CATEGORY OF ACTIVITY : ADVENTURE

When involved in adventure activities students should learn how to solve problems and overcome challenges presented by themselves, others and the environment safely and effectively. Students should progress from undertaking challenges in and around familiar surroundings to unfamiliar environments. An unfamiliar environment might be a local park, a different school site or sports centre site, a water environment as well as more challenging wooded and hilly regions.

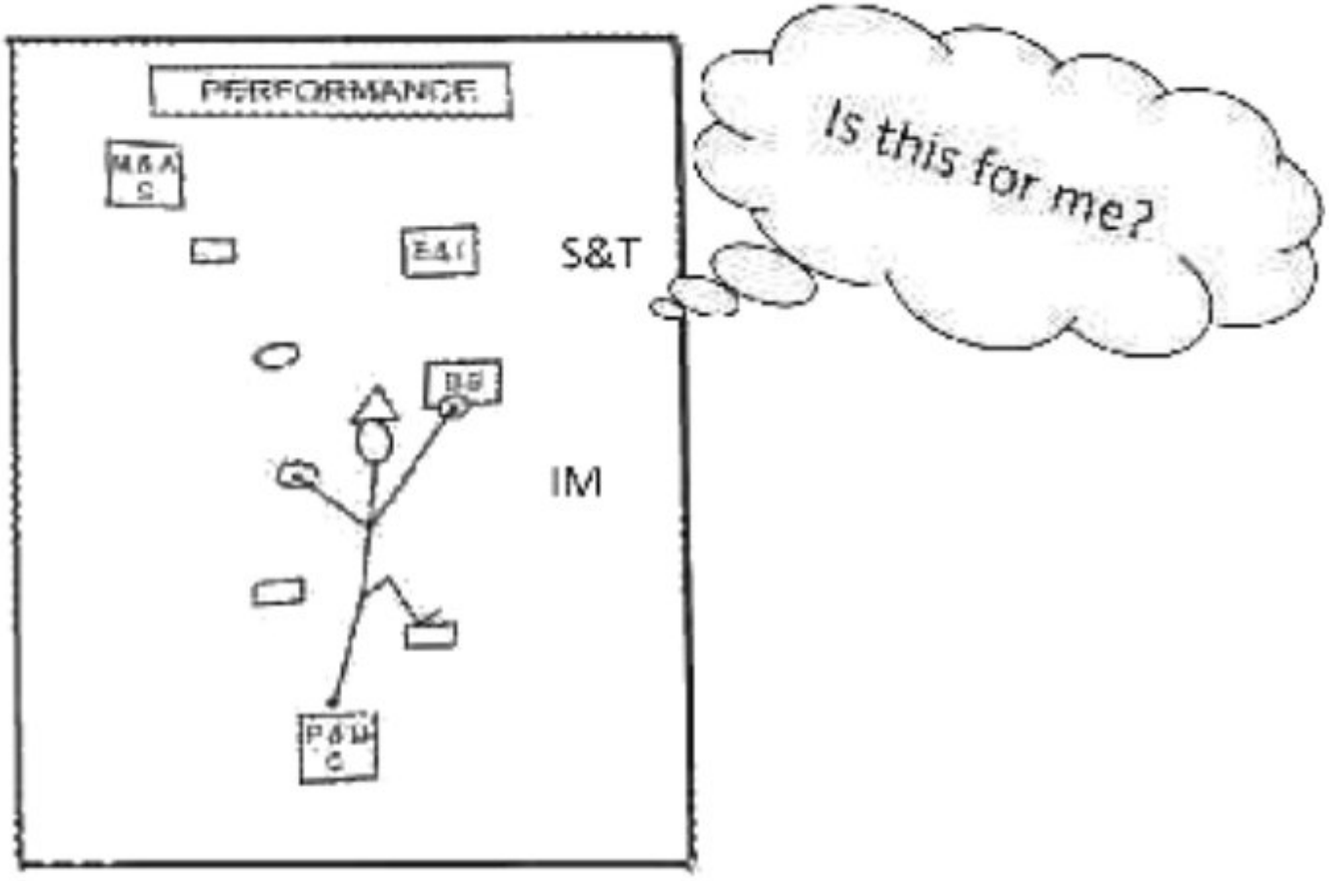
Examples of adventure activities are:

- Orienteering
- Personal survival
- Life saving
- Climbing
- Rappliing
- Rafting
- Mountain biking
- Skiing
- Expeditions by different modes of transport for example walking, boating, cycling
- Camping

The focus of learning should be around the way in which student's progress in their application of the required skills in more challenging and complex situations and activities. Learning should include:

- Developing skills and using them in familiar and unfamiliar environments and increasingly challenging adventure situations (DS)
- Using different strategies to bring about successful outcomes(ST)
- Having the physical fitness and mental capacity needed to carry out the demands of the activity (P&M)
- Knowing what they do well and what they need to do to practice in order to improve further (IM)

As student's progress in their understanding of the skills and knowledge required to overcome challenges they should focus on the specific knowledge, skills and understanding that will help them to improve the overall success of an outcome. For example students should understand and develop individual skills and techniques so that they can use them effectively when involved in adventurous activities. They should also improve aspects of fitness that will enable them to overcome challenges safely and effectively. Students will also need to learn to work with others to solve problems which will require them to learn to take responsibility for the roles, engagement and support they choose to give the rest of their group, team or partner.



The outcomes of learning about, and participating in these activities will be:

- Sense of achievement and satisfaction
- Knowing one's own limitations and taking risks safely
- Closeness to nature

Students should also be able to make informed choices about whether they wish to engage in activities requiring them to solve problems and overcome challenges presented by themselves, other's and the environment as part of their own healthy lifestyle management.

Category of Activity: ADVENTURE

Name of Activity: Team building and solving problems

Team building activities are challenging problem-solving tasks designed to help group members develop their capacity to work effectively together. The activities range from simple, straightforward challenges to more elaborate tasks that can involve ropes courses, night-time activities and exercises lasting several days. They require students to think, to try out ideas and to come up with solutions that can be tried and reviewed. An important part of team building activities is participants' reflection and discussion about the activity, how they approached the situation, and possible points of learning. Students should have time to reflect on the strengths and weaknesses of team members and their contributions to the success, or otherwise of the activity.

These activities provide opportunities for students:

- To learn how to work with others effectively including:
  - Listening to other's ideas and suggestions.
  - Making collective decisions and acting on these decisions.
  - Generating original, flexible and imaginative ideas.
  - Raising questions, identifying and analyzing problems in order to solve them.
  - Elaborating and building on ideas and suggestions.
- To consider the contribution they make to their team including:
  - The ideas they contribute.
  - The way they listen and respond to other's ideas and suggestions.
  - The support they provide to all team members.
- To consider aspects of safety when engaged in problem solving activities.

At competency level students should be given simple problems that can be solved with minimum of equipment. They should spend time reflecting and talking about how they went about solving the problem, why there were, or were not, successful and how each member of the team contributed to the decisions that were made.

At proficiency level students should be placed in challenging situations and unfamiliar environments that demand high levels of skill, team work and the ability to solve problems through the appropriate selection of solutions and the necessary skills to bring about those solutions.

Team Building: some do's and don't

- Do give students time to talk about the solutions they will put into practice.
- Do let students make mistakes (safely) so that they are able to learn about trying out solutions, making changes and reflecting on what strategies are successful and why.
- Do keep the groups small. Everybody should have the opportunity to contribute and be fully involved in the challenge.
- Do ensure the area is safe from objects and remove any that might cause a hazard.
- Don't rush students. Give them the time they need to make the mistakes and think through the solutions.

Basic Requirements/Equipment

- This will depend on the activity being undertaken. Any equipment should be safe to use and used safely by students. It is possible to use improvised equipment but it must be used safely. Part of the process of solving the problem should be helping students to consider the safe implications of the equipment choices they make.
- Students will need to be dressed appropriately to be able to participate safely and fully.

Including all Students

Space · Task · Equipment · People

Use STEP to modify Team Building and Problem Solving activities so that all students are included. Try these modifications or devise your own.

Space

- Create a safe area for the activity.
- Outline or highlight the boundaries of the play area with brightly coloured tape for students with low vision or attention difficulties.
- Use brightly coloured or highly visible items to mark boundaries.
- Increase the playing space to encourage more movement; reduce the size of the space when activities involve stepping onto objects.

Task

- Simplify the instructions to make the task easier.
- Provide suggestions or ask questions to guide student's thinking.
- Give time for all students to think, discuss and try out ideas.
- Let students solve problems in their own ways. If their solutions fail help them to think of other ways of solving the problem.
- Help students to support each other when they are working as teams, recognising the strengths and weaknesses of all team members.
- When orienteering, teach students to turn their body round the map so it shows what is in front of them.

Equipment

- Lower or increase the height of barriers.
- Use smaller targets or objects to make the task harder and larger targets or objects to make the task easier.
- To increase the difficulty of an orienteering course, place controls on identical features.

People

- Allocate specific roles so that all members of the team have to be involved.
- Ensure the whole group listen to all members of the team and give consideration to all ideas and suggestions.

Physical & Health Education /Games

Links to the continuous and comprehensive assessment framework for classes XI and X

- An appreciation and understanding of the physical fitness requirements of adventure activities.
- An involvement in sports/physical education programmes.
- Team work.
- A knowledge of different sports and their etiquettes.
- Skills of agility, balance and coordination.
- Motivation and leadership.
- Ability to lead others as a team captain, coach or referee.
- An awareness of safety as it relates to adventure activities.
- An evidence of being self disciplined.

Life Skills

Adventure activities provide exciting, real environments and contexts in which students are able to develop life skills. These include:

Thinking skills

- Original, flexible and imaginative
- Raise questions, identify and analyse problems.
- Implement a well thought out decision and take responsibility.
- Generate new ideas with fluency.
- Elaborate/build on new ideas.

Social skills

- Identify, verbalise and respond effectively to others' emotions in an empathetic manner.
- Get along well with others.
- Takes criticism positively.
- Listen actively.
- Communicate using appropriate words, intonation and body language.

Emotional skills

- Identifies one's own strengths and weaknesses
- Be comfortable with one' own self and overcome weaknesses for positive self-concept
- Ability to express and respond to emotions with an awareness of the consequences

STEP

Adventure Activities

Team Building and Problem Solving

Class VI-VIII

COMPETENCY LEVEL

Purpose of the activity

To solve problems and overcome challenges presented by themselves, others and the environment safely and effectively and, in doing so, to overcome fear/anxieties in challenging situations and environments.

Outcome of the activities

The outcomes of participating in these activities will be:

- a sense of achievement and satisfaction
- knowing one's own limitations and taking risks safely
- closeness to nature

Here are some problems to solve. Have a go at them. Did you solve them successfully? All these activities can take place on the school site.

Get in order

Aim: Group members must rearrange themselves in different orders without falling from the bench/platform.

Equipment: Any low platform that is strong enough to support the group can be used. For example a bench, narrow length of carpet or plank of wood.

Lay out:

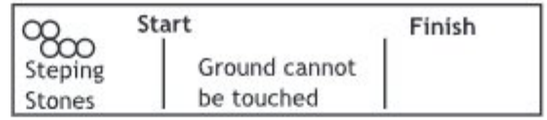
Rules: Group members must move positions without falling from the platform. Some examples of the way in which the groups might be asked to order themselves are: by height, by date of birth, alphabetically.

Swamp crossing

Aim: The entire group must get across the swamp using only the stepping stones provided.

Equipment: Use objects that will support student's weight such as old swimming floats, squares of wood, or cut pieces of carpet. Place all the objects at the start line.

Layout:



Rules: Students start behind the line and can only stand on the stepping stones without touching the ground in anyway. If a player touches the ground the team must return to the start line and begin again. The activity finishes when the team and all the equipment are beyond the finish line.

Get the bucket

Aim: To retrieve the contents of the bucket.

Equipment: A barrier such as a wall, a pole, rope and metal coat hanger need to be placed on one side of the wall and a bucket containing some objects on the other.

Layout:

Rules: Group members must move positions without falling from the platform. Some examples of the way in which the groups might be asked to order themselves are: by height, by date of birth, alphabetically.

Adventure Activities

Team Building and Problem Solving

Class VI-VIII

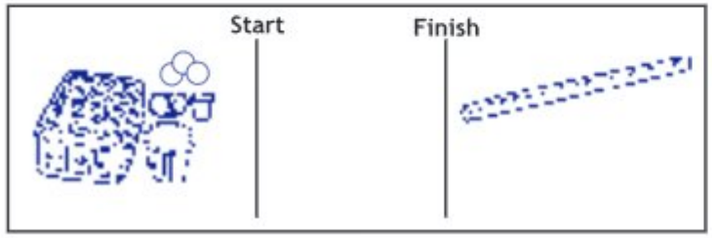
COMPETENCY LEVEL

Leaky tube

Aim: The task is to get the table tennis ball.

Equipment: Stepping stones, a bucket filled with water, plastic cups to carry the water and a tube. The tube, about 1 metre in length, must be sealed at one end and have random finger sized holes drilled up its length. The tube, containing the table tennis ball must be placed beyond the finish line.

Lay out:



Rules: Place the equipment behind the start line. Without touching the ground in between the start and finish line the group must work together, using the equipment available, to collect the table tennis ball. The tube cannot be tipped. It must remain upright at all times.

Poison Pond

Aim: Task is to get the table tennis ball.

Equipment: A circular area that is marked and cannot be entered (the pond), a bucket and two ropes that stretch across the circular area. Place the table tennis ball inside the bucket and place the bucket in the middle of the pond on a raised platform (island).

Lay out:

Rules: Use the equipment available to collect the table tennis ball from the bucket. No one can step into the 'pond'. If the bucket or rope goes into the pond the group must begin again.

Now make up your own problems and challenges others to solve them?

What equipment will you need? What is the task? What are the rules? What are the safety rules? Was your challenged solved?

Assessment

Knowledge (4)	• Rules of the activity. • Safety rules.
Skills (6)	• Listening to other's ideas and suggestions. • Making collective decisions and acting on these decisions. • Generating original, flexible and imaginative ideas. • Raising questions, identifying and analysing problems in order to solve them.
Application of skills (10)	• Effective team member. • Response to other's ideas and suggestions. • Support offered to other team members. • Ability to reflect and make changes. • Contribution to the overall success of the team/group.

Links to NCERT syllabus

Theme: Health and Physical Fitness and orientation to sports skills

Links to other subjects

Language: Based on group members rearranging themselves, students may practice how a sentence can be changed into an interrogative sentence?

Social Science: The experiences of team work may be used in explaining the functioning of Council of Ministers and the principle of collective responsibility.

Adventure Activities
Team Building and Problem Solving : Orienteering

Class IX - X

PROFICIENCY LEVEL

Purpose of the activity

To solve problems and overcome challenges presented by themselves, others and the environment safely and effectively and, in doing so, to overcome fear/anxieties in challenging situations and environments.

Outcome of the activities

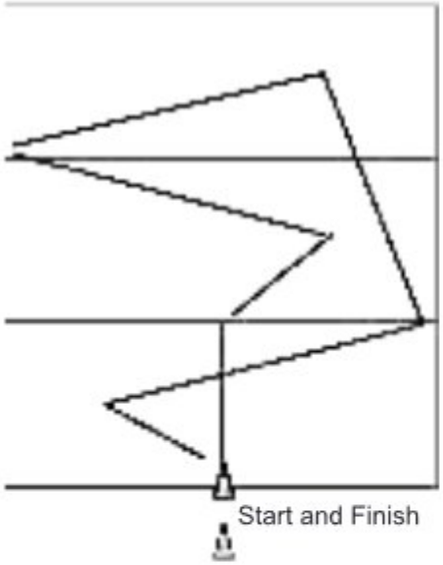
The outcomes of participating in these activities will be

- a sense of achievement and satisfaction
- knowing one's own limitations and taking risks safely
- closeness to nature

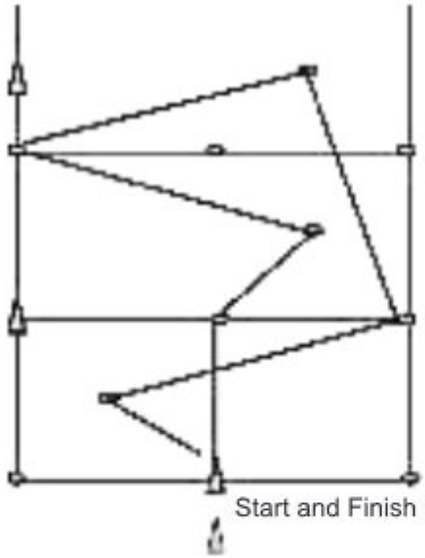
Try these challanges

Line Orienteering

- Set out 6 to 10 control points around an area. At each control point place a number or letter. Give each pair or small group a map of the area with a route drawn on it that takes in a number of the control points (which should not be marked on the map). Ask students to follow the route and find the control points. They should mark each control point on the map once they find it.



1	2	3	4	5	6	7	8



1	2	3	4	5	6	7	8

Score Orienteering

- Set out as many control points as possible. At each control point place a number, letter or simple task. Give students a specific amount of time (say 10 minutes) to visit as many controls as possible. Controls may be visited in any order. Control cards should be marked to show they have been visited.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16

Adventure Activities
Team Building and Problem Solving : Orienteering

Class IX - X

PROFICIENCY LEVEL

Orienteering courses

Set up orienteering challenges on the school site using maps created by teachers or students. Maps should show the main features of the school grounds and include a key to the symbols used. The control points should be shown on the maps. Allow students to visit the controls in any order and to choose their own routes.

Take part in orienteering challenges in unfamiliar surroundings. Courses should include at least 10 control points. To complete these challenge students will need to be able to interpret maps, orientate them, know their position at all times and be able to adjust their plans and routes as necessary.

Try these challenges

Now try some timed challenge

Take part in timed orienteering events which include between 6 and 12 controls. Do this either in familiar or unfamiliar surroundings. Students should copy the control points from a master map onto their own maps and plan their route to visit them. How long does it take each student (or pair) to complete the course?

Assessment

Knowledge (4)	• Symbols and keys • Map scale • Rules of orienteering • Safety rules
Skills (6)	• Orientation of map to terrain • 'Thumbing' maps • Knowing position at all times • Route planning
Application of skills (10)	• Accuracy of copying control points/route planning • Speed and accuracy • Recognising and following features • Fitness to complete the courses • Overall time for the event

Links to NCERT syllabus

Theme: Orientation to Sports Skills: proficiency in sports and motor skills

Links to other subjects

Language: Students may write a brief report on the experiences of the activities highlighting the challenges faced and solutions found by the teams.

Social Science: The experiences of teams in map reading, students may be asked to locate rivers, national highways, important cities, forest areas in the geographical map of a State.