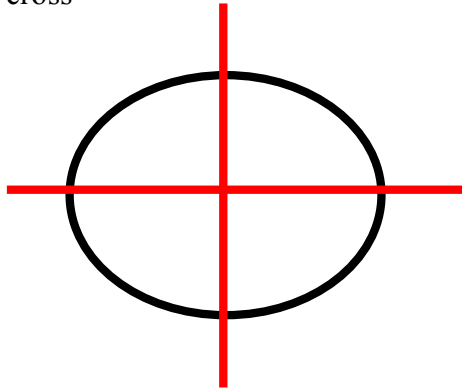
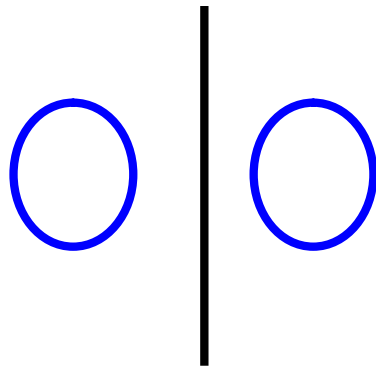


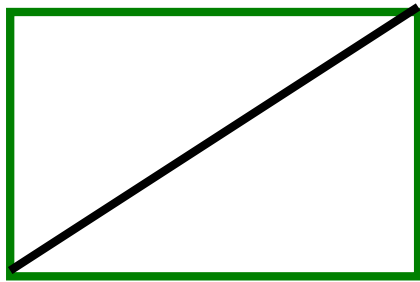
oval, cross



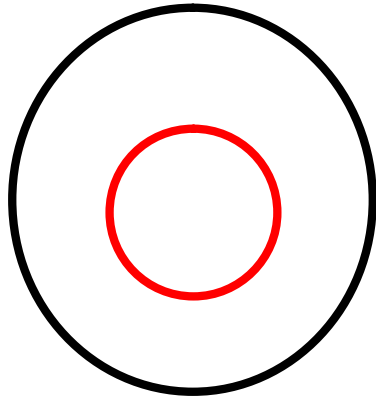
between, pair



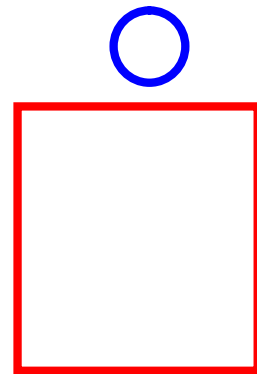
diagonal



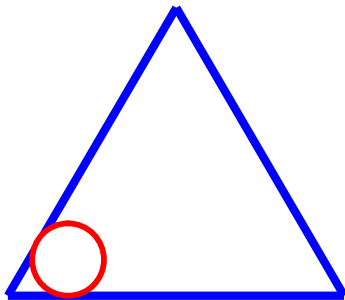
center



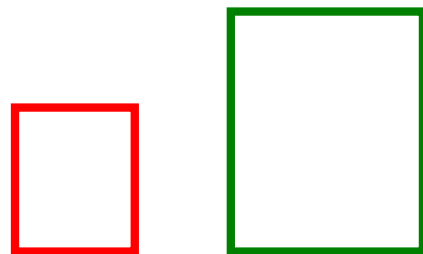
over



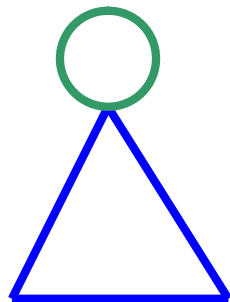
angle



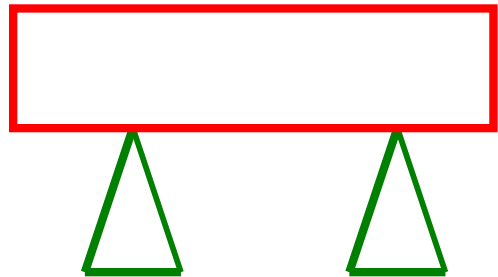
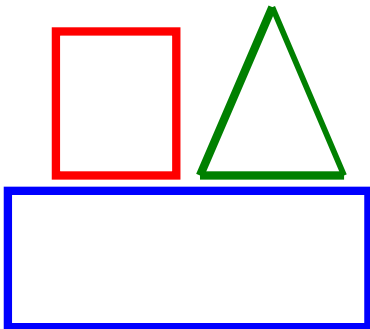
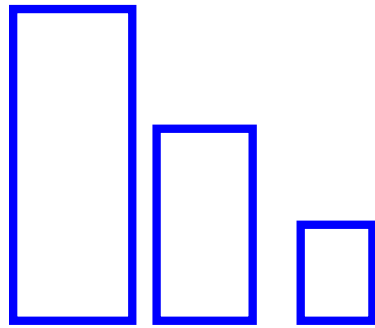
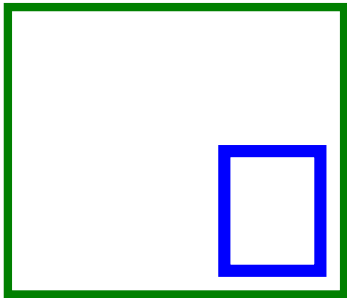
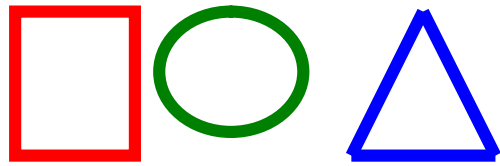
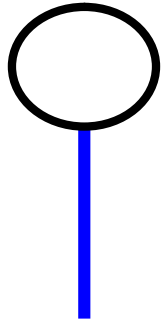
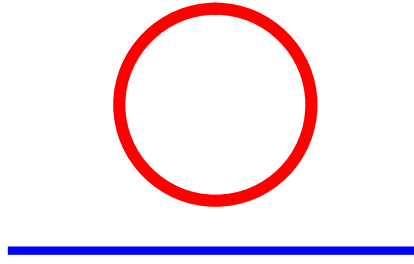
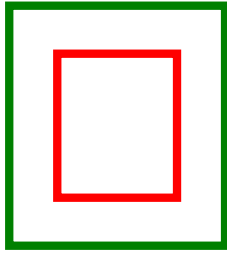
Bigger, smaller



Peak, point



inside, 1<sup>st</sup>, 2<sup>nd</sup>



## Barrier Games

During a Barrier Game, children are separated from each other with a screen or some form of blind. They give verbal instructions to each other to complete a similar task. This is completed without the benefit of visual cues. When the task is completed they look to see if the finished project is the same. It helps to build positional vocabulary, attention to detail, accurate communication and understanding of another person's perspective.

Materials: The screen can be as simple as fastening file folders together on the ends to make a 3 sided screen. A variety of materials can be used to include two or more games of blockhead that provide 3 dimensional blocks and a variety of shapes, the Tangram shapes from the activity above that can be placed in many designs and ready made cards with shapes already drawn that can provide a way to elicit specific vocabulary and directions.

There can be many ways of dividing the children and the materials. There can be one child behind a screen giving instructions to another group. The group interprets the instructions together. A child with a set of cards describes to the others what should be drawn and each drawing individually or each child contributing a building element for a total project.