

# Trust your peers

## Objectives:

- Experience the difficulty of movement where obstacles are present
- Get to know how to help another person orientate themselves
- Stimulate trust in the other person

## STEP BY STEP

### BEFORE STARTING

It is suggested to conduct the activity in the gym or in an open space

The teacher introduces the activity by asking the class: *What are the elements of correct communication?* To guide the discussion, the teacher may suggest that the class consider different aspects such as the content of the communication, the medium through which the communication is conveyed, the ease of understanding of the message by the receiver.

At this point, the activity is presented in the form of a game to be played in pairs: whoever "touches" the fewest obstacles wins.

### WE DRAW THE ROUTE

The route is from A to B and goes like this:

A line is drawn with paper tape from point A to point B along which obstacles are placed to block the passage (chairs, desks, objects on the ground, etc.). One person

moves, the other gives directions, only verbally and without ever touching the other person. The one moving turns his back to the path and does not see it. The route will be repeated 3 times with 3 different variations:

1. The guide gives the directions verbally, taking care to indicate left and right correctly and all other useful information for avoiding obstacles.
2. The guide cannot speak but only makes gestures
3. The guide puts him/herself in the place of the person being guided and carries out the route without any directions (hints? Count steps!).

During the route each time you touch an obstacle you earn one **Vulnerability point**. Whoever scores the fewest wins.

### SHARING EXPERIENCES

Once the game is over, sit in a circle and answer the following questions:

1. How important is it to give correct information?
2. How did you feel carrying out the route without the help of the guide?
3. Did your knowledge and awareness of the route help you?

### TRUST

In this phase, the activity is carried out simultaneously by all pairs. The guides will be at the side of the person to be guided and this person will have to keep his or her eyes closed. The space will be invaded by obstacles and people but everyone will trust their guide and follow the directions step by step. The difficulty will be

greater because in addition to obstacles, people will also have to be considered as potential obstacles. At the end of the route, the pair swaps roles and repeats the route.

## CONCLUDING THOUGHTS

At the end of the sharing, the teacher can discuss with the class the role of proper communication at each

stage of the disaster management cycle and the importance of always relying on official sources. To guide the discussion, the teacher can use the document Public Warning Systems ([link](#)) to share information on how warning systems work for people around the world.