: Fruits: apple, pear, banana, grapes, plum, melon, strawberry, cherry, orange, etc.
 - Difficulty Level 3: Classroom items: folder, book, exercise book, pencil, pen, eraser, sharpener, ruler, etc.
 - Difficulty Level 4: Vegetable: potato, cucumber, zucchini, lettuce, broccoli, cauliflower, asparagus, artichoke, etc.
- Prepare two baskets for each team:
 - Basket 1: Place 2-3 objects that students will identify through touch.
 - Basket 2: Include large cut-out cardboard letters or magnetic letters that spell the names of the objects.



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- Organize the classroom into designated team areas with a magnetic board or table for assembling words.
- Activity Flow:
 - Teams reach into their basket to feel an object without looking. Students describe the object based on touch and discuss their guesses with teammates.
 - Once they identify the object, they locate the corresponding letters from Basket 2 and arrange them on the table or magnetic board to spell the word correctly.
 - A teacher or facilitator monitors the process and plays a sound (e.g., ringing a bell or tapping a tambourine) when the word is correctly spelled. The team then moves on to the next object. Different sound for each team.
 - The team that correctly spells the most words within the allotted time wins the game.

Tip for Teacher:

- Allow students to collaborate by discussing textures and brainstorming word possibilities together.
- Reinforce vocabulary by prompting students to describe the object before forming the word.
- Provide Braille labels or raised-letter word templates for students who need additional support.
- Use different sounds for correct answers to make the activity more engaging.
- Same objects should be used for both teams to keep it fair. If not possible then use objects whose identification and words have the same difficulty.

ANNEX:

- Materials List: Photos of the objects, letters, and tools used.
- Alternative Ideas: Suggestions for variations, such as increasing difficulty by using longer words or adding a time limit per word.
- Expected Outcomes: Sample rubrics for evaluating tactile recognition, word formation/spelling, teamwork, and word-building skills



Materials Ideas:



Suggested Variations:

1. Set a timer for each round to add an element of urgency.
2. Include an unidentified object each round, encouraging students to describe it in detail before guessing.
3. After spelling words correctly, students create a short story incorporating the objects identified.
4. Instead of touching the object first, students listen to a sound associated with the object before identifying it.
5. Shuffle objects from different categories and have students classify them before spelling their names.
6. Spread letters around the room, requiring students to find and arrange them correctly after identifying the object.
7. Introduce Braille letter tiles for students to arrange words with both visual and tactile components.



Rubric:

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Not Attempted (1)
Tactile Recognition	Identifies all objects correctly through touch	Identifies most objects correctly	Identifies some objects with assistance	Struggles with object identification	Does not attempt identification
Word Formation	Correctly spells all words	Spells most words correctly	Spells some words correctly	Struggles with spelling	Does not attempt spelling
Teamwork & Communication	Actively participates and collaborates with peers	Engages well but requires some guidance	Engages minimally in discussions	Rarely engages in discussions	Does not participate
Descriptive Vocabulary	Uses detailed descriptions for each object	Provides basic descriptions	Needs prompting for descriptions	Limited vocabulary used	Does not describe objects