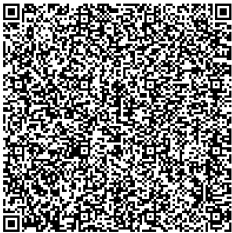


Trusted adult walk toolkit

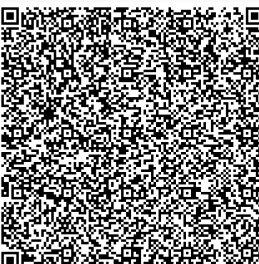
Resources

Item	Activity	Link	Activity Objective	Why do we need it?
<u>Booth</u>	Booth & Pledge Board		To give participants a private space to reflect on their own trusted adults and make a pledge.	To create a private space where young people can answer questions about the trusted adults in their lives and the qualities of them.
<u>Large mirror</u>	Quality Mirror		To explore the qualities of trusted adults through a creative drawing activity.	This shows how young people see the qualities of a trusted adult in action.
<u>Bedding</u>	Room design - negative and positive sides		To highlight how different home environments reflect the presence or absence of a trusted adult.	This shows how having or not having a trusted adult can affect a young person's wellbeing.

Item	Activity	Link	Activity Objective	Why do we need it?
<u>Broken dollhouse</u>	Dollhouse		To help participants identify harmful behaviours and discuss constructive solutions	It provides a visual statement of a “broken home” and helps participants recognise and talk about harmful behaviours.
<u>Foldable beds</u>	Room design - negative and positive sides		To show the difference between stability and instability in daily routines.	Beds are used on both the positive and negative sides of the Walk. • Positive side: The bed is neatly made, clean, and inviting. This reflects a young person who has a trusted adult in their life, providing support and helping them maintain a healthy daily routine. • Negative side: The bed is unmade. This represents a young person without a trusted adult, struggling with instability and an unhealthy routine.
<u>Exposed lightbulb lighting</u>	Room design - negative and positive sides		To set the mood and atmosphere of the two contrasting environments.	Lighting is used to separate the two sides: bright and open for a happy, positive space, dimmed and closed for a dark, negative space.

Item	Activity	Link	Activity Objective	Why do we need it?
<u>Mannequin</u>	Mannequin in Pinning		To explore stereotypes of professionals by attaching comments to mannequins.	Mannequin represents professionals. Participants pin comments onto it to show the stereotypes often attached to them.
<u>Old fashion telephone</u>	Booth & Pledge Board		To record personal reflections in a private, symbolic way.	Used in the sound booth for recording audio messages.
<u>Audio Speakers</u>	Room design - negative side		To immerse participants in the negative side through sound.	Used on the negative side to play white noise and disturbing sounds, helping participants feel what it might be like for a young person in that environment.
<u>Room Dividers</u>	Room design		To clearly separate the positive and negative experiences.	Used to separate the positive and negative sides of the Trusted Adult Walk, making the contrast clearer and helping participants experience the difference more strongly.

Item	Activity	Link	Activity Objective	Why do we need it?
<u>Barrier Tape for doors</u>	Room design - negative side		To create the sense of a broken or unsafe environment.	Barrier tape for doors used to show a “broken” or unsafe home environment, reinforcing the negative side of the room.
<u>White board</u>	Stop and Search		To display information and experiences about stop and search.	Used to display information from the Stop and Search activity and share experiences gathered from young people. This allowed participants to read the stories and put themselves in those situations.

Item	Activity Objective	Link	Activity Objective	Why do we need it?
Police Vest	Stop and Search		To make the activity feel realistic and put participants in young people's shoes.	Used in the Stop and Search activity to make the experience more realistic and place participants in young people's shoes.
Jars	Jar activity		To reflect on which adults are supportive and which are judgmental.	Used for the Trusted Adults activity. Participants place name cards into either a "supportive" or "judgemental" jar. These are then brought to the roundtable to compare with what young people said, sparking discussion and reflection.
Social worker Uniform	Mannequin Pinning		To represent professionals and prompt discussion about perceptions of them.	Placed on mannequins to represent different professionals.

Templates

Round Table Discussion Questions Examples



Diary entries



TAW leaflet



Social media posts



Safeguarding Note

Please be aware that the final diary entry included in the Trusted Adult Walk may be triggering for some participants.

Facilitators should:

- Prepare safeguarding measures in advance.
- Ensure there is space for debriefing and reflection after the activity.
- Let participants know where they can get help if needed (e.g. youth workers, safeguarding leads, or local support services).

This step is important to make sure the Trusted Adult Walk remains a safe and supportive experience for everyone.

Templates

Template
jar activity



Services map



Consent for
Data Collection



Deciphering
Code Activity



Your feedback is important to us!

We would appreciate if you could answer a few questions, it will only take a few minutes, but will help us assess the impact of our toolkit and to see how we could further help organisations develop their own Trusted Adult Walk.



We hope you enjoyed our Trusted Adult Walk Toolkit!

If you would like any further info or would like to have a discussion to explore us delivering a session for your organisation or service, please **contact our coordinator**
Stephanie@mediaacademycymru.wales