SESSION 7
Journey into the unknown survivor
In this session students are given the opportunity to put into practice some of the skills of problem solving, collaborative decision making, perspective taking, and negotiation they have been introduced to in the previous sessions.

Most students have had some practice at using a problem solving model/approach in specific contexts, eg. in drug education, deciding whether or not to smoke or accept a ride with someone who has been drinking; and in the previous session, suggesting options and actions related to the problem of peer pressure. However, the survivor activity is not labelled as a problem solving exercise, it is an interesting and challenging way for students to find out whether the skills they have been learning and practising will work in a real group situation and for teachers to find out if the students can recognise when and how the skills need to be used.

The activity is based around the concept of planning a journey into a rugged and unpredictable terrain, and surviving the challenges of not just the environment, but of choosing the best group to make the journey, the resources they will need and the outcomes of making group decisions when the unexpected happens.

In this session students:

- Develop and apply a problem solving model to resolve a group problem.
- Practise skills of negotiation and conflict resolution.
- Develop the capacity to take the perspective of other people.
- Develop skills of self reflection about personal values.
- Develop and apply strategies needed to maintain group cohesion and purpose.

- Review of Session 6 and Home activity
- Activity 1 –The journey
  > Act 1 – Getting ready
  > Act 2 – On the track
  > Act 3 – The trek in review
- Summary
- Home activity – none for this session
SESSION PLAN - Journey into the unknown - survivor

PREPARATION

Photocopy OHT of the map (Resource 7.2) - optional
Photocopy recording sheet for each group for group choices (Resource 7.3)
Photocopies of incident and problem cards (resource 7.4)

REVIEW PREVIOUS SESSION

Using the Session 6 in review sheet (Resource 7.1 and page 53 of student book) revise the last session.

Include a discussion of the home activity.

ACTIVITY 1 – The Journey

Act 1 – getting ready

1. Ask students if they have watched TV programs such as Survivor or, if you would prefer, if they have been on camping expeditions or holidays into remote areas. Brainstorm some fun things that happened and some unexpected problems or difficulties that occurred, and some ways these were dealt with.

   Discuss briefly whether the problems were the result of the people concerned or unexpected events or accidents. Encourage the students to talk about the “people” issues, how people reacted, what worked, what didn’t work.

2. Explain to students that they will be planning an overnight journey for their team into a rugged rainforest area to: reach a specific meeting place to claim the prize of Survivor Team. They will have to choose the people who will be in the team, and the resources they will take and deal with challenges as they arise.

3. Refer students to the map on page 54 in their book (or use an OHT) to describe the terrain, the route the team should follow, pointing out features of the landscape marked on the map, eg. creeks, waterfalls (suitable for drinking or not), swampy areas, thick undergrowth, day and night time temperatures, and local rules about fires, damage of trees, and removal/disposal of rubbish. Indicate recommended overnight sites and whether there is any shelter available (these points are marked on the map).

4. Form groups using any method you prefer.

   Note: Where possible try to have groups of students who don’t know each other as well, ie. not friendship groups.

5. Hand out one group recording sheet per group (Resource 7.3).

6. Explain that the object of the activity is for groups to identify from the list the best five people to take on the journey (their survivor team), taking into consideration:
7. **Ask** each student to spend a few minutes to individually rate the list in order of preference in their student book (page 55). Then the group must decide together. A group recorder will record how the group made their decision on who to take.

8. **Ask** groups to discuss the list, whether the makeup of the survivor team is acceptable to all the group members, and if there are any disagreements, negotiate and agree on the final makeup of the team. The group recorder should note on the recording sheet handed out to each group any disagreements and how they were resolved.

9. **Explain** that each member of the survivor team will have a back pack that will contain their own food (tins and dried food packages) and tent for the journey and can carry two other items. Groups have to choose what ten items from the resources/equipment list to take with them, taking into consideration:

   - the limit of two items that each person can carry
   - the length of the journey

**Note:** The total number in the survivor team is five (chosen from below) - students do not add themselves to the team but they make decisions for the team.

**People to be selected for the journey**

- **Pete** - won the school orienteering
- **Jen** - goes camping in the bush with her family
- **Joshua** - fitness fanatic, strong, loves sport
- **Tanika** - Jen's best friend
- **Marty** - good fun, sings, plays harmonica, and Rap dances
- **Kat** - a bit noisy but she can cook anything
- **Ben** - serious, studious wants to be a doctor and has a first aid certificate
- **Jo** - very quiet but always reliable
- **Troy** - loves technology, can fix anything that is broken but does not get on with Pete
- **Georgia** - has just moved from a country town, is a keen environmentalist
10. Ask groups to discuss the list, whether the choices are acceptable to everyone in the group, and if there are any disagreements, negotiate and agree on the final resources/equipment. The group recorder should note any disagreements and how they were resolved.

**Act 2 – on the track**

1. Explain to students that their survivor team has started walking along the Main Track towards the overnight camp site (Destination Survivor Stage 1).

2. Hand out Incident Card 1 (Resource 7.4) to each group. This card presents each group with the same situation and gives two options (Decision A and Decision B).

3. Ask groups to decide which option they wish to take (allow a few minutes for this).

4. Once the groups have chosen Decision A or Decision B, hand out the corresponding Problem Card outlining the problem that resulted from the choice of each option (Problem – Decision A or Problem – Decision B). Ensure that each group only receives the problem card that relates to their decision.

5. Ask groups to read their problem. Ask students to record individually what their initial thoughts and feelings are on reading the problem (page 56 in their student book).

6. Explain that teams must now come up with a solution to resolve the problem using the resources and skills of their chosen survivor team. Allow a maximum of 10 minutes for this. After arriving at a solution, each group member will record the group solution in their own book and then list their individual thoughts now they have reached a group decision. Tell students that groups will be asked to report to the class on their decisions when they complete the task.
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7. If time is available, repeat the process using Incident Card 2 (Resource 7.4).

8. After the allotted time ask each group to report back on their solutions to the rest of the class and choose the most resourceful Survivor Team.

Note: Use whatever method of judging groups’ efforts that suits. We are looking for problem solving ability, creativity, and team work. You may wish to use voting, applause level, your own decision. You may wish to acknowledge the best effort in some way (badge, small prize, etc.) or you may wish to highlight specific features of each group’s efforts that show evidence of participation.

Act 3 – the trek in review

1. Discuss the processes the groups followed to make decisions. Some questions to start the discussion could include:

- How did you come to an agreement on which people would be in the survivor team?
- What strategies did you use to make your decision (eg. did you use a problem-solving model)?
- Did you predict the consequences of taking individual people?
- If there was disagreement, how was that resolved?
- What skills did you have to use to get agreement on what to do?
- Was everyone in the group involved in making suggestions?
- How did the group make decisions on what track to take?
- What were you thinking when you first encountered the problem/s on the Problem Card?
- Did you think you could solve the problems?
- What are some of the things/strategies each person in a group can do to make working together successful?

SUMMARY

Main points:

- This task gave students the opportunity to work with others to cope with challenging situations and to come up with creative solutions.
- A positive problem orientation and the use of problem solving skills can help in successfully dealing with challenges.
- Skills of communication, listening and being listened to, negotiation and taking the perspective of others foster group cohesion and reduce conflict.
- Team work can be really important in solving problems – together we do well.

HOME ACTIVITY

Note: Students do not have any home activity to do this week. GIVE THEM A BREAK!
Session SIX in review

Problems
Everyone has them

Steps of Problem Solving:

Step 1: What is the problem?
Step 2: What are my options?
Step 3: What are the possible consequences?
Step 4: Make a decision.
Step 5: Do and review.

Solutions that we choose will have different consequences for ourselves and others.

Types of Responses

Passive (or non-assertive) is being afraid to stand up for yourself, for your rights and your opinions.

Aggressive is stating what you think, feel, want or believe in a way that denies the other person respect.

Assertive is standing up for your rights without violating the rights of others.

Problem solving won't work if your self-talk is negative and unhelpful. Changing your thoughts to positive, helpful ones can put you in a better frame of mind to try to solve problems.
This is a map of your survivor team’s journey. Your team is planning to reach Destination Survivor using the Main Track to get to the overnight campsite (Destination Survivor - Stage 1) and then taking Mountain Track the following day (Destination Survivor - Stage 2). You might like to keep the following in mind as you make decisions about their journey: the type of route (easy, intermediate or difficult walk); the day and night temperatures; the terrain (mountains, swamps, rivers); the distances and time each route will take; what facilities are available along the park way; whether camp fires are permitted; any safety issues or park rules to abide by. Read the rules of the park very carefully.
Group voting decisions

Group’s final top 5 choices – People
1.
2.
3.
4.
5.

Record how you decided which people to take away

Disagreements about choice of people (what happened?)

How were the disagreements resolved?

Group’s final top 10 choices – Equipment
1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

Record how you decided what equipment to take away

Disagreements about choice of equipment (what happened?)

How were the disagreements resolved?
Incident Card 1

A tree has fallen over the main track at Point A and a large section of the track has been washed away and is now impassable. You will have to take an alternative route.

Decision A: Do you take the more difficult walk along Waterfall Track, Fern Tree Track and cross the river to Tully Point and on to the overnight campsite?

OR

Decision B: Do you back track to Lake Mia, use canoes to cross the lake to take the easier Lake Track and Gully Track to the overnight campsite?
Problem Card 1A

Problem – Decision A

You decide to take the Waterfall and Fern Tree Track which means that you have to cross the creek twice to get back on the main track. On the second crossing one of your team members (number 3 on your group list) slips in the creek, loses their food and tent and it looks like a sprained ankle. Mobile phones don’t work.

First go to page 56 of your books and record your initial thoughts and feelings about the problem individually.

Group solution to the above problem

Problem Card 1B

Problem – Decision B

You decide to back track to the starting point, walk to Lake Mia and use canoes to cross the lake. As you are crossing the lake, one of the canoes capsizes and a team member (number 3 on your group list) loses their food and tent. Both team members in the capsized canoe (number 3 and 4 on your group list) are shaken and wet. A cold wind has sprung up and overnight temperatures will be low.

First go to page 56 of your books and record your initial thoughts and feelings about the problem individually.

Group solution to the above problem
Incident Card 2

You have reached Destination Survivor Stage 1 (overnight camp site) at the same time as other teams. It is impossible to walk in the dark, and the forecast for the following day is for heavy rain. Which track will your team choose to be the first to reach Destination Survivor Stage 2?

Decision A: Do you take the Mountain Track?

OR

Decision B: Do you take Gully Track?
Problem Card 2A

Problem - Decision A

You decide to take the track through the mountain to Destination Survivor. It is a difficult track but much shorter than the other routes. As the group is nearing the top of the mountain, mist and heavy rain obscures the track and the group cannot see where they should go next. Everyone is feeling a bit concerned that it may be dangerous to go on but the team needs to if it is going to reach the destination by nightfall.

First go to page 56 of your books and record your initial thoughts and feelings about the problem individually.

Group solution to the above problem

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Problem Card 2B

Problem - Decision B

You decide to take the Gully Track around the mountain to Destination Survivor. It is a longer walk than through the mountain, but is much easier given the heavy rain. You estimate you have about an hour of walking to reach the finish when you come to a fork in the track and there does not seem to be any sign telling you which way to go. It is getting late and there is not too much light left.

First go to page 56 of your books and record your initial thoughts and feelings about the problem individually.

Group solution to the above problem

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