

TRUST WALK

Objective

This activity was designed to allow students the experience of doing everyday activities while being blind.

Materials

- Blindfolds
- Index cards with written directions
- Cupcakes
- Juice
- Pitchers
- Cups
- Napkins
- Plastic silverware

Activity

1. Divide the group into pairs. One person with the blindfold on, is blind. The other person is the sighted person.
2. Explain the function of the sighted guide:
 - a. The blind person takes the arm of the sighted guide at the elbow, so that the guide is always walking slightly ahead.
 - b. The sighted guide never leaves the blind person; he explains where they are, what they are coming to; he puts the blind person's hand on a chair so the blind person can seat himself; he puts the person's hands on silverware, cups, pitchers, etc.
 - c. The sighted guide should **help** with words; he does not **do** everything for his partner. The blind person wants to take care of himself/herself as much as possible.
3. Give each sighted guide an index card with the following directions, they are to read the directions to the blind person.
 - a. Go into the bathroom.
 - b. Wash hands.
 - c. Come back to the classroom.
 - d. Sit at a desk.
 - e. Open a cupcake.
 - f. Pour a cup of juice. Drink the juice.

- g. Eat the cupcake with a fork.
 - h. Throw away garbage.
4. As pairs finish the experiment, have them switch roles.
- * Note: Pour juice by putting the cup firmly on the table. Hold cup and put index finger into the cup. Pour juice slowly until you feel it on your finger.

Discussion

Ask the students what it was like to be the blind person? Did they ever want their partner to do everything for them?

What did they notice when they were blindfolded?

How did it feel to take the blindfold off?

How did you know what you were doing?

What was it like to be the guide? How did you feel? What was hard about being the helper?

- * Taken from Barnes, Berrigan & Biklen, *What's the Difference?*, Human Policy Press, 1978.