

# The Lineup

# PLAY

**To encourage teamwork, communication, and problem-solving as students work together to organise themselves correctly in a lineup based on different criteria.**



## Learning Intentions

**I can work with others to solve a problem using communication and teamwork:**

This encourages students to practice collaboration and develop problem-solving strategies as they organise themselves in the lineup.

**I can use both verbal and non-verbal communication to interact with my peers:**

This helps students recognise different ways to communicate effectively, including gestures, facial expressions, and eye contact.

**I can reflect on the challenges of working in a team and think about strategies to improve collaboration:**

This allows students to consider how they can better support their teammates and solve problems together in future activities.



## Success Criteria

**Effective Communication:**

Students can successfully use talking or gestures to find their place in the lineup and communicate clearly with their peers.

**Teamwork and Collaboration:**

Students show an ability to work with others respectfully, listen to their peers, and cooperate to achieve a shared goal.

**Problem-Solving and Reflection:**

Students can explain the strategies they used to organise themselves, identify challenges they faced, and reflect on how they could improve next time.



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**Objective:** To encourage teamwork, communication, and problem-solving as students work together to organise themselves correctly in a lineup based on different criteria.

**Players:** This game can be played with any size group, minimum numbers would be 4 players.

**Materials:**

- None

**Setup:** Assign a category (e.g., birthday, shoe size, number of siblings, house number etc.) for the lineup. You can either allow talking or challenge them to line up silently using only gestures.

**Activity:**

1. **Choose the Category:** Decide on a category for the lineup (e.g., birthday, house number etc.). You can use one of the suggested categories or come up with a new one based on the group.
2. **Organise the Lineup: Option 1:** Allow students to talk to one another as they find their place in the lineup. This is a great way to build social connections as they communicate and learn more about each other.
3. **Option 2:** Challenge the students to line up without talking. They can only use gestures, eye contact, or other non-verbal cues to figure out where they should stand in line.
4. **Complete the Task:** Once the lineup is complete, check if everyone is in the correct order. Discuss the experience, focusing on how they solved the problem, communicated, and worked together. You can challenge students to line up by other fun criteria, such as by the colour of their socks or by their favourite animals. You can also turn this into a race by adding a time element to see which group can line up the fastest with accuracy.

**Reflection Prompt:**

- How did you communicate with your classmates to figure out your spot in the lineup?
- What strategies did you use to organise yourselves when you couldn't talk?
- How did it feel to work together and solve this challenge as a team?

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**Winning the Game:** There is no winner in this activity. The goal is to work together as a group to complete the lineup successfully and engage in positive communication, whether through talking or non-verbal cues.

**Additional Notes:** Birthday Lineup fosters communication, teamwork, and problem-solving skills, encouraging students to think critically and work together to complete a task. Whether done with verbal or non-verbal cues, the activity helps build trust and understanding among peers while promoting a positive and collaborative atmosphere.