



# Barrier Game Activities

## Activity 1: Drawing

1. Two players sit across from each other with a barrier such as a book, folder or easel between them, that prevents them from seeing each other's drawing. Each player has a piece of paper and coloured pencils or pens.
2. The first player begins by drawing either part of their scene (e.g., drawing a person's head and face) or the entire picture.
3. The first player then gives verbal directions to help the second player draw the same picture.
4. This continues with the first player providing instructions for the second player to follow until the picture is complete. For example, they might say: "Draw a person's head," (one step direction) or "Draw a person's head with long, blonde hair," (two step direction).
5. At the end of the game, the players remove the barrier and check whether the drawings look the same. Discuss the features of the drawing, including what matches and what does not match.
6. Consideration: this activity can be modified to target:
  - Expanding vocabulary and/or sentence length through taking turns being the player to give directions and description. By selecting a specific target to draw, specific areas of vocabulary can be focused on (e.g., drawing a face to allow for discussion of facial features, drawing a zoo to allow for discussion of animals).
  - Turn taking by alternating who is providing the instructions. This allows for the creation of a collaborative drawing.

## Activity 2: Farm Scene

1. Print two copies of the attached farm scene and character cards. Cut out the character cards and laminate (optional). One set of the resources is given to each player.
2. Two players sit across from each other with a barrier such as a book, folder or easel between them,
  - a. that prevents them from seeing each other's scene.
3. The first player begins setting up their farm scene by placing the character cards on the scene provided. This can be done all at once or interspersed with instructions (e.g., one card at a time).
4. The first player then provides verbal instructions of where to place the character cards, placing emphasis on the prepositions in the instructions. For example, they might say, "Put the pig next to the cow," or "Place the goat on top of the windmill." This continues until the scene is complete.



5. At the end of the game, the players remove the barrier and check whether the scenes look the same. Discuss the features of the scene, including what matches and what does not match.
6. Consideration: this activity can be modified to target:
  - a. Understanding and use of prepositions.
  - b. Turn taking by alternating who is providing the instructions. This allows for the creation of a collaborative scene.

#### **Want to learn more?**

To learn more about Language Disorder and how to support children and young people for whom language is their primary disorder, please **contact us**. Language Disorder Australia provides holistic, innovative and effective therapy, education and support services and has a transdisciplinary team of speech pathologists, occupational therapists, educators, psychologists and physiotherapists.

Contact: 1300 881 763 or [\*\*hello@languagedisorder.org.au\*\*](mailto:hello@languagedisorder.org.au)

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## **References**

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