



# Team Initiatives (Group Lead Activity)

Suggested Instruction Notes Last Reviewed 16 January 2024

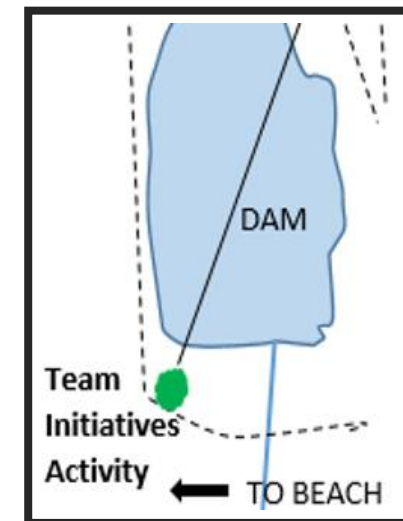
**Objective:** To provide a safe environment for Team based activities where teams are challenged to work together to solve mental, social and physical challenges.

**Location:** Over the bridge at the dam by the walking track to the beach

**Risk Assessment:** Moderate - 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.

**Group Size:** Recommended 12-20 people, or larger if you rotate groups through the different activities



## Before You Start:

- Choose** – From the ten options which challenges you are going to do with your group that are suitable to their age and needs and the covid situation at the time.
- Check the 3 E's** at each activity
  - Equipment** – Do you have the activity folder, sanitiser, waist harnesses, blindfolds and giant tangrams? Are individuals equipped with appropriate clothing, is footwear sturdy and enclosed, is hair secured, and no jewellery or watches or things are in pockets that could fall out. Sunscreen or insect repellent has been applied if needed. **Sanitise all participants hands prior to starting the activity.**
  - Environment** – Is the area free of debris – sticks, stones, pine cones that a participant could fall on? Is area free of animals including snakes, ants, spiders, and bees on, under or around the structure and check the weather - Is it safe to continue?
  - Element** – is the equipment ok, splinter free, check wires, bolts, tyres. Is everything there that you need?
- Teach S.O.S.** to ensure participants move in a deliberate manner when negotiating an activity they have to stand on. Reinforce often to keep aware of trip hazards and to slow down movements when transitioning.
  - Step ON Safely
  - Step OVER Safely
  - Step OFF Safely
- Teach the Spotting ABCD.** Use on appropriate activities. Spotting is defined as breaking a person's fall to prevent injury either to the person falling or to the spotter. The focus is on supporting and protecting the upper body and head. It is an important safety aspect that is shared by the whole group
  - A – Attitude** – check yours and the attitude of each other. Focus is on the participant and do not be distracted by anything while spotting
  - B – Body posture** – knees and elbows bent, feet apart, both side-to-side and front-to-back, fingers together, palms slightly cupped, stay alert and entirely focused on participant being spotted, review the verbal commands
  - C – Communication** between participant and spotters. Each person involved must invoke verbal contract that is encouraging.
  - D – Decision Making** – each person must decide to be consistently safety conscious and deliberately focus on the participant throughout the activity.

Participant	Spotters	Meaning
'Spotters ready!'		I am ready to start
	"Ready name"	I am ready to protect you
'Trusting'		I am ready to proceed with this action as soon as spotters give the go-ahead
	"Go-ahead"	Start

5. **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.


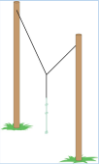
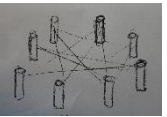



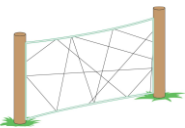


Source: Ropes Course Facilitator Training Manual (Level 1) New Mexico Military Institute Chapter 3 Ropes Course Philosophy Page 24 - 26, Chapter Six: Low Ropes Course Facilitation Page 51 - 53

	RIGHTS	RESPONSIBILITIES
In the palm of your hand you hold – <b>Courage</b> 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	

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

Activity Name	Safety Considerations	Do	Review	Plan	Variations to Activities
<b>1. Ann-o-log</b> 	Check 3 E's. Review SOS and spotting ABCDs If someone steps or falls off, he/she does not pull off the whole group Team Communication is really important	Participants must organise themselves in a leader chosen order without stepping off the tree trunk. Could order by birthdays, height, Alphabetically, with talking, without talking, backwards, using only one arm Have half the group line up on each end of the log and then change places without touching the ground.	<ol style="list-style-type: none"> <li>1. What was the best way of moving around each other?</li> <li>2. Is this true for everyone?</li> <li>3. How did holding on to each other make the exercise easier?</li> <li>4. How did you feel being touched? Ask male/female. Touch good in a positive situation.</li> <li>5. Who was the leader</li> </ol>	What did you learn from this activity?  Good things/Bad things SWOT	<ol style="list-style-type: none"> <li>1. Set a time limit to encourage greater efficiency</li> <li>2. No one can talk – introduce non-verbal communication</li> <li>3. Designate a leader</li> <li>4. Group can talk for a set time limit then complete the activity in silence</li> <li>5. Let the group decide – identifying and determining consequences for errors</li> <li>6. Only the girls/boys can talk or do certain things</li> <li>7. Repeat activity or process to put into practice what was learned in a review or debriefing</li> <li>8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with.</li> <li>9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.</li> </ol>
<b>2. Nitro Crossing/All Aboard</b> 	Check 3 E's, Review SOS and Spotting ABCDs No wrapping of rope around arms or body No jumping out to rope Monitor rope hitting participants Lift with legs and not back Two spotters on swinger	The object is to get all of the team on the platform from the starting point, using the swinging rope to get there.	<ol style="list-style-type: none"> <li>1. Could you have accomplished the problem by yourself?</li> <li>2. Was everyone committed to the task?</li> <li>3. Are you happy with how you performed?</li> <li>4. Anybody feel embarrassed?</li> <li>5. What did you learn from this element?</li> </ol>	How can we apply this to other situations?  Could we do this activity better now we have had the experience?	<ol style="list-style-type: none"> <li>6. Only the girls/boys can talk or do certain things</li> <li>7. Repeat activity or process to put into practice what was learned in a review or debriefing</li> <li>8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with.</li> <li>9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.</li> </ol>
<b>3. Rope Maze</b> 	Check 3 E's and SOS Care must be taken not to injure other participants while participating – Remember the Hi Five Values Contract Team work is essential.	8 Participants put on a waist harness each and stand at a pole. Using the carabineer on their harness they attach themselves to the top rope on the right hand side of their chosen pole. Slide the carabineer along the rope detaching and reattaching to the same rope only when a pole is reached. The circuit is finished when you arrive back at your starting point.	<ol style="list-style-type: none"> <li>1. What challenges did you face in this initiative?</li> <li>2. How would you rate your team's effort?</li> <li>3. Close contact and touching – How did your group react?</li> <li>4. Did anyone feel frustrated not being able to lead the group or offer suggestions?</li> </ol>	How?  What could we do better as a team?  What could you do better as an individual?	<ol style="list-style-type: none"> <li>6. Only the girls/boys can talk or do certain things</li> <li>7. Repeat activity or process to put into practice what was learned in a review or debriefing</li> <li>8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with.</li> <li>9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.</li> </ol>
<b>4. Totem Pole</b> 	Check 3 E's, especially tyre cavity Review Spotting ABCDs and how to support weight to reduce strain on participant backs if people are on shoulders Evaluate footwear and remove if it will damage clothing and/or shoulders. Do not throw or drop the tyre. Spotters must be used to catch falling participant	Group members must have one hand on the pole at all times, as a group they remove the tire from the pole, place it on the ground, and then place it back on the pole. Requires a high level of physical support.	<ol style="list-style-type: none"> <li>1. How did you rate your team's effort?</li> <li>2. Was there anyone who did not join in the activity? Why?</li> <li>3. Was there anyone in the team who was extra supportive?</li> <li>4. Did a new leader arise from the group or were they the same with previous initiatives?</li> </ol>	What will you try to do next time?  Set Goals - Individual - Group	<ol style="list-style-type: none"> <li>6. Only the girls/boys can talk or do certain things</li> <li>7. Repeat activity or process to put into practice what was learned in a review or debriefing</li> <li>8. Use Metaphors relating some aspect of the event to an issue which the group is dealing with.</li> <li>9. Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions.</li> </ol>

Activity Name	Safety Considerations	Do	Review Suggestions	Plan	Variations to Activities
<b>5. Spiders Web</b> 	Check 3 E's, Review SOS and Spotting ABCDs No climbing on web, jumping/ diving through web or passing over or crawling under web. Spotters must be used on both sides of the web – can't drop or let go just because someone touches the web, participant must be helped up.	Start from side closest to Dam and pass participants through towards the log. Pass each member through a different web hole without touching the spider's web. Holes must be chosen prior to starting (especially if there are more people than holes) and become closed once used. If web is touched participants must return to start again using a different hole.	<ol style="list-style-type: none"> <li>How did you feel being touched and handled? Ask male/female. (Touch is good in a positive situation)</li> <li>Anybody feel embarrassed?</li> <li>How did you feel being at the mercy of the group?</li> <li>Anybody touch the web? Were you supported, listened to?</li> </ol>	What did you learn from this activity?  Good things/Bad things SWOT	<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> <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> <li>Use handicaps e.g. broken arm/leg, blind, can't talk, can only ask questions</li> </ol>
<b>6. Pyramid Stack</b> 	Check 3 E's No tyres are to be thrown Use two people to lift and move tyres.	The team has to get the stack of tyres from the first pole to the last pole in the shortest time possible. Larger tyres cannot be placed on top of smaller tyres and only one tyre can be moved at a time.	<ol style="list-style-type: none"> <li>How did you rate your team's effort?</li> <li>Was there anyone who did not join in the activity? Why?</li> <li>Was there anyone in the team who was extra supportive? How?</li> <li>What did you learn from this activity?</li> </ol>	How can we apply this to other situations?  Could we do this activity better now we have had the experience?	
<b>7. Giant Tangrams</b> 	Check 3 E's No throwing puzzle pieces Please ensure all pieces are returned ready for the next group.	Form into four groups. See which group can make a square with the tangram pieces the quickest. Show the groups a laminated picture. Groups work together to complete the picture.	<ol style="list-style-type: none"> <li>What problems did your group experience completing the puzzle?</li> <li>Did anyone feel frustrated not being able to lead the group or offer suggestions?</li> </ol>	How?  What could we do better as a team?	
<b>8. Balance Board</b>	Be aware of board edges where it touches the ground and when people are balancing to ensure they don't fall off	The team all stands on the board and tries to balance the board in a horizontal position for 30 seconds	<ol style="list-style-type: none"> <li>How did you feel during this activity?</li> <li>What problems did the team experience?</li> </ol>	What could you do better as an individual?	
<b>9. The Box</b>	Check area is clear of debris. Have spotters if necessary when climbing over top rail	The aim is for everyone to fit in the box. You must leave the box the same way you got into the box and in the same order e.g. if you were first and climbed over the top you must climb out over the top first when leaving.	<ol style="list-style-type: none"> <li>What challenges did you face completing this activity?</li> <li>How do you deal with people in close proximity?</li> <li>Who was the most supportive team member?</li> </ol>	What other situations are like this?	
<b>10. Laser Lines</b>	Check 3 E's and SOS Care must be taken not to injure other participants while participating – Remember the Hi Five Values Contract Team work is essential.	Form pairs, one is blindfolded the other gives instructions to get through the laser lines. Alternatively the blind can be led by the hand, or the entire group can pass through all holding hands (forming a chain) with the blind participant/s randomly positioned throughout the group chain.	<ol style="list-style-type: none"> <li>What challenges did you face in this initiative?</li> <li>(blindfolded) How did you feel having to rely on the guidance of others?</li> <li>What did you think about guiding with verbal communication?</li> </ol>	What will you try to do next time?  Set Goals - Individual - Group	