

Blindman's Buff

→ **The “blind” have to be lead through rough terrain.**

Social Skills taking on responsibility, building trust and confidence, awareness of terrain, improving communication and co-operation

Language Skills identifying and naming natural objects, giving and understanding instructions, warning, praising

Expressions e.g.: *“Take a step to the right!”*, *“Be careful”*, *“Well done”* ...

Vocabulary natural world, movement

Grammar imperative

Language Level A1 **A2** **B1** **B2** **C1** C2

Size of group for 20 students, e.g. 6 groups of 3 students each, 1 group with 2 students; ideal: 2 instructors

Timing 1.5 – 2 hours

Materials for every group: 1 blindfold, 1 set of cards ELEMENTS IN THE FOREST and “Adjectives” (see below); for each student: laminated vocabulary/expression list “Blindman's Buff”

Terrain forest, a public park



During the more adventurous modules like this one, students might sometimes disregard the correct use of expressions because they may be nervous during the activity. Therefore, it is important to practice these expressions as thoroughly as possible beforehand.

Preparation

The instructor prepares the materials and determines a not too difficult obstacle course which the groups will use one after another with instructor guidance. It is best to avoid jumps because of the risk of injury.

Procedure

Preparatory phase

The instructor calls the students to form a circle around him and explains:

- We are going to do an exciting activity that requires special words and expressions, which we are going to practice in the next 20 to 30 minutes. Please form 4 groups of 5. Each group gets a set of cards entitled ELEMENTS IN THE FOREST. Then, lay the cards on the matching natural objects on the ground or put together a picture of the natural object, for example, by using twigs or leaves, and then lay the vocabulary card on it. Now explain the vocabulary to each other, for example: *“What is a branch?”* *“Is that a branch?”* *“No, it isn't. That's a root.”*
- Now you will get a set of cards entitled „Adjectives“. Please, consider and discuss together, for example: *“What is steep?”* *“Yes, a slope can be steep.”* *“No, a leaf can't be steep.”* Assign the adjective cards to the natural objects. The instructor explains the new vocabulary and corrects, if necessary.

The instructor calls the students together again, collects the cards, distributes a vocabulary/expressions list and explains:

- To be able to do our activity, we still need to practise some, commands'. Please form groups of three now: student 1 gives student 2 the commands entitled „warning“and „action“, student 2 performs them. Student 3 praises student 2 (“motivation“ phrases) and corrects him/her if anything is wrong. The instructor gives two students an example by miming it: *“Watch out! The root is high. Raise your foot!”* *“Great! Well done!”* I'll help you if there are any questions. Swap roles now and then.

Blindman's Buff

The Activity

The students assemble around the instructor who then explains:

- Now the excitement begins. One student in each group of three gets a blindfold. He/she is blind and must be guided by the other two on a path through the forest by means of the 'commands' on the expressions list. If the blindfolded student is unsure of him/herself, then the guides may take him/her by the hand. **The two "guides" are responsible for the safety of the blindfolded student!** Student 1 gives student 2 instructions. Student 3 motivates, corrects and takes safety measures. The blindfolded one may ask if something has not been understood; should he/she feel unsafe, then he/she shouts **"Stop!"**.
- I'll demonstrate with student x: **"Careful! A tree! Take a step to the left!"** **"Okay, great!"** Or: **"Watch out! It's slippery. Give me your hand!"** **"Excellent! Well done."** Please make use of all the vocabulary on your list.
- Only speak the target language during the activity.
- The groups walk along the path one behind the other at short distances. Please take your time.
- After a while, change roles.

While the groups prepare, the instructor roughly explains the course to group 1 since he/she will need to monitor the other groups as well. For this reason, the students of group 1 should have a high language level and some sense of responsibility. If there is a second instructor, this is not so important. Now, the activity "Blindman's Buff" can begin.

Variations

- After the first run-through and before roles are switched, the students should take time to reflect back on the activity. For example, the students can stand along a rope which has been spread out as an assessment scale with a plus and minus end to indicate if he/she spoke the target language, if the expressions used were sufficient, if the blindfolded student felt safe, etc. After the activity is over, this reflection task can be repeated.
- If necessary, this module can take place in the school building. Vocabulary and expressions have to be adapted accordingly.

Vocabulary

→ ELEMENTS OF THE FOREST

a branch, branches	a trunk, trunks
the ground	a stone, stones
a slope, slopes	a root, roots
a tree, trees	a hole, holes
a leaf, leaves	moss (no pl.)

Adjectives

low	smooth
pointed / sharp	steep
high	thick
deep	wet
slippery	muddy

Expressions

→ INSTRUCTIONS

Take a step to the right!	Take a step forward!
Keep going!	Lift your foot!
Hold on!	Jump!
Take a step to the left!	Take a step backwards!
Stop!	Duck!
Let me take your hand!	Climb across!

→ WARNING / MOTIVATION

Look out!	Be careful!
Watch out!	Stop!
Great!	Well done!
Terrific!	Done!!