

3.7 CURIOSITY, SENSE OF WONDER AND OPENNESS

3.7.1 Old Blind Granny

Brief description, and rules of the game

In Old Blind Granny, one child (the “Granny”) is blindfolded and placed in the middle of the play area, while the others move around freely. The blindfolded player must rely on listening, imagination, and curiosity to explore where the others are. Players can make soft sounds, giggles, or taps to guide the Granny, and respond to her call of “Where are you?” with “Here I am!” The goal is not only to find and recognize others, but also to enjoy the wonder of moving and playing without sight, opening space for creative and curious discovery.

Skill focus

Primary Skill Focus

- Curiosity, sense of wonder and openness

Complementary/ Secondary Skill Focus

- Flexibility
- Creativity
- Emotional awareness regulation and communication
- Empathy

Age group	Student number	Duration
6 -10 years old	whole class working in small groups	15-30 minutes

How to play - brief game rules

1. Preparation: The teacher designates a clearly defined playing area (a circle or a square) within which all players must remain. One student volunteers or is selected to become the Blind Granny. The student’s eyes are covered with a scarf or blindfold. It is important that the playing area is safe and free of obstacles, while also having clearly visible boundaries for all participants.
2. Gameplay: The blindfolded player stands in the centre of the playing area. The other students move slowly and carefully around them within the marked space. Players may make soft sounds (such as laughter, clapping, or gentle foot tapping) to help the Blind Granny orient herself. At any moment, the Blind Granny may call out, “Where are you?” The other players can respond by saying, “Here I am!”, while continuing to move if they wish.
3. Identification and Role Change: When the Blind Granny touches a player, she tries to identify that person by name. If the guess is correct, the touched student becomes the new Blind Granny. If the guess is incorrect, the game continues with the same blindfolded player. Any student who steps outside the designated playing area automatically becomes the next Blind Granny.

Indoor/Outdoor Classroom layout notes

The game can be played indoors (gym, spacious classroom) or outdoors (schoolyard, open field). Ensure the area is safe and free of obstacles.

How does this game develop the primary skill?

The “Old Blind Granny” game places children in a situation where they must explore the world without sight, awakening their curiosity and sense of wonder. As they listen closely and experiment with sound, movement, and voice, they become more open to new ways of perceiving and interacting. This fosters openness to the unknown and strengthens imaginative play. Creativity comes into play as children invent original ways to move, guide, or trick the Granny. Emotional awareness and empathy are also developed, as children reflect on how it feels to be blindfolded and dependent on others. Altogether, the game builds trust, playfulness, and openness in the group.

What do we want to achieve regarding primary skill development (student understanding and/or behaviour)?

- Strengthened curiosity and openness through sensory exploration.
- Enhanced creativity in inventing new strategies for movement and guidance.
- Improved emotional awareness and empathy.
- Better cooperation and group bonding.

Suggested use, and practical examples

- Perfect as an icebreaker at the beginning of the school year.
- Can be used in physical education lessons for warm-up or cooldown.
- Effective for class community-building activities.

Materials and tools needed for implementation

- One scarf or blindfold

Guiding questions

- What surprised you when you couldn’t use your sight?
- How did you explore and find new ways to move or listen?
- What did you discover about your classmates through sound and play?
- Which moment made you feel most curious or creative?

Tips and Tricks for dealing with challenges

- For shy children, start with smaller groups.
- Soft rhythmic background music can help the blindfolded player orient themselves.
- Thoroughly explain and practice the rules before starting to ensure safety and comfort.

Difficulty level tailoring

Beginners (6-7 years old): Played in a smaller group with a smaller designated play area, making it easier to follow the game. Players must respond loudly and clearly when the Granny asks, “Where are you?” Children explore the environment safely, noticing subtle sounds, movements, and changes around them. They are encouraged to ask questions and reflect on unexpected events. This level supports curiosity and wonders by allowing children to experiment gradually, observe outcomes, and develop a sense of openness to exploring new ways of moving and interacting.

Advanced learners (8-9 years old): Larger play area, with players responding more quietly. Continuous movement is encouraged, without mandatory pauses. Children explore more complex spatial relationships and perceive subtle audio and body cues, improving situational awareness and attention. They are invited to wonder: “What might happen if I approach differently?” or “How will others react to my movement?” They actively investigate cause and effect, try alternative strategies, and notice emerging patterns. This level fosters deeper curiosity, a stronger sense of wonder, and encourages creative and flexible thinking in dynamic situations.

Experts (9–10 years old): Largest play area, possibly with multiple groups playing simultaneously. Players move almost silently, and the Granny must rely on subtle cues. Faster, more complex movement patterns and multiple interactions increase the challenge. Children are encouraged to formulate hypotheses, test new strategies, and reflect on unexpected outcomes. They explore joint movement, anticipate others’ actions, and take calculated risks while staying open to surprises. This level emphasizes high-level curiosity, imaginative exploration, and creative openness, allowing children to experience wonder in every interaction and continuously adapt to evolving situations.

Debriefing and reflection questions

- How did it feel to play and explore without seeing?
- What new ideas or strategies did you try?
- How did curiosity help you in the game?
- What did you learn about trust and openness with your classmates?