

# COMPETATIVE TEAM BUILDING

BY

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## INTRODUCTION:

Competitive Team Building will explore competition in many aspects. It will give the participant an opportunity to define what competition means to them. Competition can be against another, time or mind set. This class will do activities from different aspects of competition.

Competition is beneficial in skill development as it often motivates an individual to excel and to do their best. Competition often defines winners and losers. It can be used as a measurement of one's position in a particular group or society. The winners usually like and protect their position to the best of their ability. Those that did not win have the opportunity to work toward being more successful. The result of this is an increase in skills as a whole.

Healthy competition helps individuals grow in skill and character. Competition at the expense of other's feelings and perceived wellbeing is something that needs to be addressed and changed. Gracious winners and losers need to be cultivated.

I tell many young participants in camp that competition is good in motivation to develop more skills. But, if you define your life only by your wins and losses; you need a bigger life. Sam Snead, a professional golfer, would tell you he competes against himself to get better. The wins come from a desire to be the best he can be. (Chuck).

The activities in this class come from many resources. They will be noted as accurately as the facilitators can.

## Team Building Relay by Chuck Wurth

This is a teambuilding collaborative activity where groups can compete against one another or the clock. It can also be done as a “road rally” where groups will predict their time. Or it can just be done for fun. Through a series of stations the participants will test their skills together. An orientation of skills and course will precede the actual activity.

Set up for groups of 10 to 12 on a team competing against another team. Team size may change to accommodate the number of participant. The number of participants can be up to 20 per side. The minimal number on a side should be at least 4.

The items listed below are needed: for each team. Two sets provided.

- A plywood sled (2 'x 4 ' ) with a 4' climber webbing attached to pull it.
  - Can substitute an old back board from a pool that will be carried.
- 48 stacking blocks (dimensional lumber 2"x4" eleven inches long) with storage box
- One tarp with grommet holes folded in ¼ and rolled.
- One rope approximately 30 feet long
- Eight ropes approximately 3 feet long for grommets on tarp
- Two 1"x 4' Wooden dowel rods with V slot in one end

Pre competition: Walk group through each stations and teach the knots. The knot to learn is the Two ½ Hitches and the Overhand Knot. Or the group can tie the knot of their choice, but remind them they must untie what they tie. **No knots in the rope when competition is done.** Teach the students to tie the 2 Half Hitches. This knot is taught for simplicity, flexibility and durability. This knot can be found on [www.animatedknots.com](http://www.animatedknots.com) under the names used here. Step by step directions are available.

To tie the Two Half Hitches:

- Place one end of rope end through a grommet on the tarp
- Now take that end and wrap it around the body of the rope
- Go through the loop being made between the rope end and the grommet
- Go through the loop being made between the rope and the first rope loop
- Knot complete

To tie the Overhand Knot:

- Place the end of the rope over the body of the rope to make a loop.
- Continue going around the body of the rope and up through the hole created.
- Knot complete

Set up the stations and then explain them to the two separate groups at the same time. The obstacles are intended to provide an opportunity for creativity. Those regulating the activity must be consistent in their observations and decisions with both teams.

## **THE STATIONS:**

### **Starting Line:**

Prepare your group and items behind the Starting/Finishing Line. Find or build a 3 block wide by 16 block tall column. See Station 6 for inventory. Note placement and orientation of all items. Exact placement and orientation are important. Go to Station 1 on command.

### **Station 1:**

With the fully loaded back board, flip the board over and have all items back on back board as before; just now on the other side. Be sure everything is in its original place. Go to station 2.

### **Station 2:**

Traverse across 10+ feet of designated ground using stacking blocks to stand on while not touching the ground with any body parts, clothes or shoes. Backboard, and all contents, must also get across with no part of the backboard or other items touching the ground as well. A touch by participant, clothes, shoes, backboard or any other parts and all will return to beginning side of that station and go again. Pick up all blocks to begin again. Be careful picking up stacking blocks so that the ground is not touched. Hand blocks to one another. No throwing blocks. No one can be touching a stacking block while the backboard is being moved. Go to Station 3.

### **Station 3:**

Build a shelter with all materials from the backboard, but not the backboard itself. It must be erected so that three people from the group can be inside the tarp dimensions for 10 seconds without anyone touching the tarp. Participants can hold onto ropes and poles touching the tarp, but no one can be holding a rope or pole without their holding hand also being on the ground. Each participant is only allowed to use one hand. The tarp can be handled and touched until people start to go under the tarp. Go to Station 4:

### **Station 4:**

Build a column 3 blocks wide x 14 blocks tall on the backboard. Take remaining blocks and build two columns. Put the two poles across the tops of the columns to form a connection or "bridge". Pass all blocks from the columns under the poles without the poles touching the block being slid under them. Then stack all blocks back into one column. Go to station 5.

### **Station 5:**

Without ever touching the ball pick it up with 2"x4" blocks and transport it across a distance where it will be put back on the backboard. When the ball is touching a block the person holding that block cannot move their feet in any manner. Go to Station 6:

## Station 6:

Go around obstacle and back to the finish line (participants and board) with the entire inventory. (All the stuff)

- One backboard.
- 48 stacking blocks in a 3 block wide by 16 block tall column.
- One tarp with grommet holes folded in  $\frac{1}{4}$  and rolled as found at beginning.
- One chord 30 feet long unconnected from tarp and coiled neatly as before.
- Right cords around 3 feet long for grommet s unconnected and coiled neatly as before.
- Two  $\frac{1}{2}$ " dowel rods four feet long with V slot in one end.

When all items are back and in good order entire team sits down to finish. Once a team sits down they cannot get back up until the race is done by all teams.

Hopefully all items arrive back at beginning in good order. There are time penalties for each of these things happening.

- All supplies back in good order and no misplaced items perfect score
  - Fastest time
  - Perfect return of items in proper order wins over a penalty
- All supplies not back in good order and misplaced items incur penalties.
  - Knot in a rope 10 second added
  - Tarp not folded correctly add 10 seconds
  - Block missing 10 seconds each block
  - Pipe missing 10 seconds each pipe
  - Rope missing 10 seconds each rope
  - Lost ball 10 seconds
  - Sled broken or missing you cannot win ever.
  - Item out of orientation add *10 seconds*.

PROCESSING:

WAS IT FUN?

WHAT DID THE FIRST FIVE MINUTES LOOK LIKE?

WHEN DID YOU FEEL YOUR GROUP WAS DOING WELL?

DID PEOPLE TAKE ON DIFFERENT ROLES?

WHAT DID THE ELEMENT OF ANOTHER GROUP COMPETING DO FOR YOUR GROUP?

DID YOU WATCH THE OTHER GROUP?

FOR ANSWERS AND/OR IDEAS?

TO MAKE BE SURE OF YOUR PROGRESS?

HOW IMPORTANT WAS WINNING?

WHAT DID YOU LEARN FROM THIS ACTIVITY?

# To Start A Fire by Chuck Wurth

**Title: To Start a Fire**

**45 – 60 minutes**

**Group size 4 to 24**

**Supplies:**

Fire area

Matches

Paper

Cardboard

Candles

Plastic Drinking Cups

Water Source

Pad and paper to keep tally of points

Band-Aids, burn cream,

Groups will scavenge materials on way to fire building site.

Any fire requires three things-air, fuel, and heat. A successful fire begins with small and dry material that the fire or heat source can ignite. The primary focus of this lesson plan is the *problem solving and cooperation opportunities* for the group.

Have participants work from small and dry to larger sized dry fuels, and eventually to more moisture content. Dry dead grasses and twigs serve well to start a fire. A small flame will not have the heat potential to light a large combustible. It is necessary to increase the size of the material in order to keep a fire going, since a smaller burnable has less heat potential available than larger materials.

This class is an active out-of-doors class where teams of participants learn to work together and make decisions that are beneficial for the team. The group must build a fire with the available resources they have scavenged. They will also have decisions to make on how to attempt to build, tend and sustain their fire. Situations happen quickly so decisions need to be decisive.

Groups will be divided into 2 to 5 participants per group and get instructions on basic fire requirements. Group then goes to scavenge for fuel as all go to fire site.

Inform the individuals that working together will be a major part of their success in their groups. Listening and cooperating with one another will be a major part of accomplishing the task.

Ask the group what does it take to start a fire? Need fuel source, heat, oxygen.

(HOLD UP A LOG OR IMAGINE THAT YOUR ARM IS A LOG) A stick larger than your arm won't burn because the lit match is not a large enough heat source to ignite it. You are going to scavenge items on the way to the fire pits that will give a progression from ignition to sustainable burning. Dry wood ignites more readily while high moisture wood burns hotter.

What kinds of items should we pick up? Recommend to participants the items should be small and dry and slowly progress to larger items with a higher moisture content.

Talk a walk towards the fire site. Present objects to the individuals for consideration. They decide if they want to collect this item or leave it with no coaching from educator. Facilitator describes or asks open ended questions to individuals. Be neutral and leave items for groups to collect or leave.

Each group is assigned a pit at the fire site. Remind participants that small and dry items should be prepared with larger items to follow. Small and dry are better than big and wet/green. Team members will decide how they will prepare and tend their fire from their scavenging and/or store purchases.

Each team is given 1 match at no cost. If they start the fire with that one match the team receives 100 points. For each additional match needed a cost of 10 points will be accessed against the groups tally kept by the "store".

The groups do not know this information until now. For sale are cardboard, paper, matches and candles. Each item costs 10 points. Groups not getting fire started will need to use a credit method to purchase store items. This is subtracted from the 100 points they expect to earn when their fire is lit. Fires must burn for 3 minutes after ignition. A successful team will have points at the end of this activity. Ten points are deducted for fires over 12" tall. Instructors or assistants stomp out fires when the class is over.

Remind participants of basic physical conditions. Rocks conduct heat so individuals should not pick up rocks from fire. Do not pick up anything that is smoldering or burning. Match tips stay hot for several minutes after you blow them out. All spent matches go into the fire. No fires taller than 12 inches.

Watch out for 3 leaf plants when picking up fuel for your fire. These 3 leaf plants potentially could be Poison Ivy, Oak or Sumac. Rule: Leaves of 3 let them be.

If a group has success with building a fire that stays for the prescribed amount of time and is under the prescribed limitations that group can go to the next step. Try to boil water in a plastic cup. Offer the group an additional 100 points for this accomplishment. Also offer to sell the information for 50 points. Let the group problem solve.

Solution will be explained by facilitators upon completion of this activity. Call Chuck at 419 237 2247 or email at [wurth.6@osu.edu](mailto:wurth.6@osu.edu) for an answer.

Bibliography: The Hatchet by Gary Paulsen copyright etc.

## EMERGENCY PROCEDURES

If in the case of an emergency remain calm, assess the situation and call for appropriate assistance: Here are the things to consider:

- Burns: For First and Second Degree Burns cool as quickly as possible with water. Keep clean as possible. First degree burns are painful. They affect the top layer of skin. Second degree burns go deeper and may cause a blister. Both should be treated as quickly as possible. Have injury checked out by qualified medical person.
- A charred white appearance maybe a third degree burn that will require immediate attention. This burn has moved into muscle tissue. A burn past a second degree burn demands immediate emergency action. Call 9-11.
- Keep participant calm and immobile.
  - Send people out to guide medical personnel to site
  - Perform appropriate care to sustain life
  - Surrender victim assistance when a higher level of care is on site



# OCCUPY by Chuck Wurth

Introduction:

Teams of individuals compete against one another and their circumstances. Regulators rule and influence the competition of the two teams. The three components of two opposing teams and the regulators all combine into a dynamic environment where teams compete and human choice and chance determines the outcome.

Who can play?

*Three teams* of one person or more. Two are opposing teams and one is the regulating body.

How do you win?

The team that occupies the most squares at the end of the game wins. Game over when all squares are occupied. It could also be for a set amount of time. (See page. 4). The regulators can attempt to be game changers and or win the game. Take note of bottom of page 3.

Parts needed:

- Game Board of 10 x 10 grid
- 100 piece each of two different colors markers to occupy grid squares.
- Pair of dice
- Action Instructions and Circumstances (pages 3 and 4 respectively)

Decide order of play.

- Each team throws for turns. Resolve ties by throwing dice again.
- Highest sum of two dice gets to choose to be a Team or the Regulator and goes first.
- Second highest roll picks from remaining roles and plays next.
- Third player gets third role and plays last.

The role of the dice indicates what action is taken. See Action Instructions. Pg. 3.

Team performs the action of the turn; or does as much as is possible.

- For example a roll says to pick off 4 pieces from the board and there are only 3 on the board. Take off the 3.
- A roll says put on 4 pieces, but there is only room for 2. Put on the 2.
- Game ends when all squares on the board are filled. The team with the most spaces occupied wins. It may be impossible for a team to do the requirements of a dice roll. The game should continue. There is always a Circumstance possibility. In case of a tie the four center squares count as two apiece. Those four squares are only for a tie breaker. In case there is still a tie the dice are rolled for highest number to win. *Read Page 4 for additional information and strategy.*

## Action Instructions

### Regulators actions for sum of dice throw

2	Circumstances
3	No action
4	Put on board 4 Team A markers.
5	Remove 3 Team A markers.
6	Put on board 2 Team A markers.
7	Throw die. Even number put 1 Team A marker on board; Odd number put 1 Team B marker on the board.
8	Put on board 2 Team B markers.
9	Remove 3 Team B markers.
10	Put on Board 4 Team B markers.
11	No action
12	Circumstance

### Team A & B actions for sum of dice throw

2	Occupy 8 spaces
3	Occupy 6 spaces
4	Occupy 5 spaces
5	Occupy 4 spaces
6	Occupy 3 spaces
7	Occupy 2 spaces
8	Occupy 3 spaces
9	Occupy 4 spaces
10	Occupy 5 spaces
11	Occupy 6 spaces
12	Circumstance

Regulator can win if the regulator has  $1/10^{\text{th}}$ , or more, of the sum of the highest Team's total. Regulators do not make rules, but can interpret the rules. The regulator can negotiate for markers at any role of the dice with either team.

A team must roll the dice and perform the appropriate action in less than 15 seconds at maximum. Regulator has no time limit.

## The Play beyond the roll of the dice:

- Any team can occupy any square not presently occupied
  - Cannot replace opponent marker unless game rules say so.
  - Circumstances (see below) over rules any other instruction
- Surrounding an area (See Page 5 Marker Placement)
  - If one team totally surrounds the other teams 'markers on a square or squares the surrounded markers are taken off the board.
    - Must be on all sides (horizontally, vertically and diagonally) around the marker or markers.
    - Board edge can be used to assist in surrounding markers.
- Protecting an area of the Board.
  - Player can attempt to put pieces on board to form a line(s) to prevent opposition from occupying the space. An area must be protected with a configuration of contiguous squares orientated around the space vertically, horizontally and diagonally. See Marker Placement Page 5.
  - Team that surrounded the area is able to occupy that area with markers.
- Invading a surrounded area. (See Page 6 Invasions)
  - A marker can be placed in an opponents surrounded squares if the marker can be placed so that no opposing marker is adjacent to the marker horizontally, vertically or diagonally.
  - Once a marker has invaded a surrounded area; that area is immediately available to both teams.
  - Edge of board can be used to invader's advantage.
- Teams must always put on or take off the allotted number of pieces on a turn.
  - Markers can be placed in any configuration following Marker Placement (Page 5 and Invasion Page 6) rules.
  - All plays must be done to completion as much as is possible (Page 2)
- The team with the most markers on the board wins. (Page 2)



### Circumstance

#### Throw one die for Circumstance

- 1) Place a marker on the board and remove all adjacent markers in squares horizontally, vertically and diagonally. Give markers back to team they belong to.
- 2) Roll dice and do action. Immediately roll a second time and do action.
- 3) Capture 3 spaces from the opposition. (switch markers) Regulator no action. Give back markers.
- 4) Largest number of markers on board loses 2. Rolling team choice. (tie = no play).
- 5) Lose 3 markers at the will of the other team or regulator that rolls the highest number.
- 6) Roll both of the dice three times and pick the best one choice for the move.

## Marker Placement

Marker (O) is surrounded by markers (X) completely and is removed from the board. Any markers (O) in the area surrounded by (X) would be removed from the board. The surrounding Markers (X) encompass the marker as seen in example below.

	X	X	X	
	X	O	X	
	X		X	
	X	X	X	

The marker (O) is surrounded by markers (X) and therefore taken from the board. Notice that all corners and sides are surrounding the marker. The edge of the board completes the surrounding.

		X	
	O	X	
		X	
X	X	X	

Marker (O) *is not* removed from the board unless completely surrounded. Notice the right lower corner square is not occupied by an(X). Marker (O) remains.

		X	
	O	X	
		X	
X	X		

Possible First Play Scenario: The first player places markers around a corner and then considers the entire larger part of the board surrounded. The second player can invade any place on the board using Invasion rules on Page 6. Basically second player cannot put the first marker next to the opposition marker. Once a marker is correctly placed on the board then any marker can be placed in any square as per rules of the game.

Example below is legitimate move.

	X		
	X		
	X	X	X
	Second O		
First O			

Invasions: After an area has been surrounded and opposing markers removed. Marker (O) can be placed in the surrounded area made by (X) if (O) is not adjacent to an (X). Notice all squares surrounding Marker (O) are not occupied vertically, horizontally and diagonally. This surrounded area now can be occupied by both Markers (O) and Markers (X).

	X	X	X	X	X	
	X				X	
	X		O		X	
	X				X	
	X	X	X	X	X	

The edge of the board can also help invasion of a surrounded space. Marker (O) can be placed on the board in a surround space as long as there is no Markers (X) in adjoining squares vertically, horizontally and diagonally. See the two examples below.

		O				
X	X	X	X	X	X	X
	X	X	X	X	X	
	X				X	
	X		O		X	

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February 24, 2012 as the game *This is My Space*.

February 03, 2016 as the game *Occupy*