

Buddy walk - Trust

EXPLANATION:

Trust is central to healthy relationships and young students can engage in fun activities exploring trust. The Buddy walk requires one friend to lead the other around the playground — blindfolded. Students explore feelings of vulnerability, confidence and security.

YEAR LEVELS: Years 1–3

STUDENT GROUPING: Pairs of students

ACTIVITY LENGTH: 40–60 mins

LINK TO CURRICULUM:

Health and Physical Education: Sequence of content F–10

Strand: Personal, social and community health

Identities

- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities
- Explore how success, challenge and failure strengthen identities.

Help-seeking

- Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe.



SCOPE OF TASK:

To understand trust students must have opportunities to engage in activities which explore confidence, reliability, certainty, safety and the opposite emotions.

This activity is also known as a Blind Walk activity or Trust Walk.

1. Activate students' prior knowledge to establish their understanding of trust:

- Who is someone that you trust?
- Why do you trust that person?
- How does trust make you feel?
- What happens when you don't trust someone or a situation?
- How does mistrust make you feel?

Write some of the key words and feelings that students identify on the whiteboard for reference.

2. Tell the students that they are going to engage in an activity where they explore the feeling of trust and mistrust, safe and unsafe.

3. Instructions for engaging in the activity:

- Pair the children
- One child will be blindfolded and their partner is the 'carer'
- The 'carer's' job is to lead their blindfolded partner around the playground safely.
- Ask the students to consider how they might do this. Examples could include holding their arm, walking slowly and giving clear verbal instructions
- Students are given a time limit and instructed to return. The 'carer' must guide their partner carefully
- On return the students change roles — one becomes the 'carer' and the other is blindfolded — so students experience the different roles.

4. On completion of the activity ask the students to reflect on their experiences of trusting and being trusted. Questions to illicit their experiences could include:

- What helped you trust your partner?
- When did you not feel safe?
- What would have helped to make you feel safer?
- What characteristics are important for trust and friendships?

To increase the difficulty of this activity group size can be increased and the 'carer' can be leading more than one person around the playground.

RESOURCES:

- Blindfolds
- Playground.