

A safety ethos must be established from the outset and adhered to at all times. The thoughts of the students must be focussed at all times on their own safety and that of other participants. Personal safety would encompass issues such as individual behaviour, clothing, and footwear. Group safety might relate to matters such as encouraging co operation and use of appropriate language by group members.

All challenges presented take place at a low level. It may occasionally arise that some students will work at a height from which they could fall. Careful "spotting" is essential in such cases. This involves other team members standing, ready to catch another or to cushion a fall. Spotting is best done by adopting a braced position with one foot forward, hands at the ready. Effective spotting is characterised by the taking of appropriate action based on the prompt recognition of a potential danger.

Equipment used for team challenges should be screened to ensure that it does not possess inherent weaknesses or potential hazards, e.g. splinters in planks, wire in torn tyres.

When introducing team challenges it is worthwhile to devote some time to the correct methods of lifting and carrying equipment and to alert the students to the dangers that using such equipment might present, e.g. getting their fingers caught between planks.

ORGANISING CHALLENGES

Divide the class into groups of 6-10, and ask the group to devise a name for itself. Each group should then be allocated a starting point / work station and given a ;

CHALLENGE CARD

TEAM WORK CARD

STUDENT REPORT CARD

Allow a few minutes for the students to discuss and plan their approach. Establish a time-frame within which the challenge is to be completed.

Students should be encouraged to adopt the following procedure in dealing with team challenges:

- *clarify the task*
- *identify the options and the consequences of each*
- *agree on a course of action*
- *implement*
- *reflect.*

IMPLEMENTATION

At level 1 the key issues in relation to the implementation of team challenges are safety, planning and team organisation. While not a primary focus at this point, the practice of reflection should be initiated and it is suggested that students be encouraged to reflect on their performance in an informal 'question and answer' session. As students become more familiar with the format of team challenges the student report card can provide the structure for the reflective process.

As stated in the teacher guidelines, there is greater opportunity for teacher discretion with regard to choice of activities. In designing a programme a teacher must identify the objectives (minor / major) to be achieved and link them with those of the individual activities as outlined in the teacher guidelines.

Reflection is pivotal to the team challenge experience at level 2. Greater attention should be given to introducing and guiding the review process at the end of the activity phase. This is a crucial part of the lesson, which assists the students in reflecting on their feelings and thoughts concerning their experience. Without this step, students will not retain or transfer what they have learnt. The processing time also serves as lesson closure. To structure this review process the questions in the report card should be discussed in some depth during class and completed by students, possibly as a homework activity. Where appropriate, the team report card can replace the student report card at level 2.

The activities are categorised according to the level of difficulty as follows:

White (W)

Relatively easy challenges involving little equipment.

Yellow (Y)

More difficult challenges, requiring more equipment.

Orange (O)

Complex challenges requiring considerable physical and/or mental effort.