



# Team Challenges (Group Lead Activity)

Suggested Instruction Notes Last Reviewed 16 January 2024

**Objective:** To provide a safe environment for Team based activities where teams are challenged to work together to solve mental, social and physical challenges.

**Location:** Large space, can be indoors or out.

**Risk Assessment:** Low Risk - Check document and include in planning before starting

**Time:** Suggested time frame is 1 ½ hours. Select activities that you think would most benefit your group. Activities should take on average about 20 minutes, so you should have time to do 4-5 activities. There are some extra activities that don't require any resources in case you have time to spare.

**Group Size:** Recommended 12-20 people

## Before You Start:

1. **Choose** – From the twelve options which challenges you are going to do with your group that are suitable to their age and needs.
2. **Have participants sanitise their hands**
3. **Check**
  - **Equipment** – You have all the equipment you need and it is in good order. Are individuals equipped with appropriate clothing, is footwear sturdy and enclosed, is hair secured? Sunscreen or insect repellent has been applied if needed.
  - **Environment** – Depending on where you do the activity.
    - Outside - Is the area free of debris and animals including snakes, ant nests, spiders, and bees?
    - Inside – Is the floor and area free from anything that could cause injury?

Hi Five Values Contract



Source: Ropes Course Facilitator Training Manual (Level 1) New Mexico Military Institute Chapter 3 Ropes Course Philosophy Page 24 - 26, Chapter Six: Low Ropes Course Facilitation, Page 51 - 53

Participant's Rights and Responsibilities

	RIGHTS	RESPONSIBILITIES
In the palm of your hand you hold - Courage to choose what is right and to do the Hi-Five	<b>Little Finger - Safety - Both group and personal</b>	
	To be safe and feel safe	To show self-control making sure your actions are sensible and safe while monitoring behaviours and safety violations of others in the group
	<b>Ring Finger - Commitment - made to yourself and the group</b>	
	To participate in program activities by my choice	To accept the choices of other group members
	To do my best	To support and encourage other group members to achieve their best
	Not to be exposed to undue pressure from other group members	Be willing to share myself with others
	<b>Middle Finger - Respect - Each person gives consideration to both personal and group goals by giving supportive and helpful suggestions.</b>	
	To be treated as a respected individual	To preserve the confidentiality of other group members
	<b>Pointer Finger - Critical Thinking/Goal Setting - individuals use rational thoughts and creative ideas to help others succeed. They are focused on developing a plan and accomplishing the task.</b>	
	To express my opinions, thoughts, creative ideas and feelings to help everyone succeed.	To help develop a plan and accomplish the task. To speak only for myself and <u>not</u> other group members.
<b>Thumb - Support and Fun - Individuals value all members and are considerate of their feelings.</b>		
To celebrate personal and team success	To ask for what I want and need	
To feel valued as an individual and team member	To be considerate of my team and their feelings	
To be myself (Thumbs up mentality)	To observe the rules especially safety	

## 4. Develop your groups set of values or rules of conduct.

These are established and agreed to as a group to use for their time together. This empowers each group member and helps the group to work toward attaining their goals, regardless of setting or objectives. The Hi-Five Values Contract is suggested.

## Ready to Roll – Enjoy the Activities (Select activities best suited to your group. Allow on average 20 minutes per activity.)

Activity Name	Equipment	Do	Review	Plan	Variations to Activities
<b>1. Puzzler</b>  2 Teams of 6-10 people	2 sets of puzzles each with 16 30 x 30 cm pieces painted in four different colours Puzzle 1 – Tasmanian Animals – Colours are Red, Yellow, Green and Blue. Puzzle 2 – Tasmanian Birds – Colours Light Grey, Dark Grey, Orange, Light Green	Two teams. All members of each team are involved in arranging puzzle pieces so each row, column and the diagonal have a different coloured piece. <b>Harder version</b> turn pieces over so each row, column and diagonal have a different colour piece and a different animal/bird.	1. How did you feel doing this activity? 2. Were some people more dominant? 3. What were some of the challenges? 4. If you did it again is there anything you would do differently?	What did you learn from this activity?  Good things/Bad things SWOT	1. Set a time limit to encourage greater efficiency 2. No one can talk – introduce non-verbal communication 3. Designate a leader 4. Group can talk for a set time limit then complete the activity in silence 5. Let the group decide – identifying and determining consequences for errors 6. Only the girls/boys can talk or do certain things 7. Repeat activity or process to put into practice what was learned in a review or debriefing 8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with. 9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.
<b>2. River Crossing</b>  2 Teams of 6-10 people	Equipment: 2x 4 m long ropes placed 2.5 metres apart, 6 carpet squares	Goal: For the whole team to cross the river using three carpet squares that must be in contact with a body part at all times. If they are not, they get swept down the river and the team must start again	1. What were some of the challenges doing this activity? 2. Was it as easy as you anticipated? 3. How did you help your team mates in this activity?	How can we apply this to other situations?	5. Let the group decide – identifying and determining consequences for errors 6. Only the girls/boys can talk or do certain things 7. Repeat activity or process to put into practice what was learned in a review or debriefing 8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with. 9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.
<b>3. Knotted</b>  Whole group up to 20 people	Equipment: One long rope bunched in a pile on the ground	Goal: Each person in the team grabs the rope with one hand and then places their other hand next to it. Once grabbed they must continue to hold on to their section of rope until it is untangled and the group is standing in a circle.	1. Was everyone committed to the task? 2. Are you happy with how you performed? 3. Anybody feel embarrassed? 4. What did you learn from this activity?	Could we do this activity better now we have had the experience?  How?	6. Only the girls/boys can talk or do certain things 7. Repeat activity or process to put into practice what was learned in a review or debriefing 8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with. 9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.
<b>4. Pipeline</b>  2 groups of 6-10 people	Equipment: 20 + PVC ½ pipes, 2x Balls, 2x Bucket	Goal: Each group member has a PVC ½ pipe and stands in a line. The ball starts at the beginning of the line and must travel down the PVC ½ pipes to the end to land the ball in the bucket. If the ball falls out of the PVC ½ pipes it must go back to the beginning of the line and start again.	1. What was your biggest challenge with this activity? 2. Did you feel the support of your team? 3. How could you be better supported? 4. What advice would you give to someone about to complete this activity?	What could we do better as a team?  What could you do better as an individual?  What will you try to do next time?	6. Only the girls/boys can talk or do certain things 7. Repeat activity or process to put into practice what was learned in a review or debriefing 8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with. 9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.
<b>5. Hot Spots</b>  Group Size: 12-15 people	20 numbered rubber discs, rope to surround area discs are laid. Group stands back from disc area One person must run up to it and back before next person goes.	Every rubber disc must be touched in order by members of the team in the quickest time possible. Teams are allowed five attempts to improve their time.	1. How did the team support you in this activity? 2. How did doing the activity several times help?	Set Goals - Individual - Group	6. Only the girls/boys can talk or do certain things 7. Repeat activity or process to put into practice what was learned in a review or debriefing 8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with. 9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.

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## Activities Continued

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<b>6. All Aboard</b> Group Size: Up to 20	Piece of rope or tarpaulin. Keep folding in half until you find the smallest size everyone can fit on.	The group has to fit inside a defined space. Once achieved, the size of the area decreases, becoming smaller and smaller over time to find the smallest space everyone can fit into.	<ol style="list-style-type: none"> <li>How did you feel being grouped together in a confined space? Ask male/female. (Touch is good in a positive situation)</li> <li>Anybody feel embarrassed?</li> <li>How are you going to manage as the area gets smaller?</li> </ol>	What did you learn from this activity?	
<b>7. Traffic Jam</b> Group Size: 2 teams of 6-10. Two groups for each traffic jam must have an even number.	22 Carpet Squares Set out one line of carpet squares on the floor so that there is enough for each member of the team to stand on a carpet square. Make sure there is a spare carpet square in the middle between each even numbered team. Have two teams stand on the line of the carpet squares facing each other with the spare square between them. <b>Solution:</b> A B C D _ 1 2 3 4 A B C D 1 _ 2 3 4	The goal is to get side A to side B and side B to side A Starting Order ABCD - 1234 Ending order 1234 - ABCD Rules: No moving backwards, can only move forward to an empty space, can't jump over own team mates, one person moves at a time, one carpet square per person, no sharing. Break a rule – start again. This is solved in the first few moves. <b>Solution Continued:</b> A B C _ 1 D 2 3 4 A B _ C 1 D 2 3 4	<ol style="list-style-type: none"> <li>How did you feel doing this activity?</li> <li>What were some of the challenges?</li> <li>If you did it again is there anything you would do differently?</li> <li>What roles did people play?</li> <li>Did we follow the Hi Five as a group?</li> <li>What did each group member learn about him/her self as an individual?</li> </ol> <b>Solution Continued:</b> A B 1 C 2 D 3 _ 4 _ A 1 B 2 C 3 D 4 1 2 3 4 _ A B C D	Good things/Bad things SWOT How can we apply this to other situations? Could we do this activity better now we have had the experience? How?	<ol style="list-style-type: none"> <li>Set a time limit to encourage greater efficiency</li> <li>No one can talk – introduce non-verbal communication</li> <li>Designate a leader</li> <li>Group can talk for a set time limit then complete the activity in silence</li> <li>Let the group decide – identifying and determining consequences for errors</li> <li>Only the girls/boys can talk or do certain things</li> </ol>
<b>8. Relays</b> Group Size: Your choice	6x Eggs and spoons 2x Tunnel Balls 16x 3 legged race straps 8x Relay Batons 6x Sacks	Work as teams to complete the different relays.	<ol style="list-style-type: none"> <li>How did you feel doing this activity?</li> <li>What were some of the challenges?</li> <li>Would you do anything differently?</li> <li>Was everyone committed to the task?</li> <li>What did you learn from this activity?</li> </ol>	What could we do better as a team? What could you do better as an individual?	<ol style="list-style-type: none"> <li>Repeat activity or process to put into practice what was learned in a review or debriefing</li> <li>Use Metaphors relating some aspect of the event to an issue which the group is dealing with.</li> </ol>
<b>9. Helium Stick</b> Group Size: 8 to 12	2x Long thin rods Large washers to add to end of rod to make it harder (not allowed to fall off) Collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. Hence the challenge.	Form two lines facing each other. Lay a long, thin rod on top of the group's index fingers. Adjust until rod horizontal and all fingers are touching rod. Groups have to lower the rod to the ground. In reality it goes up! Index finger must remain on the rod or start again.	<ol style="list-style-type: none"> <li>What was the initial reaction of the group?</li> <li>How well did the group cope with this challenge?</li> <li>What skills did it take to be successful as a group?</li> <li>What would an outside observer have seen as the strengths and weaknesses of the group?</li> </ol>	What other situations are like this? What will you try to do next time? Set Goals - Individual - Group	<ol style="list-style-type: none"> <li>Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions</li> </ol>
<b>10. Tug –O-War</b> Group Size: Up to 20 people in two teams	1 x 20 m rope	For one team to move the rope towards them so that the centre passes a particular point	<ol style="list-style-type: none"> <li>What was the best thing about this activity?</li> <li>How would you rate your team work to achieve out of 10?</li> </ol>		

## Activities Continued

Activity Name	Equipment	Do	Review Suggestions	Plan	Variations to Activities
<b>11. Parachute Games</b>	1. 7m parachute 2. 2x Balls 3. <b>Safety:</b> Leader needs to be in charge at all times Give clear warnings about head bumping, kicking and looking where you are going. No one is allowed to stand on top of the parachute.	1. Basics - Get the feel of the parachute with the group and everyone working together. Hold at waist height and create waves – small, medium, large, Mexican wave. Circle – walking, running, skipping, hopping etc, change directions. Inflate – lower below the knees then on a signal all raise chute upwards to create mushroom effect. Step inwards as chute is inflating to get extra height. Allow to drop as air disperses. 2. Change Over/Fruit Salad: Number participants, one to five or fruit names. Inflate chute and call number/fruit. Participants have to swap places under the chute before it falls. (Head for gaps and look where they are going to avoid bumping into others). 3. Cat and Mouse: Hold chute at shoulder height with space between participants around the perimeter. Place an object (cheese) in the centre of the circle under the chute. Choose someone to be the cat and the mouse. They have to the count of 20 to get the cheese or be caught. Points go to whoever achieves the goal. No points if 20 is reached and neither have achieved. 4. Ball Surfing: Hold parachute tight. Place large ball on parachute and roll around by lifting the parachute just after the ball rolls by. Don't let it roll off the parachute. 5. Chute Ball: Divide into teams. Have to get the ball off the chute on the side opposite them to score. 6. Housekeeping: Divide into two teams. Messy team hold the chute, tidy team stand around away from the chute. Place a number of balls on the chute. Messy team is to get as many off the chute as possible. Tidy team throws them back onto the chute to keep things tidy. Winner is group with the most balls on/off the chute. 7. The Cave: Grasp parachute with an overhand grip and inflate stepping inwards. Release one hand, pull chute down behind the head and back with remaining hand. Kneel then sit on the ground inside the parachute (great for debriefing)	1. What were some of the challenges in this activity? 2. What skills did it take to be successful? 3. Was everyone committed to the task? 4. What did you learn from this activity? 5. Did we follow the high 5 as a group? As individuals?	What did you learn from this activity? Good things/Bad things SWOT How can we apply this to other situations? Could we do this activity better now we have had the experience? How? What could we do better as a team? What could you do better as an individual? What will you try to do next time? Set Goals - Individual - Group	1. Set a time limit to encourage greater efficiency 2. No one can talk – introduce non-verbal communication 4. Designate a leader 5. Group can talk for a set time limit then complete the activity in silence 5. Only the girls/boys can talk or do certain things 6. Repeat activity or process to put into practice what was learned in a review or debriefing 7. Use Metaphors relating some aspect of the event to an issue which the group is dealing with. 8. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions
<b>12. Birthday Lineup</b>	None	Participants line up in a straight line side by side. They are then asked to get in order by their birthdays (day and month) but they are not allowed to talk. Try order by height, shoe size, etc.	How good was your team's communication		
<b>13. Human Shapes</b>	None	Working as a team the group have to use their bodies to form letters and words.	What lessons can we take from this activity and apply in other situations?		
<b>14. Stand Up</b>	None	Start with pairs sitting back to back, arms linked and they have to stand up. Try with four, then more.			
<b>15. Photo Finish</b>	None	The aim of this challenge is for the whole group to step across the line at exactly the same time. If one person is out of sync, they must start over			

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