

TRUST WALK AND SENSORY ADVENTURE



BENEFITS

Develops trust, sensitivity, and personal awareness. Helps develop ability to read facial cues and nonverbal communication. Great for teambuilding and developing a sense of community. Develops tactile and other nonvisual senses.

TIME

15 to 25 minutes

ACTIVITY

TRUST WALK

Ask one volunteer to come to the front of the room. Have that student hold the index finger of one hand out as if about to ring a doorbell. Ask the student to shut his or her eyes. Then, with your index finger, hook onto the student's finger.

Now demonstrate the activity by carefully leading the student, still with their eyes closed, around the room. Demonstrate moving slowly and watching their feet and face for nonverbal cues as to whether they feel safe. Let the students know that their role as a guide is to make the person they are guiding feel safe. Demonstrate backing the student up, turning in different directions, and so on.

Then tell the group that everyone will have a “surprise” guide. Explain that half of the group will get up, find a place to stand in the room, close their eyes, and hold out their index fingers. The other half will quietly find a person to guide. It is important that the person guiding does not talk or laugh, because that would spoil the surprise at the end. Also mention that the students leading the activity will have to direct traffic in the room without talking. They will have to do this with a hand gesture or other body language. Demonstrate how this might look.

After the students have led one another around for 3 to 5 minutes, ask them to stop moving. Those being led should keep their eyes shut while they guess out loud who has been guiding them. Then they can open their eyes.

SENSORY ADVENTURE

After the Trust Walk, students will guide each other again. This time they take their friend—whose eyes are closed—to different objects in the room, gently place the person's hand on the object, and let them guess what they are touching. It can be fun to bring in interesting objects with various textures and shapes to place around the room (e.g., soft socks, rocks, statues, leaves). The students who are guiding remain silent to keep the surprise at the end of the game. The students being guided can say out loud what they think the object is, but guides do not respond.

VARIATIONS & INTEGRATION

Many lessons can be developed from this game. You can discuss friendship and the importance of leading and following. Students can share about who leads certain activities in their home and who leads others. It can be a good lesson on reading nonverbal cues and letting others know you are someone who can be trusted.

NOTES

We find it helpful to have some music in the background.

If students are not playing safely, ask them to watch and then join in on the next game.