Lesson 2

The Core of the Issue

- Provide samples for students to touch so they know what each layer feels like.
- Introduce the goal of the activity so that they know why they are marking the skewers.
- **Rate** of shaking is more important than accurate distance. Make sure that “shake” is fast enough, but not “crazy wild”. Consider shaking together, with teacher counting.
- One “site” can be used for multiple teams, put a pom-pom in the tested core sample spot.