

Blind Fetch

Original Name of activity: Blind Soccer

Type of activity: Prop Debrief

Equipment: Dependent on number of teams. 3 Balls, 3 hula-hoops, 3 blindfolds

Procedures:

1. Divide group into teams of about 3 people.
2. Have the teams spread out on one side of a level field.
3. Each team picks a person to be blindfolded.
4. Put one small ball out in the field for each team.
5. Make sure each team sees which ball their blindfolded member needs to go get. Then say "go!"
6. The seeing team members must instruct their blindfolded member verbally which way to go to get their ball and bring it back to their group, and place it in a designated hula hoop where they began.
7. The seeing team members have to stay inside the hula hoop. They cannot move with or touch the blindfolded person.

Adaptations:

- Group size
- Once participants have finished. Go again.

Expected outcomes:

Notes for facilitating:

- Account for group size.
- Spread balls out evenly.
- The blind folded people cannot run they must walk. This is to keep blindfolded players from running into each other.

Reference:

Cooperative Group Games And Initiatives. *Environmental Education Lesson, Pg 3 – 4*. Retrieved from <http://www.campedwards.org/images/COOPERATIVE%20GROUP%20GAMES.pdf>

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Prop Debrief Reflection

This activity with prop debrief was very fun. I learned a lot. As the past couple months have been going by I can sense a state of confidence that I now have, that I feel I did not have at the beginning of this semester, and I am proud of myself for this. My partner on this activity was Chelsea. She is great she had a lot of ideas to bring to the table and it helped us out tremendously.

Communication between Chelsea and I was quite scarce, because of our outside job requirements, there was little actual time were we could physically meet. But we made it work. The actual activity that we choose is called "Blind Soccer." The instructions and rules for this activity were quite difficult to understand, so we changed them up quite a bit. At first I was a bit nervous that changing the rules for activity I knew something had to go wrong, but after playing it through in my head, the instructions that Chelsea and I came up with we decided were a lot easier to understand than the original rules.

In previous weeks when it has come to the day of my facilitation, I have been quite nervous. But on this day I did not seem nervous. We volunteered to go first. Once we set up the activity we gathered everybody around and I explained the rules. Looking back on this explanation I gave I realize it was a lot of information and quite scattered. I should have tried to cut short some of the explanation and give the rules in a few "bullet point" style list. I feel this would have cleared up a little confusion. After explaining the rules Chelsea jumped in with the safety protocols, and asked if anyone had any question for us. I feel this would have been a great time for me to ask any of the participants if they could please relay the rules of the activity back to me and their fellow students just to clarify the rules for everyone, or to see if any further questions came up. But this slipped my mind.

Coming into this activity I was very proud of the new rules that Chelsea and I had come up with. I thought everybody would enjoy it, and that nothing would go wrong. I couldn't wait to see the activity in action. Well I was wrong, always plan for when something goes wrong. The first round we played as soon as we said "Go!" I looked down to were we had placed the balls, in a group near each other, and realized that if somebody kicks, throws, or moves them, then it kind of ruins the experience for the other groups. Sure enough as soon as the first participant reached the ball group, he picked up his ball as instructed from his communicator, then kicked and threw the remaining balls. This made me very agitated. I had not planned for this. Chelsea and I spoke for a moment, discussed how to work around this, and decided to have one more round. The next round went a lot smother without any hiccups.

Going into this activity our main goal was "Communication." So we started off our debrief with a communication related question. Being the first time with a prop debrief I was very unsure as to how it would go. How to make the transition from prop to related question and vice versa. Chelsea made the transitions flow much smother. In my past couple debriefs, upon being given feedback, I have realized that I asked many question in one, then don't give enough time for participants to answer. Coming into this debrief I really tried to work on this. Coming up with simpler questions, where I did not

feel the need to explain the question. It was hard to sit through the silences between questions, but I made it happen. The feedback we received on our activity was very uplifting for me. I could sense that my fellow students could also sense the improvements in my facilitation, from previous facilitations, and this made me happy. There is always room for improvement, which I look forward to, but overall I feel I have learned a lot from fellow facilitators, my participants, and myself.