
Recommended Age group: 12 Years and older.

Activity Description:

A teamwork game, where player's perform specific roles to build their incredible machine.

Each team must build their model quickly and accurately, with attention to detail, in the allotted time

- Small groups of 5-7 people
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Equipment Required:

Site needs:

- A space to hold the model that only the observers are allowed in
- A 'shop' to hold the building materials and the shop keepers
- A build site with room enough for multiple machines and engineers
- Distances between all of these to allow the runners to do their jobs

Materials:

- A blindfold for each group.
 - Assorted items to build the machine, enough for one each per group and one extra – for the model.
 - Different shapes & sizes of various items to throw off shop keeper
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Number of Coastlife Staff Required:

25 students = 1

50 students = 1

75 students = 2

Duration of Activity (provide breakdown if necessary):

1 to 1.5 hours.

Suitable Location/Setting:

- Tathra Motor Village
 - Wambiri youth camp
 - Kianinny Bush Cabins
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Safety Considerations:

Enclosed shoes must be worn

The Quality control is blindfolded and lead by the guide.

Runners should be careful when “running” with sharp or potentially dangerous items.

Program Delivery

Introduction Briefing Points:

- Any machine only works well when all the individual parts are set in place and work together.
- In small groups you will be observing, collecting materials, giving instructions and, building exact copies of a model that I've already built.
- Your model must be an exact replica of the example in all details. And so...
- Attention to detail and a demand for perfection will help your group succeed at this task.

Please pay close attention as I explain the each of the rolls and then there will be some time for you to talk in your groups and decide on what roll you will be best suited for.

Activity Delivery Process:

Roles:

- **Observer:** Allowed in the space with the model. Works with the 1st Runner to tell them what to order from the shop, and the Quality control by telling them how the items are arranged.
- **Runner 1:** Allowed between the model space and the shop. Works with the Observer who tells the Runner what to order from the shop, and the Shop keeper by ordering items.
- **Runner 2:** Allowed between the shop and the build site. Works with the Shop keeper and the Engineer. Takes pieces that have been ordered from the shop to the build site and gives them to the Engineer.
- **Shop keeper:** Allowed in the shop. Gets orders from Runner 1 and gives pieces to the Runner 2.

- **Engineer:** Allowed in the build site. Works with Runner 2 and Quality control. Receives pieces from Runner 2 and information from the QC and builds the machine in an exact duplicate of the model.
 - **Quality control:** Is allowed everywhere, except in the model space. Gets detailed description of what, where, and how from the Observer and relays this to the Engineer so the machine can be built.
- The QC is blindfolded and led around by the guide**
- **Guide:** Works with the Quality control. **Can see but can't talk**, the Guide acts as the eyes for the QC by guiding them safely where they want to go.

Please make sure that each person knows their role and what it is they need to do thoroughly before we begin.

You can run this activity with only 5 people, having NO Quality Control or Guide, therefore all information must travel through the chain along with the equipment needed from Observer-Engineer.

Debrief Points and Outcomes: (ideas and guidance only, please make this debrief apply to your session, and issues that relate to the group).

This activity is all about teamwork. And the incredible machine is not the model that you have created – but rather was your team and the process that you went through to make your models.

If we think about the activity, there are three areas that (most of the time) become relevant to discuss in a debrief.

1. Teamwork
2. Communication
3. A breakdown of these processes.

Teamwork (leading questions)

- Who felt their group got better at working as a team as the game went on?
- Did everyone feel that they contributed to the team?
- Did your team have a plan before the task?
 - o If so, was it followed?
 - o If not why not?
- Did anyone NOT collaborate with another team during the activity?

Communication (leading questions)

- Was there effective communication within your group, and why would you say that it worked?
- When didn't your team communicate effectively?
- What then happened? What was the effect of this on the group or on the team's performance as a whole?
- Did you ever listen to what another group said over your own team? Or take pointers from that team based on what you overheard?
- Why?

A breakdown in teamwork or communication

- Where were some areas that communication became difficult? Explain why this was.
- Groups who worked well as a team – how did you avoid a breakdown in communication and overcome the fact that most of you were in separate areas and had no direct interaction with your team mates.
- The group who's model was the closest to the original – what would you say were the key points to your success?

Transferable experiences

What you hear is not always what is true.

Has there ever been a time; where you said something, or heard something that just wasn't true.

How did that feel: as the person being spoken about, or hearing about people talking about you (when it's not true!) or how did you feel when someone got hurt because of something you said?

Figure 1.

