

## Blind Fold Challenges

<b>Key Learning Program:</b> Resilience	<b>Subject:</b> Challenge, Emotions		<b>Lesson:</b>
<b>Curriculum Level:</b> D-2 <b>Minimum time allocation:</b> 1.5hr <b>Learning intention:</b> Students can experience a challenge, appropriately show their emotions and discuss how they felt. <b>Success Criteria:</b> I can appropriately share my emotions when taking part in a challenge			
<b>Activities for developing concepts and understanding</b>	<b>Blackwood Staff</b>	<b>Classroom Staff</b>	<b>Resources</b>
Discussion around feelings and emotions	<ul style="list-style-type: none"> <li>-Discuss that all our feelings are ok to feel. It's important that we show them in a safe way</li> <li>-Use emotion cards for students to give examples of times they have felt these ways</li> </ul>	<ul style="list-style-type: none"> <li>-Set up a learning area for students to see screen</li> </ul>	Emotion Cards
Blind Folded Guess the object	<ul style="list-style-type: none"> <li>-Discuss trust</li> <li>-Has anyone done anything when they have been blind folded before?</li> <li>-What did it feel like?</li> <li>-Explain first challenge of the lesson will be working in pairs</li> <li>-Each person has to collect 5-10 items that can be found at school and are safe to hold blind folded.</li> <li>-Your partner will try and guess the items while blind folded</li> </ul>	<ul style="list-style-type: none"> <li>-Assist students choosing partners that they work well with</li> <li>-Supervise students as they explore the school area looking for items for their partners to guess</li> <li>-Gather students back to learning space. Can be outside or inside.</li> <li>-Get students to sit with their partner and discuss being respectful and safe when your partner can't see</li> </ul>	Bucket/Bag Blind Folds

	<ul style="list-style-type: none"> <li>-Reflect with students on what they found and got their partner to identify.</li> <li>-How did you feel being blind folded and touching something that you didn't know what it was?</li> </ul>	<ul style="list-style-type: none"> <li>-Check back in with Blackwood staff to discuss the activity</li> </ul>	
Blind Folded obstacle course	<p>Discuss second challenge for the lesson is to build an obstacle course together as a group outside using gym equipment, classroom items, things outside.</p> <p>Rules: -Anything you move needs to be put back when finished</p> <ul style="list-style-type: none"> <li>-You need to look after your partner so they feel safe and don't get hurt</li> <li>-Using your voice to guide your partner, if they want extra help you can guide them physically as well</li> </ul>	<ul style="list-style-type: none"> <li>-Assist students designing and building their obstacle course</li> <li>-Focus on choosing equipment and location together and considering other people in the groups feelings</li> </ul>	<p>Gym equipment that can be moved easily and other aspects that could work in an obstacle course e.g steps</p> <p>e.g cones/markers, hoops, things to climb over foam block or box, things to go under table.</p>

### Victorian Curriculum Links

CURRICULUM LEVEL	D	Foundation	1&2
Personal and Social Capabilities			
Strand and Sub - strand		Social awareness and management; Collaboration	
<i>Content Descriptor</i>	Name a range of emotions and describe how these are	Develop a vocabulary and practise the expression of emotions to describe how	Extend their vocabulary through which to recognise and describe emotions and when,

	expressed or shown ( <a href="#">VCPCSE073</a> )	they feel in different familiar situations ( <a href="#">VCPCSE001</a> )	how and with whom it is appropriate to share emotions ( <a href="#">VCPCSE008</a> )
<b><i>Achievement Standard</i></b>	Students can name emotional responses and identify the cause of emotions	Students identify and express a range of emotions in their interactions with others	Students show an awareness of the feelings and needs of others.