

EduTrend Contents

G4C · GROUP COMMUNICATION GAMES · PRIMARY

Blind Builder

Describe a hidden model in words so a builder can copy it, with a checker who may ask one question a minute

Ages 6–10	Level: Developing	15 minutes	Groups of 3 · up to 30	Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 02 · AT A GLANCE

Blind Builder

One child, the designer, builds a small model behind a screen. The second child, the builder, has matching blocks but cannot see the model. The designer describes it in words only. The third child, the checker, may look at both sides and ask one question per minute to help. After five minutes, remove the screen and compare. Rotate roles.

Learning outcomes

By the end of the session pupils can:

- describe precisely;
- ask clarifying questions;
- use position words;
- check understanding.

KEY WORDS

describe · on top · next to · left · right · check

CURRICULUM LINKS

English: spoken language. Maths: position and direction. PSHE: teamwork.

1	2	3	4	5	6
WARM UP	**EXPLAIN**	**PLAY**	**CHECK**	**TALK**	**CLOSE**
Voices ready	One game, clear roles	Share and plan	Does everyone know the plan?	What helped?	Calm and positive

Materials (per group)

- Two identical sets of 6–8 blocks per group
- A small screen such as an open book
- Timer
- Worksheets 1, 2 and 3

Before the session

- Prepare matching block sets.
- Set up screens.
- Plan groups of three.
- Model a description.

SAFETY

Keep groups small; rotate roles so every child tries each one.

ACTIVITY 02 · SESSION PLAN

Step by step

Position words can be pre-taught on a poster.

Time	What happens	Say or ask
0–2 min **Warm up**	Position word game.	*"Where is the red block?"*
2–4 min **Explain**	Three roles.	*"What can the checker do?"*
4–13 min **Play**	Two rounds, rotate roles.	*"Which word helped most?"*
13–15 min **Close**	Compare models.	*"What would you say differently?"*

CHALLENGE CARD (print or copy onto the board)

Describe the model so clearly that the builder copies it exactly.

ACTIVITY 02 · FACILITATOR NOTES

The team talk know-how in brief

Precise description and clarifying questions help groups share information.

Rotating roles lets every child practise describing, building and checking.

Common ideas to listen for

- “Colour is enough.” Position matters too.
- “Asking questions means you failed.” Questions help.
- “The builder is to blame for mistakes.” Descriptions matter.

Adapting the activity

Support

Use four large blocks in different colours.

Stretch

The designer may not use colour words, only shape, size and position.

WORKSHEET 1

Position words

Name: _____ Class: _____ Date: _____

Tick words you used.

Words

Word	Used?
on top of	
next to	
behind	
left / right	

WORKSHEET 2

Result

Record each round.

Rounds

Round	My role	Blocks correct
1		
2		
3		

WORKSHEET 3

Reflection

Draw or write.

A word that really helped was...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Describes precisely	Asks clarifying questions	Checks understanding

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Blind Builder is a sample activity from the EduTrend Contents G4C Group Communication Games programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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