

## THEME

Contributing and  
Influencing

## SUB THEMES

Planning to Lead  
Leading in Action

## Overview

Adventure Based Learning (ABL) involves sequenced adventure activities designed to provide specific personal and social development outcomes. ABL involves co-operative games, trust activities and problem-solving activities.

There are four activities included for Participants to learn and then lead for others. They are Turnstile, Limited Senses, Calculator and Connected Crossing. These four sample activities have been adapted from Project Adventure ([www.panz.org.nz](http://www.panz.org.nz)), and are useful for group interaction, co-operation and team building. Facilitators are encouraged to explore other ABL resources ([www.pa.org](http://www.pa.org) and [www.sportsdistributors.co.nz](http://www.sportsdistributors.co.nz)).

## Leading Co-operative Activities 4

### Knowledge and skills

Knowledge of context, leadership style and roles, planning and organising, goal-setting and reflecting.

### Resources

- Equipment for each activity
- Leader Journal template for reflecting on the leadership experience

## STEP 1

Ensure that the right equipment is available for each of the activities in the session. If possible, set up all of the activities before the session.

## STEP 2

Begin with Turnstile for approximately 15 minutes, followed by Limited Senses (15 minutes), Calculator (25 minutes) and Connected Crossing (15 minutes). Allow enough time for note taking after each activity.

## STEP 3

Facilitate each activity by:

1. Briefing Participants on the activity
2. Observing the Participants during the activity
3. Facilitating a debrief at the end of each activity.

### Sample debrief questions

#### *Turnstile*

In what ways did the team work together?

How did setting a goal help with the success of the activity?

#### *Limited Senses*

What was it like having some of your senses removed?

What did you learn about the importance of these senses?

#### *Calculator*

Describe what helped the group to improve their time?

How did you decide on which strategies to try?

#### *Connected Crossing*

What needed to happen in order to achieve the goal?

Were there any barriers that stopped or limited the group from achieving the goal?

How could you do better next time?

## STEP 4

Each Participant leads a small group, e.g. six children, in a co-operative activity or session of activities. A session could be approximately 70 minutes and include four games.

## STEP 5

The Participant writes a response to each activity in their Leader Journal template. The Facilitator may use the *Growing Leaders* Criteria Checklist (in the "Facilitator Guide") or the learning activity Leadership Experience Reflection 2 to provide Participants with feedback on their leadership.



## TURNSTILE

### OBJECTS USED

One long rope.

### SET-UP

Two people turning a long rope between them, as in skipping.

### DESCRIPTION

Participants must run from one side of the rope to the other without jumping. One person (and only one person) must run through every time the rope is turned. As a team, a goal must be set to decide how many people can run through, one at a time, without a turn of the rope being missed. The team then attempts to achieve this goal, trying a number of times, and increasing the goal if they reach their target.

### ALTERNATIVES

The rope turners can be included in the team, with strategies needing to be developed to get those people through the rope as well. This may involve swapping the rope with a team member while turning. A jump could be added – for example run in and jump once and then run out. The team could be allowed to run through more than one at a time, with the target being the fewest turns for the whole team to make it through. This could be with or without a jump. The group itself can also be asked to invent new challenges.

## LIMITED SENSES

### OBJECTS USED

One blindfold per person.

### SET-UP

Participants in a circle, wearing blindfolds or with their eyes shut.

### DESCRIPTION

Give each participant a different number, ensuring that participants can't tell who has been given which number. They can then put their blindfolds on. Without talking, the team must now line up in numerical order. Be careful to maintain safety – such as hands out in front (bumpers up), slow walking and reassure them that you are watching to stop collisions.

### ALTERNATIVES

To add difficulty, you can give numbers that are not consecutive for example 1, 2, 3, 6, 8, 13, 14 etc. Always ensure you have a 1, and a number that represents how many there are in the group. You can time the activity then give time to strategise before trying again.



### OBJECTS USED

Numbered spot markers from 1-30, boundary cones or ropes. An alternative is to draw on concrete with chalk.

### SET UP

Using either a rope or cones, mark out a circle. Randomly place the numbered spot markers inside the circle.

### DESCRIPTION

The team starts behind the line of cones. It is their task as a team to stand on those numbers in numerical order as quickly as possible. (They do not all have to stand on every number – once one person stands on '1', the team is then going for '2'.) Only one person is allowed in the circle at any time. Any time there are two people in the circle at the same time, a 5 second penalty is added. They are told that they only have 'X' number of attempts to get their fastest time (often four or five attempts). Time starts when the first person in the team crosses the line of cones, and it ends when the last person crosses back over the line after the last number has been stepped on.

### ALTERNATIVES

Remove some of the dots so that the numbers are not consecutive. Still require numerical order (for example 1, 2, 5, 6, 8, 10). Don't limit the number of attempts, but set a time limit on the task. They can have as many attempts as they can fit in that time. Design a theme or story around the task – for example the numbers may be a part of a mainframe computer keyboard that has malfunctioned and the code must be entered to stop the computer causing a meltdown.

## CALCULATOR



## CONNECTED CROSSING

### OBJECTS USED

Cones, ropes or court markings to form 2 lines.

### SET-UP

Two parallel lines, up to 5 metres apart. The participants stand on or behind one line while facing the other.

### DESCRIPTION

Participants stand on the first line, and are told that they must reach the second line as a team. They must travel over the end line while maintaining continuous contact with their feet. If anyone in the group loses contact with their partner's foot, the entire group must start over. Even if some of the members cross the line, they must stay completely connected until their whole team is across the line.

### ALTERNATIVES

This activity can be attempted silently. A scenario can be given so that there is a story leading into the activity. The group can be split in two and the groups race each other – this adds more pressure and generally causes more mistakes – a great adaptation for a debrief focused on pressure.



NAME \_\_\_\_\_

## Leading Co-operative Activities 4



### Reflecting on your leadership

When you led this co-operative activity:

Name of co-operative activity I led is... \_\_\_\_\_

1. What went well?


2. Why did it go well?


3. What would you change next time?


4. What surprised you?


5. What did you learn about your leadership?


6. What would you change about your leadership next time you are in a leadership position?


