

Learning Intention: *How many different ways can you communicate?*

## EQUIPMENT:

Blindfolds (x25)  
Bench

I can use different ways of communication with my peers

I can communicate with my peers and help them achieve a goal

I can communicate with my peers, listen to them and give them confidence to achieve a task

End of KS Attainment target:

Has taken part in outdoor and adventurous activity challenges both individually and within a team

## WARM UP: Paper, scissors, stone.

Play paper, scissors stone...

1. Start in a pair.

2. Play paper, scissors, stone...

If you lose, you run to the end of the hall/playground and back.

If you win, stay to play someone else- keep going until the whole class is warmed up!

## ACTIVITY 1: Stay on the bench (15 mins)

Split the class into 3 groups – Each group to stand on a bench/line/.

**Game 1.** Children to get themselves into order of size – children are allowed to talk

**Game 2.** Children to get themselves into Alphabetical order – No talking.

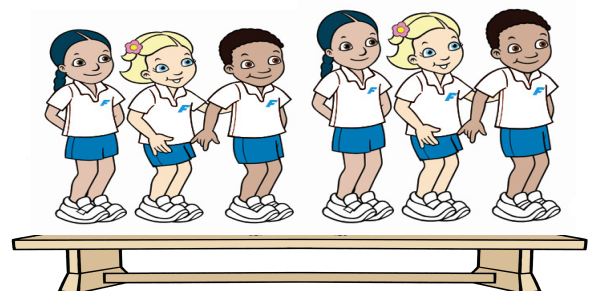
**Game 3:** Children to get themselves into birthday order

**Game 4:** Make it a race between the teams

**Rules of the game:** They are not allowed to step off the bench. If they fall off the bench they need to go back to the beginning.

If you do not have a bench you can use a line or alternatively chalk one on the ground.

**Q & A** In which different ways did you (the children) communicate?  
e.g. verbal/non-verbal/sign language



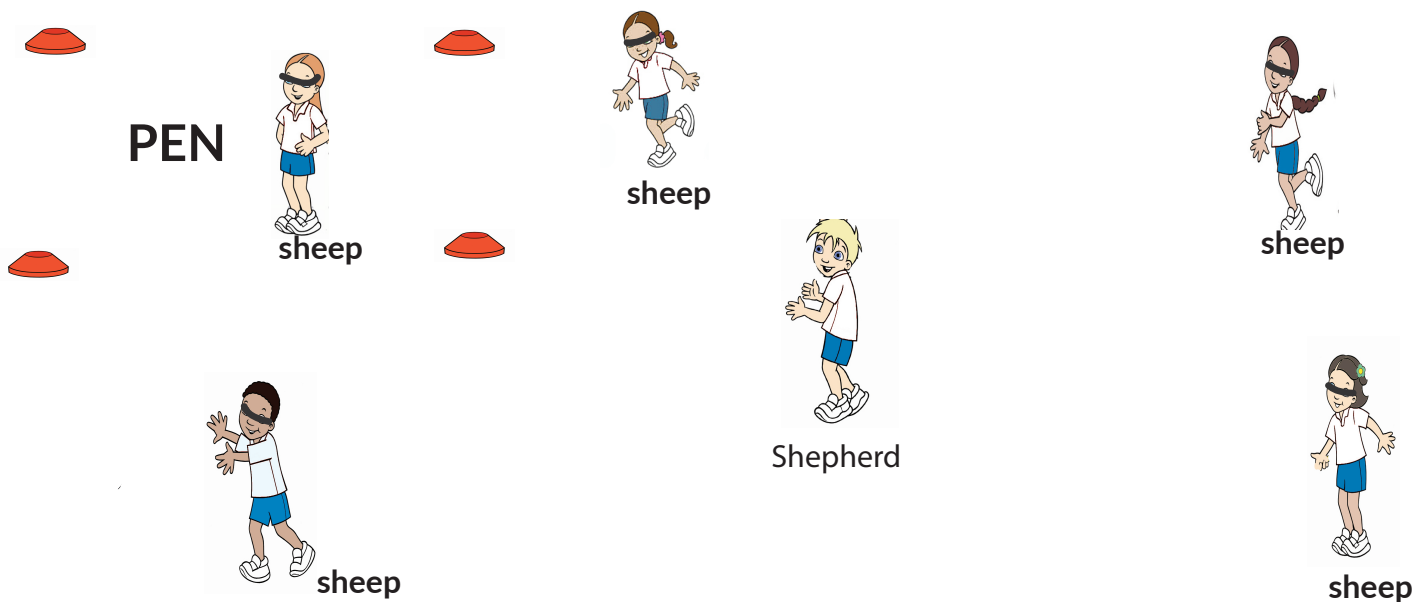
## ACTIVITY 2:

- 1 Teacher to put children into groups of 5/6
2. Use a large, open, grass (if possible) space free from any obstructions.
3. Using cones to mark out a pen.
4. Select one team member to act as the shepherd.
5. Everyone else will take the role of the sheep. The shepherd has to get the sheep into the pen.
6. The shepherd is to stay in one place in the centre of the field and **may only clap or whistle.**
7. The sheep wear blindfolds and are scattered around the field and may only make sheep noises (Baa).
8. Before putting blindfolds in place, give the team time to plan how they are going to use these sounds to achieve the task.
9. **Children to take it in turns to be the shepherd**

**Q & A – What was the best way to communicate to get the sheep into the pen?**

**You can make the game easier** by allowing the shepherd to move.

**Make it harder:** Use other methods of communication e.g. clicking fingers



## PLENARY

*Plenary: What were the different ways you communicated to achieve the tasks?  
What was the most effective way? Did you enjoy the lesson?*