



**What Do I Do? (🧠 A Social Health Story)**  
**(K – 5-6 yrs.)**  
**Physical Activity: Trust Me**



**STORY CONNECTION: SLIDE 12 (Approx Time: 20-25 mins)**

We can trust people that we think will tell us the truth, our friends, our mom, our dad, our grandparents – all the people who take care of us. These are people that we know will help us to make the right choices. You need to ask someone you **TRUST** – someone that you think will tell you the truth.

**Materials needed:**

- An area with ample space
- Items for obstacles such as chairs, toys, backpacks, etc.
- OPTIONAL: eye covering for pilot (bandana, eye mask, etc.)

**Preparation needed:**

- Determine and secure location for activity. (Clear classroom space or reserve an open space location)
- Gather objects for obstacles and have them readily available

**Instructions:**

1. This activity gives student(s) the opportunity to practice trust. One student, who will have their eyes closed, must trust another student to get them to safely through a variety of obstacles.
2. In a clear area of the room, student(s) should form two lines standing side by side. The two lines face each other about 8 feet apart. The space between the lines is the “runway.” Place objects on the runway. Objects can be chairs, toys, other student(s), etc.
3. Begin by describing and modeling each role for the group.
  - Role 1: Pilot
    - Objective: to safely walk to the other end of the runway by avoiding all obstacles
    - Job: close/cover eyes and move slowly down the runway based only on commands from the air traffic controller
  - Role 2: Air Traffic Controller
    - Objective: safely direct the pilot from one end of the runway to the other avoiding all obstacles
    - Job: give precise and clear directions to the pilot to avoid all obstacles while moving down the runway.
4. Choose one volunteer to be the “pilot” and one to be the “air traffic controller.” They stand on either end of the runway.
5. Give the partners an allotted amount of time to navigate the runway of obstacles.
6. Everyone who wants to try being the pilot and air traffic controller should be given a chance.

7. Mix up the obstacles every couple of student(s) so they do not get used to seeing them and know how to maneuver down the runway. The pilot could even wait in the hallway or with their back turned while the runway is switched up from time to time.
8. In closing, ask student(s) the following questions. Have a few student(s) share responses.
  - a. How did it feel to be the pilot?
  - b. How did it feel to be the air traffic controller?
  - c. Did the air traffic controller care about keeping the pilot safe? How do you know?
  - d. Did the pilot have to trust the air traffic controller? Why?
  - e. What did you learn about communicating with each other?
  - f. When is another time you might have to trust someone?

Activity credit:

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