Life-skill development

Teacher's handbook

Erasmus+

SUPREM

MODUL 6

ORGANIZING OWN LIFE – "OBSTACLE RACE"

2019-1-HU01-KA201-061091

MODUL 6

ORGANIZING OWN LIFE – "OBSTACLE RACE"

	Knowledge	Ability	Attitude	Autonomy and responsibility
6. organizing own life – "obstacle race"	The student knows the strengths and weaknesses of his personality. He knows problem solving methods. He recognizes and identifies life situations, chooses effective solving methods.	He is able to control himself.	The student definitely represents his views and solutions.	In its situation management, the student is independent of the influence of others, in his activities and does not need to be controlled by others.

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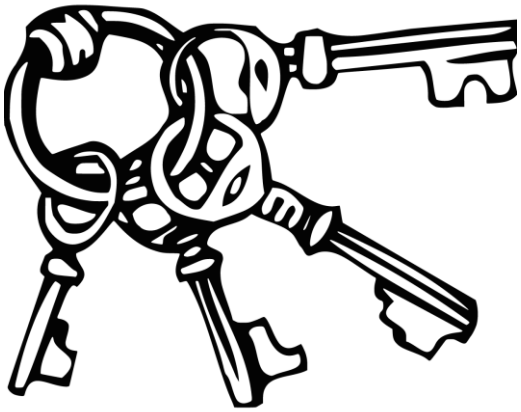
ESCAPE ROOM IN THE TOWN/IN THE SCHOOL



The project today is an adventurous obstacle race. You will face real tasks to solve in a real environment. To do so, you need to use your skills and you need to act! Like in real life, we often meet situations that we quickly need to respond to. If we do so, we usually make quick decisions and act, ask for help and support and use different kinds of resources.
This is what you will do today. There are some rules that you have to strictly keep, but mostly you are absolutely free to use any resources, help, whatever you can get.
Your teacher will inform you about the rules and circumstances.

The obstacle race is an interesting activity series that is implemented outside the classroom. In an ideal situation the project can be done in the neighbourhood of the school (outside the school building), but depending on the possibilities and the environmental and safety aspects, it can be arranged inside the building. If we stay inside the school building, it is essential to plan the route of the groups and the stages of the tasks carefully, otherwise the groups will meet and the essential focus point will be lost. It can be done in the street, on famous places of a settlement, in a building, or in classrooms. It is important to have enough space for the teams to avoid each other!
In the activity-line the stages follow each other in a fixed order. The teams have equal time at each stage (15 minutes). Some of the stages need the permanent supervision of a teacher, but others do not need any. The supervisor teacher (or other staff, volunteer) stays at the stages only to provide the same conditions for all teams.
Students need the following:

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- smart device with QR code reader application and internet connection
- a map, which can be a real map (printed) or a digital map with the coordinates of the stages
- the team's activity line order (on paper or in a digital format) to show them what their next task is.
- personal belongings, depending on the venue, but be sure that they do not have any food!

You can use Google Maps application to give the directions (example on the next page). This requires the team to have a mobile ICT device and mobile internet.

We advice you to put printed QR codes on the places which contain the description of the task (smart device and internet access is also needed here)

Previous tasks:

1. *Visit locations, mark GPS coordinates. It is important to leave a distance between the locations (min 100 m). Locations can be marked with a flag – or with the QR code for the task.*
2. *Create QR codes that include the description of the task. It should be short, understandable and concise.*
3. *Create QR code with the free QR code generator, then save and print the image.*
4. *When generating the QR code select the simple static TEXT function. It can also be a link, in this case you need to create a web page*

5. free QR code generator:
https://qr.io/
https://www.the-qrcode-generator.com/
http://goqr.me/

(If you don't want to use QR codes and Google Maps, you will need to make a workbook with a map and description!)

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1st part

EXERCISE 1

The teachers create teams of students at random. It is quite important to avoid the teams of students who are generally friends and usually spend their free time together, so it is recommended to use a clearly randomised method to make the teams.
In this project we need nine teams. The size of the teams depends on the number of students in the class. The ideal team consists of two students but 3 or 4 team members can also work on this project with good impact.
When the teams are created, the program continues with a warm up exercise.
Individual work 5 minutes.

Our personality has a huge influence on our achievement, our characteristics can support or break our success, even if we do not recognise the importance of our traits.

Writing a history or a language test depends mostly on our knowledge but in real life, our results, and the way we can manage our life depends on other factors as well.

Do you know what your parents would tell you about you? Do you know what your friends would highlight as your best characteristics? And the worst? You shall ask them at home but now, it is time to collect a few characteristics about yourself.

You can find a chart with two columns. Choose five in each column that you consider typical (colour them). If you can not find your traits, you can write your own ideas with your own words.

Now together with your teammate(s), choose 5 characteristics that you consider as the most important ones to solve unforeseen challenges in our everyday life! Talk about it, how can those traits help us?

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courteous	impolite
determined	unsure
friendly	unfriendly
hard-working	lazy
humble	proud
generous	selfish
punctual	late
respectful	rude
brave	coward
loyal	rebellious
perseveres	gives up easily
considerate	inconsiderate
honest	dishonest
kind	mean
sincere	insincere
pointful	shy

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EXERCISE 2

Teamwork 10 minutes.

Now together with your teammate(s), choose those 5 characteristics that you consider as the most important ones to solve unforeseen challenges in our everyday life! Talk about it, what can those traits help us?

Our choice:

1. _____
2. _____
3. _____
4. _____
5. _____

From the defining of our goals to reach them there are lots of ways, but you must be sure we need not only one step but steps following each other to get from A to B.

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EXERCISE 3

Teamwork 10 minutes.

You have a list of characteristics that make a person successful in everyday life. Is there anyone who is like your ideal person?

Think about a superhero! Can you find an imagined hero who can be described with those 5 characteristics? Try to find one, talk about it and name a hero from a movie or from a historical, mythological story who fits your description.

Our superhero is:

_____

This hero will be your avatar today, use his/her virtual support during your adventures!

When the teams are ready, the maps, instructions, tools shall be given to the teams and the rules must be discussed together.

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2nd part

EXERCISES

Location: 9 designated classrooms/spaces in the school or open space in the settlement, like stations, squares, parks, sportparks, etc. In the activity line there are 9 stage-tasks and 2 general tasks. The general tasks are not connected to any stages. The teams get the general tasks at the start. Depending on the timeframe, it is suggested to give 10-15 minutes for each stage-task! The most effective if the teams have access to a cloud based storage and upload their solutions, proofs immediately into their folder.

General Exercise 1:

You need to learn the text you find on the form below! It is a rule that both of you / all three/four take part in the learning, but you can divide the text as you wish. The text will be told when you return. At the point of arrival, an adult will listen to the performance.

(We suggest a prose text of at least 150 words.)

General Exercise 2:

Before you go to the first station, we commission you with a task that requires attention, care, but also ingenuity.
We give 5-5 strands of spaghetti to each team. You also need to get a raw egg by the time you finish the game. Where? Solve it, but in an honest way! You have to take the spaghetti with you all the way and bring it back intact. We accept any solution, but in the finish line you should have the egg and 5 strands of spaghetti with you! The clock starts now!

The coordinator gives the spaghetti, and starts the clock.

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Task 1 - "4 liters is the winner"

An adult must stay at this stage during the whole project, and restore the starter conditions after each team.

At this station, you get a math-logic problem.

You have to figure out how to measure exactly 4 liters of water using a 5 liter and a 3 liter container! You have two filled dishes and an empty washbasin and a funnel for the measurement. The pots have no scale and their shape is irregular. In addition, no other measuring instrument can be used.

(The solution is checked by an adult, and he/she has to prepare the pots at the end for the next team. Optionally: the pots can be 3, 4 and 5 deciliters, or even acceptable if students present the solution only in words.)

Solutions:

1.) Fill the 3 liter container from the 5 liter container, leaving 2 liters of water in the 5 liter container. Pour the water from the 3 liters into the washbasin and fill the 2 liters from the 5 liters into the 3 liter container. We fill the 5 liters with water, then we fill the 3 liters with it (1 liter of water is still needed), so that exactly 4 liters remain in the 5 liters.

2.) Fill the 3 liter jug and pour water into the 5 liter. Fill the 3 liter jug again and then fill the 5 liter jug with it (so that 1 liter of water remains in the 3 liter container). Pour the water from the 5 liter container into the washbasin and then transfer the 1 liter in the 3 liter. Fill the 3 liter container again and then transfer it to the 5 liter so that there will be exactly 4 liters of water in it.

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Task 2 - "Fix it"

An adult must stay at this stage during the whole project, lock back the bike and take out the wheel after each team.

At this station you will find a bicycle that has been locked with a three-digit number lock and one of its wheels is removed. Your job is **to release and repair the bike**. Do you need help with it? Solve it!

A little help for the combination of the number lock: the smallest prime number is the second digit, and an additional digit is the third power of it. The missing digit, if you turn it upside-down, shows the same thing.

When you have repaired the bike, one of you should sit on it and go for a ride! You should record the test drive on video!

Solution for the number lock: The middle digit is 2, the first or third digit is 8, and the missing third digit is either 0 or 8. This is determined by the organizing adults. Thus, the possible combinations are 028, 820. The number lock can also be "virtual", the station supervisor approves the number combination. If a bicycle is not available, other repairs can be found.
If the repair of the bike seems too difficult for the students, it can be taken out from the task, in this case only the lock must be opened. If you can not buy a lock that you can set with the numbers, just make it as a virtual lock, but the supervisor adult can give the bike to the team only if they broke the code.

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Task 3 – "Help others!"

At this station, your job is to help someone nearby and record that on video! It is up to you how to solve the task. Help must be a real one, that is valuable for that person.

Task 4 – "Logical activities"

You can find 3 logical activities. Think about it!
The solution must be explained and recorded on a video.

The solution can be read – for teachers!

1. *Four students and the colourful caps*

Four students are lined up by the logic teacher. The logic teacher says he/she has four caps: one red, one yellow, one blue and the fourth in the same colour as one of the previous colours. He/She puts these cups on the students' head but each student only sees the caps on the heads of those in front of him/her, not her/his own and those behind him/her. Starting from the back the logic teacher asks the students what colour cap they have on their own heads. Each student can tell correctly and confidently what colour cap they have on their head. The question is which two students have the same colour.

Solution:

For example there are two red caps. In this case the back can not be red, as you would see three different colours in front of you and you would not be able to determine the colour of your own cap. So the students in the back can see two red caps, and another colour for example yellow in front of him/her. And from this he/she knows that it can

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only be a blue cap on his/her head. The penultimate student can not wear red caps because he/she would see a red or a yellow in front of him/her and he/she would not be able to decide which colour might be on his/her head. So the first two students have the caps in the same colour. And it is also clear that in this case they can also determine the colour of their caps.

2. *The wolf, the goat and the cabbage.*

A peasant has a wolf, a goat and a cabbage. He has to cross the river by boat, but he can only take one thing at a time. If he takes the cabbage but he leaves the goat and the wolf together, the wolf will eat the goat. If he takes the wolf but he leaves the goat and the cabbage together, the goat will eat the cabbage. How can he get the wolf, the goat and the cabbage across the river?

Solution:

You have to start with the goat. The peasant takes the goat across the river, he returns and takes the wolf on the other side, leaves it and brings the goat back. He leaves the goat there and takes the cabbage to the wolf. He returns for the goat and takes it to the other side.

3. *Light bulbs*

An electrician wired three lamps in the basement, the switches of which are in the flat. But unfortunately he forgot which one is tied to which one. He is upstairs in the flat and wants to go down to the basement and come back only once. How does he determine which lamp has which switch?

Solution:

Turn on one, leave it for a few minutes then turn it off. Turn on another one, and go downstairs. One is burnt downstairs, and from the other two the warm one is burned, too.

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Task 5 – "Have a snack!"

You are hungry, aren't you? Have a snack!

Get some food that is suitable for human consumption! You have to be honest and fair! (Thinking of food we usually eat, it shouldn't be an extreme idea.) Take a photo of your meal, in which you all are eating!

Here we draw attention to the consequences of theft as needed!

Task 6 " Go to the library"

You have to go to the library and find a book. There's a poem in that particular book that starts like this

So are you to my thoughts as food to life,
Or as sweet-season'd showers are to the ground;

Help: The author was English and died in 1616.

Find the poem, write down its page number, and bring the tag with you to the finish line!

Before the program, an educator goes to the library and gets some information. We can tell the teams where to look for (e.g. fiction) or we can describe the look of the book, etc.

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Task 7 - Get into a "closed" place

Team members have to get into a room, a building, a vehicle or an office which is closed at that time and otherwise it can not be visited.
Mind obtaining permission - prohibited access is not permitted.
The task is evaluated by taking a photo or a selfie in the room or in the building.
Places to try (examples):

- office of a company
- in a church or may be its tower
- a pantry in a private house
- the driver's seat of a parked car
- the mayor's office
- a storage in a museum

Task 8 - "Applause"

You got a short text at the starting point. You need to learn this during the exercises. You can practice now. At this station, the task is to read the text for an audience of at least two people. Capture the event on video or photo! The reading partners and two more people who cannot be members of the team should be on the video!

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Task 9 – Storytelling

Teams are given 5-5 words. Their task is to use the words one by one in a sentence, so a story formed by 5 sentences makes sense.
With the exception of the first team (who starts this task – so they are free to write) the text should be created to relate to the previous ones – in terms of content.

***Offline implementation**: It can also be solved on paper, they get the words in an envelope at the start, and they write their stories on a piece of paper at the place of the task. A digital solution is recommended. The last team collects and brings back the paper with the story.*

***Online implementation**: Create a public Google Drive document to share with the team members. This document should be edited by the teams. This way everyone can see what the other teams have written. The words are received using a QR code. ICT devices and internet access is needed.*

The activity line needs at least two adults at the stage 1 and 2. These stages can be at the start and the finish.

The teams start at the same time but all have different starting points, so they do not meet, if they keep the time.

If two teams meet at a stage, they can not go closer than 50 meters to each other , and the delayed team must finish the stage, the arriving team has to wait until the other team has left.

When the team arrives back at the finish, an adult writes the time of arrival and checks the following: 5 strands of spaghetti (without injury, whole), 1 egg, the team tells the text .

During the closing exercise, teachers check the uploaded evidence (photos, videos, texts) of the teams.

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3rd part

How we survived…

Exercise 4 – each team in 3 minutes

After the adventure, each team is requested to tell about the following:

- the most difficult task (Why was it difficult, did you manage to solve, if yes, how, if no, why?)

- the easiest task (Why was it the easiest for you? How did you solve it?)

- the most surprising thing during the obstacle race

- anything that you would do now differently

Exercise 5 – teamwork 5 minutes

After this activity, please have a look at your avatar's characteristics. Do you think, your superhero would manage to go through all the challenges?

Would you choose different characteristics for your superhero now, that could help him/her with this adventure?

Discuss it with your team in 5 minutes!

Exercise 6 – individual work 5 minutes

Turn back to Exercise 1, and your own characteristics list. Based on your experiences today, would you change any previously indicated trait or traits? Have you discovered anything in yourself that you did not really know before?

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APPENDICES TO STUDENT ASSIGNMENTS

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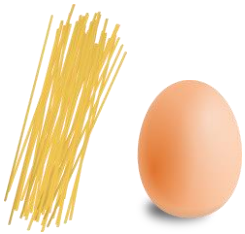

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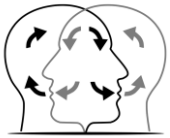

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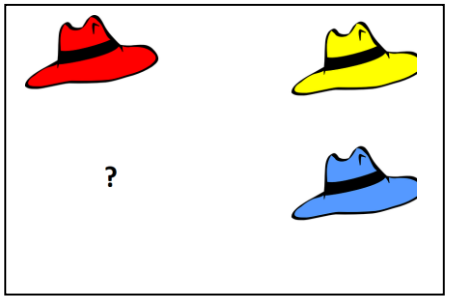

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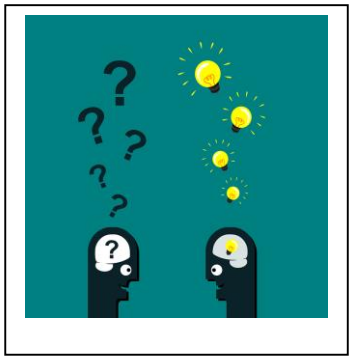

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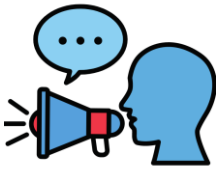

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SUPREM – SUCCESSFUL PREPARATION MODEL FOR SCHOOLS

INTELLECTUAL OUTPUT 1

EDUCATIONAL PROJECT PORTFOLIO

MADE WITHIN

THE FRAMEWORK OF

2019-1-HU01-KA201-061091

PROJECT

The author of the modul 6

(Organizing own life – "Obstacle race")

M-Around Tanácsadó és Szolgáltató Kft.

Maroslelei Általános Iskola.

2021.

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