

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 and then lead a game for others. There are three activities included (Pairs Tag, Minefield, Group Juggle) as samples of suitable co-operative activities for Participants to learn about then lead for others.

Facilitators are encouraged to explore ABL resources (www.pa.org and www.sportsdistributors.co.nz).

Leading Co-operative Activities 1

Knowledge and skills

Knowledge of context, leadership style 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 Pairs Tag for approximately five minutes, followed by Minefield (20 minutes) and Group Juggle (20 minutes).

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

Pairs Tag:

What made it hard to tag your partner?

What was the best way to get away?

Minefield:

Were you successful at achieving your goal?

What helped you to do well?

What made it hard to communicate?

How could you improve next time?

Group Juggle:

What made the effort a success? (or what stopped it being successful?)

What helped us to improve?

What types of communication did you use to complete the activity?

STEP 4

Each participant is allocated a small group e.g. six children, to lead in a co-operative activity or a session of activities. A session could be approximately 45 minutes and include three games.

STEP 5

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

OBJECTS USED

Boundary markers.

ORGANISATIONAL PATTERN

Participants inside a circle (or other boundary area) in pairs.

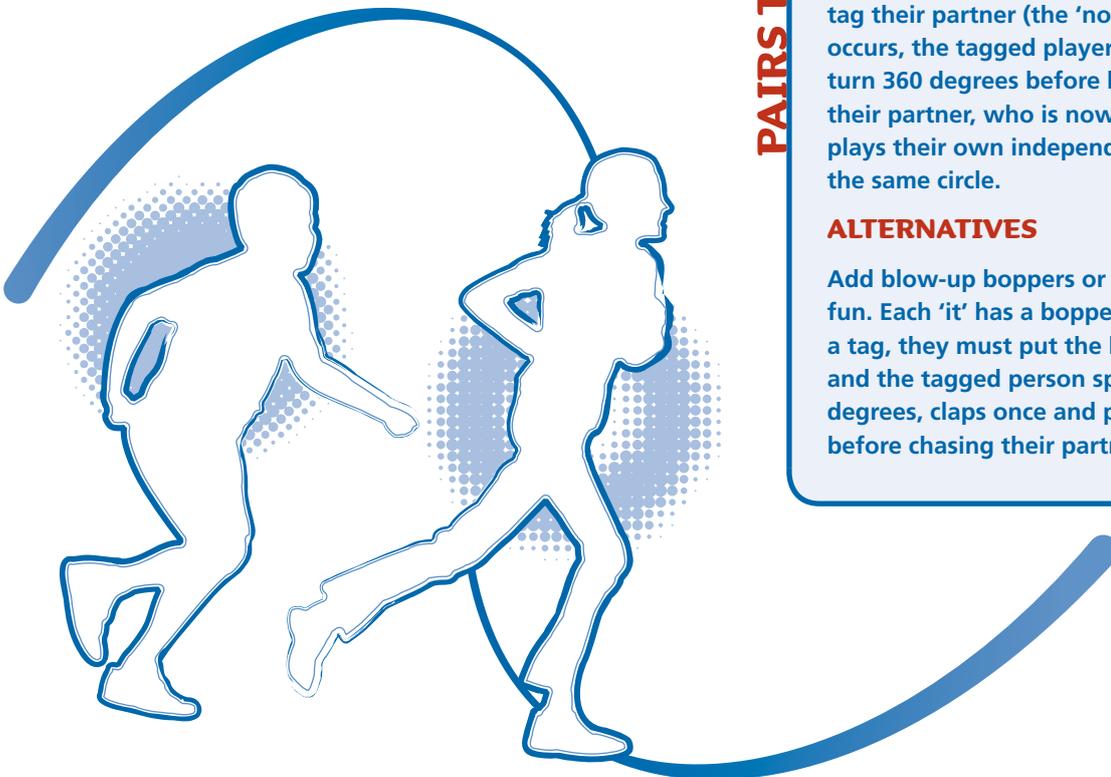
DESCRIPTION

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

Add blow-up boppers or soft toys to add some fun. Each 'it' has a bopper. When the it makes a tag, they must put the bopper on the ground and the tagged person spins around 360 degrees, claps once and picks up the bopper before chasing their partner.

PAIRS TAG



MINEFIELD

OBJECTS USED

Boundary markers, a variety of random objects, blindfolds – one per pair.

ORGANISATIONAL PATTERN

Spread the objects randomly throughout an area with a boundary line. Participants stand in pairs at one end/side.

DESCRIPTION

Participants work in pairs. One is the Participant, the other the coach. The Participant walks from one side of the area to the other, either blindfolded or with their eyes closed. Their goal is to touch the least number of objects possible. Their coach stands outside the area and helps the Participant by calling out directions. Once across, the Participant and coach swap places, and the activity is repeated.

ALTERNATIVES

This can be attempted silently, with the coach being allowed in the area but only allowed to use touch to guide the Participant. The goal is to not touch any objects. The penalty for touching an object is to start again.



OBJECTS USED

At least one soft toss-able item per person.

ORGANISATIONAL PATTERN

Participants stand in a circle. The Facilitator forms part of the circle with them.

DESCRIPTION

Each person in the circle throws one object to someone else in the circle who has not already received it or is not standing directly beside them. The last person throws it back to the first person.

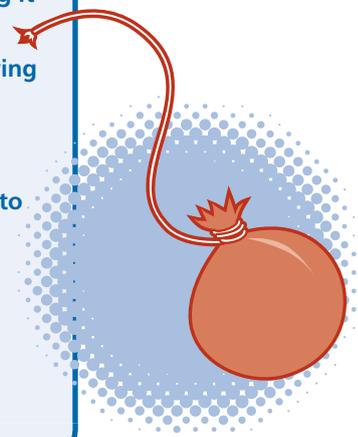
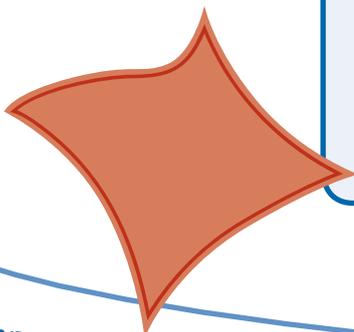
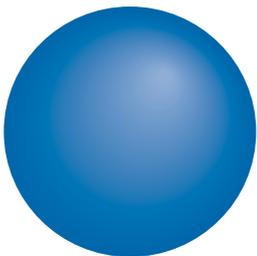
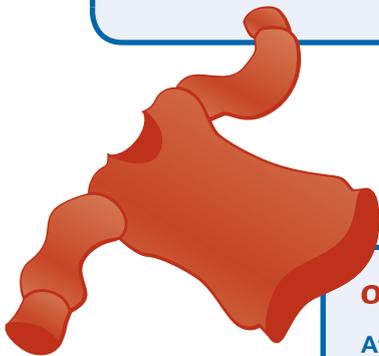
Practise this pattern a couple of times, with each person throwing it to the same person as they did previously.

Ask the group how many objects they think they can keep throwing around in the pattern at the same time without any hitting the ground. Then, once they set a goal, begin the pattern, gradually adding objects until the number specified is reached. If one hits the ground, start again. Continue giving the group every chance to achieve, or revise their goal.

ALTERNATIVES

At the end of this, the group could be asked what they could do to improve. A new target could be set and the activity repeated, putting these new strategies in place.

GROUP JUGGLE



LEADER JOURNAL

1»EXPLORE

NAME _____

Leading Co-operative Activities 1

NAME OF CO-OPERATIVE ACTIVITY: _____

Reflecting on your Leadership

When you led the co-operative activity:

1. What went well?

2. Why did it go well?

3. What would you change for next time?

4. What surprised you?



5. What did you learn about your leadership?

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

