

# Art/Drawing Barrier Games for Summer

A resource for tutors/teachers to support the Home or School Based Summer Programme

## Learning objectives:

This activity builds skills in 'Learning to Learn' specifically developing effective task and organisational skills as well as 'Literacy' skill development. Key skills include:

- Oral language – discussion and vocabulary development (summer themed vocabulary- this may need to be pre-taught to children who are deaf and hard of hearing or visual supports could be used)
- Art – Line drawing

## Introduction

This activity can be used across the age ranges. Choose instructions and pictures that are suitable for student's ages, abilities and interests. This lesson plan is based on drawing and a summer theme but alternatives are linked in the alternative options section

- Start with a general discussion about the game using modelling of the instructions.
- Discuss the method the children wish to use e.g. drawing or different materials (this will be dependent on ability – see further information and resources section for options for deaf and hard of hearing children and those with SEN)

## Development

- Gather drawing materials, a barrier and paper (get 2 sets which are identical)

## Play the game

- Allow the children to play the barrier game and provide support where needed

## Conclusion

- Remove the barrier and discuss the images by pointing out the similarities and differences
- The game could be played again allowing the other student to give the instructions

**\*\*See resources section for detailed instructions on how to model the game, discuss the rules, explore language that can be used in the game and how to end the game\*\***

## Sample instructions:

- Draw a red bucket and blue spade in the top left hand corner of the page.
- Draw a yellow sun in the centre of the page.
- Connect the sun and bucket using a green line.

## ***Resources Section***

### **Detailed Instructions for the Game**

#### **How to model the game:**

- Choose a partner to play the game while the rest of the group observes
- Use this opportunity to show how to set up the game i.e. how to position the barrier so each player cannot see the other and how to place the materials required for the game.
- Younger children may like to sit next to each other rather than opposite with the barrier between them. This avoids lateral problems.

#### **Explain the rules of the game:**

- Discuss listening and speaking courtesies e.g. asking each other are they ready before giving directions.
- Discuss the no looking rule.
- Discuss the need for the student giving the directions to also follow the directions so that the game pictures/ items match.

#### **Language use:**

- Model any specific language needed for the game i.e. nouns, attributes and location,
- Model how to ask questions when further information is required.

#### **How to end the game:**

- Demonstrate how to remove the barrier and compare images/ pieces.
- Model how to discuss the results and reflect on the differences.

## Further information and resources

### How to create a barrier:

- Use a large hard cover book
- Fold a sheet of large thick cardboard in half
- Barriers for groups can be created using room dividers or tables flipped on their sides

### Adapting for different abilities:

- Start simple e.g. reduce the number of instructions/ items to reduce the difficulty of the game.
- Consider the number of attributes used e.g. colour is the easiest attribute to identify so it may be a good idea to start with that one attribute alone.
- Start with a range of items which are different and easy to identify. Use items the students are familiar with.
- Use buddy barrier games – 2 children on each side for peer support and learning e.g. pairing a weaker and more abled language user (this can also be a good option for children who are deaf and hard of hearing as they may miss part of/ the full instruction).
- Use group barrier games – whole group/ small group. These allow for peer modelling and support and can be easier to organise. The easiest way to make this work is to allow each player in the group to take a turn at giving and receiving a direction before being replaced by the next member of the group.

### Alternative options for the game:

- <https://www.scoilnet.ie/uploads/resources/24381/24104.pdf>
- This is a pdf containing a large bank of barrier games to suit a variety of needs and abilities.