

## THEME

Contributing and  
Influencing

## SUB THEMES

Planning to Lead  
Leading in Action

## Overview

Adventure Based Learning (ABL) is the use of sequenced adventure activities for specific personal and social development outcomes. It involves co-operative games, trust activities and problem-solving activities.

In this activity Participants take part in a range of games then lead a game for others. There are three activities included (Walking Partner Tag, Balloon Balance, and Stepping Stones) as samples of suitable co-operative activities Participants can learn about and then lead for others.

Facilitators are encouraged to explore ABL resources ([www.pa.org](http://www.pa.org) and [www.sportsdistributors.co.nz](http://www.sportsdistributors.co.nz)).



## Leading Co-operative Activities 2

### Knowledge and skills

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

### Resources

- Various equipment depending on the activity – see each activity instruction sheet
- Leader Journal template for reflecting on the leadership experience



## STEP 1

Ensure that the 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 Walking Partner Tag for approximately 10 minutes, followed by Balloon Balance (25min) then Stepping Stones (25min).

## STEP 3

Facilitate each activity by:

- Briefing participants on the activity
- Observing the participants during the activity
- Facilitating a debrief at the end of each activity.

### Sample debrief questions

#### *Walking Partner Tag*

What was more difficult about restricting your vision?

What was easier with your vision restricted?

#### *Balloon Balance*

What helped in achieving success?

What was the most important thing that allowed the volunteer to float on the balloons?

#### *Stepping Stones*

What was challenging about that activity?

What reaction was there from the group when a stone was taken? Was this positive or negative?

## STEP 4

Each Participant is allocated a small group, e.g. six children, to lead a co-operative activity or a session of activities. A session could be approximately 60 minutes and include three games.

## STEP 5

Reflection and evaluation. The leader writes a response to each activity in their Leader Journal template.

### WALKING PARTNER TAG

#### PURPOSE

Warm-up/Icebreaker.

#### OBJECTS USED

Boundary markers.

#### DESCRIPTION

Participants pair up inside a circle or other boundary area. Each pair in the circle decides who is going to be 'it'. Staying within the boundaries, and walking only, the player who is it attempts to tag their partner (the 'non-it'). When the tag occurs, the tagged player becomes it and must turn 360 degrees before beginning to try to tag their partner, who is now the non-it. Each pair plays their own independent game of tag in the same circle.

#### ALTERNATIVES

Reduce or increase the boundary size.

Zoolander tag (left/right tag) – The same game but one of the pair is not allowed to turn left, while the other is not allowed to turn right.

Cyclops tag – Make the circle smaller. Each person makes a tunnel with their hand and looks through it, closing the other eye. Safety is key in this variation; instructions should be given for a slower pace and for elbows to be tucked in to the body.



### BALLOON BALANCE

#### PURPOSE

Co-operation, trust.

#### OBJECTS USED

A bag of balloons, a tarp or rug.

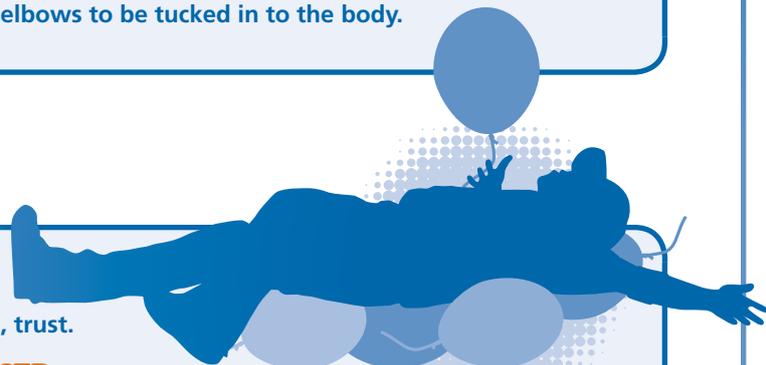
#### DESCRIPTION

Participants are each given a balloon, which they blow up and tie off. A ground surface must be used that is not likely to pop balloons – use a rug or tarp on the ground to assist this. Ask for a volunteer who would like to try to lie down with just the balloons supporting them. Tell the group that their challenge is to float or balance the volunteer on a bed of balloons. The person must be fully supported by only the balloons, and no-one may be holding the balloons for the challenge to be complete. They may help the volunteer into position, but to complete the challenge the participant must be lying on the balloons unassisted. Spare balloons should be available – especially to replace popped ones.

#### ALTERNATIVES

Once complete, the group can remove one balloon at a time to see how few balloons they can keep the person afloat with.

The group can float two or more people side by side.



## STEPPING STONES

### PURPOSE

Communication, leadership and co-operation.

### OBJECTS USED

Rope/Cones for circle, starting line. Stepping stones (foam or wood)

The team is gathered behind the starting line, each holding a stepping stone. A finishing circle to move towards is approximately 10 metres away.

### DESCRIPTION

The team must work together, using the given stepping stones to make it across the 'forbidden zone' and finish with the whole team in the finishing circle in the shortest time possible. They must do so given the following rules:

- All team members must end up in the finishing circle
- If the team loses contact with a stepping stone (even for a second) it shall be removed and the team must continue without it
- Any player who steps on the ground in the forbidden zone must return to the start and continue from there
- A team may decide to start again from scratch. In this situation they will receive all stepping stones previously lost, but their time will continue.

### ALTERNATIVES

The consequence of touching the ground could be that the whole team must start again.

The circle could be made quite small, so that a second challenge is to fit all of the team in the circle as they all get there.

Two or more teams could work towards the same circle, so that one giant team assembles in the circle as they complete the activity.



# LEADER JOURNAL

2» DISCOVER

NAME

## Leading Co-operative Activities 2

NAME OF CO-OPERATIVE ACTIVITY:

### Reflecting on your leadership

When you led the co-operative activity:

1. What went well?

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2. Why did it go well?

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3. What would you change for next time?

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4. What surprised you?

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5. What did you learn about your  
leadership?

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6. What would you change about the way  
you approach leadership next time you  
are in a leadership position?

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