



Adventure Quest: Solve and Explore



Description: *Encourages resilience and collaboration through outdoor team problem-solving challenges.*

Curriculum Focus Area: *Challenge and Adventure
(CA)*

Learning Intention	To practise working together to solve outdoor challenges that test resilience and problem-solving skills.
Success Criteria	I can work with my team to find solutions. I can stay calm and keep trying during challenges.
Assessment Focus	Observation of students' collaboration and perseverance during tasks.
Australian Curriculum V9 Achievement Standard & Content Description	Students describe the contributions of all participants in team activities. Participate in physical activities by taking on a variety of roles and demonstrating cooperation, inclusion and respect for others (AC9HP4M04)

Timing	Activity and Games	Equipment	Focus Question
Unofficial Start			
0-5 min	Partner Maze: One partner guides the other through a cone maze by their partner's instructions.	Cones	How can we guide our partner safely?
Lesson Objectives			
5-10 min	Learning Intention and Success Criteria		
Minor Game			
10-20 min	Crossing the River: Teams use "stepping stones" (mats) to cross the "river" without stepping off.	Mats, cones	How can we get everyone across the river?
Major Games			
20-35 min	Web Escape: Teams work together to pass through a rope "web" without touching the ropes.	Ropes or elastic bands to create the web, cones to mark boundaries,	How can we communicate to succeed?
35-50 min	Mission Impossible - Web Escape: Teams face a high-stakes escape challenge	riddle/task cards for penalties.	How can we plan and communicate effectively to escape the web without penalties?
Reflection			
50-60 min	Team Reflection: What strategies helped your team stay calm and solve problems?		
Safety	Ensure clear boundaries, supervise blindfold activities, and monitor teamwork for fairness and inclusion.		

PARTNER MAZE

Theme focus: Guiding and trust-building



1. One student in each pair is assigned as the navigator and must make their way through a maze of cones.
2. Their partner stands outside the maze and provides verbal instructions to guide them safely through the course without touching the cones.
3. The navigating student must carefully follow their partner's directions, relying only on their voice to complete the maze.
4. Once the first student finishes, partners switch roles so that both students get a chance to navigate and give instructions.
5. Encourage students to communicate clearly, stay calm, and use precise language to successfully guide their partner through the maze.

QUESTIONS

- How can we guide our partner safely?
- What instructions were easiest to follow?
- How did you adjust your walking to stay safe?
- What did you learn about trust?

EQUIPMENT

Cones

MODIFY IT

Make it Easier:

Use a simple maze with fewer cones.

Make it Harder:

Add obstacles or make the maze larger.

SAFETY

Ensure a safe, obstacle-free area.

CROSSING THE RIVER

Theme focus: Problem-solving and teamwork



HOW TO PLAY



1. Teams receive a set number of mats, representing "stepping stones," which they must use to cross an imaginary river.
2. Players must work together to decide how to place the mats strategically, ensuring no one steps into the "water."
3. The team carefully moves across, shifting mats forward while keeping all players balanced on the stepping stones.
4. If a player steps off the mat, the team must start again, reinforcing problem-solving and cooperation.
5. The first team to successfully cross without stepping off wins, encouraging teamwork and careful planning.



QUESTIONS

- How can we get everyone across the river?
- What strategy helped your team move quickly?
- How did you communicate with teammates?
- What was challenging about crossing together?



EQUIPMENT

Mats, cones



MODIFY IT

Make it Easier:

Use more mats and a shorter distance.

Make it Harder:

Use fewer mats or add movement restrictions.



SAFETY

Ensure mats are stable and safe for stepping.

WEB ESCAPE

Theme focus: Communication and problem-solving



HOW TO PLAY



1. Teams work together to pass through a rope "web" suspended between two points without touching the strands.
2. Players must carefully plan their movements, selecting the safest paths through the web.
3. They support one another by offering guidance and physical assistance to teammates in difficult spots.
4. If any player accidentally touches the rope, the entire team must reset and try again.
5. Encourage students to focus on teamwork, coordination, and patience as they navigate the challenge.



QUESTIONS

- How can we communicate to succeed?
- What helped your team get through the web?
- How did you decide who should go next?
- What was the hardest part of moving through the web?



EQUIPMENT

Ropes, cones



MODIFY IT

Make it Easier:

Use fewer ropes and allow more space.

Make it Harder:

Make the web smaller or add more ropes.



SAFETY

Ensure ropes are secure and safe to step through.

MISSION IMPOSSIBLE

Theme focus: Problem-solving and teamwork



HOW TO PLAY

1. Teams work together to navigate a rope "web" without touching the ropes.
2. Players must strategize and carefully plan their movements to avoid penalties.
3. If a player touches the web, they must complete a penalty challenge before continuing.
4. Teams must communicate clearly and support each other to successfully complete the task.
5. The challenge ends when all players successfully escape the web without breaking the rules.



QUESTIONS

- How can we plan and communicate effectively to escape the web without penalties?
- What helped your team move through the web?
- How did you decide the best way to escape?
- What was the hardest part of the challenge?



EQUIPMENT

Ropes or elastic bands, cones, riddle/task cards



MODIFY IT

Make it Easier:

Allow more space in the web and fewer penalties.

Make it Harder:

Decrease web openings or add more penalty tasks.



SAFETY

Ensure web is secure and players move safely.

Learning Intention	To improve communication and teamwork while solving group challenges outdoors.
Success Criteria	I can communicate clearly with my teammates. I can contribute to my team, and success.
Assessment Focus	Observation of students' teamwork and ability to communicate effectively.
Australian Curriculum V9 Achievement Standard & Content Description	Students describe the contributions of all participants in team activities. Participate in physical activities by taking on a variety of roles and demonstrating cooperation, inclusion and respect for others (AC9HP4M04)

Timing	Activity and Games	Equipment	Focus Question
--------	--------------------	-----------	----------------

Unofficial Start

0-5 min	Rope Knot Challenge: Teams work together to untie knots in a rope without letting go of it.	Ropes with knots in them	How can we untie the knots while working as a team?
---------	---	--------------------------	---

Lesson Objectives

5-10 min	Learning Intention and Success Criteria		
----------	---	--	--

Minor Game

10-20 min	Obstacle Relay: Teams work together to complete a course while solving small puzzles along the way.	Cones, markers	How do we balance speed and teamwork?
-----------	---	----------------	---------------------------------------

Major Games

20-35 min	Tower Challenge: Teams collect materials from around the area to build the tallest, sturdiest tower.	Foam blocks, cones, ropes, tarps, tape, small weights	How do we work together to build successfully?
35-50 min	Engineering Tower Challenge: Teams are tasked with building a functional tower using collected materials.	(e.g., water bottles), a fan or similar for the wind test.	How can we use teamwork and creativity to build a strong, functional tower?

Reflection

50-60 min	Peer Sharing: What was your favourite part of the challenge, and why?		
-----------	---	--	--

Safety	Use lightweight materials for tower building, check the area for obstacles, and encourage safe participation.		
---------------	---	--	--

ROPE KNOT CHALLENGE

Theme focus: Teamwork, Problem-Solving, Communication



1. Students are divided into teams of four to six and each team holds onto a long rope with multiple knots tied in it.
2. Without letting go of the rope, team members must work together to carefully untangle and remove all knots.
3. Players must communicate effectively and strategize as they manipulate the rope, ensuring that their movements are coordinated.
4. The challenge is completed when the team successfully unties all the knots or when the designated time limit runs out.
5. Encourage students to collaborate, problem-solve, and practice patience as they work together to complete the task.

QUESTIONS

- How did your team communicate to solve the problem?
- What strategy worked best for your group?
- What was the hardest part of untying the knots?
- How did teamwork help you complete the challenge?



EQUIPMENT

5–7 long ropes with pre-tied knots (one per team).

MODIFY IT

Make it Easier:

Use fewer or looser knots for easier untangling.

Make it Harder:

Use more or tighter knots, or set a time limit.



SAFETY

Ensure enough space between teams, use soft ropes, and monitor students to prevent excessive pulling or tangling.

OBSTACLE RELAY

Theme focus: Speed and teamwork



HOW TO PLAY

1. Teams line up at the start of a relay course, where various physical or mental challenges are placed at different stations.
2. The first player completes an obstacle, such as jumping over cones, crawling under a net, or solving a simple puzzle.
3. Once the player finishes their challenge, they tag the next teammate, who must complete their section before the team can advance.
4. Teams must balance speed and accuracy, as mistakes may require repeating the obstacle before moving on.
5. The first team to finish the entire relay course wins, reinforcing coordination, communication, and problem-solving.



QUESTIONS

- How do we balance speed and teamwork?
- What helped your team move efficiently?
- How did you decide who completed each task?
- What was challenging about working quickly?



EQUIPMENT

Cones, markers



MODIFY IT

Make it Easier:

Allow more time for tasks.

Make it Harder:

Reduce time limits or add harder challenges.



SAFETY

Ensure safe, clear pathways for movement.

TOWER CHALLENGE

Theme focus: Teamwork and creativity



HOW TO PLAY



1. Teams gather building materials, such as blocks or cups, to construct the tallest and most stable tower possible.
2. Players must plan their structure carefully, discussing ideas and considering balance and stability before stacking materials.
3. The team whose tower remains standing for at least 10 seconds after completion is declared the winner.
4. Encourage students to experiment with different design strategies and communicate effectively to solve construction challenges.
5. The activity helps students develop problem-solving skills while emphasizing teamwork, creativity, and communication.



QUESTIONS

- How do we work together to build successfully?
- What helped your team build a stable tower?
- How did you decide which materials to use?
- What was the hardest part of building the tower?



EQUIPMENT

Foam blocks, cones



MODIFY IT

Make it Easier:

Use bigger, simpler building materials.

Make it Harder:

Add a time limit or require taller towers.



SAFETY

Ensure stable materials and prevent falling structures.

ENGINEERING TOWER CHALLENGE

Theme focus: Engineering and creative teamwork



HOW TO PLAY

1. Teams are given a set of materials and must construct a stable tower.
2. The tower must be designed to withstand a simulated "wind test" for durability.
3. Players collaborate to plan, build, and make adjustments to improve stability.
4. Encourage strategic thinking, teamwork, and problem-solving throughout the activity.
5. Each team, once completed, should celebrate successfully constructing a strong and balanced tower.



QUESTIONS

- How can we use teamwork and creativity to build a strong, functional tower?
- What helped your team build a strong tower?
- How did you decide which materials to use?
- What was the hardest part of making the tower stable?



EQUIPMENT

Foam blocks, cones, ropes, tarps, tape, weights, fan



MODIFY IT

Make it Easier:

Allow more materials and extra planning time.

Make it Harder:

Reduce materials or shorten the time limit.



SAFETY

Ensure stable building surfaces to prevent structures from falling.

Learning Intention	To build resilience and adaptability by completing adventure challenges in a changing environment.
Success Criteria	I can adapt when the challenge becomes harder. I can work with my team to finish strong.
Assessment Focus	Observation of students' resilience and adaptability during challenges.
Australian Curriculum V9 Achievement Standard & Content Description	Students describe the contributions of all participants in team activities.
	Participate in physical activities by taking on a variety of roles and demonstrating cooperation, inclusion and respect for others (AC9HP4M04)

Timing	Activity and Games	Equipment	Focus Question
Unofficial Start			
0-5 min	Freeze Tag: Students must work in pairs to "unfreeze" teammates who have been tagged.	None	How can we unfreeze everyone quickly?
Lesson Objectives			
5-10 min	Learning Intention and Success Criteria		
Minor Game			
10-20 min	Stepping Stones: Teams cross a large area using mats while following added "obstacles" along the way.	Mats, cones	How can we adapt to new challenges?
Major Games			
20-35 min	Map Adventure: Teams follow a simple map or clues to find objects hidden around the outdoor area.	Detailed maps, cones or markers for checkpoints, puzzle pieces or relic props, clue cards, and a "grand relic" (e.g., a flag, medal, or token).	How can we stay organised to finish faster?
35-50 min	Quest for Hidden Relics		How can we use teamwork and problem-solving to efficiently locate all the relics?
Reflection			
50-60 min	Team Discussion: How did adapting to challenges help us succeed?		
Safety	Supervise map-based activities, provide clear rules for safe navigation, and monitor group dynamics.		

FREEZE TAG

Theme focus: Cooperation and teamwork



1. One student is chosen as the tagger and must run around the play area attempting to tag as many players as possible.
2. When a player is tagged, they must immediately freeze in place and remain still until a teammate touches them to unfreeze them.
3. The game continues until either all players are frozen or the time limit has been reached, at which point a new round begins.
4. Players must work together, strategizing to avoid being tagged while also freeing their frozen teammates.
5. To ensure fairness and variety, rotate taggers regularly so that different students have a chance to play both roles.

QUESTIONS

- How can we unfreeze everyone quickly?
- What helped you stay unfrozen?

- How did you work with your teammates?
- What was the best strategy?

EQUIPMENT

None

MODIFY IT

Make it Easier:

Allow multiple players to unfreeze at once.

Make it Harder:

Add more taggers or limit unfreezing time.

SAFETY

Ensure a safe space for running and quick stops.

STEPPING STONES

Theme focus: Adaptability and movement



HOW TO PLAY



1. Teams receive a set number of mats, which they must use as stepping stones to cross a large area.
2. Players work together to move the mats strategically, ensuring that no one steps off onto the ground.
3. As they progress, obstacles such as additional movements (hopping, balancing) or fewer mats are introduced to increase difficulty.
4. Some mats may be removed, requiring players to think critically about how to share and distribute the remaining mats effectively.
5. The first team to successfully reach the finish line using only the available mats wins, promoting problem-solving, adaptability, and teamwork.



QUESTIONS

- How can we adapt to new challenges?
- What helped your team stay balanced?
- How did you decide where to place the mats?
- What was the hardest part of adjusting to new rules?



EQUIPMENT

Mats, cones



MODIFY IT

Make it Easier:

Use more mats and simpler paths.

Make it Harder:

Remove mats or add movement restrictions.



SAFETY

Ensure mats are stable and safe for stepping.

MAP ADVENTURE

Theme focus: Navigation and organisation



HOW TO PLAY



1. Teams receive a map or a list of clues that will lead them to hidden objects placed around the designated play area.
2. Players must organize themselves efficiently, dividing responsibilities and determining the best route for collecting the items.
3. They work together to locate and gather all the hidden objects while staying within the set boundaries.
4. The first team to successfully find all items and return to the starting point wins the challenge.
5. Encourage students to think strategically, make quick decisions, and use teamwork to complete their exploration efficiently.



QUESTIONS

- How can we stay organised to finish faster?
- What helped your team find objects quickly?
- How did you plan your route?

- What was challenging about following the map?



EQUIPMENT

Maps, markers



MODIFY IT

Make it Easier:

Use fewer objects and closer locations.

Make it Harder:

Add extra locations or harder clues.



SAFETY

Ensure students stay within safe boundaries.

QUEST FOR HIDDEN RELICS

Theme focus: Team navigation and problem-solving



HOW TO PLAY

1. Teams follow a detailed map to locate hidden relics placed throughout an outdoor course.
2. At each checkpoint, players collect puzzle pieces or small artifacts to bring back.
3. The goal is to retrieve all necessary items before reaching the final destination.
4. Encourage navigation skills, teamwork, and careful planning to maximize efficiency.
5. Each team, once completed, should celebrate successfully retrieving all items and finishing the journey together.



QUESTIONS

- How can we use teamwork and problem-solving to efficiently locate all the relics?
- What helped your team stay organised?
- How did you decide where to go first?

- What was the hardest part of finding the relics?



EQUIPMENT

Maps, cones, relic props, clue cards



MODIFY IT

Make it Easier:

Allow fewer checkpoints and provide hints.

Make it Harder:

Increase checkpoints or make clues harder.



SAFETY

Ensure players navigate safely and stay within boundaries.

Learning Intention	To apply teamwork, communication, and resilience to complete a final outdoor quest.
Success Criteria	I can use everything I have learned to solve the final quest. I can support my teammates through challenges.
Assessment Focus	Observation of students' use of teamwork and problem-solving in a larger quest.
Australian Curriculum V9 Achievement Standard & Content Description	Students describe the contributions of all participants in team activities. Participate in physical activities by taking on a variety of roles and demonstrating cooperation, inclusion and respect for others (AC9HP4M04)

Timing	Activity and Games	Equipment	Focus Question
--------	--------------------	-----------	----------------

Unofficial Start

0-5 min	Follow the Leader: Teams rotate leaders to guide their group through an obstacle course.	Cones, markers	How can we guide our group successfully?
---------	--	----------------	--

Lesson Objectives

5-10 min	Learning Intention and Success Criteria
----------	---

Minor Game

10-20 min	Relay Puzzle: Teams collect pieces of a puzzle through physical challenges and assemble it at the end.	Puzzle pieces, cones	How can we work as a team to finish the puzzle?
-----------	--	----------------------	---

Major Games

20-35 min	Grand Quest: Teams complete a multi-part challenge involving problem-solving, building, and navigating.	Maps, compasses, ropes, foam blocks, tarps, cones, puzzle pieces, and a hidden "treasure" (e.g., a flag or prize).	How do we stay focused through multiple tasks?
35-50 min	Ultimate Expedition Challenge: Teams undertake an extended, multi-layered expedition.		How can we combine problem-solving, navigation, and teamwork to complete the ultimate challenge?

Reflection

50-60 min	Celebration Circle: Teams share what they've learned and celebrate their achievements.
-----------	--

Safety	Supervise all activities closely, check for potential hazards, and encourage inclusive participation.
--------	---

FOLLOW THE LEADER

Theme focus: Leadership and movement



1. Students take turns being the leader and guiding their group through an obstacle course or open play area.
2. The leader must choose different types of movements, such as jumping, crawling, or spinning, to challenge their followers.
3. The rest of the group must carefully observe the leader and mimic their movements as accurately as possible.
4. After a set amount of time or after completing a course, a new student takes on the role of the leader.
5. Encourage students to be creative with their movement choices while also ensuring that all actions are safe and appropriate for the space.

QUESTIONS

- How can we guide our group successfully?
- What movement was easiest to follow?
- How did you stay in sync with the leader?
- What was fun about leading?

EQUIPMENT

Cones, markers

MODIFY IT

Make it Easier:

Start with simple, slow movements.

Make it Harder:

Add more obstacles or require complex actions.

SAFETY

Ensure a clear, open area to prevent falls or collisions.

RELAY PUZZLE

Theme focus: Teamwork and problem-solving



1. Teams begin at a starting point, where puzzle pieces are scattered across different checkpoints.
2. Players take turns running to the checkpoints, collecting one puzzle piece at a time, and returning it to the team.
3. Once all pieces have been gathered, players work together to assemble the puzzle as quickly as possible.
4. If a team is struggling, they must communicate and strategise how to complete the puzzle effectively.
5. The first team to successfully complete the puzzle wins, reinforcing teamwork, strategy, and problem-solving.

QUESTIONS

- How can we work as a team to finish the puzzle?
- What helped your team put the puzzle together quickly?
- How did you organise the pieces?

- What was challenging about solving the puzzle?

EQUIPMENT

Puzzle pieces, cones

MODIFY IT

Make it Easier:

Use fewer, larger puzzle pieces.

Make it Harder:

Use smaller or more complex puzzles.

SAFETY

Ensure space for safe movement.

GRAND QUEST

Theme focus: Multi-step teamwork challenge



HOW TO PLAY



1. Teams participate in a final multi-step challenge that combines problem-solving, navigation, and physical tasks.
2. The challenge consists of different stations, where players must complete a variety of tasks such as crossing obstacles, solving puzzles, or following map directions.
3. Players must complete each section successfully before moving on to the next stage of the challenge.
4. The first team to finish all sections and reach the final destination wins the game.
5. Encourage students to focus on planning, adaptability, and cooperation to overcome obstacles and achieve success as a team.



QUESTIONS

- How do we stay focused through multiple tasks?
- What helped your team complete tasks efficiently?
- How did you communicate to solve challenges?
- What was the hardest part of working together?



EQUIPMENT

Mats, ropes, markers



MODIFY IT

Make it Easier:

Allow extra time and simpler tasks.

Make it Harder:

Reduce time or add more complex steps.



SAFETY

Ensure a safe area for all activities.

ULTIMATE EXPEDITION CHALLENGE

Theme focus: Multi-step expedition challenge



1. Teams participate in a large-scale survival challenge featuring navigation, puzzles, and physical obstacles.
2. Players use a detailed map to locate checkpoints and complete various tasks along the way.
3. They solve logic-based puzzles and engage in cooperative physical challenges requiring teamwork.
4. Encourage strategic decision-making, leadership, and effective communication.
5. Each team, once completed, should celebrate their ability to work together to retrieve the final hidden treasure.

QUESTIONS

- How can we combine problem-solving, navigation, and teamwork to complete the ultimate challenge?
- What helped your team work together?
- How did you decide which challenge to complete first?
- What was the hardest part of the expedition?



EQUIPMENT

Maps, compasses, ropes, blocks, tarps, cones, puzzle pieces, hidden treasure

MODIFY IT

Make it Easier:

Provide more checkpoints with easier clues.

Make it Harder:

Add more challenges or increase the difficulty of puzzles.



SAFETY

Ensure clear boundaries and safe physical challenges.



Unit Assessment Rubric

Criteria	Emerging (1)	Developing (2)	Proficient (3)	Extending (4)
Resilience	Beginning to stay calm and keep trying.	Makes an effort but gives up when challenges increase.	Perseveres through challenges with a positive attitude.	Shows outstanding resilience and supports others.
Teamwork	Is developing confidence in working cooperatively in a group.	Participates but Beginning to communicate effectively.	Works well with teammates to complete tasks.	Leads and fosters strong teamwork.
Problem-Solving	Beginning to find solutions and needs constant guidance.	Contributes ideas but needs support to implement them.	Thinks critically and applies strategies effectively.	Innovates and adapts strategies to complex challenges.
Adaptability	Becomes frustrated with changing situations.	Adapts with encouragement but hesitates in uncertainty.	Adjusts strategies and remains flexible in different situations.	Excels in unpredictable challenges and leads adaptive solutions.

Performance Evaluation:

- **Emerging (1):** Requires further development and teacher support.
- **Developing (2):** Progressing towards consistent performance but still needs reminders.
- **Proficient (3):** Meets expectations for coordination, balance, and teamwork.
- **Extending (4):** Exceeds expectations and demonstrates leadership and initiative in all areas.

