



**Thank you for chaperoning your group today.  
We're glad you're here!**

Hemlock Overlook is jointly operated by George Mason University and Northern Virginia Regional Park Authority. This beautiful 225 acre park is open to the public with access to miles of hiking trails. Challenge Course programs are available for a variety of groups. See [www.hemlockoverlook.org](http://www.hemlockoverlook.org)

Today your group will participate in our Team Development Course, a series of initiatives and challenges designed to help improve classroom performance by:

- developing **effective communication** skills,
- fostering **cooperation**,
- enhancing **group problem solving skills** through fun, non-competitive activities.

Students will need to use the 4-P Tools:

- **Plan**
- **Patience**
- **Practice**
- **Perseverance**

As a chaperone, you have an important role today:

- **Please Cheer & Encourage-** but **don't give hints or answers**
- Allow students to learn from mistakes
- **Supervise** your team during lunch and at the end of the day when loading buses.
- Upon request, **help your facilitator** with "spotting for safety".

And, of course, Reminders . . . . .

- There must be at least one chaperone with a team at all times. Tell your facilitator if you must leave the group.
- Allow Hemlock Overlook Staff to handle participant discipline unless otherwise asked.
- Keep side conversations out of earshot of participants. This is VERY distracting.
- Turn beepers and phones to vibrate.
- Smoking is **strongly** discouraged. Smoke away from any group and carry the butt home.
- Challenge-by-Choice philosophy allows students to choose *how* they will participate- Don't pressure students...encourage them.

We have provided a checklist of things to look for as you follow your team's progress. Take this sheet with you and give it to your school's program coordinator at the end of the day. They will appreciate your attention and comments!

Enjoy your day!

**"The most important single ingredient in the formula of success is knowing how to get along with people."**

**-Theodore Roosevelt**

## What is Really Going On?

You may see **more** than what is on this list or **less**. Every team is unique. Some successes are huge and some are small, but all are important.

**Team Name**(if used): \_\_\_\_\_

- Members of the team get to know one another better. This is known as the *Forming Stage* of group development.<sup>1</sup>
- The team sets a goal (vague, or clear and specific?)
- A time when the group struggles and can't seem to get it together. All groups pass through this *Storming Stage*, this is a natural part of the group development process.<sup>1</sup>
- A student claims "This is impossible!"
- Notice a time when the facilitator seems to ignore a discipline issue. Often facilitators will try to get the team to take responsibility for their own discipline.
- A time when the team may not complete a challenge, but are successful in achieving a goal.
- Students take on very specific roles such as team leader, idea giver, organizer, supporter, peace keeper. This is called the *Norming Stage*, and often follows *Storming*.<sup>1</sup>
- The team applies a skill that they learned in a previous activity or challenge.
- Someone in the group who didn't have much to say (or is shy) begins to speak-up.
- Students discuss how what they learned could apply to their everyday life.
- A time when you could barely keep yourself from giving the group a hint, and maybe you did. It happens to the best of us.
- The team completes a task that seemed impossible.
- A time when every student seems to be having fun.
- A moment when the team just "clicks" and begins to perform well together. This is known as the *Performing Stage*.<sup>1</sup>
- A moment when an individual student has made a great personal accomplishment.
- A time when the team begins to bond together and support one another physically and emotionally.

<sup>1</sup> Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. Group and 19-427