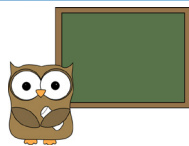




PASSWORD



Aim:

- Explaining and describing things clearly and exactly
- Making descriptions which are relevant and appropriate to a particular situation

Instructions:

- The basic idea is the same as the Alias game. In this game the pupil has to consciously think about how to describe a word / an object / a picture / an issue well, so that someone else would recognize it without seeing it. They have to notice what makes a description good and relevant, and why parts of the description might be irrelevant. Through this reflection pupils learn to play better.
- One pupil comes to the front of the class and stands with their back to the blackboard.
- The teacher (or another pupil) writes a word (or puts a picture...) on the board.
- The other pupils offer sentences which describe the word (or picture), but they mustn't mention the word itself.
- The pupil at the front guesses the word.

The teacher can use this game to help develop thinking skills by taking the following steps:

- **Write** the pupils' descriptions / sentences on the board while they are playing.
- **Reflect!** Once the pupil at the front has guessed the word, the teacher asks, 'Which sentence helped most? Why? Were there any sentences which didn't help at all, and why?'
- **Create limitations!** For example, decide in advance how many sentences the pupils are allowed to offer – either as many as possible (though all of them must be true), or as few as possible. If the pupil at the front can't guess the word, can the class think up a 'superclue' to help? If the word is very easy to describe, limitations might be that certain words cannot be used in the descriptions. For example, if the word is 'bird', they mustn't use the words, 'fly', 'wing' or 'nest'.
- **Alternatives:** a) One pupil against the class. b) Pairs or groups think up sentences to describe a particular word / picture / object. The other pairs or groups have to guess what it is. c) Pupils play the whole game in groups.
- **Help pupils to play better!** Help pupils to notice what is relevant and help them to play more systematically. They should learn not to say just any sentence, but to think of a sentence that is helpful.



- **Sort the sentences!** Pupils sort the sentences they have suggested for a particular word in as many ways as they can and give the groups they think up names. This shows the pupils particular features of a word or object. For example, if the sentences are related to a particular animal, one of them might be, 'It eats cheese.' In this case the group name would relate to the feature, or parameter, 'food'.
- **Make a passport**, in which the parameters are listed. Next to each parameter the pupils write the sentences related to it. If the parameter is 'Colour', The sentence might be, 'It is grey.' This creates a table which can be used to help make a description of any animal. Columns can be added so that different animals can be compared.
- **Use the passport** as a tool when playing the game. In other activities the passport can be used to help pupils to notice that different parameters are important in different situations . For example, which would be the most important parameters if we wanted to describe a dog in order to sell it? Which would be the most important if you were describing to a friend why your dog is the best dog in the world?
- **Reflect!** In which situations could the passport work well? When might it not be useful? Is anything missing from it? It can be continually changed and improved.



Compare and Contrast Matrix

	Animals	Plants	Location
Prairie			
Savanna			
Steppes			
Pampas			

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