



Barrier Games

P.2.9

Word Wall: sort, name, location, top, middle, bottom, left, right, above, below, describe, triangle, square, grid, barrier, put on, next to

Introduction

Students will sort, describe, name familiar two---dimensional objects and use positional language to describe locations.

Resources

- 2D Shapes
- Barrier (manila folder or serving tray – turned on its side)
- Humpty Dumpty Base Board
- Shelves Base Board and Pictures

Time / Classroom Organisation

Each activity process may be introduced in a small group context or individual context. When teaching the students the barrier games the teacher can be the speaker and all the students in the group can be the listener. Allow 15---20 minutes for each part of this activity.

Australian Curriculum---Year level Prep

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment ([ACMMG009](#))

Describe position and movement ([ACMMG010](#))

Proficiency Strand:

Problem Solving – sorting objects; using materials to model authentic problems

Activity Process---All in a Row

One of the easiest formats for a barrier game. Have two copies of a group of pictures or objects – one for speaker and one for the listener. The speaker tells the listeners the order in which to place the cards or objects in a row from left to right.

2D Shapes

1. Give each student a collection of 2D Shapes
2. Nominate one student to be the speaker and the other the listener.
3. Behind the barrier the speaker places their 2D shapes in a row.
4. The speaker then gives oral instructions to the listener on how to line up their 2D shapes. For example: place the red triangle first, after that put down the blue square, then the yellow square.
5. Repeat activity with a collection with play food, farm animals, coloured counters or coloured paddle pop sticks.

Source: Sandpiper Publications: My Barrier Games Pack, 2000



Activity Process---Character Add Ups

This Barrier game requires a Base Board. The base boards are kept fairly free of background visuals. The concept of this barrier game is that the speaker has to draw a number of features or items on or around the central character. The speaker then describes the 'add ons' to the listener, who has to copy the features onto their own board. The aim is to make the same finished picture as the speakers original.

Humpty Dumpty

1. Give each student a base board.
2. Nominate one student to be the speaker and the other the listener.
3. Allow the speaker & me to add features to their base board.
4. The speaker then gives oral instructions to the listener on how to alter their base board. For example: Draw a red hat on Humpty, Draw a flower in Humpty's hand, Put big posts on his pants and so on.
5. Repeat activity with a different base board.

Activity Process-- Grids

Grids are the most well known version of a barrier game. Concepts such as top, middle, bottom, left, right, above and below are great concepts to teach with grid type barrier games.

Shelves

1. Give each student a base board of a set of shelves.
2. Nominate one student to be the speaker and the other the listener.



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Shelves continued

1. Allow the speaker & me to add features to their shelves.
2. The speaker then gives oral instructions to the listener on how to alter their base board. For example: *Put the tissues on the top shelf, next to the bottle, Put the lock on the middle shelf, under the bottle, on the bottom shelf put a vase of flowers.*
3. Repeat activity with a different base board/ grid.

Source: Sandpiper Publications: *My Barrier Games Pack*, 2000

Variations & Extensions

1. Paint Barrier

Resources: Easel, paper, paints.

Follow the same model as previous barrier games. Allocated one students to be the speaker and the other to be the listener. As the speaker paints a picture they are to give the listener the instructions. The aim is to end up with two identical paintings.

2. Game: Guess Who

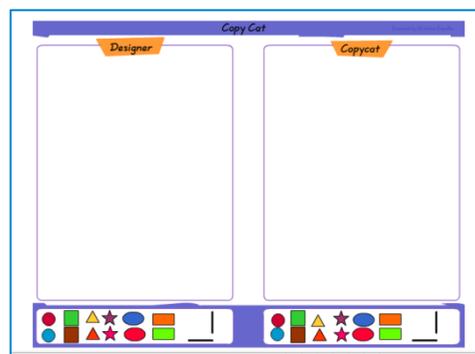
Resources: Guess Who? Game

In pairs students can play a game of Guess Who? Again the roles of speaker and listener are used in this game.



Digital Resources

<http://www.learningplace.com.au/deliver/content.asp?pid=36771>



Contexts for Learning

Play:

Battle Ships

Investigation/Real life experience:

Play "Guess Who" by using students in the class. Pick a student who you will be giving clues about. Have a picture of each child on a board, after giving a clue ask a student from the class to up and remove the pictures that it could NOT be after the information they have just been given. With repeated experience – students in the class can then become the speaker.

Routines and Transitions:

Enlarge a picture and pin it to the wall. As students transition to the next activity give them and instruction for them to add to the picture.

Links to Related MAGs

P.1.9 – 2D Shapes

P.2.6 – Positional Language

Assessment

Observe students while they are playing the barrier games

Take note of students ability to

- Follow and give positional instructions. For example: under, between, beside.
- Recognise and name triangles, circle, rectangles and squares.

Achievement Standard: sort shapes and objects

Background Reading

Barrier games create a situation where effective communication has to be maintained to get the message across and feedback is instant when the two results don't match. The level of language demanded is easily manipulated in the stimulus material, where simple barrier games vary only a single feature, compared to more complex versions which might vary numerous features.

Some of many skills involved in playing barrier games include:

- Sending clear and unambiguous messages
- Listening carefully to instructions
- learning/practising concepts such as prepositions, colour, size, shapes
- Checking for meaning
- Asking for questions for clarification
- Fluency of utterance
- Practising target sounds in connected speech
- Using appropriate and specific vocabulary
- Using sentences which are explicit in content
- Using grammatically complex sentences

Source: Sandpiper Publications: *My Barrier Games Pack*, 2000 p 5



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