

Team Tactics

Suitable for Key Stage 2, from Year 4 upwards, adapted to suit the requirements of each individual group.

This programme is designed to encourage children to work better together and to recognise the value of team work as a means of achieving tasks, learning more about themselves and getting to know others better. Children can also learn to appreciate the forest as an ideal environment for recreation. On a typical day the children take part in progressive team challenges, build dens in the woods and take part in a team orienteering challenge.

Key Concepts

Specific skills are needed for effective teamwork e.g. communication in which listening to others is as important as speaking. Leadership is necessary for guidance and decision making in all but the simplest group tasks. Children demonstrate skills and characteristics when taking part in practical challenges which may not be evident in the classroom. Children who are confident in class may not be so in the outdoors. It takes time to build a really good, effective team. Achieving the task may not always be the most important aim of a team building exercise. Working in a team usually involves an element of compromise on the part of individuals in the team. Forests provide ideal locations for adventurous activities and being out in the woods is fun.

Learning Outcomes

By the end of the programme pupils should

- Have a greater understanding of what is involved in teamwork
- Be more effective team members
- Have a greater understanding of their own capabilities and those of other team members
- Have a greater understanding of map reading
- Know that forests are exciting places to visit
- Have a greater respect for the natural world and forests in particular.

Introduction

Learning objective – to prepare pupils for activities in the forest and ensure that safety rules are understood
by adults and children

1. Welcome to Alice Holt - lovely woods; lots of different trees and open spaces; a place for animals; a place for people; a place to produce timber; looked after by the Forestry Commission
2. Plan for the day
3. Discussion about teamwork- individual, team, task, leadership, skills/qualities required e.g. determination, patience, communication etc.
4. Safety, including foxgloves, fungi, slips and trips. Please keep together as a class when moving through the woods.

Learning Objectives Morning (Meadow and Beech Woods)	Activity
To promote co-operation and dispel inhibitions regarding touching of other participants	<p>Warm-up activities. As many of the following in sub-groups as time allows or seems appropriate for the group:</p> <ol style="list-style-type: none"> 1. Height order –no speaking 2. Group tangles – join hands across a circle and unravel while keeping hand contact 3. Hoop around circle – passing a hoop or a PE band around a circle as a team race – various versions 4. Bean bags into hoops relay 5. Feet in hoop - all sub group’s feet to fit into space created by hoop - requires lateral thinking.
To encourage group discussion, confidence to speak up, willingness to listen to other people’s ideas and act upon them if the team chooses them, willingness to help others, determination. To encourage children to explore their own leadership qualities and to recognise and respect those who show good leadership	<p>Main Challenges. Sub groups of up to 10 and ideally 6-8 children take part in 3 or 4 of the following activities, depending on the time available. The activities to be offered are chosen by FC leaders in advance and teachers are welcome to request specific activities if they wish to. Children are expected to take time to discuss their plan of action for each activity before undertaking the activity itself. There’s an option to score the activities and have a competition of this is required.</p>
	<p>Spider’s web. The group has to find a way of getting the whole team through the ‘poisonous spider’s web’ (rope tied between trees) without touching it. Rules are set restricting the number of children permitted to go through each available space.</p>
	<p>The Swamp. (Most suitable for Yr.6 as tyres are heavy) Teams use tyres to get themselves across the ‘swamp’. They have to decide on the best method of doing this. Feet must not touch the ground.</p>
	<p>Adder Pit (Suitable for the whole age range) Teams use crates and small planks to get themselves across the ‘adder pit’. Neither feet nor planks must touch the ground.</p>
	<p>‘Casevac’ obstacle course. A casualty (bucket with 100mm depth of water) must be carried on a stretcher along a demarcated route in the forest. The amount of water left at the end of the course (in the hospital) is measured.</p>

	Walk the Plank. Groups are provided with 2 planks and a number of short ropes. The planks have to be used as footwear to cross the 'marsh'.
	Blindfold Rope Walk All but one team member wears a blindfold, holds onto a small connecting rope or the shoulders of the person in front, and attempts to walk along a rope laid out on the ground, keeping foot contact with the rope at all times. The sighted team member gives instructions to the team.
	Water Conservation
To develop teamwork (as described above) and an appreciation of the risks involved in the activity. To develop safe working practices for activities in woodland, particularly those involving the use of substantial logs.	Den Building In groups of 7-10 children create shelters using natural materials only – logs and vegetation- which are to be as sturdy and waterproof as possible. The activity is run as a competition with points awarded for sturdiness, waterproofing, 'special features' and teamwork.
Afternoon around the forest To develop and test map reading skills, group co-operation and creative language skills	Orienteering Poetry Trail – in groups follow a map to find individual lines of a poem at locations indicated on the map. Write the words on a special sheet and, on return, rearrange the lines to make the poem. Younger children go with adult group leaders, older children, years 5&6, normally go unaccompanied with staff around the course. Key word, pictures or phrases can be substituted for poems. Group Presentations – groups write poems or create short plays about their day in the forest and present to the whole class

Other possible activities

These can be included in the programme in place of some of the above to ensure that the content suits the age and ability of the group members and meets the learning objectives of the school.

Abandoned herbicide – children have to work out how to get the 'abandoned herbicide' from a 'contaminated area' within a given time. Points are lost for spilling the 'herbicide' and failing to achieve the task

Pigeon Post – children are given a number (1-8) and stand in random order in a 9 space grid. They move within the vertically or horizontally to arrange themselves into 1-8 order. Points are lost for children in the wrong order

Collecting Firewood/ Ants' Nest building - children collect logs and sticks from one end of the adventure play area and as a team transport them to the other end. Any sticks left behind in the initial woodpile carry penalty points. The play area presents obstacles and the team has to work out the best way of moving the wood whilst each person is only permitted to hold one piece at any one time.

Ad hoc discussions and activities often take place in response to children's observations and questions so programmes are adapted 'in the moment' while continuing to work towards achieving desired learning outcomes.

National Curriculum Links

KS2

Geography, PSHE, English