

# Get Over That

Level 1

## Game Overview



### Set Up

Using a suitable indoor space position gym boxes of varying height in the centre allowing room for a short run up (6-10 metres).

### Challenge

Ask group members to get over the obstacle anyway they can in a safe manner. Start with the smallest box and progress once successful 3 times. When the obstacle becomes too high to clear alone, allow group members to work in pairs to overcome the obstacle.

## Set-Up



## Competences



Self-awareness	★ ★ ★
Self-management	★ ★
Responsible decision making	★ ★ ★
Relationship skills	★ ★ ★
Social awareness	★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- Selection of gymnastics boxes of various heights
- Benches
- Mats for landing areas if deemed necessary

## Adaptations



### To simplify

Use a range of coloured cones so the group can use this to aid memory. You can also draw your own route through with less steps.

### To Progress

Create a series of obstacles that require different skills to overcome, this might be a box followed by an upturned bench.

## Reflection



- We often come across obstacles in life how did you plan to overcome the obstacles here? How might you take a similar approach to obstacles you may encounter in your everyday lives?
- Some obstacles are too difficult to get over alone. What skills did you use when you were helping a partner over the obstacles? How might this transfer to your everyday life?

# Get Over That Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others
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<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Get Over That			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
<b>Self-management</b>	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
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# Scatterball

## Level 1

### Game Overview



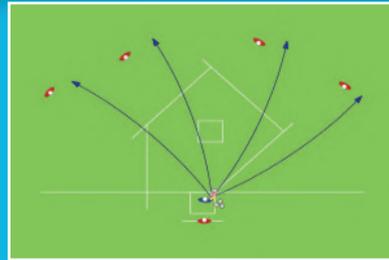
#### Set Up

Split the group into two equal teams within an area approximately the size of basketball court. One team are throwers and one team are fielders.

#### Challenge

The throwers each throw a ball into the space and then have to run a complete lap of the court. The fielders must retrieve all the balls into the central bucket before the throwers get back to the start. Encourage teams to discuss tactics in this game.

### Set-Up



### Competences



Self-awareness	★ ★
Self-management	★ ★
Responsible decision making	★ ★
Relationship skills	★ ★
Social awareness	★ ★

Detailed information on competencies, indicators and levels on the back

### Equipment



- Tennis balls
- Cones/markers
- Posts or corner flags
- A large bucket or box

### Adaptations



#### To simplify

For the throwers we can simplify by making the running loop smaller. For the fielders we can reduce the number of balls the throwers have (one between two).

#### To Progress

For the throwers we can extend the running route to increase the challenge. For the fielders we can only allow them to roll the balls back to box/bucket.

### Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Scatterball Competencies

Competencies Defined	
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# Gutter Ball

Level 1

## Game Overview



### Set Up

Split the drop into teams of between 4-6 people. Provide each member with a length of gutter. Set a bucket of tennis balls at one end of the area and a target empty bucket 20 metres away.

### Challenge

Groups must work together to transfer the balls from one bucket to the other. If the ball is in your gutter you cannot move your feet. The ball can only be touched to put it in the first gutter.

## Set-Up



## Competences



Self-awareness	★ ★ ★
Self-management	★ ★
Responsible decision making	★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 4-6 lengths of plastic guttering per group
- A selection of balls – tennis, golf
- 2 buckets per group
- An open space of approximately 20 metres in length
- Blindfolds

## Adaptations



### To simplify

Allow participants three ball touches per challenge or allow them to move two paces with the ball in their gutter.

### To Progress

There are several ways the activity can be made more challenging. Consider putting a time limit on the challenge, changing the distance between the buckets, varying the ball (a golf ball travels much faster), add obstacles to the course, blindfold some team members or create a race with another

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Gutter Ball Competencies

Competencies Defined	
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# Over the River

Level 1

## Game Overview



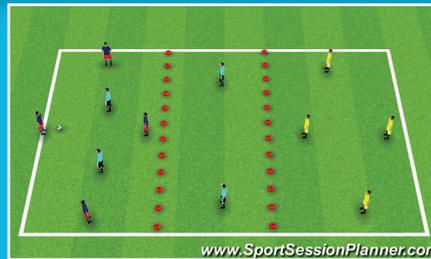
### Set Up

Split the group into three equal teams in area set out as shown.

### Challenge

One team in the end zone starts with the ball and must make 3 passes within their team before transferring the ball over/through the middle section to the team on the other side. One of the team in the middle can enter the end zone to challenge for possession. Switch teams around after four successful transfers.

## Set-Up



## Competences



Self-awareness	★ ★
Self-management	★ ★
Responsible decision making	★
Relationship skills	★ ★
Social awareness	★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- Football/basketball/netball
- Cones/markers
- Bibs

## Adaptations



### To simplify

Only allow defenders to move at walking pace or reduce the width of the middle section to create more space.

### To Progress

Allow two defenders from the middle section to enter the end zones and challenge for possession or make the middle section slightly wider.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Over the River Competencies

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# Tarp Turnover

Level 1

## Game Overview



### Set Up

Place a large tarpaulin/ rug onto the floor. Get all of the group to stand on top.

### Challenge

The whole group must turn the tarpaulin/ rug over without stepping off. If anyone touches the floor the group must start again from the beginning.

## Set-Up



## Competences



Self-awareness	★
Self-management	★
Responsible decision making	★ ★
Relationship skills	★ ★ ★
Social awareness	★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 1 Large tarpaulin or rug (approx. 2m x2m, depending on the size of the group). The group should be able to easily fit onto the tarp
- Blindfolds (for progressions)

## Adaptations



### To simplify

Use a bigger Tarp.

### To Progress

Blindfold half of the participants. Alternatively, use a smaller tarpaulin/ rug.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task.
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Tarp Turnover Competencies

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# Team Challenges

Level 1

## Game Overview



### Set Up

Split group into 2 equal teams to complete 3 challenges:

- 1) Stand in a line holding hands. Team must move a hoop from one end to the other whilst keeping in contact with it at all times.
- 2) Group stand on the bench. Must get into height/age/birth month order without stepping off the bench
- 3) All members of the group stand close together facing in. Each person takes hold of another's hand so that all are joined together. The group must detangle the knot as quickly as possible

## Set-Up



## Competences



Self-awareness	★ ★
Self-management	★ ★
Responsible decision making	★ ★ ★
Relationship skills	★ ★ ★
Social awareness	★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- Benches
- Hoops of various sizes

## Adaptations



### To simplify

Use larger hoops/ benches.

### To Progress

Complete the tasks in silence. Blindfold 2 team members.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task.
- If you were to do this task again what would you do differently?
- Who was a good communicator? What did they do that made them good?

# Team Challenges

## Competencies

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# 4- Way Volleyball

Level 2

## Game Overview



### Set Up

Set up 4 nets in a cross. Split group into 4 equal teams

### Challenge

Teams should attempt to score points by hitting the ball over the net and getting it to land in an opponents playing area.

## Set-Up



## Competences



Self-awareness	★ ★
Self-management	★ ★ ★
Responsible decision making	★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 2 Volleyballs
- Beach ball (if needed)
- 8 Badminton/ Volleyball posts
- 4 Badminton/ Volleyball nets

## Adaptations



### To simplify

Use beach balls. Allow each player to touch the ball more than once. Players can use head/ feet/hands to play the ball.

### To Progress

Each player may only touch the ball once before it goes over the net. Players must play in silence. Play the game sitting down. Use 2 balls at once.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- If you were the team's coach, what advice would you give them?

# 4- Way Volleyball Competencies

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# Corner Ball

Level 2

## Game Overview



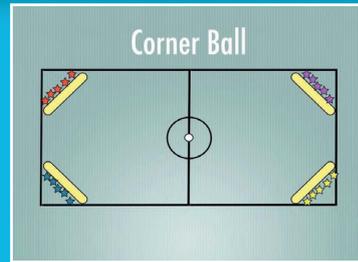
### Set Up

Using a Netball/ Basketball court. Place 4 cones diagonally across each corner to form scoring areas. Sort group into 2 equal teams

### Challenge

Teams should attempt to score points by catching a ball inside a corner scoring area. Players cannot move with the ball or touch any other player. When a goal is scored the successful team put the ball down and the opposition start from the centre.

## Set-Up



## Competences



Self-awareness	★ ★
Self-management	★ ★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 16 cones
- Basketball/ Netball court (or other similar size playing area)
- Netball/ Basketball

## Adaptations



### To simplify

Teams can score in any corner.

### To Progress

Teams can only score in 2 goals/ Losing team can identify a goal the other team cannot score in. One a player has scored they cannot score again until the whole team has scored a point each. No overhead passes. Minimum 5 passes before attempt to score. All members of the team must touch the ball before the team can attempt to score.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
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# Corner Ball Competencies

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<b>Relationship skills</b>	Relationship skills refers to the skills, tools, knowledge and understanding to create, communicate, evolve, grow, trust and maintain a relationship. This involves being able to work effectively with a broad range of individuals from different backgrounds.
<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Corner Ball			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
<b>Self-management</b>	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
<b>Responsible decision making</b>	Rarely seeks others views before deciding on a strategy to solve the problem.	Sometimes seeks others views before deciding on a strategy to solve the problem.	Seeks others views before deciding on a strategy to solve the problem.
<b>Relationship skills</b>	Little communication with others; often working alone.	Communicates effectively throughout most of the task offering frequent contributions.	Communicates effectively throughout the task and is able to lead effectively.
<b>Social awareness</b>	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.

# Spider's Web

Level 2

## Game Overview



### Set Up

Place 2 badminton/volleyball posts approximately 3m apart. Tie a rope across the top of and bottom of the posts, and make a web as pictured.

### Challenge

The whole group must move from one side of the spiders web to the other by passing through the holes. Each hole must only be used once. If anyone touches the web you must start again.

## Set-Up



## Competences



Self-awareness	★ ★ ★
Self-management	★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 2 badminton/ Volleyball posts (trees or other posts may be used if available)
- 6-8 lengths of rope (approximately 2m in length each). Skipping ropes can work well.
- Blindfolds (for progression)

## Adaptations



### To simplify

Gaps can be used more than once. Adapt the web to make holes larger.

### To Progress

Blindfold half of the participants. Alternatively, adapt the web to create smaller, or different shape holes.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Spider's Web Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
<b>Self-management</b>	Self-management refers to the ability of a person to regulate their own activity with little or no intervention with others. This will include staying on task even when distractions are present and making good choices in terms of actions and behaviour.
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<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Spider's Web			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
<b>Self-management</b>	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
<b>Responsible decision making</b>	Rarely seeks others views before deciding on a strategy to solve the problem.	Sometimes seeks others views before deciding on a strategy to solve the problem.	Seeks others views before deciding on a strategy to solve the problem.
<b>Relationship skills</b>	Little communication with others; often working alone.	Communicates effectively throughout most of the task offering frequent contributions.	Communicates effectively throughout the task and is able to lead effectively.
<b>Social awareness</b>	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.

# Rob The Nest

Level 2

## Game Overview



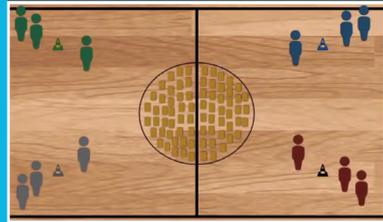
### Set Up

Divide the group into 4 even teams. Set the up the teams and equipment as shown in the set up photo.

### Challenge

On the command 'go' teams run in a one at a time relay to retrieve a ball from the middle and return it to their hoop. Once the middle hoop is empty teams can steal from one another but only take one item at a time. The games stops on the leaders whistle. Winners are the team with the most equipment.

## Set-Up



## Competences



Self-awareness	★
Self-management	★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 5 hoops
- Selection of equipment including balls, cones etc.
- You can use sport specific balls like footballs or basketballs that must be dribbled back.

## Adaptations



### To simplify

Stop the game once the middle is empty to reduce complications of stealing from others.

### To Progress

On the command "Robin Hood" everyone can go anywhere to steal equipment (still only one item at a time). Allow this to continue for 20-30 seconds only before finishing the game.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- How did you feel when taking equipment from another team?
- How did you feel when equipment was taken from you?
- Consider your answers to the questions above – how might some of this transfer to your everyday life?

# Rob The Nest Competencies

## Competencies Defined

<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
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<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

## Competency Ratings – Rob The Nest

	<b>Emerging</b>	<b>Developing</b>	<b>Established</b>
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
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# Cross the Swamp

Level 2

## Game Overview



### Set Up

Split group into teams of 4-6 people. Share equipment out amongst teams.

### Challenge

Teams should attempt to move from one side of the “swamp” to the other without falling in. If a team member touches the floor the whole team must move back to the start. Equipment cannot be thrown and once it is on the floor cannot be used to slide across on.

## Set-Up



## Competences



Self-awareness	★ ★
Self-management	★ ★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 1 bench per team
- Badminton court (or other similar size playing area)
- 2x coloured splat per group

## Adaptations



### To simplify

One student per team can stand on the floor. Give additional items of equipment. Shorten travel distance.

### To Progress

Reduce equipment available (minimum 2 items). Blindfold 2 or more team members. Team must complete the task in silence

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Cross the Swamp Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others
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Competency Ratings – Invasion			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
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# Leaky Bucket

Level 2

## Game Overview



### Set Up

Split into two teams of approximately 4-6 people set one large container of water at one end of a 20 metre course and an empty container at the other.

### Challenge

Teams must use the leaky bucket to transport water from one vessel to the other attempting to reach a designated fill line on the empty container.

## Set-Up



## Competences



Self-awareness	★ ★
Self-management	★ ★
Responsible decision making	★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 2-4 large water containers
- 1-2 leaky buckets (drill holes in a plastic bucket)
- Outdoor space of approximately 15-20 metres

## Adaptations



### To simplify

Shorten the distance between the two larger containers. Allow some materials to be used to patch holes – leaves, twigs, tape etc.

### To Progress

Increase the distance between the two larger containers. Only allow each participant to use one hand at a time.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task.
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Leaky Bucket Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others
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<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Leaky Bucket			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
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<b>Social awareness</b>	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.

# Escape Route

Level 3

## Game Overview



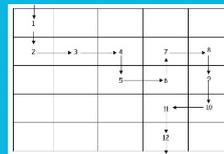
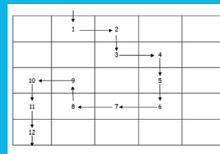
### Set Up

Set up a grid of 25 cones in a 5 x 5 grid as shown in the set up photo. Split the group into teams of 4-6.

### Challenge

1 member of the group is the map holder and must not let anyone else see the route shown. Each person will come up one at a time and try and guess the route. You can only tell them if they are right or wrong and give them no other help. If they make a mistake their go is over and they return to the group.

## Set-Up



## Competences



Self-awareness	★ ★ ★ ★
Self-management	★ ★ ★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★ ★
Social awareness	★ ★ ★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 25 cones per group
- One route sheet per group (photocopy this sheet)
- Decide on using the red or yellow route shown in the set up

## Adaptations



### To simplify

Use a range of coloured cones so the group can use this to aid memory. You can also draw your own route through with less steps.

### To Progress

Team members are not allowed to watch each person have their go. They must communicate with each other between goes to share their findings. Alternatively they can race another group. Groups can also design a route for others to try.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Escape Route Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others
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<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Escape Route			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
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# Tower of Hanoi

Level 3

## Game Overview



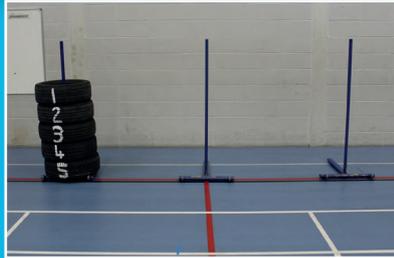
### Set Up

Place the rings on top of one another from largest to smallest on the left most marker.

### Challenge

The group must move the whole tower to another marker. Only one disc can be moved at a time. Only the top disc may be taken from any stack. No larger disc may be placed on a smaller disc.

## Set Up



## Competencies



Self-awareness	★ ★
Self-management	★ ★ ★ ★ ★
Responsible decision making	★ ★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 4-6 discs of different shapes
- 3 markers (or rods) to place discs onto (can use rounders posts)
- Blindfolds (for progression)

## Adaptations



### To simplify

Start with the smallest three discs on the rightmost marker and the largest three disc on the leftmost marker

### To Progress

Blindfold the person moving the discs. Do not allow the performers to speak in a recognised language.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task.
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Tower of Hanoi - Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others
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Competency Ratings – Tower of Hanoi			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
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# Retrieval Challenge

Level 3

## Game Overview



### Set Up

Create a circle approximately 5m in diameter out of the cones. In the centre of the circle place a water bottle on an upturned box.

### Challenge

Using the equipment provided retrieve the bottle without touching inside the circle. The bottle must not touch the ground until it is outside the circle. If the rules are broken the game must re-start.

## Set-Up



## Competences



Self-awareness	★
Self-management	★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 8 cones
- 6-8 lengths of rope (approximately 2m in length each). Skipping ropes can work well
- 1 small box
- 1 water bottle
- Blindfolds (for progression)
- Coat hanger (for regression)

## Adaptations



### To simplify

Tape a coat hanger to the bottle to create an easier shape to hook. Alternatively, provide the group with a longer length of rope or make the circle smaller.

### To Progress

Blindfold half of the participants, only blindfolded participants can touch the rope. Alternatively, increase the size of the circle or only allow participants to use one hand through the challenge

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Retrieval Challenge Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on an individual's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
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Competency Ratings – Retrieval Challenge			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
<b>Self-management</b>	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
<b>Responsible decision making</b>	Rarely seeks others views before deciding on a strategy to solve the problem.	Sometimes seeks others views before deciding on a strategy to solve the problem.	Seeks others views before deciding on a strategy to solve the problem.
<b>Relationship skills</b>	Little communication with others often working alone.	Communicates effectively throughout most of the task offering frequent contributions.	Communicates effectively throughout the task and is able to lead effectively.
<b>Social awareness</b>	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.

# Shelter Build

Level 3

## Game Overview



### Set Up

Select a suitable space in your facility and hide the equipment listed below around the area. Split the group into teams of 3-5.

### Challenge

Groups must locate the equipment and find a suitable site to build a shelter. Every team member must fit in the shelter. Allow at least 5 minutes of planning/discussion time before building begins. Allow up to 30 minutes of building time

## Set-Up



## Competences



Self-awareness	★ ★ ★
Self-management	★ ★ ★ ★
Responsible decision making	★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- Tarpaulin/plastic sheet – 1 per group (depending on size)
- 6-8 lengths of rope per group (approximately 2m in length each). Skipping ropes can work well
- Depending on your site you can add extras such as wooden poles

## Adaptations



### To simplify

Provide additional equipment and/or time to make the building process easier.

### To Progress

If you want to promote some friendly competition, then allocate a separate area for each team to work from. Introduce the challenge as normal with teams competing and 15 minutes into exercise, get them to stop building and explain that teams will now switch sites and equipment.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task.
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Shelter Build Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on a child's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
<b>Self-management</b>	Self-management refers to the ability of a person to regulate their own activity with little or no intervention with others. This will include staying on task even when distractions are present and making good choices in terms of actions and behaviour.
<b>Responsible decision making</b>	Responsible decision making involves being able to demonstrate making a reasoned decision that considers the views of various stakeholders (other people) with a clear rationale behind the decision-making process. This may involve seeking the views of others or experts.
<b>Relationship skills</b>	Relationship skills refers to the skills, tools, knowledge and understanding to create, communicate, evolve, grow, trust and maintain a relationship. This involves being able to work effectively with a broad range of individuals from different backgrounds.
<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Shelter Build			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
<b>Self-management</b>	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
<b>Responsible decision making</b>	Rarely seeks others views before deciding on a strategy to solve the problem.	Sometimes seeks others views before deciding on a strategy to solve the problem.	Seeks others views before deciding on a strategy to solve the problem.
<b>Relationship skills</b>	Little communication with others often working alone.	Communicates effectively throughout most of the task offering frequent contributions.	Communicates effectively throughout the task and is able to lead effectively.
<b>Social awareness</b>	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.

# Games Design

## Level 3

### Game Overview



#### Set Up

Split the group into teams of 3-5 people.

#### Challenge

Your group have 30 minutes to design a new sport/activity utilising a range of equipment. The game must have a clear set of rules and scoring system, be inclusive and safe.

You might decide to design an invasion game, net game, target game or striking and fielding game.

### Set-Up



### Competences



Self-awareness	★ ★ ★ ★
Self-management	★ ★ ★ ★ ★
Responsible decision making	★ ★ ★ ★ ★
Relationship skills	★ ★ ★ ★
Social awareness	★ ★ ★ ★

Detailed information on competencies, indicators and levels on the back

### Equipment



- Provide learners with a host of equipment that they could use to create an new game. Allow them to be as creative as possible using whatever equipment you have readily available.

### Adaptations



#### To simplify

Allocate each group a particular game format (invasion game, net game, target game or striking and fielding game). Allow more time for testing ideas.

#### To Progress

Allow each group to play each others games and provide any suggested refinements, groups will then re-design their games before a second playing period.

### Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Games Design Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on a child's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
<b>Self-management</b>	Self-management refers to the ability of a person to regulate their own activity with little or no intervention with others. This will include staying on task even when distractions are present and making good choices in terms of actions and behaviour.
<b>Responsible decision making</b>	Responsible decision making involves being able to demonstrate making a reasoned decision that considers the views of various stakeholders (other people) with a clear rationale behind the decision-making process. This may involve seeking the views of others or experts.
<b>Relationship skills</b>	Relationship skills refers to the skills, tools, knowledge and understanding to create, communicate, evolve, grow, trust and maintain a relationship. This involves being able to work effectively with a broad range of individuals from different backgrounds.
<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Games Design			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
<b>Self-management</b>	Struggles to maintain - concentration on the task throughout with frequent intervention needed from others.	Maintains good concentration on the task throughout with some intervention from others.	Maintains full concentration on the task throughout with no intervention from others.
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<b>Social awareness</b>	Is often unaware of their impact on others and the task. Finds it difficult to understand others views.	Shows empathy at times during the task and is able to understand most ideas from a range of viewpoints.	Shows empathy throughout the task and is able to synthesise ideas from a range of viewpoints.

# Invasion

Level 3

## Game Overview



### Set Up

Place one ball and one hoop in each end zone. Arrange players in two even teams (approx. 6 players), wearing bibs.

### Challenge

Each team must try to get into their oppositions zone without being tagged. To win the game they should get into the opposing zone and score a goal. If a player is tagged by a member of the opposition they need to return to their half before they can try again.

## Set-Up



## Competences



Self-awareness	★ ★ ★
Self-management	★ ★ ★
Responsible decision making	★ ★ ★ ★ ★
Relationship skills	★ ★ ★ ★ ★
Social awareness	★ ★

Detailed information on competencies, indicators and levels on the back

## Equipment



- 2 balls (Basketball, Netball or similar)
- 2 Nets (Basketball/ Netball)
- 2 sets of bibs
- Basketball/ Netball court size playing area
- Cones (if not using court markings)

## Adaptations



### To simplify

Players are allowed 3 shots at goal.

### To Progress

Players must shoot from further away. 3 Goals are need to be scored to win (and must be scored by different players). Players who have been caught have to score in their own goal before they are allowed to re-join the game.

## Reflection



- What role did you play within the task? How did this contribute to the success of the group?
- Pick another group member and explain how they had a positive impact on the task
- What could the group do in the future to improve their performance in similar tasks?
- What skills were used in this task and how could they transfer to other areas of your life?

# Invasion Competencies

Competencies Defined	
<b>Self-awareness</b>	Self-awareness is the thinking skill that focuses on a child's ability to accurately judge their own performance and behaviour and to respond appropriately to different social situations. Self-Awareness helps an individual to tune into their feelings, as well as to the behaviours and feelings of others.
<b>Self-management</b>	Self-management refers to the ability of a person to regulate their own activity with little or no intervention with others. This will include staying on task even when distractions are present and making good choices in terms of actions and behaviour.
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<b>Social awareness</b>	Social awareness is the ability to know and feel the people around you and the ability to interact with them in the most efficient and proper manner. This includes being to empathise with various viewpoints and consider how your own actions may be interpreted by others.

Competency Ratings – Invasion			
	Emerging	Developing	Established
<b>Self-awareness</b>	Rarely recognises the impact of their contribution and the impact this has on others.	At times recognises the impact of their contribution and the impact this has on others.	Clearly recognises the impact of their contribution and the impact this has on others.
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