

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.

GRADE LEVELS: 1–3

STUDENT GROUPING: Pairs of students

ACTIVITY LENGTH: 40–60 minutes

CASEL CORE COMPETENCY: *RELATIONSHIP SKILLS*

- Communicating effectively
- Practicing teamwork and collaborative problem-solving
- You can learn more about the CASEL framework [here](#)



SCOPE OF TASK:

To understand trust, students must have opportunities to engage in activities that explore the concepts of confidence, reliability, certainty, and safety—as well as the opposite qualities.

This activity is also known as a Blind Walk activity or a 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 board for reference.

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

3. Instructions for engaging in the activity:

- Pair the students.
- 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 the blindfolded partner’s arm, walking slowly, and giving clear verbal instructions. Note that physical interactions may or may not be appropriate for certain cohorts of students and contexts; make sure that all students are comfortable with the guidance strategies that will be used by the “carer.”
- 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 elicit 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 lead more than one person around the playground.

RESOURCES:

- Blindfolds
- Playground