

Stand Up - Trust

EXPLANATION:

To trust someone, you must be able to rely upon that person and, at the same time, feel both physically and emotionally safe. The aim of this activity is to provide a scenario that requires students to place trust in their fellow classmates for their physical safety.

YEAR LEVELS: Years 4–6

STUDENT GROUPING: Any size group

ACTIVITY LENGTH: 20 mins

LINK TO CURRICULUM:

Health and Physical Education: Sequence of content F–10

Strand: Personal, social and community health

Understanding emotions

- Investigate how emotional responses vary in depth and strength
- Examine the influence of emotional responses on behaviour and relationships.

Strand: Movement and physical activity

Developing movement concepts and strategies

- Practise and apply movement concepts and strategies with and without equipment
- Propose and apply movement concepts and strategies with and without equipment.

See also Personal and Social Capability learning continuum sub elements

- Communicate effectively
- Express emotions appropriately
- Negotiate and resolve conflicts.

SCOPE OF TASK:

'Stand Up' is an activity that will build confidence and trust in the class group contributing to a positive, safe classroom environment.

1. Begin this activity by asking students their understanding of trust? Questions could include:

- Who do you trust?
- Why do you trust that person?
- Why and how is trust broken?
- Why is it important to have trust in our classroom?

2. Tell the students that they are going to play a game that requires them to 'physically trust' another class member.

3. Outline the activity:

- The game requires the class to be split into pairs
- Each pair is to sit back-to-back on the floor with their arms linked
- Once the starting whistle is blown, each pair needs to work out how they can come to a standing position
- The first team to stand, back-to-back and with arms still linked, is the winning team.



4. Play the game a few times with the students (partners can be changed to add another dimension) and then reflect on how they managed the game:

- Did any teams fall over?
- Did you feel you were going to fall over?
- Was there anything scary about the game?
- Were you nervous about trusting your partner?
- What made it easier to play the game?

5. Highlight that success in this game required each student to trust their partner. Following this experience of trusting another, make the connection to the importance of trust in the classroom as well as in the students' lives. Leading questions could include:

- Why is trust also important in our classroom?
- Why do we need to trust the people in our lives?
- How do you know when to trust?
- Why should we not trust some people or situations/scenarios?

6. To conclude this activity, ask the students to nominate conditions that they personally need in order to have a classroom of trust. Possible responses:

- The classroom should be 'bully-free'
- All members of the classroom should speak truthfully
- The classroom itself is hazard safe.

The students' ideas about a trusting classroom environment can be posted in the classroom and shared with parents. Sharing with the parents provides the opportunity for the ideas and concepts of trust to be discussed and reinforced in home environments.

RESOURCES:

Nil needed