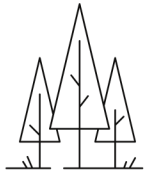


Blind Obstacle Course



No Child Left Inside Activities | Bryn Lottig

Problem Solving initiative that builds teamwork and trust

PREP:

Markers for the outside of a 12X12 ft space (you could use rope, masking tape or cones), blindfolds, and assortment of materials to create an obstacle course [or minefield] ((small stuffed animals, toys, cones, pencils, papers, any small items that can easily be stepped over) *Option to add mousetraps - either set or disarmed*))

This activity requires creating a space that is covered with obstacles, which will need to be traversed through, and avoided. To decrease the challenge, place fewer items in the field leaving more space between them. To increase the challenge, include more items with less space between them.

Step-by-Step Instructions for PLAY:

Level 1 'Cross the Divide' -

1. Split group into partner pairs
2. Provide the following Rules: "Teams will work together to move through the obstacle field. One partner will need to be blindfolded or keep your eyes closed. If you are blindfolded, you are not allowed to talk. If you are not blindfolded, you may talk but you cannot touch your partner."
3. Have the partners choose one person to go first and put on the blindfold.
4. Explain that, "The goal is for you to get from one side to other. You must avoid touching any of the obstacles by listening to your partner. If you touch an item, you must start over."
5. Provide each pair a few minutes of planning time before they get started.
6. Invite pairs to begin crossing the field of obstacles. Teams can go one at a time or multiple pairs at the same time depending on the group you are working with.
7. Once a pair reaches the other side, swap roles and repeat the process.

***Team Option (3-4 members):** Teammate within the field in blindfolded and can not see. Other teammates (2-3) are stationed outside the boundary and work together to guide the blind teammate. To give them differentiated roles: teammate can see but not talk, only gesture; teammate can use their voice/talk but has to stand with their back to the field.

Level 2 'Search and Rescue' -

1. Blind teammate has to enter the field
2. Retrieve a pre-determined item, like a Teddy Bear
3. Bring it back to the starting point

Level 3 'Blind Dodgeball' -

1. Blindfolded member has to get across the field
2. Find a ball
3. Then throw it at another player on a competing team to get them 'out'
4. The goal is to be the last one standing on the field

Reflect:

- What did you notice?
- What feelings came up for you when you were blindfolded? How did it feel when you couldn't talk?
- What feelings came up for you when you were guiding? How did it feel when your partner couldn't communicate with you? How did it feel when you couldn't touch your partner and could only use your voice?
- What was easy for you?
- What was hard for you?
- Did you ever touch an item and have to start over? How did that feel?

Connect:

- Are there other times in life when you have had to blindly trust someone?
- Are there other times when you had to find different ways to communicate?

Grow:

- What did you learn from this activity?
- How can we improve the way we communicate in everyday life?

Take it out of the classroom to where it matters most

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