

Appendix 17

Blind Walk or Trust Walk

This game enables an opportunity to explore how we build and share trust with each other and to explore how different channels of communication affect the communication experiences.

Objectives:

- Students will experience what it would be like to be without the sense of sight.
- Students will be good partners and will safely guide each other on blind walks.
- Students will identify things on their blind walk by using their other senses besides sight.
- Students will reflect on what they learned from their blind walk and communicate it to the class. The ‘blind’ will express what they learned on their trust walk by discussing what it felt like to not be able to see and by discussing what other senses they used.
The guides will express what it felt like when caring for their blind partners.

Material: blind folds (optional)

Procedures:

- Assign or let them chose a partner.
- Tell the students you want them to experience what it might be like to be without one of their senses. Explain that everyone is going to have a chance to see what it feels like to be blind.
- Inform the students that they will be going on a blind walk.
- Tell the students that one partner will be the guide while the other partner wears the blindfold. It is very important that the guides keep their partners safe.
 - ✓ You are responsible for the safety of your partner at all times.
 - ✓ When you are the guide do not let your eyes leave your partner for any reason.
 - ✓ Take special care near stairs, stairwells and doorways. You may want to guide your partner in finding the handrail.
- Explain to the guides that their job is to lead their blind partners on a walk. They may take their partners outside to the playground. They will choose things for their partners to try to identify using their other senses besides their sight.

- Tell the students that after about 10 minutes the partners should switch jobs so that everyone has the chance to be blind.
- Explain that when the students are blindfolded, you want them to pay close attention to; what is going on around them, what kinds of sounds do they hear when they are outside, what do different areas of the playground feel like under their feet.
- Ask the partners to decide who will want to be blind first.

Variation

Minefield: Create a large square or an area that will serve as a minefield. Throughout it, place obstacles that make it difficult to walk through. One partner should stand on one side of the minefield and place a blindfold over their eyes. Their partner should go and stand directly across the minefield from them.

The seeing partner should then provide only verbal instructions and should lead their partner through the minefield without touching any of the obstacles. If the blind partner touches an obstacle, he or she must start over.

Reflections:

Group the students once again and reflect about their trust walk. How did it feel to not be able to see? What kinds of sounds did they notice outside? Could they tell what part of the playground they were on by the way the ground felt under their feet? Were they able to correctly identify the objects their guides gave them? What senses did they use to identify the objects?

Reflections for the teacher:

- Did this turn out to be a safe lesson? Were the students good guides?
- Was the lesson run efficiently?
- How did the students respond to the lesson?