

# Lesson I

## Leading the Blind

**Goal:** To introduce students to a fun activity while teaching them how to lead a single individual.

**Objective:** Students participating in this lesson will:

1. Understand the responsibility of leading someone.
2. Learn how to articulate instruction to the follower to the best of their ability.
3. Learn the importance of trust when both leading and following.

**Time: 45 minutes**

**Materials:**

Cloth as a blind fold

Crayons/markers

paper

**Leader's note:** Prior to students entering the classroom, make sure there is nothing on the floor. Tell the students to pair up. Assign half of the class to be leaders and the other half as followers. Tell the students that each pair will participate in this activity together. Give a cloth to each leader and ask the leader to gently tie the blindfold over the eyes of the follower. Tell the leader that they must lead their follower around the room without touching them. The only way they are allowed to lead them around the room is by speaking.

**Example:** “Take three steps forward then stop. Turn completely to the right and take one step forward.”

**Leader's Note:** Tell the leader that they must successfully lead their follower completely around the classroom without the follower falling, tripping, stumbling, or hurting themselves. Tell the students that they are allotted five minutes to lead their follower around the classroom.

Once everyone has completed this task, tell the students to switch rolls. The leaders will now become the followers and must be blind folded. The followers must now take on the role as the leader and instruct their followers around the room.

When each student has had a chance to be both the leader and the follower have everyone take a seat. Ask the students:

- If they liked being a leader, why or why not?
- If they liked being a follower, why or why not?
- Which was harder, or a greater responsibility, being the follower or being the leader?
- As a follower, did you trust your leader? Why or why not?
- As a follower, did your leader do a good job leading you around the room?
- As a follower, is there anything different your leader could, or should have done to better direct you around the room? If so, what?

**Leader's Note:** Tell the class they will participate in another activity.

Tell the class to separate into two groups. One half of the class will be leaders and the others will be followers. The students should be in pairs if the class is uneven, allow two followers to one leader. Each leader should have crayons/markers and paper. The object of this activity is for the leader to instruct the follower to draw pictures using more than one communication skill. The leader can tell the follower what to draw, use gestures without speaking, writing clues down for the follower, or simply drawing with the follower. Once the leader has instructed the follower using more than one communication skill, the followers become the leaders and must complete the same task.

**Ask the Leaders:**

How did you communicate with your follower?

Do you think they understood what you wanted you to do?

Out of the all communication skills, which do you think was easier for your follower to understand?

**Ask followers:**

What communications skills were used and which were easiest for you to understand?