



MAZE

5-10 MINUTES

Ages 4+

MATERIALS: A ROOM OR SPACE LARGE ENOUGH TO WALK AROUND IN. THIS GAME CAN BE DONE INSIDE OR OUTSIDE.

How to play

The goal of this activity is for one “player” to lead another “player” through a self-created maze using any/all of their linguistic resources.

1

Player 1 creates a maze or obstacle course to lead player 2 (and others, if present) through. If inside, players should be careful not to use any materials that someone could trip over and injure themselves. The maze should have a clear beginning and end.

2

Player 2 is blindfolded, and does not see the maze.

3

When the maze is complete, players can begin. Using any/all of their languages, player 1 leads player 2 through the maze using very clear instructions. For example:
“take two big steps forward and then stop”
“take one big step forward, and then two medium steps to the right”

4

When player 2 reaches the end of the maze, they can take off their blindfold.

5

Talk about it! How did it go? What did each player find challenging? What did each player enjoy? What might they have done differently if they were to do it again?



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Multi-STEM research findings related to this game

1

WE OBSERVED HIGH ENGAGEMENT OF CHILDREN AND CAREGIVERS DURING THIS GAME. WE TRIED THIS WITH CHILDREN AS YOUNG AS FOUR YEARS OF AGE IN A GYMNASIUM OF A SCHOOL, AND CHILDREN AND CAREGIVERS REPORTED REALLY ENJOYING THIS.

2

WE OBSERVED THIS TO BE CHALLENGING FOR CHILDREN AND THEIR CAREGIVERS. RELATIVELY QUICKLY, THEY DISCOVERED THE NEED TO BE VERY PRECISE AND PATIENT WITH EACH OTHER. HOWEVER, THIS WAS CHALLENGING AT TIMES.

3

WE OBSERVED CHILDREN AND CAREGIVERS USING LARGELY THE HOME LANGUAGE DURING THIS ACTIVITY.

4

WE OBSERVED BOTH CHILDREN AND CAREGIVERS WORKING TOGETHER TO FIND THE CORRECT WORDS IN THE HOME LANGUAGE (OFTEN A CHILD GAVE AN INSTRUCTION IN THE HOME LANGUAGE BUT DIDN'T KNOW A SPECIFIC WORD, IN WHICH THE CAREGIVER WOULD HELP THEM).