



PROVIDE SUPPORT

Blindfold Adventure

What's It Like to Provide—and Receive—Support?

Description

Participants guide a blindfolded partner from one point to another, learning and demonstrating the importance of giving and receiving help.

Objective

- Deepen understanding of the element of Provide Support

Connecting with the Framework

Providing support depends on what the other person needs in a relationship at a given time. Sometimes it's helpful to be an advocate for someone and other times it's best to help them empower themselves. Providing support can also help others achieve their goals. Sometimes we need guidance when we are setting goals. This fun, interactive activity gets participants thinking about how to best give someone guidance.

Planning and Preparation

 **Participants:** Any

 **Time:** 15-30 minutes

 **Materials:**

 **Set up:**

- Something to use as a blindfold for half the group (i.e. bandana, scarf, eye mask)
- Masking Tape (optional)

- For this activity you should find an open space that doesn't have a lot of obstacles, clutter, or stairs.

Facilitator Notes:

- Some participants may be uncomfortable being blindfolded or closing their eyes. Those who are uncomfortable should be given the role of giving directions.
- For an added challenge, tape out a few specific routes around the room that participants need to follow. Rather than simply navigating around obstacles, guides will have to help their partners follow the specific route.

Facilitator Instructions

1. If participants have been introduced to the Developmental Relationships Framework, let them know that this activity is focused on the element of Provide Support.
2. Ask participants to pair up with a partner. One partner should put on a blindfold. If there are participants who are not comfortable being blindfolded, they should partner with participants who are comfortable. As an alternative to being blindfolded, participants can close their eyes.
3. Take a few minutes before starting the activity to demonstrate giving directions that will help a blindfolded person walk through the room (for example, “take three big steps forward, then turn to your left”). Then have the person without the blindfold guide the other person around the space (safely!) without the blindfolded person being able to see. After 2-3 minutes (or when they’ve reached a chosen destination), switch roles and repeat.

Reflect:

Discuss these questions as a large group:

- What was it like to be blindfolded? To be the guide?
- What did the guide do that made it easier for you to find your way around? What did they do that made it harder?
- What did the follower do to make it easier or harder to guide them?
- What did you learn about yourself by doing the activity? What did you learn about your partner?
- How did this activity help you better understand the importance of giving and receiving guidance?
- What is one thing you do in real life with friends to provide guidance or support?
- Think of a time in the past when someone has helped you. What did they say or do that felt supportive and helpful?

Alternate activities to blindfold:

If you are worried that using blindfolds would not work well with your group, consider these similar activities:

1. Pairs have a barrier between them (could be a folder) so that they can't see the desk/table in front of their partner. One person has a picture, and has to describe to the other how to draw it, without telling them what it is (only using directions about shapes and lines, etc.).
2. Pairs have a barrier between them. Each partner has an identical set of blocks or Legos. One person builds something and then has to describe to the other how to replicate it.

