Learning objectives:

* Objective one: I want students to learn the different spacial ratios for the planets in our solar system. Because they have limited to no sight, it would be really hard for them to understand how small we are in the solar system.
	+ Lesson one:  I want them to hold the Earth model in their hands and the Jupiter model and be able to feel the vast differences in size, and how small we are in comparison. Also just to see and really learn the different planets and how they compare to one another.
	+ Lesson two: They can have different interactive things like identifying which planet is the largest, and which planet is the smallest.
	+ Lesson three: They can try to lay the planets from smallest to largest, or vise versa. They can try to identify the order of the planets based on their size.

* Objective two: Using the planet models, it can also segway into the different amounts of space between planets, or the distances between planets.
	+ Lesson one: You can hand each student a planet, and have them line up across the room and walk to one another, one at a time to feel how far they have to walk to symbolize how far away the planets are.
	+ Lesson two: There can be a student for every planet, then they line up accordingly (I will create a guide for how far away each student would need to be for a classroom setting and outside), and they can walk over to each other and see how far they have to walk in order to reach each planet. This would be a fun lesson that can branch into an interactive game.

* Objective three: Also I included a small learning objective of the terrestrial vs. air planets. The students can learn which planets in our solar system are more similar to the habitat of Earth, and which ones are air.
	+ Lesson three: This can be taught by the students feeling the bumpy surface of the terrestrial planets, and the smooth surface of the air planets.

* A fun and interactive game!! A fun and interactive game they can play that branches on objective two and three is that each student can be assigned a planet and line up accordingly (just like for lesson two of objective two). Then they can yell from their position, and the rest of the students can hear how far away the voice sounds and guess which planet it is accordingly. Before the game, the teacher should make it clear that whoever they tap on the shoulder has to yell out the name of their planet. At this point, the students should be familiar with the names of the planets from the previous lessons, as well as when they are assigned the planet they would be reminded of the name. The teacher taps the shoulder of the person who has Mercury to tell them to yell (so the other student’s don’t know who is yelling) and the student would say “I am a terrestrial planet!” or “I am a gas giant!” and the students would have to use their knowledge of the planets from objective three to guess which planet it is using how far away the student’s voice sounds as a tool.

If you have around 100 meters of space in a soccer field or even a football field, then you can perform this game using the distances below!! You can have where the rest of the students are standing be the “Sun” and maybe hand one of the students a ball to represent it.

Distances from the sun:

Mercury: 1.29 meters

Venus: 2.4

Earth 3.333

Mars: 5

Jupiter: 17.2

Saturn: 32

Uranus: 64

Neptune: 100 meters