

Pro Image & Associates, LLC

**CHALLENGE COURSE PRACTITIONER
TRAINING MANUAL**

Dear:

I Promise to:

Love You,

Teach you the skills,

Hold you Accountable!

Tom "Bear" Andrews

Shawn Moriarty, Jeffrey Weisser

Pro Image & Associates, LLC

Practitioner Certification Manual

www.DARE-TO-GROW.com

CHAPTER ONE: INTRODUCTION

Letter from the Authors



Hello!

Welcome to the Pro Image
Training Manual!

My name is Jasmine and I'll
be your guide on this magical
mystery tour. I'll be stopping
by throughout the training
with fun facts, comments,
and plenty of embarrassing
stories about Tom!

In this Manual we proudly provide you with the tools you need to lead a group of people on a safe adventure that could be a life changing experience. Since 1986

Tom Andrews and staff have been going all out to provide the most exciting, entertaining, enriching experience which has ultimately brought us to this latest version of our training manual. It is the culmination of hours of tedious, tireless work and effort. Unfortunately for us (the writers), it will not and cannot ever be complete! As times change, safety standards change, new equipment, elements take root (tidy boom) which means we need to update and modify this document. It is a complicated amendment process that needs $\frac{3}{4}$ majority to pass any changes combined with the money offer on the table. In the end it becomes a very long arbitration process but it gets done none the less. So as you go through this manual just keep in mind it is as up to date as we can make it and as the industry evolves

we shall change and improve with it. Thank you for taking the first step towards...well...we'll see what happens. Also thanks to the many minds that have directly or indirectly helped in the creation of the concepts in this humble masterpiece. Please do not re-print any part of this without permission. Thanks!

Sincerely,

Jeffrey Weisser, B.A. and Tom Andrews, M.Ed

Contents

CHAPTER ONE: INTRODUCTION	3
SOME VERY IMPORTANT NOTES	6
PARTICIPANT PRE-TRAINING CHECKLIST	8
GOALS & MAP for PRACTITIONER TRAINING	8
Safety Responsibilities	10
Criteria for Level I Low Challenge Course (CC) Competent Facilitator (CF).....	12
Criteria to pass Level II Low CC / Qualified Facilitator (QF).....	13
Criteria for Level I High Challenge Course (CC) Hi Ropes Instructor (HRI).....	14
Criteria to pass Level II High Challenge Course (CC) High Ropes Supervisor (HRS)	15
DEFINING EDUCATION AND TRAINING	19
Standards? PI&A Cliff Notes Version	20
CHAPTER TWO: CORE CURRICULUM.....	25
PREFACE	26
SPOTTING	30
SEQUENCING.....	33
FACTORS AFFECTING GAME SELECTION.....	36
G.R.A.B.B.S.S.....	37
CONCEPTUAL UNDERSTANDINGS OF "TRUST"	39
THE FLOW CHANNEL MODEL	42
THE FOUR STAGES OF GROUP DEVELOPMENT	43
REFLECTING	45
THE EXPERIENTIAL LEARNING CYCLE.....	51
CHAPTER THREE: GROUND LEVEL ACTIVITIES!	52
GAMES	52
<i>CAPTAIN FUN BAG</i>	66
TRUST ACTIVITIES	67
INITIATIVES & LOW ROPES OPERATIONS	76
LOW ROPES ACTIVITIES.....	78
CHAPTER FOUR: HIGH ROPES COURSE OPERATION	113
INTRODUCTION.....	114
RISK MANAGEMENT.....	115
HIGH ROPES COURSE PREPARATION: 3 SIMPLE STEPS.....	118

PERSONAL SAFETY GEAR.....	119
KNOTS.....	124
BELAYING.....	132
EMERGENCY MANAGEMENT.....	138
INSPECTIONS.....	142
CHECKLIST OF PREPAREDNESS.....	143
TOTEMS: (Objects with meaning).....	153
THE MAGIC BOX.....	154
THE MAGIC BOAT.....	156
<i>Bits and Pieces</i>	159
Rituals - their place in Experiential Programs.....	160
Tips to Facilitating a Closing Experience with a Special Group.....	161
"Whatis love mean?" According to 4-8 year olds.....	166
Themes for the day from Bread for the Journey.....	170
Dressed in Gentleness February 7.....	172
Care, the Source of All Cure February 8.....	172
Sharing our Solitude March 23.....	173
Friendship in the Twilight Zones of our Hearts.....	173
And finally from his book.....	174
CHAPTER SIX: ADVANCED FACILITATOR INFORMATION.....	175
Experiential Learning.....	176
Difference between Teaching and Facilitating.....	180
Processing skills.....	185
Designing Peak Experiential Activities.....	190
CHAPTER SEVEN: Reference & Testing Information.....	194
Low Elements and Portables Practitioners Skills Checklist.....	195
<i>Personal Safety Gear (PSG) HIGHS ONLY</i>	199
Games (Captain Fun Bag).....	201
Minimal Prop or Non-Fixed Location Events (<i>italics - trust activity</i>).....	202
Low Ropes Levels I & II Certification Test - Written.....	203
High Ropes Levels I & II Written Examination.....	209
BEGINS LEVEL II	210

Dear Challenge Course Practitioner Clinic attendee:

I am delighted that you have chosen to be with us for these upcoming several days. This training specializes in skills you will need to operate a Challenge Course program. Challenge Courses (Low and High) are inspected / improved annually.

This training will be both challenging and rewarding. As you learn challenge ropes course facilitation skills during this time, you will be preparing to be tested against a standard. To begin this process, please take time to read this letter and do the assigned reading/homework (see below).

If you have questions about preparing for your training, please contact Tom Andrews at (317) 714-3649.

SOME VERY IMPORTANT NOTES

- We will be providing you with some reading materials that you will be responsible for reading throughout the training whether we assign it for homework or not.
- **Please read ALL the materials sent to you in enough detail so as to know what they are and where to find specific information you might be asked later. Example, know where the chapter is on High Ropes Operations Manual so that when asked to prepare to lead the Zipline, you could find it. You do not have to know in detail how to operate the Zipline yet!**
- If you would like to purchase extra reading materials like the Complete Ropes Course Manual (highly recommended for people pursuing a Level II Certification), or Jim Cain's new Essential Staff Training (highly recommended whether pursuing a certification or not) let us (host staff or the trainers) know as soon as possible so that we can have the correct number of books at the training. There are other books that are valuable reading that will be provided at the training. In general, if you are a level II, please plan to expand your library of excellent reference resource books.
- I strongly recommend that all of you become a member of the PRCA (www.prcainfo.org) and the ACCT (www.acctinfo.org), thus being able to receive a copy of the PRCA and ACCT standards. (PRCA will make the standards available electronically).
- This training is of course held over a period of time due to the part time nature of your job as a facilitator. There may be some days we ask you to come in a little early and/or stay a little late because there is a lot of material to cover. The trainer will also occasionally be able to make himself available after the sessions each day for any extra help you may need.
- Bring a water bottle and daypack to keep course materials, extra clothing and other paraphernalia.

- **WE WILL BE OUTDOORS IN A VARIETY OF WEATHER CONDITIONS.** Dress appropriately for the weather and be aware of the weather forecasts for your training. There is a list of clothing suggestions later in this chapter.
- **HEALTH CONCERNS** - You should be well rested and in decent physical condition and health for this training. We believe in holistic education, meaning that you will be holistically drained - mentally, emotionally and physically during the course of this training. Be prepared! Please fill out the enclosed risk form and return it, along with the other pre-assessment information to us. **BE HONEST WITH YOUR ANSWERS - YOUR LIFE MAY DEPEND ON IT!**
- **BRINGING GUESTS** - At some point during the training experience, we will be holding a brief "Facilitator Student Teaching Practicum" during which you will help run a series of challenge course activities. Specific details will be discussed during the training.
- *****COMPLETION SPECIAL EVENT** - At some point there is usually a celebratory and acknowledgement event so make sure to keep that time open! This will be an experience you shall never forget! It will likely occur the night before the last day of the training. More details during your training, but do plan to do the following: bring something with you from home that is special to you, but something you would be willing to give away as a special gift to someone in the training. Also, bring some fun or special clothes to dress in for this night of celebration-the clothes can be fancy, or funny or whatever you would like, but something you will enjoy being in and makes you feel special for an evening of celebration of a great training week!
- **CERTIFICATION**- This training does not guarantee you will be certified when you leave. If you put in the effort, do the homework, pass the written and practical exams (which will be discussed in detail during the training) then you will have put yourself into a position to become certified. Persons under 18 years of age are not eligible for certification until they become 18 years old. Pro Image and Associates, LLC stands firmly behind its rigorous and exciting certification, offered since 1987.
- **FINAL PERSONAL NOTE** - Despite the hard work and time that you will spend, know this. Pro Image and Associates, LLC has an outstanding reputation for quality learning experiences, fun times, deeply rewarding friendships and personal discovery that will never be forgotten. We look forward to meeting you!

Sincerely,

Tom Andrews, Owner, Pro Image & Associates, LLC

Shawn Moriarty, Manual writer and trainer

Jeffrey Weisser, Manual primary writer and trainer

(Other trainers you may encounter-Dudley Hamlin, Dave Woods, Dan "Coach K" Kiestlinger, Bill Root, John Isaacs, Bill Porreca, Guy Mott, Eran Shenker)

PARTICIPANT PRE-TRAINING CHECKLIST

ADVANCE INFO WE NEED FROM YOU:

- ALL materials received & RECOMMENDED to be read in advance—Portfolio, standards, chapters from the new PI & A, LLC Manual, other books (to share a reading during training)
- Read & Complete all forms

FAX/ mailed/handed back to Us if required

(Risk/Health Form, Rubric/Skills Assessment List, Portfolio)

"STUFF" TO BRING/DO :

- Invite a friend for "Preview Day".
- Snacks/Water bottle/Day Pack
- Flashlight and batteries
- Appropriate clothing (for the season-see enclosed list)
- Bring any medications, special diet needs

Our RECIPE for a successful training experience:

Low or High Ropes Challenge Course Practitioner Training and/or Certification

Coordinate with host agency -verify location has following amenities:

- ✓ **Overnight lodging and food service** climate controlled
(Overnight experience not required but highly recommended)
- ✓ **Indoor cozy space**-softer lighting, sofas, overstuffed chairs, couches
- ✓ **Indoor meeting space**-warm, plenty of outlets, well lit, 4-5 6 or 8' tables- for display plus as many as needed for participants, white board(s), easels, Newsprint, markers, chairs
- ✓ **Activity space**-ideally indoors and out, in addition to a challenge course facility, where participants can move around safely and freely to play games, other activities as part of syllabus.

Daily routine experiences will include EXPERIENCING and then LEADING:

Storytelling, journaling, (by laptop & thumb drives or by hand), homework topics, walks and silly games, problem solving, games, closings, facilitating a group reflections and application of learning, meal times, coffee and other snacks available, night time activities some nights, use of music, poetry, readings, mime, dance...possibly some knot tying.

Primary Syllabus- PI & A manual& handouts- available electronically (mostly...) to be copied and into the hands of candidates at least a week ahead of training

Recommended Additional resources- Complete Ropes Course Manual, Essential Staff Training Activities, Revised and Expanded Book of Raccoon Circles, Affordable Portables, New Games Book(s), Cowstails and Cobras, Silver Bullets, Bottomless Bag, North Carolina Outward Bound Books of Readings, On the Loose.

Plan training experiences with a balance of the following: (Underlined - preferred & likely included in training experience ...)

GAMES: (see portable bag of tricks as well as prop-less games)-Foxtails, Change 5 Things, Peek a Who, Animal Toss Name game, Leadership Dance, Handshakes, Magic Carpet, Jesters, Princes; Who's got the Beat, Nose Jousting, Quotes in Order

STUNTS / GROUP DEVELOPMENT-Broom, HA, Back to Back, more...

PORTABLE BAG OF TRICKS: Blindfolds, Mouse Traps, Lycra Tubes, disguises, ropes, more...

TRUST/PEAK: Human Spring, One on one, Falls, Dives, Trapeze Jump, Yeah But, Blind Partnered Walks, Mouse traps, etc.

PHYSICALLY CHALLENGING EVENTS: (agility, balance, strength, jumping, moving-Nitro Swing, Team Wall, Mohawk Walk, Heebie Jeebie/Pirates Crossing, Wild Woozy, Tension Traverse, Porthole, Beam, Giants Finger

BALANCE: Swinging/Inclined/Balance Logs, Whale Watch/ Sinking Ship, Zig Zag, TP Shuffle.

MENTALLY CHALLENGING, UNIVERSAL: Maze, Spiders Web, Toxic Waste / White Water River Rescue.

CLOSINGS FACILITATION: (Group) Skills Last night celebration or feast, Secret Buddies, Magic Box, Magic Boat, Teaching how to share, how to speak in helpful ways that do not rob group of learning. Have a Boom Box and / or Ipod, Cds, guitar, FIREPLACE, control of indoor lighting and nearby outdoor places for brief teachable moments.

RISK MANAGEMENT and Documentation, Written and practical Testing, 2 hr written

test, available as Level I and / or level II, ideally done last day, (or can be done as take home), also identify a "guinea pig group" who will assist trainees by giving them a chance to practice lead and allow for trainer chance to watch candidates lead.

GOALS & MAP for PRACTITIONER TRAINING

(or WHAT and WHERE to find what you need!)

READ (WHERE) DISCUSS/LECTURE (WHEN) EXPERIENCE-PROCESS (HOW) -Journal, buddy, whole group then...PRACTICE!

- 1 *DO the adventure activities-experience the fun, holistic nature (mind, body, emotion, spirit), adjustability of activities, the inherent safety habits and principles in place, and the involvement of everyone.* **Chptr 2, Chptr 3**
- 2 *Value (MAGIC!) of group commitment agreement (or covenant, contract)* **(Master List ADV SEQ G-A-T), Chptr 2**
- 2 How to practice safety while engaging in adventure...SPOTTING **Practitioner Assessment Rubric (PAR, Chptr 2, Chptr 3)**
- 3 Awareness of progression / sequencing in groups development, as well as the **PARALLEL** process of that with activities...
- 4 Experience in Progression of activities...and... **Chptr 2**
- 5 ...Critical literal definition of **TRUST**, based on risk / safety balance... .. **Chptr 2, Chptr 3**
- 6 Understanding after experiencing some **PEAK** activities.. **Chptr 2, Designing Peak Initiatives, Advanced Appendix**
- 7 Understanding group development **chptr 2**
- 8 How to be a facilitator- practice facilitating, **CHOOSING** what activities & progression do I choose, how to adjust "on the fly", how to engage people - draw them out, experience & questions - how far to go or not go...types of questions to ask? ...and NOT to! **chptr 2, Designing Peak Initiatives Advanced Appendix**
- 9 Practice Process activities that lead to **open ended** pertinent, gentle (usually, but not always!) questions **TIMING, WHAT-SO WHAT-NOW WHAT (Experiential Learning Cycle-ELC), chptr 2**
- 10 Some **techniques** that people use to process with. (**G.R.A.B.B.S.S.**) and how to **create activities around themes** to lead to people having a guided discovery experience...and still have some control... **chptr 2, Designing Peak Initiatives, Advanced Appendix**
- 11 A look at the **standards** and **risk management** practices essential to offer these activities...(PRCA, ACCT) **chptr 1, PAR, standards from PRCA* and ACCT* (*copy written, thus accessible at cost elsewhere, not in this syllabus)**
- 12 **ACCOUNTABILITY** Some evaluation of each person's progress and knowledge **written test, Guinea Pig Day, practice feedback, PAR, Personal Portfolio**

Facilitator's Creed

- 1 **NOTICE, NOTICE, NOTICE!**
- 2 **Define and Guard the boundaries of the Group's Focus...(includes safety issues as well as stated goals, emotional well being, etc.)**
- 3 **Vigorously defend/allow the group to learn from its experience, which includes its mistakes!!! (Guided Discovery, Experiential Learning, etc.)**

“A facilitator's primary responsibility is to the physical, psychological and emotional safety of those in their charge, colleagues and themselves... all other responsibilities related to service delivery are secondary...” Foreword to more detailed Safety Responsibilities from Complete Ropes Course Manual, (CRCM), chptr. 1, pg 17-18: (Don Rogers)

Safety Responsibilities

PRIMARY RESPONSIBILITIES

- 1 Individual right to make an educated decision to participate in any/all activities
- 2 Participants not exposed to unnecessary actual risk.
- 3 No activity consequences designed as punitive, but as part of learning process
- 4 Facilitators (F) practice only within the bounds of their competencies; when nearing limits, enlist support of more experienced staff.
- 5 F does not misuse power differential between themselves and participants.
- 6 F respects confidentiality of specific events between individuals and group.
- 7 F aware of conflicts of interest that pose safety risk, and avoid such conflict.
- 8 F remains professional in relationships with participants
- 9 F avoids imposing their values and beliefs. (Sharing is not necessarily imposing).

SECONDARY (ETHICAL) RESPONSIBILITIES

- 10 F creates fosters relationships based on respect, justice, veracity, professionalism.
- 11 Violence, harassment, intimidation in any form is not tolerated
- 12 Act in good faith when performing duties
- 13 Follow through on commitments
- 14 Demonstrate concern for needs / expressed desires of all.
- 15 Value/demonstrate sensitivity re: diversity, other challenges
- 16 Plan/act with respect & stewardship towards environment (preservation, sustainability, universal benefit).
- 17 Maintain & practice current knowledge / understanding of applicable standards within the challenge course industry.

Facilitator Skills & Attitudes

- Natural or Nurtured -

Relational Skills, Attitudes

Teaching Skills, Abilities

Safety Skills

Knowledge of Activities - (Capt. Fun Bag)

Balance of Detail Discipline & Ability to Be In the
Moment

Godly Person of Humility & Humor

Steward(ess) Knight/Lady for Environment

Entertainer/Performer:

Master of the Space wherever you are;

Know when to Change Venue;

Ability to Teach/Affirm through others

Criteria for Level I Low Challenge Course (CC) Competent Facilitator (CF)

- 1.) Ability to plan and operate a sequential series of low (ground) events including games, trust, initiatives, low elements, peak experiences and closing rituals. GF must be able to correctly identify the name and objective for, present rules and metaphors for, safety considerations for, intervene (when necessary) and debrief:
 - a. at least 6 games and/or ice breakers-(including name and sorting, and physical as well as passive, some that require props as well as those that do not);
 - b. at least 3 Trust events-Willow in the Wind, One on One Falls, Human Spring, Trust Falls and Dives from a height, Yeah, But...;
 - c. at least 4 Initiatives-Nitro Crossing, Spider Web, Mohawk Walk, White Water River Rescue, Whale Watch/Sinking Ship, TP Shuffle, Meuse, Trolleys, Puzzle, Tire over Pole;
 - d. at least 3 Low Elements-Multivine, Tension Traverse, Wild Woozey, Pirates Crossing, Swinging Log, Swinging Tires;
 - e. at least 1 Peak Initiatives-Maze, Wall, Trapeze Jump, Buddy Stretch Walk;
 - f. at least 1 Closings /Rituals-Golden Helmet or Magic Boat feedback/acknowledgement type, candle or flame, story, song or quote that illustrates a key point; Debriefing-able to lead a discussion and pose thoughtful questions to the group that follow a sequence of "What happened?", "So What about that?" and "Now What"?

Note: In the interests of time, this can be accomplished best by writing up (typing/word processor) the details for this and being asked, in an oral presentation, to present one or two of the events.

- 2.) Demonstrating a full understanding the six key ingredients in effective initiatives-safe, inclusive of all participants, experiential, holistic, adventurous / fun, & skill at adjusting event's difficulty level.
- 3.) Demonstrating the skills in spotting detailed in ACCT standards B2.2.1-8 and PRCA pages 50-64.
- 4.) Demonstrate a keen awareness of noticing safety hazards and group/individual dynamics and a basic ability to meet those needs without going past one's abilities.
- 5.) Demonstrating the site specific safety hazards to avoid for each and all the low elements selected in their series sequence, including those in the natural as well as the man made environments adjacent to each event. Ability to set up, take down whatever props are required for each element and assess if an element is safely/appropriately setup.

Criteria to pass Level II Low CC / Qualified Facilitator (QF)

- 1.) All of the above and the ability to alter ("in the moment") any game or initiative's storyline, objective and metaphors (including props, if necessary) to match the needs of a group. You will have 5-10 minutes to custom-design some events and then facilitate one-two events of the trainer's choice.
- 2.) Further deepen one's bag of tricks to include the ability to lead at least:
15 games,
6 trust activities,
10 initiatives,
6 Low elements,
4 Peak activities,
4 different closings, including the ability to make up one of the above on the spot within a group setting you have already been working with to effectively meet a given situation; you will be told whether this is inside or outside, props or not, passive or physical, type and age of audience and their desired stated outcome(s).
- 3.) Demonstrate an awareness of experiential learning cycle, group development and dynamics.
- 4.) Ability to handle a diverse number of group types, (e.g., therapeutic, recreational, developmental, educational, business culture) ages, and cultures. You will be asked to verbally describe and/or role play how you would respond to several scenarios, after being given a few minutes to strategize.
- 5.) Ability to "MC" any group; that is, able to open (frame) and close (debrief/close) the day's events, regardless of what the stated goal(s) are/were. This is best tested live, with a challenging audience.
- 6.) Ability to state the outcome goals of a group and, by using listening and program skills, to make them happen for (nearly) every person, and the group as a whole.
- 7.) Awareness of the history and philosophy/mission of adventure programs in the US and the world and have a sense of their own place within that history.
- 8.) Evidence their participation in their own advancement of the field by participation /
presentation at professional conferences related to the adventure facilitation field within the past 24 months.
- 9.) Demonstrating the ability to tie correctly, blind & in under 90 seconds a prusik, prusik from scratch, clove hitch, overhand knot(s) and correctly being able to discern a "good" splice from a "bad" one. (# of tucks / how tightly woven, what type and size, & condition of rope material.)

Criteria for Level I High Challenge Course (CC) Hi Ropes Instructor (HRI)

1. Demonstrate ability to operate and a familiarity with at least half of the elements on their organization's challenge high course; ie., understanding the unique aspects to each of half of the stations on the high course. Ability to orient/explain the safety and operational procedures about for those elements to any audience such that they understand what is required of them as a participant. (ie., be able to alter teaching style to suit different learning styles)
2. Demonstrate ability to tie all the required knots (ie., Bowline on a bight, Figure 8 on a bight, Double Fisherman's, Super 8, Prusik, Prusik from scratch, Clove Hitch, Bowline, overhand on a bight, Water knot) in less than 90 seconds, blindfolded. Ability to detect the correctness (5 tucks) in a spliced piece of 3 strand rope, and to determine its safety for use. Ability to correctly observe from a distance and detect whether a knot is correctly tied, after it has been tied by someone else.
3. Demonstrate ability to belay confidently, with a variety of different (at least 3 different) friction devices (ATC, body, figure 8, sticht plate, tuber, Gri Gri, etc.); to place oneself in the proper position relative to the cable and climber to reduce pendulum; to ask for the appropriate anchor and second hand as backup on a belay.
4. To properly execute the communication sequence and to engage the climber in a "test" fall or 3 stage trust high fall sequence before they climb beyond ten feet above the ground. Demonstrate the knowledge of which elements require use of a quick link or double carabiner, triple lock& captive eye, steel, etc. and why.
5. Demonstrate ability that they can climb safely, competently and confidently on any elements they would ever ask a climber to go to.
6. Have familiarity with all the safety gear and demonstrated ability to give a clear, concise, sequential, reassuring orientation (an example the ones in the manual) to a group of climbers prior to their leaving the ground for the purpose of understanding the safety features and limitations and climbing safety policies and procedures on the course.
7. Understand, explain and be able to assist on the ground or air of a timely, cut away rescue off at least 1 element on the course.

Criteria to pass Level II High Challenge Course (CC) High Ropes Supervisor (HRS)

1. Demonstrate ability to operate and a familiarity with ALL of the elements on their organization's challenge high course; ie., understanding the unique aspects to each of all of the stations on the high course. Also, if not already on their course, the demonstrated ability to operate a Zipline, Climbing Tower, Rappel station, Pamper Plank or Pole, Giant Swing and at least one team high element. Ability to orient/explain the safety and operational procedures about all these elements to any audience such that they understand what is required of them as a participant.
2. Have knowledge of and ability to observe and detect flaws/ damage to any/all components of belay cable hardware and belay point gear (eg., pulley, rope, SRD, quick links, etc.) and to take appropriate action including stopping use of part of or all of the course elements, as needed to insure safety of participants.
3. Demonstrate ability to perform a timely (under 4 minutes from recognition to ground), cut away rescue off any element on the course.
4. Awareness of the history and philosophy/mission of adventure programs in the US and the world and have a sense of their own place within that history.
5. Evidence their participation in their own advancement of the field by participation / presentation at professional conferences related to the adventure facilitation field within the past 24 months.

Intangible Values & Ideals to Look for, Encourage, and Support in a Team

Principles of the Outward Bound Philosophy

Living in the Present

Adaptation and Change

Courage

Striving

Self-Reliance AND Interdependence
(Self-Confidence and Humility)

Quality

Compassion

Service for Others

Spring/Summer/Fall Clothing Tips

"There is no foul weather...only poorly dressed people."

PRINCIPLES TO FOLLOW:

1. Be prepared. Have additional clothes beyond what you wear. Bring rugged duffel bag or backpack.
2. Dress by the following 3 Layer Principle:
 - A. First layer (Wicking) is closest to skin and wicks away perspiration to keep you safe, comfortable, warm, and dry. Best materials are silk, polypropylene, and Capilene. Remember that cotton, although comfortable when dry, is useless and dangerous when wet...and "wet" can be caused simply by sweating!
 - B. Second layer (Insulation) should keep you warm but not be overly bulky. Factors to consider: the temperature, wind chill, and your level of activity. Good materials are fleece, wool, down, other synthetics. Again, cotton is comfy and stylish, but useless when wet. Beware the sweatshirt!
 - C. Third layer (Shell-Wind/water) is the outer layer. Factors to consider: the amount of money you wish to spend, your level of activity, and the weather - wind only, light drizzle, or downpour. **The more intense the water, the more waterproofing you'll need. The more active you are, the more breathable you'll want your outer shell to be; a nice feature to look for is arm pit zippers which you can open or close to help control the amount of heat that is kept near the body.**
A third factor is the rugged-ability of the material; a fairly popular and reliable feature is "ripstop" nylon, which creates a series of $\frac{1}{4}$ " grids of stiff "tear resistant threads", as we call them, throughout the fabric and assisting in confining any ripping or tearing to a very small area of the coat.
Plastic and rubber will be waterproof but won't breathe well (you'll be uncomfortable),
will tear easily, and can be bulky. Good materials are treated nylon, Seal-kote, or oiled cloth. Some people prefer Goretex, which can be good, but there are plenty of good products, some perhaps less expensive than Goretex.
3. Don't skimp on quality or fit, and borrow where you can to save money.

SUGGESTED CLOTHING LIST:

- In essence, bring extra closed toe shoes, socks, non-cotton shirt layers, rain gear, warm hat, gloves.
- A vest is quite handy too. Loose fitting pants*
- Sneakers (or boots for bad weather - make sure they are comfortable for you.)*
- Tee-shirts.*
- Water resistant rugged duffel bag or backpack. Sweater /Sweatshirt or Long-sleeved shirt. Baseball cap (protect you from the sun.)
- Warm knitted hat
- Gloves, including belay gloves if you have them
- Light, loose-fitting jacket - windproof but not bulky, should allow freedom of movement, Sweatpants, Painter pants, or Loose-fitting jeans.
- Waterproof rain gear (Coat, definitely, pants optional).
- Towel, extra socks, underwear, and shoes to change into if you get wet. Sturdy plastic bag to store wet things away from dry.
- Lip balm for chapped lips. Sunscreen - even on a cloudy day.
- Bug dope - 100% DEET or SkinSoSoft.

*** You will probably want to wear at least these, bring everything else in your bag.**

*****REMINDER: Bring clothes that make you feel special for the last night before the last day of the training....AND Bring a gift of something you already own to share with someone (Did you read the letter in the earlier part of this chapter? Please do so!)**

DEFINING EDUCATION AND TRAINING

Education may be thought of as the presentation of general information that may or may not be used by the learner.

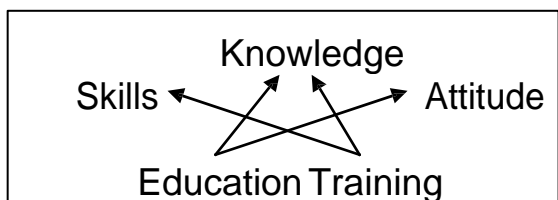
- “Ed-u-cer-e” (ey-doo-ker-ey) Latin...that which leads out of ignorance
- Anything that affects our knowledge, skills, and attitudes (SKA's)
- The “why” in safety educates about the natural and system consequences of behavior
- Primarily increases knowledge and attitudes
- A process through which learners gain new understanding, acquire new skills, or change their attitudes or behaviors.

Training on the other hand, is the development and delivery of information that people will actually use.

- One method of education
- The “how” in safety
- Primarily increases knowledge and skills
- A specialized form of education that focuses on developing or improving skills - the focus is on performance.

Training and Development - Focus: identifying, assessing and -- through planned learning -- helping develop the key competencies (knowledge, skill, attitudes - SKA's) that enable individuals to perform current or future jobs. (ASTD)

Editor's Note: This page came from a Powerpoint presentation designed and delivered by representatives of ANSI and OSHA. The information relates directly to our roles as trainers and your roles as trainees.



Standards? PI&A Cliff Notes Version

In this section our goal is to provide a very brief overview of the standards we must adhere to in a clear, easy to understand style so that standards are not something intimidating but rather a tool to be used as a challenge ropes course facilitator. THIS DOCUMENT DOES NOT REPLACE the standards in their true form. The following section is simply our interpretation of the standards concerning the operation of a challenge ropes course (2008 ACCT standards, chapter 3, pages 34-51). Understanding what we write here will be of great help to you as you fill out the rubric also known as a self-assessment form, which you have likely already received or will shortly.

There are three categories of competencies according to ACCT. Those categories are **core**, **technical**, and **facilitation**. We want to specifically highlight these categories because of their direct correlation to this training. The core competencies are general standards that are applicable to all facilitators and all challenge ropes course facilities. These are standards that should be practiced by everyone, regardless of skill level or experience.

According to the 2008, 7th Edition of the ACCT Standards, a facilitator's conduct should demonstrate knowledge and practice of common ethical guidelines. As a facilitator, you must know the activities/initiatives/low elements available at your site. That means you know things like the participant/facilitator ratio AND all of the emergency procedures for those elements. That includes, knowing relevant participant medical information, having the ability to implement appropriate first aid procedures, and knowing where to go in case of inclement weather.

In order to ensure the participant's and your own safety you should not try to perform activities that are beyond your own skill level unless you have someone more experienced to supervise you. Also, be aware that participants need to understand all of the disclaimers and safety waivers (and have them signed recognizing they understand previously mentioned documents).

[Oh, and by the way: If you do not have one, the easiest way to obtain a copy is to become a member of each organization. For more information please visit www.ACCTinfo.org and www.PRCainfo.org]

The **Technical Competencies** are divided into four sub- categories.

1. General
2. Spotted Challenge Course Activities
3. Belayed Activities
4. Specialty Skills

General: This section contains a broad set of standards that are applicable to all activities/initiatives/low elements. BEFORE the participants arrive for their

challenge course program there are certain protocols that need to be followed. An inspection of all elements and necessary equipment to make sure it is safe and set up properly and able to be safely used. Conversely, you should also know proper take down procedures for all of the elements and equipment you may use. As a facilitator you must recognize the risks (including determining if this is an activity it is appropriate to spot or if you should be belaying) involved with each activity and continually assess those risks in order to adjust your challenge course program accordingly. When you arrive at your activity the participants should have been taught the necessary safety techniques in order to safely perform the activity. In addition, participants should remove objects from their body that could lead to injury (ie: watches, rings, chainsaws etc.). As always you should have knowledge of the ACCT standards.

Spotted Challenge Course Activities: Essentially for this section of standards you'll need to know...drum roll please!.....SPOTTING! As a facilitator you need to know, how to spot, where to spot, if your participants can spot, which activities require spotting, which style of spotting is necessary, assess whether an activity is too dangerous to spot and needs a belay. A clear communication technique needs to be implemented between spotters and fallers.

Editors Note: Blah Blah Yadda Yadda. You're probably thinking this is dull and boring to read and study. It is. BUT! It is critical information that YOU need to know as potential facilitators. So, the next time you're reading this and getting bored just try to think about what it must have been like to have to write it (both in this manual and in the actual Operation Standards). And remember there will be questions on the test (not so subtle hint). Then hopefully that will give you the "pick me up" you need to get through it.

Belayed: Once you have determined an activity requires belaying you will need to know how to properly set up an element with the correct type of knots. That also means you need to make sure the belay system is set up correctly. You will also need to know how to belay for all elements AND be able to teach others how to belay.

Once participants have been taught belaying you are responsible for making sure they are still belaying correctly. Once a participant is in the air you should be able to guide them through transfers so they may traverse the ropes course (if your site is set up for traversing).

In the event a belayer cannot fulfill his/her duties you need to have the ability to perform a belay escape. A facilitator also NEEDS to KNOW how to access the course using an approved self-belay method. Facilitators should have knowledge of how to retrieve equipment from high elements (ie: ascenders, "J'ing" the rope etc.). Finally, I hope you know how to get down out of the trees otherwise you might run into some hunger, thirst, and more importantly, hygienic issues.

Specialty: The specialty section covers standards for non-traditional elements like zip-lines. As you will hear from us (the trainers) hundreds if not thousands of times...**FOLLOW THE MANUFACTURER'S INSTRUCTIONS!** As a facilitator you should only be running the high elements for which you have been trained. The following standards are applicable if your site has the specific element mentioned. The skills necessary to run specialty elements include, set-up, take down, execution, and supervision. As the facilitator you **MUST** know the Rescue procedures for each element. Specialty elements include zip/zap lines, flying squirrel, elements that require the participant to dive, rappelling, climbing towers, giant swings.

There are four primary categories of **Facilitation Competencies** that a challenge course facilitator must know.

1. Communication
2. Assessment
3. Design the Program
4. Implementation

Communication:

As a challenge course facilitator you will encounter people of all ages, ethnicities, cultures, spiritual beliefs and hair-dos. You will need to be able to effectively communicate ideas, feelings, theories, advice etc. If you cannot be clear and concise then it becomes more difficult to convey the ideas you are trying to get across. A specific example is in giving directions to games or initiatives. In addition to being clear and concise one of your responsibilities is to provide the opportunity to ask questions. What that means is that as a facilitator you create a welcoming environment where people feel comfortable asking questions and taking questions.

Assessment:

Using tools like G.R.A.B.B.S.S., the Flow Channel Model and the 4 stages of group development, a facilitator should be able to assess a group and plan a program according to that assessment. This assessment involves evaluating a group's and an individual participant's overall ability and state of mind prior to engaging in activities. As much as we like to think we are invincible and omniscient it is important that we as facilitators realistically recognize our own abilities and limitations. So we should be assessing ourselves as well.

One assessment, however, is not enough. As a facilitator you should be consistently evaluating the group, the individuals, AND yourself. Through this constant evaluation you should be able to adapt to the unexpected and still provide a positive experience for everyone involved.

Design the Program:

In the 7th edition of the ACCT Operation Standards this category is actually listed ahead of assessment. However, in light of the fact that you must perform an assessment in order to design a challenge course program we felt we would list it in the order that made the most sense to us. When designing a program there are three criteria that need to be met. First of all an assessment (as discussed in the section above) needs to be conducted. Second, your program should meet the needs of the participants. Finally, your program should be designed to meet the goals stipulated in the contract or agreement that was made prior to the group arriving.

Implementation:

The standards for implementing a challenge course ropes course program are fairly similar to some of the standards already mentioned. You should be providing information concerning what the participants should be expecting throughout the day. Also, as the day goes on you should be analyzing group progress so that you can stick to your initial program design or adapt to changes that have occurred so that you are still providing the best experience possible.

In this case we are going to intentionally beat a dead horse; do not attempt activities if the participants do not have the necessary skills that would allow them to complete the activity safely.

Similarly, you should have the activities sequenced properly, which would ensure that the necessary skills are taught to move on to higher risk activities. While running an activity you should be able to adapt it to fit the needs of the group. In addition, you should be able to diffuse any conflicts that may arise from the group.

When it is appropriate you, as a facilitator, should provide opportunities for the group to reflect on what they have been doing. How the participants interact during an activity or a reflection is a good indicator for how the participants interact away from the challenge course. Similarly, moving to a challenge course environment could in turn create powerful and emotional responses amongst the participants.

A Prayer for Children

Ina J. Hughes, 1995

We pray for children who put chocolate fingers everywhere,
who like to be tickled, who stomp in puddles and ruin their new
pants, who sneak Popsicles before supper, who erase holes in
math workbooks, who can never find their shoes.

***And we pray for those who stare at photographers from behind barbed wire,
who can't bound in the street in a new pair of sneakers,
who never go to the circus, who live in an X-rated world.***

We pray for children who bring us sticky kisses and fistfuls of
dandelions, who sleep with the dog and bury the goldfish,
who hug us in a hurry and forget their lunch money,
who cover themselves with Band-Aids and sing off-key,
who squeeze toothpaste all over the sink, who slurp their soup.

***And we pray for those who never get dessert,
who have no safe blanket to drag behind them,
who watch their parents watch them die,
who can't find any bread to steal,
who don't have any rooms to clean up,
whose pictures aren't on anybody's dresser,
whose monsters are real....***

We pray for children who spend all their allowance before Tuesday,
who throw tantrums in the grocery store and pick at their food,
who like ghost stories, who shove dirty clothes under the bed
and never rinse the tub, who get visits from the tooth fairy,
who don't like to be kissed in front of the carpool,
who squirm in church and scream in the phone,
whose tears we sometimes laugh at,
and whose smiles can make us cry...

***We pray for those whose nightmares come in the daytime,
who will eat anything, who aren't spoiled by anybody,
who go to bed hungry and cry themselves to sleep,
and who live and move but have no being...***

We pray for children who want to be carried ***and for those who must,***
for those we never give up on ***and for those who don't get a second chance,***
and for those who will grab the hand of anybody kind enough to offer it.

We pray for Children Amen

CHAPTER TWO:
CORE
CURRICULUM

PREFACE

As always, we want to give credit where credit is due, as well as assist new facilitators understand where we have come from. There has been a great tradition in the outdoor education field for almost 70 years! The modern concept of a ropes challenge course began in the 1960's. Probably the original ropes course was built in Colorado at our nation's first Outward Bound school. That course was modeled after a rope obstacle course designed by the military during World War II. If that course was still in use today both the PRCA and ACCT would pull their hypothetical hair out. Safety standards, however, have come a long way since then. Through technological improvements the safety and durability of ropes courses has increased exponentially.

Also, the ways in which ropes courses are used has changed over the years. They have moved on from simply physical exercises transforming into courses that require team problem-solving and individual growth. In 1971 Karl Rohnke and some high school students built the first Project Adventure, Inc. ropes course at a high school in Massachusetts. A little later in the decade, Treeline Inc. revolutionized the Christian Camping world with exciting yellow polypropylene ropes courses, a custom hand made seat harness, staff training and improved safety practices. (NOTE-Polypropylene got a little too exciting after it was exposed to the sun for a few years, and it was one of the first examples of the need for constant vigilance for a better, SAFER way to do things, paving the way for standards...more on that later!) Since then, the use of ropes courses has extended from schools, to camps, corporations, therapy groups... and the list goes on.

Since the introduction of ropes courses, the scenarios in which they are used has exploded. While one is engaged on a ropes course, it seems to be a physical activity. In this modern age, however, ropes courses are much, much more than just that physical activity. The personal growth and self-discovery experienced can only be achieved at a ropes course.

"I AM THE MOST DANGEROUS PERSON ON THE ROPES COURSE!"

Yes it's true. You are the most dangerous person on the ropes course. You might be thinking it's the person sitting directly to your left. And you'd be right.

Now here is the scary part...so am I!!!

We are *each and all* the most dangerous person on the ropes course. But we are asking you to be responsible for the only person you really control, *YOU*, by saying it the way written above. I am the most dangerous person on the ropes course...

YIKES! What's the point? Well, let's see what I can do about that...(and you...)

Two of the easiest ways to get yourself (or someone else) hurt/killed are being **complacent and/or over-confident**. Being complacent might look like this: assuming all of the equipment is in good order, all of the hardware works properly, all of the ropes are safe to use, and assuming your co-workers know what they are doing. There is no room for pride when someone else's life is in the balance. Being over-confident will most likely result in you getting hurt. Sure you climbed trees when you were a kid but accidents happen! You can't be too careful up there! However, being too nervous or unconfident is no better! You (and I) will always be the most dangerous person on the ropes course BUT there are some ways to mitigate it.

1. Training

-CPR - Current

-Advanced First Aid - Current

-Certified Challenge Course Facilitator to PRCA and / or ACCT

Operator Standards- Current

2. Experience

-Internship on home course under someone else's eye to learn through non-life-threatening errors.

-Internships on other courses (at least two) to develop flexibility, openness, creativity, humility, judgment, etc.

-Each level of the ACCT standards dictates a certain number of hours **MINIMUM** for experience should be at least 100 hours. Of course, the **TYPE** of experience you have determines the activities you should be leading, and with what type of supervision. (If any...) It should include shadowing low and high elements and direct facilitating of low and high elements while someone else observes and critiques your performance.

-Some group leadership experience (Scouting, other youth group, teaching, coaching, guidance counseling, self-improvement program in therapeutic/ corporate/ camp/ school/

college setting)

3. Preparation for Self

- Personal harness, helmet, belay device, connectors (includes carabiners), bear claw, rescue blade, prussik ropes -- all personally color-coded/marked. (High Ropes ONLY)
- Well-dressed with back-up clothing planned in layers (all year round) in a duffel/backpack; should include wool-blended socks, cold weather hat, Red Sox hat (to keep the sun and Yankees away☺), gloves (2 pairs; one of which is leather palm reinforced for rope wear/burn prevention), sneakers, work/climbing boots, foul weather shell, towels, change of clothes, wool sweater or long sleeved fleece top, fleece vest, long underwear (not cotton), shorts, sunblock, bug dope.
- Headlamp with extra batteries.
- Good physical shape and well-rested.
- Aware of PRCA and ACCT standards and where you are in your skills and abilities competencies.

4. Preparation for Others

-Water - *currently stocked*

-Food - *currently stocked*

-EMS plan (including telephone, knowledge of closest Emergency Room and transportation plan)

-Rescue Bag (High Ropes ONLY)

-Extra clothing (rain gear, etc.- see above, towels, bug dope, sunscreen/block in separate bag/pack)

5. Attitudes

-Humility: I'm focused on my clients, not on myself.

-Safety: I'm ready -- checked the props, staff, site, program, but still alert to what could go wrong -- anticipatory.

-Flexibility: Are you ready to adjust your plan to the group -- whatever is wanted and needed of you?

-Humor: Can you be the renaissance leader (a new age, sensitive guy/gal?!)

-Putting it all together: Are you committed to making a difference with your clients, supporting and seeing them in their possibilities, holding them responsible for their choices and consequences, realizing that trust grows out of risking and maintaining safety, and respectful of their and my own current limits (respecting my client's and my right to say **NO**), assisting them to look for Win/Win solutions, living your own life adventures (and being able to separate them from your clients!), to talk less and do more, respectful and

acknowledging their gifts with true compassion, celebrating small successes, encouraging breakthroughs through breakdowns...? and aware that all you truly have is **NOW!**

-Inclusivity: Are you sensitive to anticipating and adjusting your facilitation such that all people, regardless of gender, age, race, creed, health, physical condition, or social status have a role in the community that is created through the activities/discussions?

-Completion: Will you let people have time together to reflect (debrief/process, i.e., make sense/insight of) their experience as soon after the experience as possible and whenever is appropriate?

-Termination/Integration/Reflection: Will you make the effort to create powerful opportunities for all people to integrate their adventures into the rest of their lives with guided discussions, and by promoting sharing in open, sometimes personally and touching ways. Are you committed to doing this in artistically expressive venues such as music, quotes, rituals, dramatic readings, or personal sharing?

6. Conceptual Themes to Model, Support, and Empower Participants to Practice

-Breakdown/Breakthrough

-Support risks that lead to non-safety issue errors

-They also lead to new ways of doing things.

-Choices

-Courage, Flexibility, Responsible not Victim, Making a Difference

-Playing to Win vs. Not to Lose

Passion, Commitment, Involvement, Courage, Being HERE-NOW!

-Risking/Trusting

-Courage, Wisdom

-Valuing the magnificence of people

-Holding them in their highest potential, acknowledging their gifts to others.

HAVE FUN!!!

MOST DANGEROUS PERSON THOUGHT QUESTIONS

Who is the most dangerous person on the ropes course?

What are three ways we can mitigate being the most dangerous person on the ropes course?

Why is it important to acknowledge the most dangerous person on the ropes course?

Who is the most dangerous person on the ropes course? (Yes this is a repeat. Yes it was on purpose)

SPOTTING

Spotting is the most fundamental skill you can have when it comes to keeping other people safe during a low ropes program. Being able to safely and effectively spot opens up all new possibilities. To try and explain all of the "ins and outs" of spotting would take an entire manual by itself! So what we are trying to do in this section is break down spotting into its basic components.



ROCKERS: Depending on your duration of your existence you either thought of Godsmack, The Rolling Stones, or a Rocking Chair. None of these, however, are related to the "rockers" we are talking about. The rockers are the name we give to the position your legs are in during spotting. What you should do to "put your rockers on" is first point one foot forward (for this explanation we're assuming the LEFT foot is forward). It doesn't really matter which one. Second, take your right foot and put it behind your left foot so that, your heels are touching, and your feet are perpendicular. Whoa, big word. In other words, position your feet so they create an 'L'. Once you have made sure everyone in the group has an 'L' have them take a shoulder length step back with their back foot. (A shoulder length step forward with their front foot will have the same outcome). Next, have them slide that back foot in the direction their toe is pointing. (So if my right foot is in back, the toe is pointing to the right, so I'm going to slide my foot to the right). Only slide it about 6 inches. What that does is create a wider base for better balance. Now just have your knees comfortably bent and you now have your rockers on!

BUMPERS: When you are spotting, your bumpers are your arms. With your rockers on already you should extend your arms and have your palms facing out. Make sure your elbows are bent and your fingers are loose. Voila! Bumpers are up.

FALLER: Alas, there is a position for the faller as well. First have them stand at attention like they are in the army. Feet together, standing tall, hands at their sides. From this point on the only part of their body they should move is their arms. What they are going

to do is hold out their hands palms facing each other. Now have them point their thumbs down. Next, with arms still straight and thumbs still down have the fallers make an 'X' with their arms. Finally, have them interlock fingers and bring their connected hands down towards their bellybutton then up and under their chin. The reason we go to such lengths to have a specific way to hold their arms is this particular position makes it very difficult for a faller to flail in the event they get scared. We would not want them hitting the person who is trying to keep them safe.

COMMANDS: There are certain protocols that you should follow when people are doing spotting. It starts with the spotter tapping the faller on the shoulder to let them know he/she is there. Then the process proceeds as follows:

Fred (Faller): "Ready Steve?"

Steve (Spotter): "Ready Fred."

Fred (Faller): "Falling Steve."

Steve (Spotter): "Fall Away Steve."

Using names is critical! Using names avoids any confusion about who is talking to whom. If Steve were to just say "Fall Away." There could be another faller who hears that and begins to fall when their spotter is not actually ready.

GENERAL TIPS!!:

1. Have the spotter catch the faller sooner rather than later. So the spotter should lean forward then cradle the faller back as opposed to staying back and letting the faller come to them.

2. Don't let them switch spotter/faller until either the spotter or faller have spread far enough apart that the spotter or faller is no longer comfortable with the distance between them.

3. Try to keep the fooling around to a minimum. Spotting is the foundation for so many other activities that if they can't handle this you should be wary of bringing them to some of the more difficult (but more fun) challenges.



4. Remind your participants that their support comes from their legs. Make sure they use their legs when placing their faller back into the standing position.
5. Make sure the faller is rolling on their heels as opposed to just leaning back. If they just lean back then they are not truly letting themselves be caught by their spotter. Similarly, the fallers should not be helping themselves back into the standing position. The spotter must place them back upright.
6. For the faller, if it is painful for them to hold their arms in that position they can simply cross their arms like a mummy. But, they must hold a handful of their shirt in each hand.
7. Initially have them partner up with someone that is approximately the same height and weight. There is no reason a smaller person can't spot a larger person but when they are first learning it is best to match them up as evenly as possible.

SEQUENCING

As you could probably tell, understanding that you are the most dangerous person on the ropes course is an important concept. After all, we did make it first in this training manual. But, as a facilitator the next concept you must understand is the idea of sequencing. Having activities flowing in a logical order will help bridge together your participant's experience. The Wall is a great activity (Activities pg. X) but unless you've done the proper sequence of activities to both make The Wall safe and to make The Wall significant then it might simply become a wall in the middle of the woods at best, or a dangerous scarring memory because someone got hurt due to any number of reasons at worst. This manual WITH training and feedback on your performance, and experience can assure you in delivering The Wall kind of experience. (Caution: we do not mean to imply that you can PREDICT the outcome of your group...that reeks of arrogance. But you can at least guide their choices and thus their safe outcomes.)

The standard sequence used in adventure education is as follows:

1. Games
2. Trust Activities
3. Initiatives
4. Low Elements
5. High Ropes Course

This sequence is effective because it begins by creating a foundation for relationships through your games and group agreement(s); then slowly builds on that foundation as you continue through the sequence. Here is a sample list of activities in order according to the adventure sequence:

1. Non-Elimination Simon Says
2. Spotting/Willow in the Wind
3. Whale Watch
4. Tired Two-line

Is this a hard and fast rule that you *must always* go in this order? Not necessarily. For example, there are times when low elements are used as trust activities or in some cases you might do low elements prior to initiatives. The most important thing to consider is "Have I taught my participants the necessary skills needed in order to complete this activity safely?" So if you haven't taught your participants spotting, taking them to the Mohawk Walk is *not* a good idea.

As you move through your program there are some other things that should be considered in determining a sequence of activities. First, activities can be adapted for a

wide range of uses. For example, Minefield (Activities pg. X) can be used as a de-inhibitizer, a problem-solver, or a trust exercise.

SEQUENCING THOUGHT QUESTIONS:

What is the most important thing to consider when determining a sequence of activities? Why is it important?

Create a sequence of activities according to the standard Adventure Sequence. (Don't include High Ropes)

Think about your experiences in this training. Where are there examples of sequencing besides just the order of activities that were presented to you? (If you don't have any/many experiences yet in this training revisit this question later)

GAMES IN ADVENTURE EDUCATION

Here is a totally "hypothetical" situation. It's the late morning with a slight amount of dew on the grass and the sun is shining warm on your cheeks.

(That dew is going to be an important factor here in a minute...)

It is the second or third day of a four day training. Things have been going well and the group has had some ups and downs but for the most part it has come together the way you hoped it would. Luckily for you, the pieces all fall into place and the perfect game to play next is Different Drum (for details see Activities manual pg. X). Everyone is having fun, enjoying the music playing when it is one of the facilitator's turn to dance...(YOU!). You, the facilitator are really in a groove when you decide to slide on your knees as the big finish to the dance. The song reaches its climax so you decide to go for it and you execute a perfect knee slide on that dew laden grass.

Well, almost perfect. In your attempt for the perfect knee slide, uh, your pants split wide open for everyone in the group to see.

If you're ever looking for a great ice breaker or way to lighten the mood, accidentally split your pants open. The look on your own face alone is a Mastercard moment...

That is the kind of opportunity you can expect to arise (unexpectedly!) when trying to lead games in adventure education.

The truth is, there is no one correct answer for what a game in adventure education can do for you. It can do whatever you need it to. Here are a few purposes for which a game can serve.

- Break the Ice
- Have Fun!
- Allow a little craziness Unself-conscious awareness
- Cause Communication Cause Self-Confidence



GAMES THOUGHT QUESTIONS

What are 2 other "purposes" for which a game can serve?

What is your favorite game? Why?

Do you know the "victim" of the "hypothetical" situation mentioned at the beginning of the section?

Think of a game you would like to lead at some point in this training. Be prepared to present it to the rest of the group.

FACTORS AFFECTING GAME SELECTION

Choosing the right set of games and initiatives can really set you up for a great challenge course program. As facilitators it can be easy to get locked into a set of activities you want to do and the group ends up having a tough day because the activities you chose were not appropriate for that situation. For instance, if it is a group of college students and the program starts at 9AM on a Saturday morning, you're probably not going to want to do any activities that involve too much thinking. Why not you ask? Well we'll leave that to your imagination but just remember there is more than the facilitators wishes that will dictate the activities you might present to a group. Here are a few factors we think you should consider when selecting a game:

1. **TIME** - How much do you have? How long do you need? Can you control it?
2. Is it **FUN**?
3. **SAFETY** - How can you control it?
4. **COST** - Can you control it?
5. **SPACE** - How much? Indoor/outdoor; scale; privacy; ability to control boundaries.
6. **DAY/NIGHT**
7. **PROPS**?
8. Is it **FUN**?
9. Can you be **CREATIVE** and **ADJUST** the rules of the game to keep it interesting?
10. Does it truly involve **EVERYONE**?
11. Are the rules **EASILY** comprehended?
12. What level of **TRUST** does the group need to have with itself to play this game?
13. Have you had **EXPERIENCE** leading this game?
14. What **AGE** group is this geared toward?
15. What is the **GOAL** in playing underlying the game?
16. Last but not least- Is it **FUN**?

GAME SELECTION THOUGHT QUESTIONS

In your opinion, what is the most significant factor affecting game selection? Why?

What are two factors you would add to this list? Are there any you would take away?

What would be an activity you would choose for that group of college students

G.R.A.B.B.S.S.

G.R.A.B.B.S.S. stands for Goals, Readiness, Affect, Behavior, Body, Stage, Setting. G.R.A.B.B.S.S. is a great assessment tool to help you evaluate (NOTICE, NOTICE, NOTICE!) your group as you move through a challenge course program. If your program will span over multiple days it can also help you plan that days activities. Primarily, it is meant to help you appropriately adjust and adapt your program to create the most positive and beneficial experience for your participants.

GOALS: What are the goals/objectives of your session(s)? Are individual goals aligned with the team? Do all members of the team know/understand the goals? Are people committed? How does the activity relate to the group and individual goals that have been set?

READINESS: This regards levels of instruction (skills) and safety capabilities. Is the group ready to do the activity? Will they endanger themselves and others? What skills and abilities does the team have? Are they using the skills effectively? ...enough to attempt or complete the task? What will you have to do to change the event to compensate for lack of readiness? What level of motivation exists on the team? Are people engaged and involved, or are they resistant and apathetic? What new skills do they need to learn in order to improve?

AFFECT: What is the feeling of the group? What kinds of behaviors are observable? Are behaviors and actions different from statements? What is left unspoken? What is the level of empathy/caring in the group? What is the level of trust and support? What kinds of sensations are they having?

BEHAVIOR: How is the group acting? Are they restive, disruptive, agreeable? Are they more self-involved or team-focused? What interactions are affecting the group, either positively or negatively? Are they communicating openly and honestly?

BODY: What stress is the team experiencing? How tired are they? Can people maintain concentration or are they easily distracted? Is the environment creating any discomfort? What do people need to become re-engaged with the task or process? What kind of physical shape are they in? How tired are they? Do they substance abuse? Are they on medication? How do they see their own bodies?



STAGE: Which developmental stage is the group at? Which developmental stage(s) are individuals at? Are the behaviors consistent with your assessment of the stage? What stage does the group think it is at?

SETTING: What cultural factors may be affecting this group? What do facilitators need to understand about who they are (race, gender, ethnicity, economics, etc.) in order to effectively communicate and interact with them? What impact do these factors have on the group's behaviors and on this experience? Also, what aspects of the physical location may impact the program and the participants? Are you in the right setting or space to best facilitate the exercise? What is available vs. what do you need: indoors, outdoors, dry, wet, cold, warm, flat, sunny shady, windy?

Adapted from *Islands Of Healing* by J.Schoel, D. Prouty and P. Radcliffe.

GRABBSS THOUGHT QUESTIONS

You have a group of 10 high school students who have done a Blind Buddy Stretch walk. The next activity you take them to is the Mohawk Walk. Is this a good decision? Why? Why not? Use GRABBSS to explain your answer.

Why is GRABBSS a valuable tool to have as a facilitator?

Imagine you are teaching spotting to a group of college students. One girl is deathly afraid of falling into someone else's arms. How you adapt your activity to account for your frightened participant and still meet the goal of having everyone fall and catch?

CONCEPTUAL UNDERSTANDINGS OF "TRUST"

Yikes! The "T-bomb" just got dropped. Trust is one of those ideas and concepts that is so integral to what we do as facilitators and yet it is such a difficult concept to put into words. The best way we can think of to define it is through experiences. There are, however, some ways to recognize if participants are showing trust and confidence in each other.

1. Dynamic balance between **RISK** and **SAFETY**.
2. **NEGOTIATION** of **COOPERATION** between all parties concerned.
3. Evidence of "**AT STAKENESS**" (i.e., personal investment) and a willingness of participants to engage/participate in some way.
4. Ability of anyone in the group (especially most resistant/shy) to say **NO**, i.e., expressing choice and power and the space/clearing that causes for the facilitator to then adjust the task to meet the group and individual's commitment level.
5. Evidence of **RELATIONSHIP**: flexibility, power, challenge, sincerity, compromise to create win-win for one another, communication. [People are willing to compromise in order to create a win-win situation.]
6. The presence of **PARADOX**, i.e., 2 truths, apparently opposite, both present.

TRUST THOUGHT QUESTIONS

When is a time in this training you had to put your trust in someone else? What was the result of putting your trust in that person?

Did someone else put his/her trust in you? How did it feel being relied on by another person?

Why is it important a participant know they have the option of saying no?

A "RECIPE" FOR GREAT INITIATIVES

Initiatives, like games, can serve many different purposes for you as the facilitator. Also, like games, there are some things you need to consider when planning which initiatives you would like to present to your participants. There are three primary characteristics all initiatives should have. They should require everyone to participate in some way, it should be experiential, and it should be holistic.



Here are some factors to consider when choosing an initiative:

1. Is it a **FUN** task? Intriguing, challenging and with an element of adventure?
2. Does its design require **EVERYONE** in the group to **CONTRIBUTE** and be involved in order to achieve success? (**INCLUSIVITY**)
3. Does it require **PLANNING** and coordination of some **ACTION** sequence involving physical movement? (**EXPERIENTIAL**)
4. Does the challenge call upon **MENTAL**, **PHYSICAL**, and **EMOTIONAL** talents and resources from the group? (**HOLISTIC**)
5. Can you **ADJUST THE LEVEL** of challenge mid-stream to fine-tune it to the group's dynamic goals?

INITIATIVES THOUGHT QUESTIONS

Think of one initiative you've done so far this training. Did it seem to follow this general recipe? Explain your answer.

How could not including everyone in an activity negatively impact the group?

How might your selection of initiatives affect your selection of low elements and/or trust activities?

FACILITATOR'S GUIDE TO PRESENTING INITIATIVES

Once initiatives have been selected you must present them to your participants. If you don't explain the initiatives the participants won't know what to do and will probably just end up confused and walk away. BUT, it isn't enough to simply know the instructions and safety guidelines for a particular initiative. Here are some things to consider prior to presenting an initiative.

1. What **PROPS** (if any) are necessary? (i.e., Rope, bucket, blindfolds, etc.)

2. What is the **NAME** of the initiative?

3. What are the **OBJECTIVES** of the initiative? (i.e., What action/event must be accomplished in brief terms?)

4. What is the **STORYLINE** to the initiative? (i.e., How can you present the challenge in a way that is pertinent metaphorically;

Isomorphically? If the facilitator can be in

tune with the parallel processing of the participant's own lives, s/he can assist in the creation of dynamics in the initiative that are truly exciting because they are so on target.)

5. What are the **GROUND RULES**? (i.e., How much time, what props are allowed, what conditions are ok, etc.)

6. What are the **SAFETY CONSIDERATIONS** if any? (i.e., No more than one person can cross at once, spotting is essential, two hands up at all times on the Wall, etc.)

7. What **DEBRIEF** questions would you offer that will guide the group to insights and create (transfer) commitment to action in their own lives?



GUIDE THOUGHT QUESTIONS

Why is knowing just the instructions and safety guidelines not good enough?

What are three ways a good storyline could benefit the participants?

Why is it important to reflect (formerly known as "debriefing") on an activity you just completed?

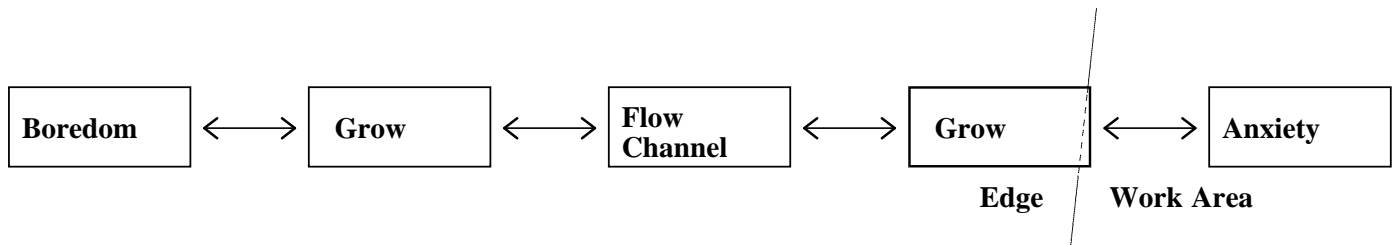
THE FLOW CHANNEL MODEL

The flow channel model becomes a useful tool for facilitators by acting as a measure of the engagement level of an individual in comparison to that individual's skill level and the degree of challenge inherent to the task. By targeting a balance between a participant's abilities and the level of challenge, a facilitator is able to provide the opportunity for participants to be immersed in the flow channel, unconscious of other events around them or occurrences possible for the future.



This model may be superimposed onto any activity that an individual might be engaged in at a physical, emotional, and/or mental level. While focusing in on the individual, we as facilitators may receive crucial information that will allow us to become more effective. The facilitator may then alter an experiential activity, to better address the individual's needs and goals. Ideally, an individual would spend a considerable amount of time in the flow channel.

A modification of the flow channel model would be the addition of a new zone entitled, "Grow".



New discoveries at the edge, by the participant either expand the comfort zone or contract it, thus redefining the participant's edge boundary. With the addition of the grow zone, the facilitator can aim the individual to these zones by providing adventure activities that allow the participant to interact between the grow and flow channels.

FLOW CHANNEL THOUGHT QUESTIONS

What is the "edge"?

What are two possible outcomes of working in the "edge" zone?

When is a time during this training have you been at the "edge"?

THE FOUR STAGES OF GROUP DEVELOPMENT

Richard Weber, "The Group: A Cycle from Birth to Death." Weber uses the stages developed by Tuckman (1965), Schutz (1971), and Bion (1961).

FORMING: When a group forms, its members scramble for leadership and look for whom to follow. There is confusion, anxiety, willingness to please, along with solid glimpses into what the group will be like. Sometimes called the "polite stage", this is an important time for the group to achieve something, for they may be more willing to please each other and the leaders at this stage than they will be during the Storming stage. Those solid immediate first achievements will be important building blocks that later on they may reflected upon: "Look, you did these things before, and you had a good time doing it. You can do them again."

STORMING: Others call this the power and control stage. Alliances between members have formed sufficiently to generate negative behavior. Real testing of the co-leaders begins. They are essentially reacting to the situation, with very little initiative or independence being exhibited. It is important to continue to deal with the uses of achievement and negotiations, giving them the solid experiences that will help them move on to the next stage.

NORMING: The group is starting to operate as a unit, taking pride in what it is doing, using its own strengths. The group is moving away from its dependency on the co-leaders, taking initiative; experiencing pride in group accomplishments. They are able to confront each other in terms of goals and behavior.

TRANSFORMING/PERFORMING: It is what a group must do when it has accomplished its goal, or has run out of time. According to Weber, there are two choices. One is to Redefine, or start again with a new agenda and time period. The other is to Disengage. "The group must decide on its future or it will proceed down a frustrating, unfulfilling path."

(NEWER) Tuckman's fifth stage - ADJOURNING: Bruce Tuckman refined his theory around 1975 and added a fifth stage to the Forming, Storming, Norming, Performing model - he called it Adjourning; also referred to as Deforming and Mourning. Adjourning is arguably more of an adjunct to the original four stage model rather than an extension - it views the group from a perspective beyond the purpose of the first four stages. The Adjourning phase is certainly very relevant to the people in the group and their well-being, but not to the main task of managing and developing a team, which is clearly central to the original four stages.

Adjourning, stage 5, is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what's been achieved. From an organizational perspective, recognition of and sensitivity to people's vulnerabilities in this stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change.

It is important to understand that groups will recycle back through the process. A group will move to a general level but it will also run into difficulties, and these may force them to take a step back. If the difficulties are addressed, the group will grow in a normal "zigzag" kind of way. If they are not addressed the group will have more trouble moving on to the next stage.

These developmental stages can help you decide on intensity decisions and on specific tasks. Tasks that require a high degree of initiative and responsibility should be reserved for the Norming stage. Tasks that must be watched closely through narrow parameters should be slotted into Forming and Storming. Becoming a wise observer of group process (regarding how, why, and where people behave in certain ways) will be invaluable to you as a *GROUP* facilitator. It will help you determine when to introduce certain adventure activities and also when to call the group's attention to its process. Our role is to help you empower individuals in a group setting to grow in natural, positive ways.

GROUP DEVELOPMENT THOUGHT QUESTIONS

Why is it important to know which stage your group is in?

How might the Flow Channel Model and the stages of group development be connected?

What stage is your group in? Why do you think so?

REFLECTING

Performing reflections is a key aspect to being a good facilitator and for group development. After each activity (or series of activities) it is important to reflect on what the participants have learned as a result of their experience. This is also the time when you should connect what they've learned to areas of your participant's lives outside of the challenge course. How can they adapt the lessons they've learned into their work environment? Home? School? Yoga? Without reflection all your group will have is a bunch of random activities that do not connect or translate into real life.

BLOOM'S TAXONOMY

Knowing Bloom's theory on cognitive processing can be a big help to you as a facilitator when you are trying to run a reflection (debrief). By knowing and anticipating how people progress in their ability to learn it can help facilitators organize their questions accordingly. There are six levels to Bloom's Taxonomy, Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation.

1. **KNOWLEDGE:** This is the most basic level of cognitive processing. It is a memory level where simple recall takes place.
2. **COMPREHENSION:** This is the understanding level. You have taken your knowledge and are understanding it in a literal, descriptive way.
3. **APPLICATION:** At this level a person is using their knowledge correctly.
4. **ANALYSIS:** In the analysis level you are breaking down the knowledge you've gained into component parts and can recognize their relationship to one another.
5. **SYNTHESIS:** This is the creative level. At this level you can take all of the pieces apart and put them back together again.
6. **EVALUATION:** This is the final stage. Once you've reached the evaluation stage you have the ability to make your own opinion (and be able to support it) as well as make judgments about the value of ideas and solutions.

THE CHARLES PARRY TECHNIQUE

The Charles Parry technique is another way to approach a reflection. The first step is to restate the goal of the group discussed at the start of the day in addition to reviewing the activities the group took part in that day. Then state how the reflection is

going to work. So for example:

"So, we've just completed some initiatives ...a ...b ...and c. As I remember, our group goals were...x...y...z. Let's take five minutes to reflect on what we've learned.

Here is how we'll do it. Given our full agenda for today, the challenge for each of you here in this verbal initiative is to silently think and prioritize. Think of a 1-3 sentence response to each of the following two questions:

- 1. Given your performance in today's activities what would you do the same?*
- 2. What would you do differently?"*

As a facilitator you should model for the participants what you would like them to do by going first. There are only a few times you should do something first when dealing with a new group of participants. Going first in a reflection is one of those times. Falling from a height is not.

THE KOLB TECHNIQUE

This is a simple formula for how to structure a good reflection. There are only three questions involved, What? So what? Now what?

WHAT?

What were the activities we just experienced? What were the outcomes of those activities? What have you learned?

SO WHAT?

What is the significance of the activities/outcomes? Why should you care? Why are the lessons learned important?

NOW WHAT?

How are you going to take what you've learned and experienced today and apply it to other aspects of your life?

Another name for the Kolb Technique is the Experiential Learning Cycle. You can find a great diagram of this concept in Appendix X on pg. Y.

THE 5 QUESTION REFLECTION GUIDE

(Thanks to Open to Outcomes and the Boomerang Project for this one!)

This is another technique to guide you in your quest for an effective powerful reflection. This guide goes as follows:

1. Did you notice? What did you notice during...?
2. Why does that happen?
3. Where else in your life does this occur? Work? School?
4. Why does it happen at school/work?
5. How can you use this information?

It is very important that lessons learned are connected to outside experiences. That relationship is how we can translate our journey on the ropes course with the adventure of the real world.

REFLECTION THOUGHT QUESTIONS:

How can a reflection turn a "run of the mill" experience into something people will never forget?

How does Bloom's Taxonomy connect to the series of reflection techniques mentioned in this section?

Select a reflection technique and create a scenario in which you would use that particular technique over the other techniques discussed in this section.

APPENDIX I

(All you Level II's out there should pay attention to this Appendix.)

The Role of the Instructor by Ken Kalisch is a great book about being a facilitator in the field of adventure education. There are two areas of the book that we would like to highlight here. First, we have selected ten things a facilitator should do to be more effective in leading a group and also give that group the best chance at success.

1. Provide training in new skill areas with immediate applications.

Meaning: Teach the participants skills they are actually going to need in the near future. For example, if you want to participate on the high ropes course you will have to teach belaying. Or, if you want to go to a Low Element you will have to teach spotting.

2. Use a unique or contrasting environment.

Meaning: Utilize an environment that is not necessarily in most people's comfort zones. For example, if you are working with a group that is at a summer camp and they have all been at the camp for several weeks prior to the program, go someplace off campus to do some activities. All you really did was move from one area of land with some grass and woods to another. But, for the participants it is new and different.

3. Provide opportunities for leadership and responsibility.

Meaning: Assign people roles. If water needs to be set up, have a different person set it up each day. Just give kids the chance to be in charge of something.

4. Provide a variety of experiences.

Meaning: This can mean a couple things. One meaning is that your participants will get really bored really fast if you do the same activities and challenges over and over again. The other meaning, is referring to providing a holistic experience for your participants. Use the participant's senses, have some visual, audible, and tactile experiences.

5. Provide graduated challenges (individual and group) to promote successful experiences.

Meaning: Don't throw a group into a situation they are not ready for. Build up to the tougher challenges by starting small and building that foundation for success.

6. Provide opportunities for the development of one on one relationships.

Meaning: Before this training began one or all of the trainers interviewed you. That interview acted as an introduction and began this relationship process.

7. Provide supportive, usually non-directive leadership.

Meaning: Positive reinforcement is a powerful tool you should use to emphasize things the group is doing that you like as opposed to yelling at them for doing things you

don't like.

8. Provide morale building experiences.

Meaning: This means a couple things. First, you should always celebrate successes, even the small ones. Second, similar to number five, you should build their confidence by starting small and building up to more difficult challenges.

9. Provide experiences with clear-cut consequences.

Meaning: If you are doing an activity and a rule is broken make sure the group knows that there will be a consequence that is enforced. Also, make sure the consequence is consistent.

10. Emphasize reflection.

Meaning: Utilize your free time to have your participants journal or do an instructor led reflection.

The second area of the book we would like to focus on is when Ken discusses **facilitator interventions**. When a facilitator must intervene there are certain ways in which he/she can go about doing that. As you read think about how you would handle the scenario presented and how you would handle each intervention.

Scenario: a group is challenged with crossing a river. Some people have given ideas that were instantly rejected and criticized. Two members have come to dominate the problem solving, each vying for a greater share of power. The group is frustrated; many members are beginning to withdraw. The instructor who has been standing by senses that the situation is fast deteriorating and that an intervention may be helpful.

Obviously there are some issues in this scenario. First, the group immediately rejected a series of ideas resulting in the rejection of the people giving the ideas and their withdrawal from the activity. Second, there are two people who have begun to dominate the planning without the participation of other members of the group. A third problem is that there was no organization to the planning process initially.

Intervention 1: Attempt to diagnose the group's issue(s) then ask the group why they might be having those issues. For example, "There may be several reasons why this group is so frustrated right now. One is that everyone hasn't been included in on the discussion of the problem...Can anyone think of a reason why this is happening?"

Intervention 2: Focus the attention on the process the group has gone through. For example, "Are you all aware that every suggestion offered here has been immediately criticized?"

Intervention 3: In this intervention the goal is to bring out some unexpressed feelings from the group. For example, "Sarah, how did you feel when your suggestion was laughed at a few minutes ago?"

Intervention 4: In this intervention it is the role of the facilitator to clarify the progress that has been made and to refocus the group. "Let's stop for a few minutes and review all the suggestions which have been made up to now."

Intervention 5: Give direct feedback. "There have been a few people who have really dominated the discussion. Let's try to include more people. Now, in the book it specifically names the person, James, who is one of the people dominating the group. In this case, however, we don't think you should single out one participant because you do not want to discourage them from participating in this challenge or any future challenges."

Intervention 6: With this intervention you are trying to teach by means of providing the group with additional content or skill training. This is a slightly cheesy but still good example, "One of the keys to effective problem solving is generating a large number of alternative solutions. I would like you to try something with me as a group for a few minutes. It's called brainstorming."

Intervention 7: If the ridicule has gone too far there may be instances when you must deal with the behavior directly. For instance, "Joel...I hate to interrupt, but I really think Sarah has heard enough from you for now."

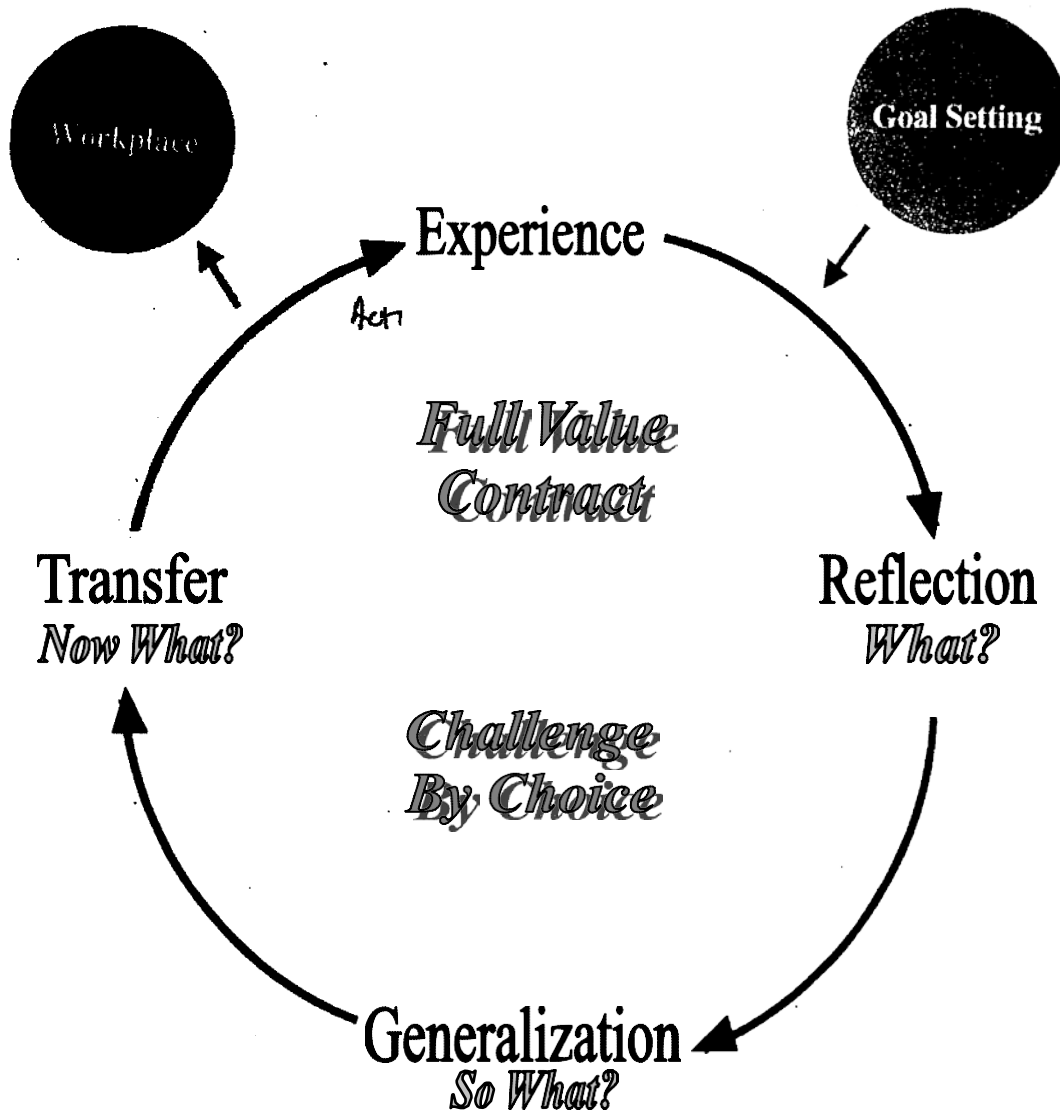
Intervention 8: In this intervention you are stating your personal feelings about the group's performance. For instance, "I have been standing here for the last forty minutes watching and waiting for you people to get your act together. At this point I am growing impatient and can no longer hide my disappointment. After all I've tried to teach you about problem-solving and communication, I'm feeling let down...like maybe I've been wasting my time."

Intervention 9: Here you are attempting to restructure the situation. "I would like you all to get back together and begin a discussion of this problem. It's too soon to give up. Let's really work at communicating with each other. And Joe, since you've had so much to say up to this point I would like you to hang back for awhile and refrain from sharing anymore."

Intervention 10: Reflect other people's feelings back to them. "It's really disheartening to try to solve a problem and end up nowhere. Sort of like spinning your wheels. Even downright frustrating, isn't it?"

Facilitation is the art of knowing when and how to intervene into a group's interaction. It is not an easy job. The instructor will experience a good degree of tension in making some of these decisions. Yet, this need not deter the inexperienced instructor from involvement. Surely, mistakes will be made; but the art of facilitation can be learned with practice so don't get discouraged!

THE EXPERIENTIAL LEARNING CYCLE



*I see, and I forget.
I hear, and I remember.
I do, and I understand.
Lau-tzu, Chinese Philosopher*

CHAPTER THREE: GROUND LEVEL ACTIVITIES!



= Indoor



= Outdoor



= Warm up



High Activity level



= Low Activity level

Games & Stretches

Trust

Initiatives & Low Elements

Portable Events, Games

Elements not part of client lows

Risk Management Information

GAMES

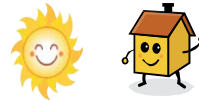
1-2-3 CLAP!



This is an activity that just about everyone messes up the first time they participate. This is an activity that is all about presentation. When you present this

activity you should be charismatic and enthusiastic. You should be that way with all of your activities but especially this one. Have the participants extend their arms so that their palms are facing each other. Have them maintain this position because this is the clapping position. So, there are only two rules to this game. The participants need to keep their eyes on the facilitator and they need to clap when the facilitator says the word "clap". Simple enough right? You wish. There's a trick! As the facilitator you count "1-2-3" then without saying the word "clap" you should clap your hands and THEN say "clap". Most people will clap when you clap your hands as opposed to when you say "clap". For the second round you can adapt it to "1-2", (clap your hands), "3", "Clap!" Then finally, you could actually say "1-2-3 Clap!" and clap your hands when you say: "clap".

STAGE SHOW (Have you ever- Karl Rohnke)



Have your group get into a large circle. The facilitators will ask a series of questions that all begin with the phrase "Have you ever...?" Then you will fill in the rest of the question. For example "Have you ever...been to Fenway Park?" Everyone who has been to Fenway will then walk through the circle waving and find a new spot in the circle. While people are waving through the circle everyone else should be clapping. Here are a few more examples. "Have you ever..."

- ...Built or helped build a house?
- ...Pulled an all-nighter talking with friends?
- ...Talked your way out of a traffic ticket?
- ...Been to Europe?
- ...Accidentally put your cell phone through the washing machine?
- ...Gone to the grocery store planning to buy only 1 or 2 things then walk out with a shopping cart full of groceries?
- ...Counted the number of licks it takes to get to the tootsie roll center of a tootsie pop?

ONE MINUTE FRENZY

This is a perfect big group have as many people meet as many people as possible type game. Pro Image & Associates, LLC. does not guarantee anyone will remember the names of the people they meet. As mentioned, the goal of this activity is to meet as many people in one minute as you can. When the game begins, anytime someone makes eye contact with another person, they must shake their hand and introduce themselves. For example, "Hi, my name is Jeff!....Hi, my name is Sean!". (That counts as one meet and greet). Throughout the minute, people should be keeping a running tally of how many people they have been introduced to. If later in the game Jeff and Sean make eye contact again they MUST introduce themselves again but it does not count towards their total number of introductions. When the minute is up, depending on the size of the group you are performing this activity with, you could ask "Raise your hand if you met at least 10

people...20...30..." Then amusingly as the last question ask, " How many people have absolutely no idea how many people they just met?"

SOUND ROUNDS

This is a simple get-to-know-you type activity that forces people to talk for certain periods of time. Have everyone get a partner and form a circle. Once they have a partner have them decide who is partner A and who is partner B. Once they have determined their role have all of the partner A's step into the circle and face their partner. Now, you can safely assume that just about everyone partnered up with someone they already know. So to throw the group a curveball, ask all of the A's to move two people to the right. Now that they have their new partners you are going to present them with a question. The questions can be anything you like but it is important that it be an open-ended question. If you ask what their favorite food is you must ask them WHY it is their favorite food. So after you ask whatever question you choose have either A or B go first and talk for 30 seconds (at a minimum). The person answering the question must talk for the full 30 seconds. While one person is answering the question, the other partner cannot talk but must listen. When the 30 seconds up the it is the other person's turn to talk for a full 30 seconds. Once both A and B have answered the question have either circle shift one or two people to the right to make sure they end up with someone new each time.

General Tips:

1. If it sounds like people are really into answering the question, just lie and don't stop the after 30 seconds, let it run for 40-45 seconds.
2. Start with very simple, cheesy questions. Don't be afraid to ask anything ridiculous either like, "If you were a hot dog, would you eat yourself? Why/Why not? What toppings would you put on yourself?" Then eventually you can ask about someone who has inspired them, been a role model, or what their proudest achievement is.
3. Try to listen in on the answers being given. This is a great way to get to know your participants.

BLOB TAG



This is a good warm up game that helps you break the touch barrier with a new group of participants. Before you get to the game site with your group you should have some boundaries set up so that you do not have to waste time setting them up as the group stands by waiting. Using any means you like you may choose 1 "it" (if it is a large group you can choose 2).

The objective for the "it" is to try and tag all of the other players. If a player is tagged they must join the blob by holding hands with the "it" that tagged them. So after a few people have been tagged you should have a line of "its" holding hands. The only limitation the blob has is that they cannot separate. So if one of the "its" lets go of the

rest of the chain and tags a player, it does not count because they were not connected to the blob.

As a player you are obviously trying to avoid being tagged by the blob. If a player goes outside the boundary they are automatically "it" and must connect to the blob.

The game goes until there is only one surviving player. That player then becomes the new "it" for the next round. You should have a time limit in mind for each round in the event that a particular round is taking a long time you can end it in a non-obvious way and begin a new round with new "its".

LOVE TAG



Love tag is another variation to your basic game of "Stuck in the Mud". Again, you should have boundaries set up ahead of time. First, select an "it" (or 2 if it is a large group). Their objective is to try and tag everyone in the group. If a player gets tagged they are then stuck in the spot where they were tagged. The only way to be unfrozen is to have another player come up to you, give you a big hug and yell "I LOVE YOU [Insert name here]!!!"

Once again, it would be a good idea to have a certain time limit in mind for each round.

If everyone is tagged the "its" win the game! Once the time limit is reached, select a new "it(s)" and begin again.

MACHINES



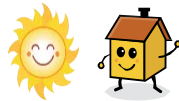
Machines is a great game because there is not a lot of structure to it. It relies on the creativity of the facilitators and participants to construct a unique machine using only their bodies. The only rules are each person must come up with a motion and a sound to accompany that motion. And of course, everyone must be a part of the machine. So, have one person go into the middle of the circle. Whenever another participant or facilitator feels inspired they may enter the circle and become a part of the machine with their own unique action and sound. That continues until all of the participants are a part of the machine.



Once everyone has become part of the machine you should let the machine run for a minute or so to allow the final person who entered the machine to really participate.

Variations:

1. Divide your participants into two smaller groups. The goal for each group is to choose a machine and try to recreate that machine using only their bodies. So once each group has a machine and all of the participants have been assigned parts to that machine they present their machine to the other group and see if the other group can guess what they are. So, for example, if the group is a washing machine, you will have someone be the door, someone could be the buttons, people could be the clothes, soap, and someone could even be the person doing the laundry! The possibilities are limitless.



LUMBERJACK NINJA

This is a great game that allows those participating to have the chance to be loud and obnoxious and not feel stupid while doing it because everyone else is doing it too. This is a good starter game (once you've already done some sort of name game) because it gets your group out of their comfort zones and it gets them up beat, moving, and ready for the next activity you may be facilitating.

Have the members of your group get into a circle. Explain to them that this is a rhythm game and to stay in the game they have to keep the rhythm because if they do not then they are out. Tell them that there are **three** motions to this game: **1)** Hands together and arms straight out from your chest **2)** Hands together and arms straight up above your head and **3)** Hands together and straight out above your head, but slightly either to the left or right of your head, while kneeling on one knee.

Next, explain to them that to start the game, one person will **throw** the HUH! out to another person by doing #1, the person who **receives** the HUH! Must quickly **respond** with #2, and the **people on either side of the receiver must also respond quickly**, with #3 **aimed towards the receiver**. Next, explain to them that HUH! is NOT a quiet game and that anytime you are doing #'s 1-2-or 3 you must **shout as loud as you can HUH!** and that any form of HUH! (drawn out or inflected) is ok and recommended, because it will make those around you laugh and mess up. Finally, tell them that once they are out, their job is to go around the circle and attempt to make others mess up too (HECKLING!). You play until there are only two players left, who are the winners!

IT'S NOT A RACCOON CIRCLE! IT'S A...

This is a great activity from Jim Cain. This activity is mind-numbingly simple but it forces creativity and out of the box thinking. Using a regular raccoon circle (or similar substitute) hold it in front of you and say "This might look like a raccoon circle but it's actually a..." then finish the rest of the sentence. So for example, "This might look like a raccoon circle but it's actually a HULA HOOP!" Then proceed to do your best to hula-hoop a raccoon circle. Once you have gone you should pass it off to the next person in the circle so that they may tell you what the raccoon circle really is. Once everyone has gone you may end the game whenever you wish.

MICHAELANGELO'S MODELS

(Also known as Sculptor, Model, Clay)



This is a great game that can be played anywhere. Divide your group into trios. In each group of three there needs to be a sculptor, a model, and someone to act as the clay. Using your favorite method for assigning roles make sure each group has a person filling the three roles listed above. Once the roles have been filled the sculptors must be blindfolded. Next have your model strike a pose. It is now the blind sculptor's job to feel the model and re-create that pose using the clay. The best way to start this process is to have the clay place one of the sculptor's hands onto the model's shoulder. That prevents any inadvertent touching in the "strike-zone". Make sure to do at least three rounds so that all of the participants get the chance to be the sculptor, model, and the clay.

NON-ELIMINATION SIMON SAYS



Non-Elimination Simon Says is a fun game that allows you to celebrate mistakes. Celebrating mistakes is an important concept to teach your participants because as hard as they might try to avoid them, they are going to make mistakes! So, instilling the idea that mistakes are OKAY is a good idea. This game is great if you have a large number of participants.

Start by getting everyone into a circle. In NESS the facilitator is "Simon" and the game is played as usual. Anytime anyone makes a mistake and would normally be "out" they must walk through the middle of the circle waving to everyone else and finding a new spot in the circle. While the people who made mistakes are walking through the circle everyone else should be clapping to "celebrate" their mistake. Once you've gone through a few rounds of begin to make the game progressively harder and try to get trickier and trickier.

Variations:

1. Once the people who have made mistakes move to a new place in the circle they must introduce themselves to the people who are now to their right and left.

General Tips:

1. After you've started to make things a little tougher and you feel like there might be some people who have yet to be caught a simple trick is to say, "Raise your hand if you haven't been caught yet." Anyone that raises their hand is now out.
2. At the end of the game say "Simon Says, Raise your hand if you haven't been caught." Follow that up by saying, "Simon Says Jump Up!" Then before anyone can land yell out "COME DOWN!" Since no one can fly (that we know of) everyone would be out at this point and have to walk through the circle to a new spot.



FOXTAILS aka Bandana Tag, Everybody's It!

For Foxtails you're going to need bandanas or any other sort of rag that you can tuck into the waist of your pants/shorts. This is a great tag game where everybody's it! The goal of Foxtails is to be the last person standing. When the game starts the participants try to remove the "tail" of the other players while also avoiding getting their own taken. You may not tie your tail onto your body in any way. It should be tucked in at your right or left hip with 2/3 of the bandana or rag hanging out. If the "tail" falls out on its own then the person is still in the game, they just need to tuck their "tail" back in. The game can last as long or short as you'd like.

Variations:

1. If you get your tail taken, sit / kneel down in that same spot. As other players run by you may reach for their tail without sitting up or moving your butt. If you get a tail that person is out and you are back in. The person who had their tail taken cannot then simply re-steal it on the spot. They must give them a chance to get away.
2. Every time you take another person's tail you add it to your own waist line. Then you stay in as long as you have tails. Plus the same rules as #1 can apply as well.
3. This game can be played without "tails" as well. It is just a regular tagging game where everyone is it. If you are tagged you are out and must wait for the new round. However, as the facilitator you may start a new round whenever you like by yelling "WHAT'S THE NAME OF THE GAME?!?" then the whole group replies "EVERYBODY'S IT!!" and then everyone is back in the game. Don't wait until there is only 1 person left to start a new round. Start a new round every couple of minutes.

DINK AND SPARKLE

(Thanks to Dudley Hamlin-don't know if immortalized its presentation!)



he invented it, but he certainly has

The goal of Dink and Sparkle is for the group to be active and have some laughs before moving on to anything too in depth. For a group of people to become partnered (A&B), and then while "A" is spinning around 3 times and "**D&S'ing**", partner "B" is hiding in a very small bounded area - probably under a car/table or behind people. General hysteria usually reigns.

Ground Rules: First of all this is a WALKING tag game. Trust us, you'll get tired enough walking around. Teach the group how to **Dink** - (Simultaneously put hands on hips, bend at the knees and say loudly - "Dink!") and how to **Sparkle** - (put hands above head with arms arched in a typical ballerina pose, stand on tiptoes, and spin around 360 degrees, delicately, mincingly, and in a falsetto voice say - "**Sparkle!**" repeatedly). While **A** is **Dinking**

and Sparkling 3 times around, **B** is making his/her getaway and trying to hide in the crowd. This game is best played in a little bit smaller area than you would normally play a tag game. That provides enough interference from the other players to make the game interesting.

Variation:

1. Have partners **A** and **B** link arms. They are now one unit and need to chase another set of players in the same fashion as when they were flying solo. If the pair that is "it" separates in order to tag their new partners it does not count. Similarly, if the pair being chased separates in order to avoid being tagged they are now the new "its". This is a great variation to do after playing the original version for a few minutes.

General Tips:

1. This is a walking tag game!!! Trust us, your participants will get tired enough just walking.

CAT AND MOUSE (aka Cat in the Hat)



This is a great tag game that can be played with as few as 8 people and really can grow as large as you need! In *Cat and Mouse* everyone has a partner. Everyone should link arms with their partner. Their free hand should be on their hip creating $\frac{1}{2}$ of the link. Choose one pair and separate them, one person becomes the mouse, and one person becomes that cat. Naturally the objective is for the cat to catch the mouse. If the cat tags the mouse then they switch roles and the mouse now becomes the cat and vice versa. BUT, fear not, there is a way for the mouse to escape the cat. As they are trying to make their getaway the mouse can link arms with one person from another pair. At that point, the person in the pair who the mouse did not link arms with becomes the new mouse. So, Person **A** and **B** are partners. When the mouse is trying to escape he/she links arms with partner **A**, thus making partner **B** the new mouse.

Variations:

1. Have more than one cat and mouse. This is a good idea especially with larger groups. If you have more than one cat/mouse you should use either a hat, bandana or any other marker you like to distinguish the cats from the mice.

General Tips:

1. Have the partners who are not cats or mice move around within the boundaries. That way they stay involved in the game and do not get bored as quickly.
2. If playing this game indoors simply make it a walking tag game. It's still a great time!

INDIAN CHIEF (aka Who's Got The Beat?)



This is a fun game for groups of 8-12 people. You could definitely push it to 15 but then it gets difficult for the detective to discover the chief. There are two main roles in this game; the chief, and the detective. Everyone else follows the lead of the chief. Once you have chosen a detective send them out of the room or far enough away so they can't hear you talk at a regular volume. Once they are gone choose a chief. It is the chief's responsibility to lead the group in rhythmic movements. So, before you invite the detective back into the circle have the chief start a beat. 99 times out of 100 kids will do a steady clap as their first rhythm/motion. When the detective comes back to the circle they have three chances to guess who is the chief. If after three guesses they do not choose the chief then you will reveal who the chief was and the round ends. Now, the person who was chief leaves the circle and becomes the new detective and you will choose a new chief.

Variations:

1. The participants don't necessarily need to be sitting. If you want to do the game standing you can have them move around in a circle doing different motions.

General Tips:

1. Make sure the rhythms are relatively slow and relatively simple. If a kid is performing a drum solo it will be impossible for the rest of the group to keep up.
2. Have the detectives take their time in their guesses. Also, encourage them to look around the entire circle.
3. For all of the followers, make sure they do not stare at the chief. This will give away who is chief and make the game less fun. Instead, look at the detective and use their peripheral vision to get the new rhythm, or just take a quick peek at the chief to see what they are doing.

WINK

This game is also known simply as "Killer". The objective for the "it" or "killer" is to eliminate the other players in the group. The goal for the rest of the players is to try and figure just who the "killer" is.

Start by gathering the participants in a circle. Have them put their heads down and close their eyes. You should walk around the circle and give the person who you would like to be the "killer" a tap on the head. When you return to your original spot in the circle have the players pick their heads up.

Now it's party time! Everyone should start to mingle as if at a party. All of the players must move around in the party shaking people's hands and greeting them. As the "killer" mingles he/she should be using their middle finger to scratch the inside of the hand they are shaking. Keep in mind, they do not need to scratch everyone's hand that they shake. Once a player's hand gets scratched they should slowly count to 10 in their head as well as shake at least 2 more hands. This is to prevent a player from giving away the identity of the "killer" by dying immediately after shaking their hand.

If a player believes they know the identity of the "killer" they should yell "I SPY!!" If no one says "I SECOND!" within five seconds of the initial declaration the game continues. If another person seconds the motion, you will count to three out loud. On three, they should both point to who they think is the killer WITHOUT discussing who they are going to be pointing to. If they point to the same person and are correct the game is over and the players win. If they point to the same person and are incorrect, the two people making the accusation and the person they both point to are now dead. If the two people making the accusations point to DIFFERENT people then the two people who made the accusations are dead.

The game ends in one of two ways. The "killer" eliminates all of the players, or the players discover who the "killer" is.

General Tips:

1. If the killer kills you don't just fall to the ground in silence. Make it a dramatic over the top death. That allows some creativity and a chance to make some noise.
2. When you make eye contact with someone you should shake their hand. You can't purposely avoid shaking someone's hand.

LYCRA TUBES

A variety of metaphors can be used with the Lycra Tube. The tube can represent the boundaries of the group, the limits of understanding, the norms of a society, a surface to bounce ideas off of, a support system, a wave of excitement, and a vehicle for trying something totally new.



AROUND THE WORLD: With the group standing inside a very limp Lycra Tube, have a single participant back up, stretching the Lycra Tube in the process. This participant will now roll to the right completely around the inside perimeter of the Lycra Tube, until they reach their original starting position. The next person to the right then begins their journey. Encourage participants to stand near the center of the tube, so that they do not contact the person rolling around the perimeter. This activity has been known to make some participants dizzy. Proceed with caution and encourage participants to stay in control during their journey around the tube.

THE GIANT ROLL: This activity is the same as Around the World except that all participants roll at the same time and in the same direction. Encourage participants to keep adequate space between themselves to minimize contact during this activity.

4x4 CROSSOVER: No questions about it, this is "the activity" to do in a Lycra Tube. It is also the most energetic activity and one that requires some appropriate safety considerations.



Begin with 4 participants of nearly the same weight in the Lycra Tube, equally spaced around the perimeter. Assign two opposite participants to be partners for Group 1, and the other two opposite participants to be partners for Group 2.



Ask Group 1 partners to back up. As they do, they pull the Lycra Tube tighter. The Group 2 partners now walk forward, almost touching right hands, changing places with their partners, and begin backing up. Walk this section of the activity at least four times before speeding up the cross overs. This cross over process continues indefinitely. As each group backs up, the Lycra Tube gives a firm push forward to the other group. The harder each group backs up, the stronger the push forward to the other group.

This particular activity requires an awareness of other group members, so that all participants are able to stay in control at all times. It is critical that group partners remember on which side to cross with their partners.

Safety Tip: Proceed through the first few steps at a walking pace, before attempting these same movements at a faster pace. Also, ask participants to hold up their right hands about shoulder high, during each passing event. This simple reminder really helps participants remember on which side they are to pass their partner. Equal weight

participants are encouraged, because this activity has been known to launch some lightweight participants that were joined by heavyweights.

DIFFERENT DRUM

Thank you to Jim Cain for this fantastic game (and personal favorite of one of the authors, Jeffrey Weisser). After the group has developed some cohesiveness they will be less inhibited around each other. Especially in a training like this one you are not likely to see this game on the first day.

This game is like follow the leader but instead of wandering around in a line, you are exploring the space on a dance floor. The way the game works is, each person in the group will have the chance to lead an interpretive dancing session for approximately 30-40 seconds. Any length of time over 40 seconds becomes very difficult for the leader to maintain true spontaneous dancing-hood. Once their time is up everyone freezes while they wait for the next song to begin. Once the new song begins the next person starts their own interpretive dance. The game continues until everyone (including you, the facilitator) has danced.

Again, this really is a great game if you are at a stage in the group development where you are comfortable making a fool of yourself.

Tips and Tricks:

1. Have a play list set up ahead of time with a wide variety of music. Really try to cover the spectrum of the musical scale. Mix it up with some up beat music, slow music, folk, country, baroque organ music, whatever you want. Just make sure it's all easily accessible for the DJ to navigate.
2. You may not necessarily want to play the beginning 30 seconds of each song you choose so make sure you know the exact spot you want to go in the song ahead of time and have it written down.
3. If possible, have a CD recorded with only the selections you want to play. If that isn't possible the iPod does make it pretty simple to go to a certain spot in a song so have the play list pre-made and ready to go.
4. Don't let participants get away with just going in a circle, be creative!

PEOPLE TO PEOPLE

This is a great de-inhibitizer. If you enjoy the game Twister and love to laugh then this is a game for you. This may not be the best game to play straight away simply because your participants may not be at a point where they'd be willing to cross some serious touching boundaries. All that means is you should do some other activities that involve groups breaking the touch barrier like a Build-a-Handshake.

Start the game off by having the group split into pairs. There is really no limit to the number of people who can participate in this activity. Each pair needs to choose a partner A and a partner B. As the facilitator you would now call out a body part that one partner needs to touch to their partner. Sounds like gibberish, I know. Check this out, "Partner A's right foot to partner B's left knee." So at this point A would lift their right foot and touch it to partner B's left knee. Now, they must stay in that position when you make your next call. So if you then say "Partner B's right elbow to Partner A's back." In addition to the first action they must now also touch elbow to back. That continues until the partners physically cannot make another move. At that point you would yell out "PEOPLE TO PEOPLE" and the participants would split up and find new partners. The game goes until you run out of time or until the facilitators want to stop.

General Tips:

6. Start off simple then for each new round try to make it a little bit more difficult.
7. As you move through the rounds try to push the participant's comfort zones. Ask them to go "nose to nose" or "nose to ear". If you don't think your participants can handle the goofier side of this game by doing the nose to nose etc. moves then you should not try to force it.
8. BE CREATIVE. Make it hard. Throw in a "Heel to Shoulder" type of call just to mix things up.
9. Depending how difficult you want to make it as a facilitator you can either allow pairs to disconnect in order to change positions then try to re-connect all of the appropriate body parts before the next call. Or you can force them to connect body parts as they go.
10. Keep in mind while you are pushing their comfort zones you do not cross into an inappropriate touching situation. You should still avoid the "strike zone" when making your calls.

KNIGHTS, CHARIOTS, PRINCES, JESTERS, AND DANCERS

Props: None, except some pre-recorded music and a portable device to play it on. Helpful to have a remote for quick ease in "On / Off" and control of the volume of the music.

Objective: To be the last pair / couple standing...after carrying out the called out action as quickly and correctly as possible.

Ground Rules:

1. All participants pair up and designate who is going to be "A" and who will be "B".
 2. Then all the "As" form into a group and the "Bs" form their own separate group.
 3. Partners "A" form a small circle and will walk clockwise.
 4. Partners "B" will also form a circle but walk counter-clockwise around the "A" clockwise group.
 2. Both groups will move when music is played. The facilitator controls the volume and start/stop.
 3. When the music stops, facilitator will quickly and loudly call out one of the four roles- "Knights, Chariots, Jesters, Princes", and the original partner pairs must quickly find each other and perform the action that is associated with the particular role called. The last pair to achieve the correct role action is out. See below for the actions - roles.
 - A. KNIGHTS- One partner kneels on one knee, his/her partner other sits on the other knee.
 - B. CHARIOTS- One partner gets down on all fours, his/her partner straddles and sits/ "rides" on his/her back.
 - C. JESTERS- One partner jumps on the back of the other, "piggy back" style.
 - D. PRINCES- One partner jumps into the arms of the other.
 - E. (NEW!) DANCERS- Each partner assumes a dramatic Tango "dancing" position, cheek to cheek, hands clasped
-

Safety Considerations: It is very important that the partners practice before starting the music, and that wisdom prevail as to which partner should be riding and which being lifted and so on.

Variations: If the group is very large, then instead of having the "last couple being out, perhaps the last 2 to achieve the action are out.

To add a different dynamic, instead of simply being out, allow people who are out to creatively heckle the others, without allowing hecklers to touch anyone. Demonstrate acceptable and creative forms of heckling, so as to set a positive example. There is a fine line between good natured humorous heckling and putdowns that truly are mean spirited or could lead to injury.

CAPTAIN FUN BAG

What is inside of it, what can we do with it? 2 Lycra tubes(1 pink, 1 blue print),

- Bag of CLEAN Blind folds,
- 2 blue bags for Teamplay Tubes (one set red, one green),
- Stuffed animals bag,
- Bag of Silly disguises,
- Bag of funny hats (for Cat in the Hat),
- Bag of masking tape(Nose Jousting),
- 6 Slammer balls,
- Jenga blocks,
- 2 sets Concentration / Match Game cards (24),
- "Get to know you" ball,
- Genie bottle,
- Webbing (for Raccoon Circles),
- Place pads,
- Mouse Traps,
- Deck of cards, 2 wine corks,
- PVC (split) pipes for marble/ golf ball pass,
- Bag of cut up words (for Quotes in Order),
- Extra laundry see thru bags, Laminated pages (Instructions for some of the tasks and things in fun bag, MASTER CHEAT SHEET, etc.),
- Rope (for jump rope),
- Cones and
- Hula Hoops (you provide),
- Jim Cain *Essential Staff Training Manual**,
- Secondary Bag or other ideas:
 - Human Ladder, small orange and blue draw string nylon bag (with props for Blind Shapes), Object Retrieval, 4 Scooters, Extra rope, Rubber bands, Boffers / Noodles
 - Other ideas: CD of music (would recommend saving to an Ipod or other MP3),

How to use each of these and all props in a variety of ways
 - For more detail this will of course be discussed BRIEFLY throughout the site specific certification but due to the primary focus of this training, you are expected to read through the rest of the activities manual and attend a full 3.5 day low ropes training to best apply this information.

TRUST ACTIVITIES

What are the Conceptual Understandings of a Group that has Successfully Identified "Trust" Being Present?

1. Dynamic balance between **RISK** and **SAFETY**.
2. **NEGOTIATION** of **COOPERATION** between all parties concerned.
3. Evidence of "**AT STAKENESS**" (i.e., personal investment) and a willingness of participants to engage/participate in some way.
4. Ability of anyone in the group (especially most resistant/shy) to say **NO**, i.e., expressing choice and power and the space/clearing that causes for the facilitator to then adjust the task to meet the group and individual's commitment level.
5. Evidence of **RELATIONSHIP**: adjustability (choices), power, challenge, sincerity, willingness to create win-win for one another, communication.
6. The presence of **PARADOX**, i.e., 2 truths, apparently opposite, both present.

The element of trust is the most basic foundation for the success of a group of participants. The following are a few activities you can do with your group to help build that trust. Please review the **CORE SECTION** to revisit the basic **TRUST FALL** sequence and guidelines.

WILLOW IN THE WIND:

Objective: For a group of people standing in a circle to gently catch and pass a person falling from the center.

Safety Considerations and Ground Rules:

For Leader:

1. If you as the facilitator do not believe the group is at a level where they can handle this activity you should not attempt it. Or, if you are trying the activity and the group is having trouble and you fear for a faller's safety you should stop the activity.
2. Don't be afraid to shift people around the circle if you believe it will make the activity safer.
3. Actively review all spotting requirements with the group.
4. Be sure area is clear of hard/sharp objects.
5. If you see a participant not paying attention don't assume they will be paying attention in time to catch the faller.

For Group:

1. Each participant should have their rockers on and bumpers up!
3. No one person should catch the faller. Each time the faller falls, there should be three sets of hands out to catch him/her. So that should be the person the faller is falling directly towards, and the person to the right and left.
4. The spotters should not pass the faller around. Place the faller back in the center and let the faller fall in whichever direction they like.

For Faller:

1. Keep your body stiff as a board. No butt fudging!
2. Cross your feet to allow a better axis for rotating around the circle.
3. Stand directly in center.
4. When given a go-ahead by group leader go through the same commands you did in previous spotting activities.

ALTERNATIVE WILLOW IN THE WIND ENDING

The goal for this alternate ending is for the facilitator to illustrate ways to increase group trust by raised awareness of the possibility of unknown outcomes. In addition it really hammers home the idea of doing what is necessary to keep someone safe through learning different spotting techniques.

The way it works is after the faller has finished the normal amount of "fall time", innocently ask if he/she would like a higher challenge. Do not tell them what the challenge will be; it will simply be a surprise for them-thus the higher challenge of committing to something without knowing what it is!

Wait to offer this alternate ending until several people have already done the usual Willow activity. This is really used more as a big finish than a routine ending for everyone.

Assuming the person says yes (if they do not, it won't be hard to find someone who will!), then leave a guide with the faller who will essentially distract them from your next phase-the planning and safety practicing out of ear and eyeshot. Sometimes the faller will stay blindfolded, which helps.

Suggest a simple levitation raise of the faller, followed by a slow clockwise or counterclockwise moving of them. It is exceedingly important to practice how to do this with someone in your remaining group. Teach folks how to lift (using legs, not backs, only lifting as high as the shortest person can reach). Also, it is important to cover placement of people in positions along the faller's body. Put people in positions that make the most sense. Keep in mind the torso is the heaviest part of the body and that someone needs to always be taking care of the head.

Check to make sure everyone is capable and willing to perform a lift. You will of course need enough people to do this-5-6 is usually a minimum. Keywords here are PRACTICE, COMMUNICATION of intentions, and ANTICIPATING hazards, CREATIVE MOVEMENT experiences.

When returning to the faller, begin as though still in the W in W mode, but be sure that all know what the signal will be that indicates you are now shifting to the new way of catching the person...try to do this without verbal cues-the trust rewards are much greater.

Other fun ways of FINISHING the Willow in the Wind include carrying them a short distance, placing them on playground equipment, or a ladder, inside cars, trotting with them. The key is practicing what you will do with someone before doing it.

This really builds a team unity because everyone needs to LOOK and LISTEN to what is being planned.

BLIND BUDDY STRETCH WALK:

Objective: For a group of paired individuals (one blind, one sighted), to be interdependent upon each other, using their heightened senses other than spoken language. Unlike a conventional blind walk, the sighted person's identity is likely unknown to the blind person, and they should be now at a peak level of willingness and skills to deal with their limitations. Music is likely an added feature to enhance the ambience. They should have a confidence about dealing with safety signals between each other, because of having been given some experience discovering HOW to communicate at least "YES/NO, STOP/GO" without actually saying those words between each other; thus a sense of eager anticipation for whatever experience the blind person will be introduced to, and a wise ability of discerning safe yet exciting experiences to present on the part of the sighted partner.

This is a great activity no matter how large or small your group is. Once you have covered spotting and exposed your participants to the idea of caring for another person's well being you should consider doing this activity.

Safety Consideration and Ground Rules:

For Facilitators:

1. Actively review all spotting requirements with the group.
2. Be clear on where potential dangers (i.e., hard/sharp objects) are so your protection/vigilance of your buddy in those areas (i.e., trees, ponds, gravel, walls, etc.) is increased.

3. For Sighted partners:

4. It is very important to have had experience "spotting" trust falls. Always stay focused on your Buddy and refrain them from doing anything injurious. You must keep your buddy absolutely safe - no matter what!

For both partners:

1. Never get out of sight/sound of the facilitator or the music (if music is used).
2. Start when you hear the music, finish and remove blindfold only when you hear three claps of hands. (Or beeps of car horn, etc.)
3. Neither buddy can speak at all, one buddy will be unable to see.
4. Communicate without speaking and risk creative ways of moving around the area.
5. Line the sightless partners back up altogether so as to prolong the fun by having them then try to determine who their partner was...if they can not figure it out within a prescribed period of time (1 minute), then have the sighted partner stand behind them.

Facilitator Suggestions:

1. Introduce music as a background "soundtrack" to the experience. Change music 3 times. Play 3 short (3-minutes each) pieces of music (instrumental - upbeat - mellow - New Age - March from a movie theme) and then switch partners.
2. Go out and motivate your buddy pairs - lift them, carry them, dance with them, make animal sounds, drive them in a car, splash water, etc.
3. Try having blind participants unaware of who their partner is until after the activity. Increases the fun and the motivation / competitive spirit of both parties to outwit the other in great ways!

SHERPA WALK

The Sherpa walk is a cool way to encourage two participants to really step into a leadership role and to guide their group mates on a blind journey. Before blindfolding the group have them select two people to be group leaders. As a facilitator you should stay out of this process. Once the leaders are chosen have the group put on their blindfolds. Once they are blind the participants should have their hands placed on each other's shoulders. The leaders are now going to guide the rest of their group. The main catch is that the guides can neither speak nor touch any of the other participants. The rest of the blind participants are free to speak.

General Tips:

1. Remind the participants that as blind people they should not do anything that could put themselves in danger like, letting go of the person they are holding on to and

wandering off aimlessly.

2. Use a story to help keep people interested. Something along the lines of, "You were all traveling in a plane across the Himalayan Mountains when your plane had to make an emergency landing in a snow field. Unfortunately for you it is the worst snow storm in Himalayan history and you can't even see 6 inches in front of your face. As you were trying to navigate yourselves to the nearest phone you came across some native Sherpas who have agreed to help. They cannot, however, speak English and their religion forbids them from touching you, so they will not be able to lead you by hand. Some other means of communication will be necessary to safely make your way out of the storm to a phone and safety."
3. Let your group leaders choose the path their group will follow but suggest some obstacles that they can lead the group into like steps, or over a bench, under something etc.
4. Remind the participants that they are free to talk to each other only the guides are mute.

Variations:

1. Have group leaders rotate. So the group chooses the first two leaders, then you choose the next two.

TRUST FALL FROM A HEIGHT

A trust fall from a height is a great way to wrap up the spotting sequence. The way it works is a participant steps up onto a sturdy object that is 3-6 feet tall. Picnic tables, large rocks, truck tailgates, or ladders are some examples of objects you can use for a fall from a height. Just make sure the place you select is stable and able to support the largest person who might be falling! The ultimate goal for the group is to have someone fall from a height and successfully catch them (and optionally pass them the length of the group, so all are involved in some way) and safely lower them to the ground.

The spotting position for this activity is slightly different from the other spotting activities. For falls from a height you are still going to use your rockers but instead of having bumpers the participants are going to "zipper up". Start by having your participants get into two parallel lines facing each other. When the facilitator asks the group to "zipper up" all of the spotters should put their rockers on and spotters should alternate their arms. Literally think of the arms like a zipper. Person A at the front of the line puts out the arm closest to the faller. Then Person B who is standing across from Person A puts out their closest arm next to the arm Person A is already holding out. Then A puts their other arm next to B followed by Person B putting their other arm out. Each spotter's finger tips should be next to the elbows of the person across from them. This

process continues all the way down the line. Have the last pair of people turn and face the faller extending their arms to catch the head and neck area. Once the line is properly set up and lined up with the faller the facilitator enthusiastically asks the group "Group how do you feel!?!?!?" Equally as enthusiastic the group replies "I feel good! HUH!" When they say "HUH!" they should lean their heads and shoulders back but keep their feet and hands in the same position (as best as possible). That creates plenty of space for the diver/faller to dive/fall without knocking anyone in the head. Then the faller begins the same communication protocols for other spotting activities.

Once the faller has fallen and is caught, they will still need to be lowered to the ground feet first and stood up.

Safety Considerations and Ground Rules:

For Instructors:

1. Check for unsafe ground cover; i.e., broken glass, dead limbs, stumps, etc.
2. Inspect stumps, rock, platform, or other surface for sturdiness.
3. Present the task & actively review spotting requirements with the group.
4. **Never** be the first person to fall.
6. Only do this activity when a group (and you) are "ready". If you are new to doing this, never attempt without a trained and experienced facilitator (in this event) and much experience on your own. Seeing a variety of outcomes to this event is essential to your good judgment in facilitation of it.
7. Make sure all jewelry, wrist-wear and pointed items in clothing, as well as hats and glasses, if necessary, are removed from all participants.
9. Before first fall, place the strongest people in positions where the torso of faller will impact.
10. As facilitator you should stand next to the ladder or object the participant is falling from to make sure the zipper is set up correctly and to comfort the faller to help them keep balance so they do not fall prematurely.
11. Facilitator moves to the head of the faller during the fall and remains there during any lifting, rocking, bouncing, etc.
12. The decision of how high is "too high" is important. Always work up gradually (warm up) to an increased height to prepare spotters and faller. Between five and six feet is max and will only work if the faller and group are both holistically ready for the event. Start at about waist high (2.5-3 feet), and work your way up as confidence and skills dictate.

For Catchers:

1. Do not grasp wrists.

6. Attention is focused on the faller at all times.
8. Spotters communicate with the fallers and let them know when they're ready.

For Faller:

1. Use the same falling position used for other spotting activities.
2. NO BUTT FUDGING!
3. Remind fallers to stay stiff, arch back a little, leading with their head. Beware sits, pikes and flailing arms.

12. TRAPEZE (aka "Hickory") JUMP

The Trapeze Jump is the ultimate step in the progression of these trust falls. It is likely (and recommended) to be preceded by a trust dive; basically a fall from a height but you are going to be proactively diving out to touch a trapeze bar as opposed to simply falling backwards. The fact that there is a jump involved creates new variables that need to be taken into consideration while performing this activity.

The best way to spot this activity is the way a regular fall from a height is spotted, the zipper method. Again, make sure spotters to not grab each others' wrists. Also, all of the same communication protocols apply here as well. The big difference is placement of the feet and specific positions for many folks in the line. This is not for the faint of heart, and should only be attempted if you and your group are "ready"; ready skill wise as well as the emotional maturity of your group. As mentioned in the previous Trust Fall from height directions, NEVER do this solo if you are new to facilitating this event; be sure to be under the guidance of a seasoned pro who has done this activity many times before... **SUCCESSFULLY!**

Safety Considerations and Ground Rules:

For Instructors:

1. Check site for unsafe ground cover; i.e., broken glass, deadfall, stumps, etc.
2. Inspect stumps, rock, platform, stepladder, tailgate or other surface for soundness.
3. Present the task, actively review all spotting requirements with the group.
4. Never be the first person to fall/jump.
5. Be sure the group goes through a series of warm-up exercises leading into this activity.
6. Only do this activity when a group (AND YOU!) is/are ready.
7. Make sure all jewelry, wrist-wear and pointed items in clothing, as well as hats and glasses, if necessary, are removed from all participants.

For Spotters:

1. Understand clearly the difference between catching a diving person versus a falling one. Feet should be spread apart, wider than shoulder width.
5. Catchers' eyes and full attention should be on the jumper.
6. Catchers' pelvises should be forward/heads back (Remember, James Brown!).
7. Jumper should stand on ladder or edge of tailgate at about waist level. If a ladder is used, as many spotters as necessary to counter the force generated by the jumper should steady the ladder.
8. Lines should be long enough to support jumper's body & be aligned to catch him.
9. Do not allow the jumper to swing their body through after catching the trapeze. This would be exceedingly dangerous for there would be no spotters. Also, it could allow the jumper (now a swinger!) to lose their grip on the trapeze when their legs swing and they will also likely kick the very people trying to keep them safe. Instead, encourage and coach spotters to angle their catching style so as to not over torque the jumper's back. Coach jumper to aim and leap for a spot slightly above and beyond the trapeze.
10. The pair of spotters /catchers second from the front will "angle their arms upward towards the front of the jumper, then if the jumper is successful, they will immediately and in synch with each other move their hands to encircle the waist of the diver, so as to give them more support and guide them to the ground when they are ready.

For Jumpers:

1. The Jumper should spring out and up to reach the trapeze and to ensure the jumper does not end up diving like they would into a pool.
3. The jumper should still flex their body and joints (as though diving on a springboard once they jump.
3. Always give 100% effort.

YEAH BUT...

(Idea sequence using Jim Cain activity-blind person jogging across inside group circle)

To really do this activity to the maximum you'll need a field with lots of open space that is generally flat without many divots or other holes someone could twist an ankle on. Have you ever seen someone sprint erratically while blindfolded across a field? Well, here's your chance.

There are a few different roles that need to be filled for this activity. We need a runner, two catchers, and everyone else acts as spotters. At one end of the field the two

catchers should be standing holding up the lycra tube as a finish line. Everyone who is not catching or running should create an avenue in which the runner can run. What that means is create two lines that are facing each other. Make sure you are far enough apart (approximately 30 feet) so that the runner can run freely. In this case, the spotters role is not so much to catch them if they fall, but to make sure they do not run off course and into any buildings or ditches or trees etc. (so rockers and bumpers are not necessary for the spotters)

Once spotters and catchers are in position the facilitator will give some sort of signal and that will tell the runner they can start to run. It could be as lame as "Ready, set GO!" or could be as creative as singing a karaoke version of "Don't Stop Believin'" by Journey. It doesn't really matter (keep in mind it could also be a non-verbal signal as well). The round ends when the runner hits the lycra tube thus crossing the finish line.

General Tips:

1. Make sure the catchers know they should not be stationary. While they should try to avoid shortening or extending the distance the runner must go, they should move laterally so that they are sure the runner will hit the lycra tube.
2. When the runner hits the lycra tube the catchers should not continue holding on to it. Rather, once the runner hits it, the catchers should release the lycra tube.
3. The spotters should not be stationary either. Have them move along across the field to help protect the runner.
4. Make sure once the runner as been disoriented they end up facing the finish line.
5. Spotters should be as quiet as possible in order to prevent any clues as to where the finish line is.

INITIATIVES & LOW ROPES OPERATIONS

Initiatives are where the real group development and team building occurs. The group of participants is faced with a problem that they must overcome together. Initiatives cannot be completed from a single person's extraordinary effort (that doesn't stop people from trying). We've listed a bunch of initiatives that we like but by no means do you have to do them in the way we suggest here.

We have listed / numbered elements in the order you are likely to encounter them on a walk around camp. Some of the elements are actually categorized as LOW ELEMENTS, not TEAM INITIATIVES. It seemed to make sense to list them in the order you will see them, not necessarily the categories they fit within as activities. As you gain experience, you will understand what activities to sequence when and with what type of group.

If you have a creative idea for a new way to approach an initiative GREAT! However, any new ideas you try must be safe and in accordance with your local operating procedures.

A RECIPE for Great Initiatives

(i.e., what's happening in a successful initiative.)

1. Is it a FUN task? Intriguing, challenging, and with an element of adventure?
2. Does its design require EVERYONE in the group to CONTRIBUTE and be involved in order to achieve success? (ALL PARTICIPATE)
3. Does it require PLANNING and coordination of some ACTION sequence involving physical movement? (EXPERIENTIAL)
4. Does the challenge call upon MENTAL, PHYSICAL, and EMOTIONAL talents and resources from the group? (HOLISTIC)
5. Can you ADJUST THE LEVEL of challenge mid-stream to fine-tune it to the group's dynamic goals?
6. Is the activity SAFE, including effective support systems in the group and allowing for you to interrupt if necessary to maintain that safety zone?

Facilitator's OUTLINE (steps) when Presenting Initiatives

1. What PROPS (if any) are required? (i.e., Prepped behind the scenes, before the group arrives Rope, bucket, blindfolds, etc.)

The following is explained to the group after they have arrived:

2. What is the NAME of the initiative?

3. What is the **OBJECTIVE** of the initiative? (i.e., What action/event must be accomplished in brief terms?)
4. What is the **STORYLINE** to the initiative? (i.e., How can you present the challenge in a way that is pertinent metaphorically; Isomorphically? If the facilitator can be in tune with the parallel processing of the participant's own lives, s/he can assist in the creation of dynamics in the initiative that are truly exciting because they are so on target.)
5. What are the **GROUND RULES**? (i.e., How much time, what props are allowed, what conditions are ok, etc.)
6. What are the **SAFETY CONSIDERATIONS** if any? (i.e., No more than one person can cross at once, spotting is essential, two hands up at all times on the Wall, etc.)
7. What **DEBRIEF/REFLECTION** questions would you offer that will guide the group to insights and create (transfer) commitment to action in their own lives?

LOWROPES ACTIVITIES

Clarifying the confusion: Difference between Low elements, Initiatives, and Trust Activities

The term "Low Element" is often a confusing expression - to some it is simply any activity done without a belay on the challenge course. We concur with Project Adventure in our belief that Low Elements are actually separate from **Trust Activities** (i.e., Trust Falls, Willow in the Wind, Blind Buddy Stretch Walk, etc.) and **Initiatives** (i.e., Nitro Crossing, Wall, Spider Web, Toxic Waste, etc.). *A Low Element is an un-belayed bridge/traversing challenge activity that typically is attempted by one individual while others in the group serve as spotters.* Low elements include Tension Traverse, Pirate's Crossing, Swinging Log, etc. An Initiative utilizes the whole group's talents to solve a problem; in fact, often part of the success is defined by the quality of everyone's participation. Many challenge programs today are truly called Teams Courses; they do not utilize Low Elements, only Initiatives. There is nothing inherently wrong with that. Programs should build the elements that best fit their program's goals. There certainly is a fuzzy line between Initiatives, Trust Activities, and Low Elements - some activities may fit into several categories (i.e., Trapeze (Hickory) Jump, Mohawk Walk, Log Shuffle).

Safety Note: Our experience is that typically Trust Activities and Low Elements (due to safety and efficiency concerns) usually require *more directive instruction* on the part of the facilitator.

Construction updates: As of 2000, a memo was circulated (unfortunately not many saw it including ourselves) indicating the use of Reliable strand vises in challenge course applications was no longer approved by the manufacturer, Reliable. As a result, we have taken pains to indicate alternative methods of construction in these pages, and have also ceased all use of them. Most but not all of our courses using these strand vises have been converted to alternative connections. We have all such connections replaced or the elements they are in out of service as of 2008.

Guidelines:

The following Low Elements have a number of common attributes. The purpose of this part of the manual is to assist the reader as both a facility risk manager and program facilitator; i.e., to know how to:

1. set-up/take-down,

2. inspect,
3. spot, and
4. safely use the activity.

Some of these actions (all but the last two) are more of concern to the facility risk management role while the last two (spotting, using) are more of interest to the facilitator role. We will provide a generic format first that you may take and copy and then fill in as necessary. We will also then give some basic information about each of fourteen activities. Realize that each organization has site specific data to provide (i.e., who and when built, last professional inspection, element length, daily inspection log, condition of terrain, whether portable/permanent). Following Steve Webster's lead from his Ropes Course Safety Manual, we have labeled the bottom Low Elements and Initiatives with the Ski Trail symbols indicating the degree of spotting skill essential to the safe process of each activity:

- Beginning/Easy ●
- Intermediate (more difficult) ■
- Advanced (requires greatest skill, ability to anticipate unusual moves) ◆

1. INCLINED LOG •

Customization to client Design - 25' elevated class 3 Penta pole, secured at one tree, angling up at a slight angle starting at the path just below the soccer field near the drive down to Inty. The Inclined Log ends up no more than 3.5' off the ground allowing participants walking the log to be easily spotted by individuals walking on either side of the log. The methods of attachment must be strong enough to withstand five times the maximum weight/force exerted on the log. At **client** this is 2 nut eyebolts and 2 - 1/2" French wide jaw quick links, *and a back up safety redundant connection, since the weight of the log, if it fell off the primary connection, would cause serious injury or death.* [The log could also be bolted, or cabled but these methods either bend bolts or constrict tree growth.]

Its location is the beginning of a circuit, connected to Mohawk Walk. **This and several other elements of the Mohawk Walk are actually categorized as LOW ELEMENTS, not TEAM INITIATIVES, yet they fit nicely here as your experience operating and participating in activities will demonstrate.**

Safety Considerations:

1. Watch for weakening/rotting log, splinters, attachment points wearing out/rusting, and vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.
2. Be sure to have at least two spotters of sufficient strength and height on both sides of the log in usual spotting position, attentive to the climber at all times. Be aware as climber gets higher - keep hands high. Actively review spotting requirements.

2. BALANCE LOG/CATWALK • ■

Customization to client Design - 35' elevated class 3 Penta pole, horizontally suspended from two or three pine trees. The Catwalk is 3' off the ground allowing participants walking the log to be easily spotted by individuals walking on either side of the log. The methods of attachment must be strong enough to withstand five times the maximum weight/force exerted on the log. At WYO this is 4 nut eyebolts and 2 - 1/2" French wide jaw quick links, *and a back up safety redundant connection, since the weight of the log, if it fell off the primary connection, would cause serious injury or death.* (See Inclined Log for other methods.) Its location is in a circuit, following Inclined Log, connected to Mohawk Walk. Unique to WYO, there are also two conveniently located Trust fall

locations carved into ends of poles; one is on the end of this Catwalk and one is on the Inclined Log as well allowing for some other facilitator options.

Safety Considerations:

1. Watch for signs of the log weakening, splinters, attachment points wearing out/rusting, fraying cable ends, vandalism, deadfall overhead, and any sharp or hard dangers on the ground if one were to fall.
2. Be sure to have at least 2-3 spotters of sufficient strength on both sides of the log in usual spotting position. Actively review spotting requirements with group.

2.1 TP [Telephone Pole] Shuffle • ■

(a variation, making this an initiative)

Location for more excitement could span a body of water three-four feet deep...(if bottom is clearly visible, for safety reasons)

Storyline Background: This is a narrow bridge you and your team have encountered. You must somehow pass each other without sending one another into the alligator infested waters. There is no turning back!

Objective: To get both halves of the group to the land side of the pool/pond they're facing in the same order they are standing in without losing their balance.

Ground Rules:

1. No one may step on land or water during the exercise. All remain on the log until all have finished.
2. All participate.
3. Half the group walks 1/2 way out onto the log while the other half of the group comes out onto the log from the other side.
4. Pass only members of the other half of the team; stay in the same sequence/order you line up on the log.

Safety Considerations: (Most of cautions listed below relate to a pole suspended over water or mud)

1. Staff: Be ready to spot, especially alongside the edges of the pool/pond. 2-3 spotters should be in the water along the log on either side. Actively review spotting requirements with group.

2. Watch for signs of the log weakening, splinters, attachment points wearing out/rusting, fraying cable ends, vandalism, deadfall overhead, and any sharp or hard dangers on the ground if one were to fall.
3. Have the water areas a clear of debris as possible. If over water, check water every time you lead this exercise; people have been known to throw things into the water.
4. Encourage people to simply fall into the water, if they lose their balance. Do not have them pull on each other or on each other's clothes.
5. If pole is wet spotting will be more difficult and require more advanced techniques. Consider sprinkling sand on log
6. Check for any non-swimmers and have a Water Safety Instructor on hand, if possible.
7. If cold weather, have spare shoes, socks, towels, coats etc. If warm weather, have swimsuits, towels, teeshirts, shorts.



LINE UP PLANK •

To provide better sequencing of challenge development, do not start this activity with the pole at the WYO Mohawk, but with a plank, log or pole that is lying on the ground. This keeps the balance issue and spotting a bit more basic. Assume each person needs 1½ feet of space so a group of 12 people will need a board between 15 and 18 feet long. Also, the plank should be a 2"x6" unless you want to make it ridiculously easy or obnoxiously hard. This is a simple activity that you can start easy and get more difficult as you go. To start, have everyone step onto the plank. Then have them get into some kind of specific order without stepping off the plank. For example, you could ask them to get in order according to height. Next you have them get in alphabetical order by last name BUT they can't talk. Other things you could do are get in order by total number of letters in your name, the day of the month you were born on, shoe size etc.

If a participant steps off the plank there must be some kind of consequence. So you could make the person who stepped off blind, mute, can't use a limb, has to walk backwards, can only say "Yadda Yadda" or anything else you can think of! But, the important thing is to have a tangible consequence for each the infraction.

General Tips:

1. If a participant is going to fall off the plank tell them to simply step down off of the plank.
2. If you have a balance beam on your low ropes course this challenge could be done on top of that assuming you have enough spotters to take care of your participants.

Variations:

1. Do the challenge over water. If you have a pool, have a plank that spans the deep end of the pool. Just be mindful the plank may get slippery so participants need to be extra careful.

As another progression of difficulty you could start on the ground then work your way up to a couple feet off the ground.

3. MOHAWK WALK



Customization to Client Design -

Four separate sections ("legs") of tautly strung cable. There can be more; in fact, at WYO, these 4 cables are then connected to 2 more cables constructed in the shape of a V and called the Wild Woosey (WW). The WW has Multivine and Tension Traverse options overhead each of its 2 cables). The cables are strung between trees about 16-20" above the ground. Distances between trees or poles vary from a few feet, to 30 feet plus. Each section of cable is designed to have a series of different Challenges to it; i.e., Multi-vine, Tension Traverse, modified Wild Woozy, Tired Two Line, etc. Nut and thimble Eyebolts and swaged or fist gripped thimbles are methods of attachment. (NOTE: At some Mohawk Walks, setup is portable/removable, turnbuckles are used on one end of two of the sections (or "leg"). MFR warning: NO MORE THAN three persons on a cable leg at one time! Allowing more, may exceed the working load limit of the cable/fasteners.

Objective: For one or several individuals to traverse the entire length of the series of cables without falling or stepping off. If someone falls or steps off the cable, that person, or persons, returns to the starting point, leg or end of the line.

Ground Rules:

1. Agree to communicate among all group members.
2. Agree to refrain from individual attempts without communicating with the group.

Safety Considerations:

NOTE: Since at least five activities that are part of this initiative as built at client are also listed as low elements, see the low elements section for more thorough LOPs and risk management considerations, beginning page 61.

For Instructors:

1. Check the area for unsafe ground cover.
2. Clearly present the problem, review spotting requirements, and answer

questions before the group begins the task.

3. Use group members where spotting is necessary.

For Participants:

1. Agree that if a fall is imminent, to step off the cable and not pull off other participants.

Variations:

1. If a member of the group falls off, have that person return to wherever the end of the group is located, (or to the beginning).
2. Have the whole group return to the beginning of the leg if any one member falls off.
3. Set a predetermined number of falls before the activity begins and allow fallers to get back on to the same spot from where they fell. If the group exceeds that predetermined number of falls, use any of the variations above.
5. Face the opposite direction after falling off.

Try it with some members blindfolded in certain sections, if greater challenge (or humbling!) is desired.

4. MULTI-VINE TRAVERSE ■ ◆

(Part of **client** Mohawk Walk)

Description: A length of 3/8" cable strung 20-40 feet parallel to the ground between 2 trees/poles forms the foot-line. A rope runs parallel to the cable about 8 1/2 - 9 feet higher and a series of "vines" are suspended from this rope about 5-7 feet apart to form hand grips for balance. A person attempts to walk across this foot cable by means of the vines. Components of this activity include (2) - 3/8" fist grips, 2 copper 3/8" swages, (1) 25-40 foot length of 3/8" cable, 4 nut eyebolts, 2 - 3/8" quick links, 1 25-40 foot length of 5/8" Multiline fixed (eye spliced) on one end and adjustable (prussic knot with end splice) on the other end, and enough 1/2"x6' -8' lengths of Multiline to hang every 7-10 feet of span, depending upon the age and ability of the participant.

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment points wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.

2. At least 2-3 spotters per side of the cable are essential. Actively review spotting requirements with group.
3. Spotters: beware of someone holding onto the vine when near a tree and swinging into the tree. Spotters **MUST** be trained to anticipate where the rope is attached and spot falls from that direction

5. TENSION TRAVERSE ■ ◆

(Part of **client** Mohawk Walk)

Description: A single cable (or series of two or three cables) strung tautly between trees at a height of no more than 2 1/2 feet above the ground and form a single, V-shaped (two), or triangulated (three) tension cables. An additional cable and rope (or cables) are suspended at the beginning of the single cable, or at the apex of the triangulated cables, to provide a tensioned rope to use while traversing the activity. The components list includes: 2 nut eye bolts with one 5/8" thimble per nut eye bolt, 2 copper 3/8" swages, (2) 3/8" fist grips and 3/8" G.A.C. per each foot cable; one nut eye bolt, 3/8" (hanging) cable, 2 copper 3/8" swages, 3/8" wide jaw quick links, and 10-40' x 5/8" Multiline rope per each of one, two or three hanging cables.

Safety Considerations:

For Instructors:

1. Check area for unsafe ground cover, i.e., broken glass, dead limbs, stumps, etc.
2. Inspect trees/poles for soundness, security of cable attachment points, and check for frayed cable ends.
3. Present the task and actively review spotting requirements with the group.
4. Make sure the suspended rope, or ropes, are long enough, especially if a transition step is to be made by participants at the corners.
5. Make sure the rope is free of ground litter and knots.

For Spotters:

1. Recognize that when falls occur, they usually happen quickly and will invariably pull the participant back towards the starting point.

2. The most effective position for spotting is approximately a half step back towards the starting point from where the participant is then located on the cable.
3. A minimum of two spotters is necessary, but your assessment may require four spotters - two on either side of the cable.
4. If a fall occurs, spotters need to move in towards the participant and not back away.
5. Spotters need to help keep the tension rope free from snagging.
6. Be aware when spotting on the back cable in a triangulated Tension Traverse, that participants will be leaning back and that this position can allow uncontrolled fast movements laterally to the right or left.

6. TIRED TWO LINE ■ ◆

(Part of **client** Mohawk Walk)

Description: Two adjustable cables strung parallel and no more than 6-12 inches apart, connected to 2 trees or poles, no less than 18" and no more than 2 1/2' off the ground. A participant begins at one tree/pole and walks along (one foot on each cable) trying to maintain his/her balance. The cables can be tight or loose which adds to the challenge. This element is constructed of 4 nut eyebolts, 1-2 eye-eye turnbuckles, 2 - 1/2" rapid links, 2 - 15-30 foot lengths of 3/8" cable, 6-8 copper 3/8" swages, and sometimes (2-4) 3/8" fist grips.

Safety Considerations:

For Instructors:

1. Check area for unsafe ground cover or little.
2. Inspect trees for soundness, security of cable attachment points, and check for frayed cable ends.
3. Present the task, and actively review spotting requirements with the group.
4. At least 2 spotters (1 per side) should pay close attention to the participant at all times.

For Spotters:

1. Understand that participants are most awkward and unpredictably vulnerable when first mounting the cable.

7. WILD WOOLY •

(Part of **client** Mohawk Walk)

Description: Two tautly strung cables, close to the ground and starting at the same point, progress 20-40 feet outwards to end points approximately 10-15 feet apart. Two participants (one per cable) walk the diverging cables, while maintaining physical contact, to a point where they can no longer continue or they reach the far support trees. This is usually built with 2 cables, 8 copper 3/8" swages, 3 nut eyebolts, 1 eye-eye turnbuckle and a 1/2" wide jaw quick link.

Safety Considerations:

For Instructors:

1. Check area for unsafe ground cover or litter.
2. Inspect trees for soundness, security of cable attachment points, and check for frayed cable ends.
3. Present the task, and actively review spotting requirements with the group.
4. A minimum of two spotters per participant with more added beneath the traversing pair as they progress outward from the starting point.

For Spotters:

1. Understand that participants are most awkward and unpredictably vulnerable when first mounting the cable.
2. Do not allow participants to interlock fingers while attempting the activity.
3. Spotters beneath the participants should always have hands clasped on top of their knees to prevent sudden backloading by falling participants.
4. Spotters beneath should only move as fast as the participants.
5. Add spotters as needed.
6. Understand that spotters located outside the cables are particularly important for the first 10-15 feet of the activity.

For Participants:

1. Do not interlock fingers while attempting this activity.
2. Inform spotters when beginning the activity.

3. Communicate with your partner.
4. Be aware of undue pressure on your partner's wrists and exhibit compassion by stepping down if the pressure causes pain.

Variations:

1. Establish a point that participants will go to and return from.
2. If pairs make it to end, attempt a return to the beginning.
3. Create a group problem: add together the distance traversed by each pair to create a group goal.

8. PIRATE'S CROSSING ♦ (also known as Heebie Jeebie, similar to Hourglass)

Customization to client: Design - 40' plus in length $\frac{3}{4}$ " and 5/8" multi-line spliced. Hint - be sure that element hand lines are crossing; it is possible to set it up that they are not which will make a difficult unintended initiative. The connection points should be color coded at the trees to match the ropes to make this error unlikely. It is strongly recommended to tighten the prusik knot to increase the level of challenge. Mulching is essential and re-adding mulch over time will be necessary as well. The foot line is parallel to the ground and eye bolted into the trees high enough that the middle part of the rope does not touch the ground when someone is traversing. Center of gravity is tricky and disappears in the middle of this element.

Year Built - 2000, 2009

Location - Near WWRR and old Swinging Log, across drive from client dining hall.

Variation

If you have enough competent trained spotters you could have one person come from each end and cross in the middle. While seeming more difficult they may find that 2 people working together may make this element easier.

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment point wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.
2. Trained spotting, especially in the center, is essential.
3. At least two spotters per side who can anticipate sudden complete

participant flip-overs are needed. Actively review spotting requirements with group.

9. WHITE WATER RIVER RESCUE (aka Toxic Waste)

Customization to client: Design - 6 upper lines through 6 snap hooks with 12 hand lines. Approximately 6 by 30' hand lines and 6 by 45' upper lines. There are 4-6 (as of 11/09, soon to be!) painted cedar stumps to be metaphoric of different ethnicities, as well as more weather resistant, more attractive. This element would work well followed by Blind Shapes.

For this activity the group is trying to lift a series of logs into a barrel using a series of ropes connected to a large rubber tube. This can be turned into a very powerful activity if framed correctly. As a lead-in, have your group take a few minutes to think about someone in their life who they would save from being lost. That does not mean you are condemning anyone else to die or anything, but it is important they choose just one person. Once each person has chosen someone and presented who they would save to the group and why, you should add the names of the people to be saved to the logs. Then, when you move to the WWRR then the participants will arrive and will need to "save" their loved one by putting the log into the tube while the other rope controls the tension on the tube. Again, this is not really a challenge with any trick to it, simply figuring out how the tube works and how to get the logs into the barrel.

General Tips:

1. If there are more people than there are ropes have some people holding the ropes be either blind or mute and have the people without a rope be their partner so that everyone stays involved.
2. This is nearly impossible if the logs fall over. If the group knocks a log over trying to get it into the tube you may stand it back up but tell them they must attempt to save another log before they revisit the log that fell.

Have a boundary set up using a rope with approximately a 25' diameter. The participants may not cross the boundary or they will fall into the river and there will be a consequence.



10. THE MAZE

Customization to Client Design - A number of trees serve as attachment points for a series of pens inside a large corral or ropes. The outer perimeter is made of a static thicker rope, while the interior corrals are made up of 3/16" Bungee knotted into $\frac{1}{4}$ " snap hooks on each end.

Just as this activity is named this is a maze that the participants must try to get through. The participants should be told that the exit is always open and then be sure facilitator(s) honor this promise. The maze is a large fence and series of gates that, unknown to the participants, are opened and closed at times and signaled after they have been opened / closed. The signal is usually one clap of hands for "OPEN" two claps for "CLOSED". The group is not told this in advance; they must discover it. Also, no gate is ever opened / closed when participant's hands are on it. (It is important that there be several facilitators for this activity who have had experience beforehand. The instructor has the group blindfold itself- far enough from the maze so that they cannot form a visual map of it. Groups of participants are walked to the maze and placed in it.

Ground Rules: Participants may not duck under any ropes. They may speak, but may not see. As participants exit, they are quietly instructed to no longer speak, their blindfolds are removed, they "discover" how the maze works and are invited to assist in the signaling and opening/closing of the gates.

Safety Considerations: Pre-check the area to make sure that there are no branches broken off at eye level, sticks protruding from the ground, broken glass lying around, or any obstacles which could injure participants. Have several facilitators watch the group at all times to assure their physical safety while moving blindfolded. Remember -"Challenge by Choice" - by not forcing the blindfold on anyone.

Presentation Suggestions: Be prepared to caution the group in advance that this is an exercise in frustration, that things may change and that the group should listen for signals.

Debriefing/Purpose of activity: The **Maze** experience represents being out of control, being frustrated, feeling manipulated, going around in circles, "no way out", dealing with anger, how to deal with difficult, seemingly impossible or whimsical situations. *It is also about how to surrender, how to listen to self, to others, to be open to signs around oneself, indicating an opening / change in one's world.* It also represents how to be ready for all of that, and how to help others, and what it feels like to be torn between wanting to help others in your "old life" and how to follow the "new life" rules. Be ready to debrief this one carefully - avoid the setting up of people intentionally, laughing at people, even though it may appear funny and harmless to you while in the Maze. Facilitators are wise to be as objective as possible and to handle people with dignity - be silent and fast!

11. Two-Sided Team WALL

Customization to client Design - Two sides or faces to select from; 10' or



13' high when mulched. The 10' side is an appropriate challenge for most middle school aged children. Do not use the wall with insufficient mulch (should feel soft and spongy underneath feet). Will also need either steps to get down, or a ladder may be used as an alternative. The fire hose on top is often used to minimize sharp edges. This design has the pressure treated face boards attached to 3 vertically oriented CCA poles for greater decay resistance.

Objective: The goal is to get the entire team up and over the wall with the first person getting no help from the top and the last getting no help from the bottom.

This is a really neat peak activity that should not be done until participants have become proficient in spotting and performing lifts.

Ground Rules:

1. You may not use the trees or edges of wall.
2. The first person may not receive help from above.
3. The last person may not receive help from below.
4. There should be only two participants at the top of the wall to help lift people up. Once a third participant arrives at the platform someone must go down the ladder back to the ground.
5. Once you have gone over the wall and come back down you may no longer help lift but you MUST still spot.

Safety Considerations:

Before:

1. Check area for unsafe ground cover.
2. Inspect poles, support braces, and all other related apparatus (i.e., ladder, platform) for soundness. Check wall surface for deterioration and for protruding nails.
3. Make sure that the top and face of the wall are smooth and free of splinters. Always check deck before use, as leaves and other debris can make for a slippery surface having a broom on hand may be a good idea, sand may be used here at well.
4. Review spotting procedures, and remind the group of the importance of group spotting due to the height of the obstacle, and the importance of spotting throughout the entire exercise.
5. Stress proper lifting and support, especially when participants are standing on other participant's shoulders or are being lifted up to that position.
6. Contract with the group to pay particular attention to spotting the last two members, especially if they are to two a running and jumping attempt.

7. Disallow the group from using belts, shoelaces, or other articles of clothing that might not support the heavier members of the group.
8. Ladder must be securely attached to platform (a new, future alternative would be to install removable steps at HH as a vandalism and misuse deterrent).
9. If two staff present, one will be on the ground and one on the platform. If only one, they should be on the ground to actively monitor and role model good spotting practices.

During:

1. Palms must be flat against the wall. DO NOT put fingers in cracks (they will stay there).
2. All grips must be wrist to wrist.
3. To lift over top of wall, get head and shoulders over, ("Kilroy was here" style), then kick one leg up for top person to grasp.
4. No running up wall; body must be flat against wall face.
5. Everyone not directly involved in lifting or climbing must be spotting (i.e., wide rocker stance with arms over head, palms up). Make sure people are on sides as well, forming a horseshoe/"U" shape around person being hoisted.
6. Two people minimum must spot person on ladder/ steps. More is better!
7. People on platform must keep both feet on platform, head above waist level.
8. Whenever someone is going down, no one may come up.

Variations:

1. Participants must leave platform in order they came up. (Recommended)
2. Participants may use items on their bodies to assist them.
3. Groups may be given a strategy period and then do the remainder of the task in silence.

12. a and b TRAPEZE (aka "Hickory") JUMP

Customization to client - Design - 30" x 1.5" PVC Trapeze suspended between 2 trees with two 10' lengths of Prusiked & spliced 5/8" Multiline. Jump platform is permanently fixed series of steps made of pressure treated wood frame and cedar decking sealed with Penofin. Portable, sturdy 6-8' step ladder is alternative jump point.

(For rest of details as to operation, see under the TRUST section.)



13. WHALE WATCH

The **objective** of the Whale Watch is to challenge a group to get everyone on their team (of 8-40 people) to balance on a deck of a "ship", without letting either end touch the ground.

GROUND RULES:

1. The team may only enter from the middle of either side.
2. Any one who is not immediately getting on the Whale Watch may not touch it.
3. You are allowed 3 touches total by either end of the Whale Watch. So not 3 touches for each end, 3 touches total.
4. Even if the participants are getting on immediately they may not hold the whale watch from underneath.

Safety Considerations:

For Instructors:

1. Check the area for unsafe ground cover.
2. Check the ship's wood for rot, especially if it is left on the ground outside year round.
3. Present the task, and review spotting requirements.
4. Demonstrate how the "ship" can rock and the need to keep everyone's feet and other parts of their bodies away from the edges of the "ship". Discuss the implication of this on safety and spotting.
5. When whale watch is not in use be sure to prop up all four corners with a solid secure item such a cement block to prevent unauthorized horse play which could lead to safety implications.

For Participants:

1. Be constantly aware of what the ship can do when an individual mount or dismounts-keep feet and all parts of their body away from under the ends/sides.
2. You may decide to assign people specifically to spot the ship throughout the entire task, if necessary.

Variations: 1. Allow them only to get on from one side.

2. Allow only 1 person at a time to get on from either side.
3. Have people blind to begin with
4. Have people start on the deck and have them get off without the balance beam touching the ground
5. While on the deck have them make different shapes or walk in a circle.
6. Have them perform tasks while already on top of the deck.

General Tips:

1. In order to prevent bystanders from accidentally having their toes or feet underneath the whale watch tell them to stay an arms length away if they are not immediately getting onto the whale watch.
2. If participants start comparing each other's weight comment how "it is impolite to ask other people how much they weigh." Which is true but it is really to try and drop a hint that size doesn't matter! All that matters is their position on the WW.
3. While the group is planning you can demonstrate that same idea by standing on the whale watch and keeping it balanced even if you are different sizes. Then move around on the deck. It's a good way to drop hints without having to actually say anything. Plus you can still keep an ear on the group's planning.



14. SWINGING LOG (SLOG) ■ ◆

Customization to client Design - Description: A utility pole suspended between two trees. The log measures 30 feet in length and is suspended no more than 14 inches off the ground. The log is constructed of 4 nut eye bolts, 2 strap hangars, 8 copper 3/8"swages, 2 - 30 foot cables, 4 nut eye bolts (for suspending pole from tree); 4 more nut eyebolts, 2 shorter cables, (4) 5/8" thimbles, and 8 copper 3/8"swages (to restrain pole, prevent it from banging into tree or person's legs between tree and pole).

Ground Rules:

1. One or two participants can be on the log at a time depending on what challenge ground rules are being presented.
2. One person maintains his/her balance while walking the log.
3. Step onto the log from about 2-3 1/2 feet away and maintain balance for 5 seconds.

Safety Considerations:

For Instructors:

1. Check area for unsafe ground cover, i.e., broken glass, dead limbs, stumps, etc.
2. Inspect trees/poles and log for soundness, security cable attachment points, and check for frayed cable ends.
3. Present the challenge and actively review spotting requirements with the group.
4. Demonstrate how the log moves and the ways it swings.
5. Suggestions: Ask group to lift the log, feel its weight, and realize the potential for

danger.

For Spotters:

1. Spotters should understand their spotting position at all times in relation to the log, know how the log will swing if a participant falls, and how to protect both themselves and the participant when a fall occurs.
2. Learn how to move in to protect a backwards fall off the log, how to move with the participant and the log, and how not to position themselves where they might be hit by the log.
3. At least four spotters need to be in position to slow the log's motion after a participant falls or steps off.
4. Spotters should also:
 - * Anticipate and stop a swinging participant if he/she is coming in sideways/backwards.
 - * Be assigned to prevent other spotters from getting hit by support cables when slowing the motion of an out of control log.

For Participants:

1. Participants should never jump off the log as it will cause the log to swing and potentially injure the spotters.
2. Participants should also indicate to the spotters their intention; to swing onto the log or to step up onto it. No running on the log.

Variations:

1. Walk the log backwards alone or with another person coming from opposite end.

15-17. NITRO-CROSSING/ Simple Swing, Hoops, All

Aboard, Lily Pads, Islands

Customization to client - Design - Approximately 15' wide, a cable suspended between two trees with a cable / rope swing, and intended to swing across about a 15-20 foot open space. Sometimes includes 3 portable platforms (2' square, 2.5' square, 3' square). Element not designed for more than 1 person on rope at any one time. Whether to be left outside or inside during the ropes course season will be left up to the decision of the ropes course manager. A small (one gallon) and larger (five gallon) lidded bucket should be filled with water to offer one of the options for running the element. Two posts secure a bungee line that makes crossing the line infraction obvious.



The Nitro-Crossing (or Nitro for short) is a classic awesome activity because of the range of challenge it offers a group. In addition, how many initiatives can offer you the variety of 4-5 activities in one physical location? This event offers a variation of a swinging event, swinging to platforms, hula hoops, or several platforms successfully finishing (using them separately like all aboard or boards like mountaintops or lily pads)

The goal of this activity is to move a group of 8-15 (10-12 ideally) across an imagined chasm (15' area marked off by bungee and/or a platform) by means of a swing rope. Often, the group must also bring over a receptacle of liquid, without spilling. The receptacle should have an open top and should hold 1-1.5 gallons of fluid. You should also make sure to have a back-up supply of liquid within a covered container in case the receptacle gets spilled.

Ground Rules:

1. Everyone should participate at some level. Just remember the idea of challenge by choice. Helping the group determine decisions such as how much liquid to put into the receptacle, helping each other to be heard, spotting are other non physical yet vital roles that can be either intentionally assigned or allowed to be figured out by the group.
2. No one may step inside the "chasm" or touch the trip wire.
3. The rope swing must be retrieved using only the participants and what they've brought with them - nothing from nature or any other props.
4. If someone touches the trip wire, he or she receives a consequence (challenge/handicap) that is usually removed when either a certain amount of time has passed, they get across the chasm and/or when the liquid has also made it across.
5. If anyone touches the chasm ground area, or falls off the swing or platform, ONLY he or she returns to start over.
6. However, even though the liquid need to be passed over the chasm only once, if any fluid spills, everyone already across must return to start over.
7. Anything used to move the swing rope once put into the chasm will not be available again until the task is over; unless the person is still connected to it (i.e., holding it).
8. Everyone must stay on the platform/designated area until the task is complete.

Safety Considerations:

1. No diving for swing rope. (Additionally, the facilitator will always halt any action that appears unsafe.)
2. Spotting is tricky for this element. Participants should be spotting during the take off but it is primarily your responsibility to spot during the swinging and landing. Try not to

support the participants physically as they swing. Just be ready to protect the head and neck in the event they fall. Also, since they are potentially swinging into another person it is important to get behind the people already on the platform to help spot them as the person swinging is making their landing on the platform.

3. Make sure platform(s) is/are sound, not slippery, and stable on the ground. Beware sharp edges or protruding nails on platform.

4. Make sure chasm area is free of sharp or hard objects.

VARIATIONS:

1. Have **multiple platforms** that people need to touch before ultimately reaching the main platform. Use caution to assure platform is sound, no loose screws, is level on the ground, that the surface has a reasonable amount of friction for people's feet.

2. Have a series of **hula-hoops** on the ground. Explain that each hoop is for one person and one person only. The hoop becomes assigned once a participant's foot touches the ground inside of the hoop. What does not mean more than 1 person cannot be in the hoop. All it means is that only one person in the hoop may be in contact with the ground.

18 ISLANDS OR MOUNTAINTOPS



(Thanks to JJ Pitman, Arkansas 4-H Co-Operative Extension Excel Leadership Program and Chris Cavert's book *Affordable Portables*)

Objective: The challenge is to get each group from one island to the next, or exchange islands without stepping off with only the 2 boards as props.

Setup: Space the islands such that the distance between each island is at least 6 inches - one foot longer than the longest board. (ie., if using 5' boards, the gap is at least 5.5') Islands can be linear or at a right angle from one another.

Challenge variations:

If the middle platform is smaller the challenge is increased. You can give each island ONLY one board if the challenge needs to be increased.

Ground Rules:

The group may only use the 2 boards given. No stepping onto the ground ever. Each person must have one foot on wood always. (ie., NO JUMPING!!)

Safety Considerations:

The boards cannot be thrown. There needs to be plenty of spotters.

19-20. 2D and 3D SPIDER WEBS



Customization to client Design - Two sided, or "V" shaped, each side between 12-18' wide x 9' high. One side has a pair of 4" x 4" boards with holes used as a frame above and below the Spider Web; other side merely uses a pair of .5"x 18' spliced polypropalene ropes and 3 pieces of bungee; (4) 5/16th eye bolts with (4) 3/8" pear quick links with (18) 1/4" snap hooks.

If ever TAKING THIS ELEMENT DOWN, BE SURE TO FIRST REMOVE EACH OF THE 3 BUNGEE CORDS FROM THE SNAP HOOKS; DO NOT TRY TO LEAVE THE BUNGEE STRUNG THROUGH.

Objective: to safely pass your group through a "spider's web" without touching the web itself.

A prop that makes this useful is a set of bandanas or clothes pins to indicate which holes have already been used. Bandanas are easiest to use since they are already found in the fun bag, note: be sure to wash bandanas at least after every other group to avoid health issues. Please make sure area is properly mulched like the wall and nitro crossing.

Ground Rules:

1. No one may touch any of the ropes while being passed through the web openings. If someone does touch a rope, the person being passed must start again and the hole being used is now closed. (Note: the facilitator may decide merely to paralyze the body part that touched the Web on that person but to credit them with safe passage through the Web).
2. When the vertical plane/space of a Web opening is broken by someone's body part (arm, head, leg, etc.) this opens that hole. As long as a body is in the opening without touching any ropes, this pace is open. When a body is no longer in the opening, it closed the space.
3. No props may be used.
4. Participants must go through the Web only - not over, under, or around it.

Safety Considerations:

1. Participants need to know how to "spot" and MUST know how to perform lifts safely.
2. Facilitator will actively spot first 2-3 and last 2-3 participants on the side that has the least participants.
3. Everyone should be alert for any potential hazard/obstacle on the ground.

Variations:

1. Minefield or horizontal web, (which is here at HH), where the issue is to cross a

minefield grid of bungee spaced about 22-24 inches square, usually blind individuals or partners being guided by the others in the group.

2. Build a "3-D" web; i.e., one that encloses the group on all 3 sides. Now the group could be larger or several groups might use the same web, one group could be simultaneously trying to get "out" while another is trying to get "in".

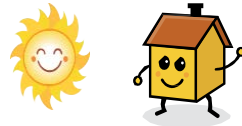
21. A-Frame



Customization to client Design - "A" shaped, 8' cedar boards with 4-5' x 2" x 6" cross piece, 18-24" off ground, with (12) 15' long x $\frac{1}{2}$ " ropes attached.

Objective: For a group of 12 participants to move 1 or 2 persons standing on the cross piece, by means of the ropes only. Distance moved can vary from 5 feet to 40 feet.

PORTABLE EVENTS



NOTE: Islands is listed in the permanent section of this master list of initiatives, yet could as easily be interchanged since they are able to be mobile.

MAGIC CARPET / "Turn Over a New Leaf"

Props: Tarp

Activity: Lay out a tarp and have the entire group stand on it.

Objective: is to turn over the tarp completely without ever touching the ground. If they do touch, they must start over.

Story Line(s): Toxic grass and the map to where you are going is on the back side of the rug you are standing on... or this is metaphor of turning over a new leaf in life and starting over.

NOTES: The size of the tarp is dictated by the size of the group. The tarp should be a little smaller than double the size of the group. Since as stated above, the goal is to flip the magic carpet over without stepping off. If they step off they must either start over or receive some type of handicap. The easiest way to do it is to start at a corner and fold it over the top of the rest of the tarp so that you have turned a square into a triangle. Continue to pull that corner so that is now past the edge of the magic carpet. Once it is back over the grass people can start stepping onto it, which will free up the rest of the tarp to be flipped.

Variation: If you have many people, thus many tarps, pre-set the tarps within a few feet from one another. This way, groups may discover they could simply share tarps to stand on while their tarp is being turned over...AHA! Thanks to Clare-Marie Hannon and Essential Staff Training Activities for that one!

BULL RING (Thanks to Jim Cain)

The Bull Ring is simply a ring that has a series of strings tied to it. The way the initiative works is everyone in the group is holding a string tied to the ring. Resting on the ring is some type of ball. It should not be larger than a tennis ball. As the facilitator you should have the group follow you while trying to keep the ball balanced on the bull ring.

Participants must hold their string at the end, they cannot go further than a fist's length towards the ring.

This is more of a communication exercise than anything else. Granted, they will come across obstacles along the way that they will need to solve, but it's not like many other initiatives, such as the Meuse, where there is a little trick to it that needs to be figured out. What you see is what you get!

General Tips:

1. If the group is having a very easy time with the bull ring, try putting a different ball on the ring. Experiment with different sizes / weights. Just keep in mind, small / heavy is going to be easier than large / light.
2. Challenge the group by leading them through doors, over/under objects....Requires different ways of thinking, ways of problem solving.
3. Route-helps to have a balance of both a plan in mind / be open to what presents itself enroute when leading this. Meaning, it is good risk management to pre- plan a route, but it is an adventure after all!

NATALIE'S BROOKLYN RINGS

Thank you Matt Heiner and his good friend Natalie for bringing this mind-bending activity to our attention. This activity can only be done with 6 people at a time. Take 6 hula-hoops and arrange them in a lower case 't'. Have 1 participant stand in the middle of each hoop and have them pick up the hoops and hold them around their waist. For the first round, simply ask your 6 participants to get into two independent lines of 3 people each. When they are done they should be in two straight lines of three people with their hoola hoops touching. Now have them return to their original positions. Now their second objective is to create two rows of 3 while moving only 1 hoop, period. So, only 1 hoop can move, all other hoops remain stationary. The end result still being two rows of 3. To complete this level of the challenge they will only use 5 of the hoops and make a '+'. The sixth hoop can just hang out. The last level of challenge is to create the same two rows of 3 but you can only move 1 hoop AND all 6 hoops need to be touching. For this round the solution requires a little bit of "out of the box" thinking. Naturally most participants will think 2 dimensionally (as did I the first time I participated in this activity). The solution is that they are going to make the same cross shape as the previous round BUT this time instead of the sixth person just hanging out on the side they are going to the middle of the cross and double up their hula hoop with the person already in the middle. So you will have two hula-hoops on top of each other in the middle.

VARIATIONS:

1. This activity can be done with any circular disc shaped object. Hula hoops have been found to be the best object to use. You may, however use paper plates, frisbees, or even

quarters. With these objects you should do the activity on a tabletop. Keep in mind that when the group can be looking down on the objects it makes it a little easier than when participants are holding the hoops around their waist.

2. Use several objects of the same color and 1 or 2 objects of a different color. The colors don't mean anything but it is an extra twist that can be used to throw participants off the path. Along those same lines you could also write numbers on the paper plates or frisbees.

HUMAN KNOT

The goal for the human knot is to...drum roll please...untie the knot! Go figure. The human knot is best done with a group of 6-12 people. If a group is larger than 12 have them divide into two smaller groups. So have your group stand in a circle shoulder to shoulder. First have them reach in their right hand and grab the hand of someone across the circle. They should not grab the hand of either person next to them. Then, have everyone reach in with their left hand and grab a DIFFERENT person's hand. Now, without letting go they must un-tie the knot.

General Tips:

1. Even though they can't let go of their hands to help complete the challenge they may adjust their grips if they are in an awkward position.
2. Emphasize to the group that if anyone yells stop or wait the group should freeze where they are because they are hurting someone and that needs to be corrected immediately.

LAVA PIT

For this activity you're going to need a 100' static kernmantle rope, another 100' rope to mark off a boundary, 1 object that will need to be saved from the lava pit, a big sturdy tree (2 would be better), and a blindfold.

The ultimate goal for the group is to retrieve the object in the middle of the lava pit. Using 1 rope, a tree, and themselves. When you set up the lava pit make sure the boundary for the pit is large enough that no one can just reach in and grab the object. No one may touch the boundary rope or inside of the lava pit. Doing so will cause some sort of handicap. The following is a possible story line you could use when leading the lava pit:

Storyline Background: Facilitator runs group near the heavy-duty rope innocently lying upon the ground. He/She asks if someone could please pick up the rope as it will be needed later on for an exercise. As soon as someone picks up the rope, the facilitator feigns great horror and exclaims...) "Oh no! That's the toxic rope. I forgot! (etc.) You will die within fifteen (twenty) minutes unless the antidote ("goody" i.e., candy bar, juice, cookies,

etc.) can be gotten in time. Even now he has already become blind...(put a blind fold on the victim). Now, the goody is in the center of a gaseous deadly lava pit whose fumes will kill anyone who gets within five feet above it. However, the victim is immune to the fumes due to a bizarre irony of her/his contacting the toxic rope. In fact, the toxicity flowed completely out of the rope when he/she touched it -- it is available as a resource to solving this problem. The tree(s) on the edge of the pit are also available and anything you already have with you (i.e., clothing). but no one -- including the victim -- may contact the lava directly. If this happens, that body part is disintegrated immediately. "Good luck!"

General Tips:

1. If someone is blind they should be getting taken care of by other group members. Do not necessarily give them the task of caring for their blind person. Maybe start by asking the blind person if they are aware of what the group is doing.
2. If the participants want to wrap the rope around the tree you should tie the knot for them. Try to wait for them to ask you. Instead of offering to tie it for them tell them you don't trust the rope the way it is currently tied and wait for them to either try again (at which time you would just repeat yourself) or ask you to tie it for them.
3. As facilitator, you should spot the person that is shimmying across the rope mainly by just trying to take care of the head and neck.

POWER BRIDGES

Power Bridges is a really fun challenge because it really allows for a lot of creativity. This activity is best done in groups of 6-10 less so if you have a larger number of participants make sure you have enough supplies for the appropriate number of groups.

The challenge for this activity is to create a bridge that can hold at least 15 pounds of weight and is large enough to slide an 18"x18" box underneath.

As mentioned earlier, this is an activity that allows for a lot of creativity. The only real limitations are the amount of materials provided to create the bridge. Each group should receive a stack of newspapers approximately 1 foot in height and one unopened roll of masking tape. Once instructions are provided and materials handed out the groups should have about 20-30 minutes to build the bridge.

TIME WARP (aka Turnstile)

Time warp is a great initiative because it goes from easy to difficult just from a flick of the wrist. Before you start the "turnstile" make sure all of the participants are on one side. Using a 25'-30' rope you and another facilitator or counselor will begin turning the rope as if it were a jump rope. For the first round, spin the rope so that it comes DOWN towards your group. This is very important because the direction the rope is

turning determines the difficulty of the challenge. So as you are spinning the rope you should explain the rules that can also change depending how difficult you want to make it.

Basically, everyone needs to cross the "time warp" in the middle (not in the space below your arms while you are spinning) with no more than 2 empty revolutions of the rope between attempts to get through the "time warp". If someone is going through the rope and they touch it but don't really stop the rope then only they need to go back to the original side. If someone goes through and brings the rope to a complete halt then everyone who has crossed must return to the original side. Once the group has conquered round 1 it is once again time to enter the Thunderdome. In between rounds have a quick reflection on the group's success in the first round. When the reflection is complete comment how you are going to do it one more time but you are going to change something. Don't tell them what you are going to change, just change it and see if they catch on.

In the first round the rope was swinging DOWN on the participants. For round 2, the rope is going to be rotating UP towards the participants. So what has changed is the direction of the jump rope. Now instead of being able to just run through the turnstile the participants are going to have to jump.

General Tips:

1. Have the people who are consistently making it through the turnstile coach the people who are having trouble. Again, don't just tell them to do it, those who were successful how they did it. Then ask them if there is anyway they could help some of the people who were having trouble.
2. Try to keep the speed and height of the jump rope consistent. It makes it very hard for the participants if the speed is changing every couple of rotations.

Variations:

1. You could turn it into a team jump rope challenge. Try to see how many times the entire group can jump rope before it gets messed up.
2. Have them do round 1 without any empty revolutions at all.

TOE TOWERS

In Toe Towers the group must try to create the tallest tower of feet they can. The feet must all be connected (touching) for it to count. Make sure you have a tape measure ready. There have been towers of over 8'!! Let them be creative. Most likely they will connect heel to toe. Just make sure you monitor their strategy to make sure they are not going to attempt anything too dangerous in attempts to get feet higher up.

AMOEBIA ELECTRIC FENCE

Props: 30 feet bungee

Storyline Background: This cord represents the barriers students have to go over to achieve top quality student relationship satisfaction on every level. Your group holding hands represents the policies and procedures you follow:

Objective: You must get your entire group over the barrier without touching it while remaining in contact with one another.

Ground Rules:

1. Everyone is first requested to hold hands, then the command is given to "remain in contact with one another". If they are sharp, they will soon realize that they need not remain holding hands in order to follow the rules.
2. No one may touch the rope - if anyone does they start over and receive a handicap (blind, mute, etc.)
3. The group must get everyone over to the other side.

Safety Considerations:

1. Watch and carefully spot those people going over the line. They are in a very vulnerable position with their hands held.
2. If the group chooses to step on each others' knees to get over the barrier, state that they must have two knees used to step on at all times. This is to reduce the possibility of knee injuries. The two knees should be opposed and the thigh and calf should be at a right angle when someone's weight is placed on the knee.

Possible Debriefing Points:

1. What did you experience/feel/think?
2. Was the group empowered to achieve its goal?
3. Were the rules adhered to? How, why or why not?
4. Where was the commitment level of the group? Of yourselves?

BLIND POLYGON

Props: 50' x 1/4" rope

Objective: to have a group form the shape of a polygon (triangle, square, etc.) with a rope they hold in their hands while blindfolded (but not mute).

Ground Rules:

1. Have the group gather in a circle and hold the rope in their hands.

2. Ask each person to take and put on a blindfold.
3. The group may not let go of the rope or see what they are doing; however, they are free to speak.
4. Ask the group to make a square, triangle, pentagon, etc., specifying equal angles and outsides.
5. They may only use themselves and what they have with them.
6. They must use all of the rope given.

Optional:

1. You may tell them to commit to a time period in which they will complete the task.

Safety Considerations: Beware obstructions that may cause injury near the group; as they back up to shape the polygon will they be free of obstacles?

Possible Debriefing Points:

1. What did you experience/think/feel?
2. What did you think about the rules?
3. How closely did you adhere to the rules?
4. Given your constraints, what did you use to accomplish the task?
5. Did you experience frustration or discouragement?
6. Who makes the decisions in the house? Who ultimately gets the job done?
7. Were there any barriers to your empowerment?

MOON BALL (INTERGALACTIC BALL HITTING COMPETITION)

Props: Blow up ball

Activity: Participants begin by standing in a circle. They need to form a goal of how many ball hits they think they can get without the ball hitting the ground. Once they form a goal (usually 50) they begin by someone tossing the ball up and hitting it to someone else. Participants must not hit it more than once in a row.

OTHER EVENTS (Both Initiatives and Low Elements)

GIANT'S FINGER & RING (VERTICAL POLE & TIRE)

Description: A small diameter car tire (usually 13"-14") is placed over a utility pole, which can vary in height from 12.5-14 feet. At the top of the pole a peg or cut-off limb remains that prevents the tire from being thrown off of the pole.

Objective: To remove the tire from the pole, place it on the ground, and then place it back on the pole.

Storyline:

An underground sleeping giant has left his special ring and ring finger pointing through the ground each evening. He does this because the ring is very sensitive to the barometric pressure, (like bunions or your grandfather's joints!), and he figures out the weather conditions each morning before rising, so he knows what to wear that day when he comes out of the ground to hunt for breakfast. He is a good natured gentle giant, but he needs the ring to come off every now and then to keep the circulation flowing in his finger. Can you and your group help him today?

Ground Rules:

1. All group members must participate.

Safety Considerations:

For Instructors:

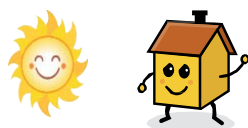
1. Check the area for unsafe ground cover.
2. Clearly present the problem, review spotting requirements, and answer questions before the group begins the task.
3. Make sure dirt, leaves, twigs, water, bees, and other critters are out of the tire's cavity before the activity begins.
4. Check the soundness of pole and beware the potential for splinters. Be sure that there is adequate mulch as described at the wall. Potential for injury from a fall here and at the wall is greater than many other activities
5. Review with the group how to support another's weight in such a manner as to reduce strain on participants' backs.

For Participants:

1. Agree to carefully monitor, spot, and support all group members.
2. Evaluate footwear and remove it if it will damage participant's clothing and/or shoulders.

Variations:

Use a tire cut in half (around the middle) or a shorter pole & tire for younger groups.



THE MEUSE

This is an initiative that often frustrates groups. The challenge seems almost too easy and that leads groups to jump to conclusions and make assumptions that are not actually true.

The goal for this initiative is to move your group from one side of the "river" to the other using only the stepping stones you've provided, 3 4"x4"s, and a piece of webbing.

There are a few different set-up methods. Some places have logs standing in the ground with grooves cut out so that the logs fit snugly in. You can also make your own using cinder blocks. The key is to make sure the shorter 2 boards will fit across but not vertically. Similarly no log should be able to fit diagonally.

Ground Rules:

1. The entire group must cross for the activity to be complete.
2. At least 2-3 boards must be used.
3. The chasm (ground), must not be touched by humans or planks during crossing.
4. If any plank does touch, it begins to disintegrate, etc. Any plank touched three times can no longer be used.
5. If any person touches the ground there will be a consequence determined by the facilitator at the time of the infraction.

Safety Considerations:

Before:

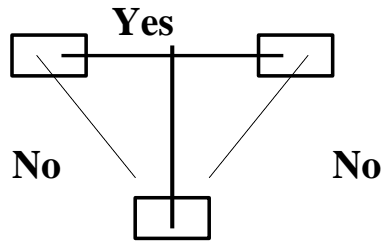
1. Be sure all props are in sound condition and are ALL present.
2. Check ground and trees for obstructions, deadfall.

During:

1. Have at least 2 spotters (1 on either side) at the center of the plank, which is where they will wobble the most.
2. Beware of sudden falls. Ask people to let go of other if they know they are going to fall.

Variation:

1. Perform the activity over mud or water, free of debris, and use no spotters.
2. Use cement blocks instead of notched blocks and 8'x4"x4" or (better) 3 - 8'x2"x4" bolted planks. Set this up in a "T" format so the 8' planks will only reach the concrete blocks and another plank (see diagram):



Drawing not to scale!

BURMA BRIDGE ●

Description: A bridge made of two hand ropes and one foot rope and bolt knotted struts spaced about 3' apart attaching the 3 hand/foot lines. Hand and foot lines are typically fixed (spliced) on one end and adjustable (prussic knotted and finish spliced) on the other. The Bridge should be mounted on two poles or trees with 3 nut eyebolts at each pole/tree at a height that will prevent a participant from touching the ground in the center, yet not so high on either end to prevent safe spotting alongside. Foot bolt should be 3 1/2 feet below hand bolt(s). Pear-shaped 1/2" quick-links work well and make PUTD easy. 3/4 or 1 inch ropes for foot lines and hand-lines are recommended and struts should 1/2" or 5/8" x 10' long.

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment points wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.
2. Be sure to have at least two spotters of sufficient strength and height on both sides of the bridge in usual spotting position, attentive to the participant at all times. Actively review spotting requirements with group.

EAGLE WALK ●

Description: Three sections of material - 1 foot-line (usually 3/8" cable) and 2 hand-lines (usually 5/8" Multiline) strung horizontally and parallel (15-50 feet) between two trees/poles and about 3 1/2 feet apart vertically. To increase challenge, activity is made longer, thus one must spread arms "like an eagle's wings" in order to maintain balance. The foot-line should be at least high enough not to cause the participant's feet to touch ground but no higher than 3 feet (if over ground). Typical construction calls for 2 copper 3/8" swages, (2) 3/8" fist grips, 6 nut eyebolts, 15-35 feet 3/8" cable, 4 - 1/2" pear quick links, 2 - 15-50 foot pieces of 5/8" Multiline fixed (spliced) on one end and adjustable (prussic knotted and end spliced) on the other.

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment points wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.
2. Two spotters per person are the minimum, one on either side of the walk. Actively review spotting requirements with group.

POSTMAN'S WALK (TWO LINE BRIDGE) •

Description: Two sections of material (usually 3/8" cable for foot-line, 5/8" or 3/4" Multiline for hand-lines) strung horizontally and parallel for 15-35 feet and 4' apart from each other between two trees/poles. Participant moves across the element with hands on upper rope/cable and feet on the lower. The foot-line should be at least high enough not to cause the participant's feet to touch ground but no higher than 3 feet (if over ground). Typical construction calls for 2 copper 3/8" swages, (2) 3/8" fist grips, 4 nut eyebolts, 15-35 feet 3/8" cable, 2 - 1/2" quick links, 15-35 feet 5/8" or 3/4" Multiline.

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment points wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.
2. Two spotters per person are a minimum, one on either side of the Walk. Actively review spotting requirements with group.

BURMA LOOPS ■

Description: A bridge made of two hand ropes and no foot-rope and bolt knotted struts spaced about 3' apart attaching the 3 hand/foot lines. Hand lines are typically fixed (spliced) on one end and adjustable (prussic knotted and finish spliced) on the other. The Loops should be mounted on two poles or trees with 2 eyebolts; one at each pole/tree at a height that will prevent a participant from touching the ground in the center, yet not so high on either end to prevent safe spotting alongside. Foot loops should hang 3 1/2 feet below hand bolt(s). Pear-shaped 1/2" quick links attached to 4 nut eye bolts work well and make PUTD easy. 3/4 or 1 inch ropes for hand-lines are recommended and struts should 1/2" or 5/8" x 10' long.

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment points wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp

or hard objects on the ground that could injure someone in the event of a fall.

2. Be sure to have at least two spotters of sufficient strength and height on both sides of the bridge in usual spotting position, attentive to the participant at all times. Actively review spotting requirements with group.

SPACE LOOPS/WALK (SWINGING TIRES IS SIMILAR) ◆

Description: A series of 3/4" loops (for one's feet) suspended from a one-inch rope strung 30-50 feet between 2 trees/poles at a height of approximately 15'. The loops are approximately 5-7 feet apart and are usually attached by means of a prussic knot to the main 1" line that allows for fine-tuning of the swinging distance. The components for construction include 2 nut eyebolts, 2 - 1/2" pear quick links, 30-50 feet of 1" rope fixed (eye-spliced) on one end and adjustable (prussic with end splice) on the other, and 5-10 fifteen foot 3/4" ropes prusiked onto the 1" line and eye spliced into a large foot loop on the bottom.

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment point wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.
2. Actively review spotting requirements with group.
3. Spotting is critical and challenging due to the unpredictable nature of the swing and the arc pattern inherent to all swings (back & forth).

Ground Rules: The primary movement pattern is one person stepping from the first loop, end of a log, or a platform, and reaching out to obtain the first (or second) loop rope with their hand, then inserting their foot into the loop and then typically building up some momentum/pendulum by swinging with both ropes before letting go.

THRU LOOPS ■

Description: An unusual looking apparatus, this element is basically a span of 20-30 feet of 1" Multiline rope connected between two trees with eyebolts. A series of half circle shaped steps are created by 5/8" Multiline bolt-knotted into the 1" rope creating the 4 - 5 foot diameter half circles. The components include the 1" rope, about 50-90 feet of 5/8" rope, 2 oval eyebolts, and 2 - 1/2" pear quick links. The 1" rope is fixed on one end,

adjustable at the other, and eye bolted at about 8 feet off the ground (whatever minimum height keeps the participant from touching the ground in the center).

Safety Considerations:

1. Watch for untied/fraying ropes, debris sticking to ropes, attachment points wearing out/rusting, vandalism. Check for deadfall overhead or on ground. Remove sharp or hard objects on the ground that could injure someone in the event of a fall.
2. Be sure to have at least two spotters of sufficient strength and height on both sides of the bridge in usual spotting position, attentive to the participant at all times. Actively review spotting requirements with group

OTHER RISK MANAGEMENT INFORMATION:

Every new course is being provided with a tool bag which includes unique colored tape, adjustable wrench, Vise grips, and Teflon based lubricant. This bag is designed to be tough and rugged with the ability to go in the air.

All areas must be mulched and continually monitored to ensure the right amount of padding under each specific element. Some elements may require more or less please refer to individual activities manual for more information.

ACKNOWLEDGEMENTS

This operations manual is a work in progress.

PI&A, LLC has borrowed from many sources and is grateful for their excellent work. This writer is passionately committed to shareware and in identifying sources where it is possible. In addition to individuals cited within the document, The Browne Center, Erin Kempfe of U Lead, Dudley Hamlin of Holiday Recreation Center, David Woods of Remuda Ranch, John Isaacs and Ryan Chasse are among the known contributors.

CHAPTER FOUR: HIGH ROPES COURSE OPERATION

Pro Image & Associates, LLC
Practitioner Certification Manual
www.DARE-TO-GROW.com

INTRODUCTION

A High Ropes Course can be a fun, challenging experience for people of all ages. Cast in the right light this experience could be life changing! Without the proper build up (or framing) the High Ropes Course really becomes nothing more than a glorified jungle gym.

As much as we all want to have fun you have to keep in mind SAFETY FIRST. According to statistics there are more injuries on the Low Ropes Course but those are bruises and twisted ankles. On the High Ropes Course its broken bones or worse!

The Pro Image & Associates, LLC mission of this Challenge Ropes Course manual is to provide you with the knowledge, skills and abilities that you will turn into habits (protocols) to serve you long after the training is over. Lets refer back to the Pro Image & Associates, LLC. Formula. An important concept in the high ropes course world is redundancy. Remember?... introduce a concept to you, define it, then give you some application for that concept so you can use it up at the course. Then we are going to practice that concept which will lead into a discussion of your current experience of that concept. Practice will help build the confidence to demonstrate this concept in the practical and/or written exam.

So what is redundancy? It is us (the trainers) droning on about safety standards. It is your harness, your carabiner, rope, back-ups, cables etc. etc. etc. All of these pieces of equipment are redundancies to your own climbing ability and strength.

Practice, Practice, Practice! The best way to build confidence in yourself and the equipment is to get up in the air and climb around in seemingly precarious (but actually quite safe) situations (See? Redundancy). Climb out on some shaky cable, lean out off some platforms, let go with your hands...as long as the safety protocols are followed! The High Ropes Course should be FUN for you as well as your participants as long as you are not compromising safety. Thank you for joining us on this wonderful High Ropes Course journey! Enough babbling-lets have some FUN!

THIS MANUAL DOES NOT REPLACE TRAINING OR EXPERIENCE. You should not assume because you've read this manual you can run out and perform a Cut-Away Rescue. Similarly, you shouldn't read the manual then run out and try to teach a group of kids belaying. That would be what we in the business call a BAD IDEA!

Thought Question: List at least 5 examples of redundancy you did not already know about before reading this introduction. Be ready to explain them on the first day of the training.

Now that you have at least 5 you didn't know about, list at least 3 that are not listed that you think are examples of redundancy. If you don't know any give it your best guess!

RISK MANAGEMENT

Hopefully you've attended a Pro Image & Associates, LLC. low ropes course facilitation training (if you haven't you clearly should). If you have I'm sure you heard the terms Perceived and Actual Risk. The high ropes course is a great example of this concept. The perceived risk is very high but if operated correctly the actual risk is very low. It's all about balancing risk and safety. As you can see on the right the two are balanced.



If there was more safety than risk then you are not providing a true self-discovery experience for your participants. If there is more risk then you are not taking proper measures to keep your participants safe. This manual is a tool we are providing you with in order to turn some of that actual risk into perceived risk and keep your participants SAFE.

Your trainer(s) and participants will aid you in your goal to manage risk to the best of your ability. Your challenge course manager is responsible for identifying, mitigating, and monitoring challenge course risks. Mitigating choices include eliminating, minimizing, transferring, or accepting risks once they are identified.**

By filling out health history forms, assumption of risk, informed consent, or release of liability your participants are telling you they know what they are getting in to. Hopefully your participants have been honest when filling out the forms as well. Looking over the health history forms is a great way for you as the facilitator to learn some of the limitations of the group beforehand so you can plan your program accordingly.

There are two processes that a facilitator can follow help in your noble quest for risk management. The first is a process called the DIM process which was developed by Kaiser and Robinson in 1999. The second process is a five-step process developed by the military to help their own risk management efforts for their soldiers.

At some point during this training you will see Tom do a goofy demonstration with a stick to illustrate this point of risk vs. safety and TRUST! I don't get it. But I do get to play with the stick afterwards so everyone's a winner!



**ACCT Operation
Standard A 2.1! Hooray!

The DIM process has three steps involved. Developing a risk management plan, Implementing that plan, and then Managing the plan.

When you are developing a risk management plan the first thing you should do is identify reasonably foreseeable risks. Primary risks (the most foreseeable) should be dictated in your Standard Operating Procedure. Secondary risks are more unpredictable. Things like the weather would fall under the category of a secondary risk.

Once you have identified the risks you must classify them. Factors you should consider are the frequency of the risk, and potential injury associated with the risk. Once the risks are known you can determine what you will do to mitigate the risk or to avoid the risk completely. Keep in mind that the entire staff should be involved in the planning process for managing risk. That way not only is everyone on the same page but when it comes time to implement your risk management plan the staff should already know what needs to be done and can do it without hesitation.

The second step of the DIM process is to implement the plan you just developed. This means putting our plan into writing and adding it to your Standard Operating Procedures. Remember, any OPs need to be aligned with the ACCT and PRCA operation standards! Also, make sure your staff is aware of your SOP so that if they have a question regarding the risk management plan they can refer back to your SOP to get the answer.

The final step in the DIM process is to manage the plan once it has been implemented. The course Manager or director will likely be the overseer of the plan making sure that staff are acting in compliance with the plan, identifying needed changes, following up on incidents and organizing future staff trainings. Finally, make sure the staff are provided with the means to have input into the plan. They have the first hand knowledge and experience when working with an element and can provide valuable information to help evolve the risk management plan if necessary.

The military uses a five-step risk management process. This is the process the military goes through every time and operation is planned. The five steps are:

1. Identify hazards
2. Assess hazards
3. Develop controls and make risk decisions
4. Implement Controls
5. Supervise

Then there is a secret sixth step that is the creation of a risk management worksheet.

To find out more info on the Risk Management Worksheet turn to pg. 382-383 of The Complete Ropes Course Manual

For an example of a Risk Assessment Matrix refer to page 380 in The Complete Ropes Course Manual

For an example of some control measures just hop over to page 381

1. IDENTIFYING HAZARDS: Not only should you know the hazards yourself but you should let your participants know what the hazards are, where they can be found, and how to avoid them.
2. ASSESS HAZARDS: Assess each hazard in terms of potential loss and cost based on the likelihood of an incident and the severity of the situation in that incident were to occur.
3. DEVELOP CONTROLS/MAKE RISK DECISIONS: Once you have determined the level of risk you should develop control procedures to eliminate or mitigate the risk connected with a hazard. Once control measures are in place you should re- evaluate the risk level. Adjust your control procedures accordingly until the individual or group benefits outweigh the potential risks.
4. IMPLEMENT CONTROLS: Put those control measures into practice to eliminate or reduce the risks connected with any hazards on your course.
5. SUPERVISE AND EVALUATE: "Do as I say, not as I do" is not a phrase you should be using at this point. You need to practice what you preach and enforce safety controls while also complying with them yourself!

RISK MANAGEMENT THOUGHT QUESTIONS

Which risk management procedure would you follow? Why?

Why is risk management such a critical aspect of challenge courses?

Think about your own ropes course. Where is there a hazard on your ropes course? What measures do you take to mitigate the risk created by that hazard? Do they work? Why or Why not?

HIGH ROPES COURSE PREPARATION: 3 SIMPLE STEPS

Having a well-designed/built course and excited participants is not all it takes to make your program successful. As a facilitator, there are many things you can do to smooth the operation of your ropes course. It starts long before the group arrives and does not end until the group is gone and the course put away. While safety studies demonstrate that most accidents happen on the low elements, it is critical that facilitators realize the dependence on the safety systems and learn them well. A series of preparations before taking anyone onto the elements is essential. These procedures should be learned, followed regularly, and taught consistently to others. **As with every part of the manual, this section's written materials can not substitute for supervised skill building on high elements and is intended merely to document and clarify the learner's high element experience. Improper use of this information could cause serious injury or death.**

STEP 1: Paperwork

Do the participant's have all of their necessary paperwork turned in to the course manager/director? Some examples of forms you may require are insurance forms, health history forms, waivers, and last will and testament.

STEP 2: Time

Time is a funny thing. Sometimes there's never enough. Sometimes there's too much! Like when you're on a blind date and it's really awkward and not going well and the minutes seem to drag on and on and on but it was set up by you sister so you don't want to let her down and...well...sorry. ANYWAY, Plan your time accordingly before the group arrives. Do your best to stick to your plan but realize you may need to adapt it. Also, make sure your staff is aware of any changes that are made.

Editor's Note: For a more detailed list of forms you must have at your High Ropes Course refer to the latest edition of the ACCT (7 Edition) and PRCA (Sept. '08) Standards

STEP 3: Set Up

As a facilitator you should determine the elements you are going to run before the participants arrive. The height and difficulty in climbing to high elements should not exceed their abilities and confidence. This is a great chance for YOU to get some climbing in! Keep in mind, however, just as you don't want your participants to go beyond their skill level you need to make sure you don't make that same mistake! Remember, practice makes perfect. This is also an appropriate time to perform your daily inspection which is covered later in the manual!

PREPARATION THOUGHT QUESTIONS

How might the information in this section relate to the Risk Management section earlier in the manual? Explain your answer.

Why should you NOT try to set up an element that is beyond your ability or you have no experience running?

As fantastic as this manual is, why shouldn't you simply read the manual then run out and start climbing on the High Ropes Course?

PERSONAL SAFETY GEAR

Personal Safety Gear (PSG) is the equipment you use to keep yourself and others safe on the ropes course. Every piece of safety equipment found on the ropes course (with the exception of helmets) has at least a 5000-pound minimum breaking strength. This is an important fact to know especially if you have a participant that is concerned any equipment might break while they are on it! There are four primary categories of PSG: Helmets, Harnesses, Hardware, and Rope.

HELMETS: The helmets are to protect the head from all those annoying little things on a course that could hurt it (i.e., tree, branches, logs, cables, clamps, falling hardware, and the occasional acorn hurled by an angry squirrel). Helmets are **NOT**



meant to save you if you take a nose dive thirty feet down from the zip platform! When you explain to a group of people how they should wear their helmet you must make sure the helmet covers their forehead, fits snugly on their head, and any boys or girls with long hair must make sure their hair gets tied back then tucked up into the helmet. You aren't going to want to have to

climb up to a child up in the air and have to cut their hair because it got caught in some apparatus, yuck! Also, make sure the chin strap is tucked underneath their chin and not back on their neck or up under their lips.

HARNESSES: A sit harness is to hold your weight in the event of a fall. They should fit snugly and not be able to slide over the hips. Be sure all buckles are doubled back. A chest harness can only work in conjunction with a sit harness - NEVER by itself. The chest/sit harness combination greatly reduces the chance of a tumbling fall by raising a participant's center of gravity. Full body harnesses are also very effective, although the

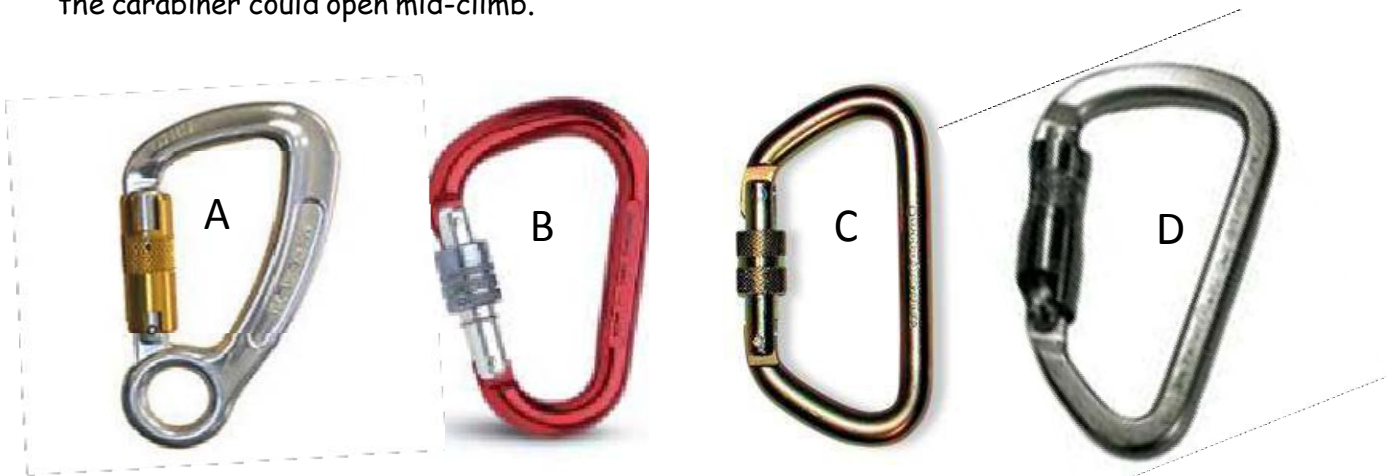
The helmet shouldn't be squeezing your cranium but it also cannot be flopping all over the place. A good check to make sure participants have their helmets on tight enough is to have them say, "Yes my helmet is on. No it won't fall off." As they say it have them nod Yes and shake their head No. If their helmet is moving all over their head then it needs to be tightened.

most expensive. Follow manufacturer's recommendations for use. Pro Image strongly recommends using harnesses designed for ropes courses not recreational rock climbing harnesses that have plastic components and lighter weight material.

HARDWARE: The term "hardware" is a very broad term that refers to many different things on the ropes course. Primarily it refers to equipment required for safely connecting participants to ropes and different belay systems. SO "hardware" is referring to carabiners, pulleys, quick-links, and friction devices used for belaying. Below are some examples of hardware you may find on your ropes course.

ALUMINUM vs. STEEL CARABINER: Aluminum carabiners are lighter in weight than steel carabiners and generally have color either on the gate or the hook and spine (like the carabiner shown here). You should never connect an aluminum carabiner to steel equipment!

STYLE of CARABINER: There are several different styles of carabiners. Those styles include triple-lock with a captive eye (A), screw gate(B), auto-lock(C), triple-lock(D). (A) is the only style of carabiner that is approved by the PRCA (and ANSI) as a sole connector from the participant to a lifeline. With the eye at the bottom of the carabiner it prevents the carabiner from flipping over while a participant is climbing thus minimizing the chance the carabiner could open mid-climb.



B-C can only be used if you are using two at a time and they are connected to the participant in an opposite and opposed manner. Opposite and Opposed: You put them on the same way you would normally (scratch your nose) then simply flip one carabiner over so that the barrel is facing the participant.



RAPID (QUICK) LINK: Rapid links are the only other hardware you can use as a sole connection to a lifeline for a participant. It requires more turns to lock it completely so it follows it takes more turns to unlock it. Since it takes more turns to unlock it minimizes the chance that it could accidentally open mid-climb. In our experience we have never

seen a rapid link open on a participant mid-climb. We have, however, seen other types of carabiners open mid-climb.

RESCUE FIGURE '8'



The Rescue Figure '8' is distinguished from a standard Figure 8 because it has the two "ears" that stick out at the top (as seen in the picture to the left). The ears have two functions. The first function is they prevent the brake rope from accidentally sliding up and over the top of the Figure 8. The second function is that it allows you to lock the rope in place on the Rescue 8 by wrapping the rope around the ears. DO NOT try to lock off the Rescue 8 unless you have been trained to do so and have been approved by a certifying body (like Tom). Some, not all, professional challenge course vendors are no longer recommending use of the "Rescue 8", as

us in "the biz" call it, for belaying unless used a certain way. It is approved for belaying when you are using the small hole at the bottom of the Rescue 8. There is consensus that they are great when used for rappelling. As a facilitator you should have one on your harness at all times. Why? Because you never know when you might need it, AND because the easiest and fastest way to descend from the course is to rappel (rappelling is also the most dangerous because if set up incorrectly...plan to spend some time at the hospital or funeral home).

GRI GRI

The Gri Gri is a belay device that will lock onto the rope in the event something was to happen to the belayer. This sounds great right? Well...slow down. The reason they are not used everywhere is the basic principle that, the more working parts there are in a device, the more things that could go wrong. Since the Gri Gri has more working parts the possibility of something going wrong is thus increased.



Setting up a Gri Gri is very simple. There are pictures on the outside of the device AND there are pictures on the inside to make sure the rope is oriented correctly. In certain situations the Gri Gri is preferable to other belay devices. For example, if you are belaying the Leap of Faith by yourself the Gri Gri is a good device to use because it locks on the rope when a load is suddenly put on it. In order to release the lock on the rope there is a lever on the front (as seen in the photo to the left). While holding

your hand tightly on the brake rope use your other hand to lift the lever. Then slowly feed the rope through the Gri Gri with your brake hand. We've said it already, and we'll say it again. Don't use a Gri Gri unless you have been trained and approved to use it. It is a specialty piece of equipment that you should not just assume you know how to use it.



ATC: The ATC is a belay device that works like other standard belay devices. The benefit of using a device like an ATC is that you can use it with different sized ropes (that's why there are two holes the rope could pass through in the photo). To set up the ATC put a bight in the rope, pass the bight through the appropriate hole, then clip the carabiner through the loop created by the bight and the loop on the ATC, then finally onto your harness. The belay procedure (ie: Pull, Brake, Cross, Slide) is the same as the other belay devices.

ROPE: The lifeline of the belay system. Rope comes in many different materials and constructions, each designed for a different use.

MATERIALS: There are three major materials in ropes on a ropes course: polypropylene, polyester (Dacron), and nylon. These materials or actually, **combinations** of them can be found all over the ropes course.

CONSTRUCTION: There are two major styles of rope construction, HAWSER (Laid or Twisted) and KERNMANTLE (a woven sheath around a core of continual fibers). Hawser rope has a higher frictional coefficient than kernmantle and is easier to inspect (you can see all of it); it is therefore most often found in rope elements and ladders. Kernmantle is more flexible, easier to work with and is generally used in belays.

DYNAMIC VS. STATIC: These are two terms used to describe a ropes behavior when loaded. A **Static** rope has little stretch and is generally used for rescues, rappels, most ropes course belays (except Trapeze Jump), arborist work and challenge course construction. A **Dynamic** rope stretches more than a static rope and is commonly used for belay ropes at elements where a climber is going to be leaping off of the element on purpose. So elements like the Pamper Pole and Leap of Faith should have dynamic ropes used as belay ropes.

There will be times where you hear us referring to a Dynamic or Static BELAY SYSTEM. That does not refer to the type of rope being used but rather the style of belay that is being used at the element.

WHEN TO RETIRE A BELAY ROPE: These are some questions you should ask yourself when determining whether to retire a belay rope or not:

1. FOLLOW THE MANUFACTURER'S INSTRUCTIONS!
2. If you are not comfortable using a rope, DON'T!
3. Has it suffered a **visible trauma** (a cut or abrasion, oil spots, etc.)?
4. Has it suffered a known **invisible trauma** (pulled a truck, been run over by a car, been exposed to gasoline, etc.)?
5. **Lifetime use**-after three-four years of continual service. Keep a log of your ropes. It should include when it was bought, length when bought, and what kind of

Load: The stress being put on a rope as the result of a climber being in the air.

service it has seen (i.e., what it has done and for how long). Ropes can wear out even when not used due to daylight and deterioration over time.

6. (Dynamic only) It has **stretched beyond 8-10% of its original length.**



You should always measure the rope yourself before cutting or using it and write it down in the rope log book. If you don't measure a dynamic rope **BEFORE** it is used or cut the measurement you take will not be accurate!

We'll say it again, if you ever have any doubts about the integrity of a belay rope **DO NOT USE IT!** Wait and have someone with more expertise and experience look at it for you. Let them make the determination if it is still safe to use or if it should be retired.

BLACK TAPE: On your ropes course there are generally color codes that help you do a number of different things. For example, anything with orange tape on it is a signal that it is part of the rescue equipment. If your home course allows for participants to connect directly to the belay cable you should have a clear and distinct color code so that the participants know which cables are safe to attach to. That color code should be consistent among your staff and must be written down in your local operating procedures. In our experience white tape has been used to signal a cable is safe to attach to.

Black tape is used to designate that a piece of equipment is no longer safe for use on a challenge course. If something has been black taped **NEVER, NEVER, NEVER, NEVER** remove the black tape and begin using it again. Outward bound began using the Black Tape system in the 70's and we have yet to be exposed to a better system for marking retired/unsafe gear.

Editor's Note: eBay is a great way to get a lot of things cheap. You can find just about anything you could ever need or want on eBay. One thing you should never buy from eBay is climbing gear. You have no idea what sort of stress has been put on that equipment. If you're buying a carabiner to use as a paper weight or to clip your water bottle to your harness, that's fine. Just make sure it is marked with black tape so you do not accidentally put your life in its hands.

HARDWARE THOUGHT QUESTIONS

What are 3 reasons you should not use a rope you are not comfortable with?

Would you buy hardware off of eBay with the intent to use it for climbing on the ropes course? Why or Why not?

What are two pieces of hardware you can use as a sole connection point between a participant and a lifeline? Why is it that only these two pieces of hardware can be used for that purpose?

Why would the ATC be better to use in some cases than a Gri Gri?

KNOTS

Knots are the backbone to every ropes course. A ropes course could not (Get it? Not....knot....) exist without knots. Below we will provide a list of knots you are likely to see on a ropes course and explain what they can be useful for. Some explanations might be tough to picture or confusing at first if you are not familiar with the knot already but that's OK! We will be demonstrating all of these knots throughout the training. Trying to explain knots through written words is like trying to explain origami to a group of 30 people; it's a pain! But, we're doing our best!

BOWLINE ON A BIGHT: Creates a loop at the end of a rope and can almost always be untied easily despite loading. This knot should be used when attaching a belay rope to a climber's harness with a carabiner. When the knot is tied there are two loops that are created. Make sure the carabiner is put through **BOTH** loops when you are connecting the rope to a participant's harness. It can be a tough knot to learn but as with all knots it just takes some practice

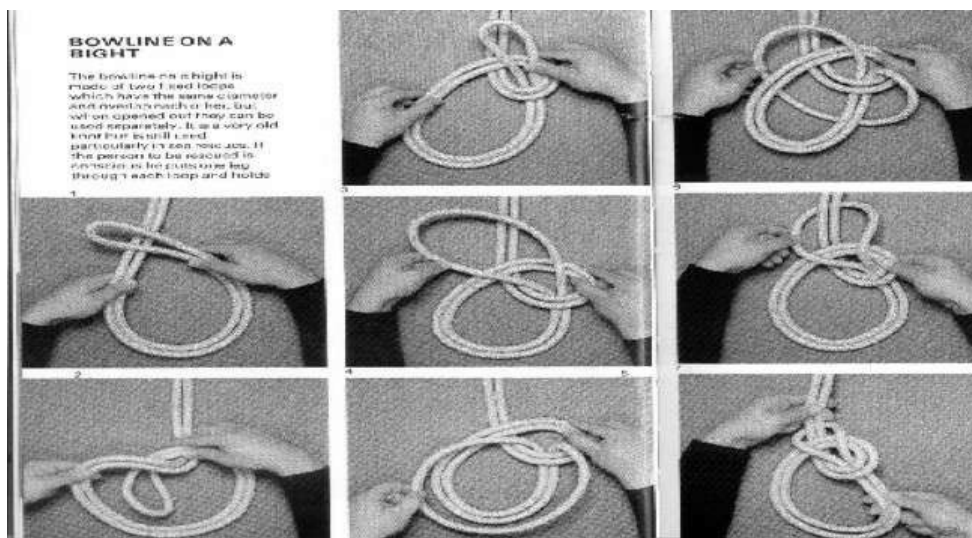
Just in case our outstanding explanations of knots both in person and in this manual are not enough, check out this website www.animatedknots.com for some cool step by step videos.

Bold

Green means Level I AND Level II need to know it.

Bold Italics

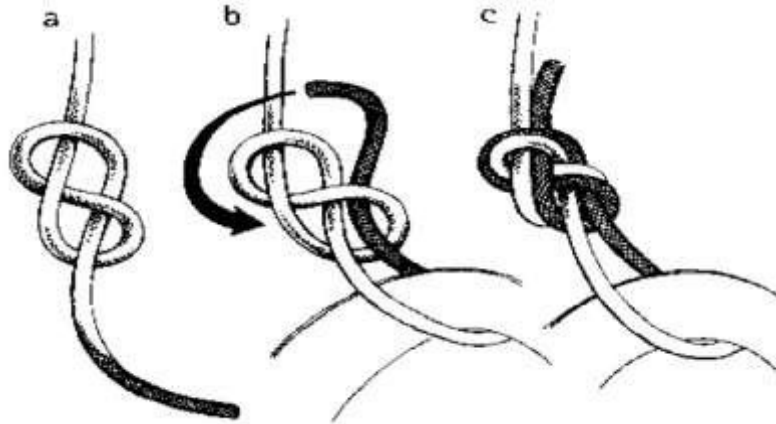
Blue means Level II needs to know it.



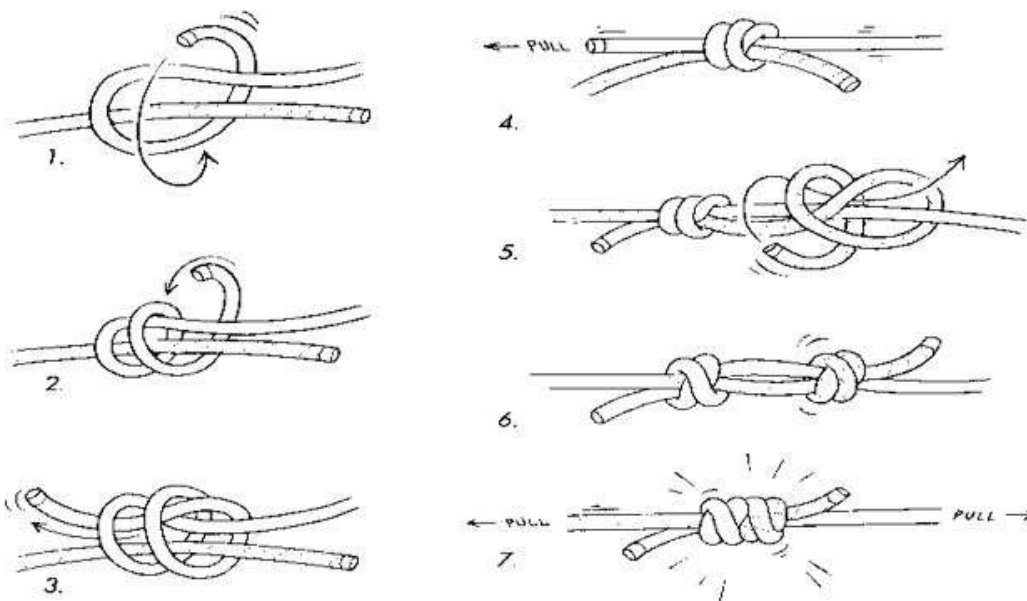
SUPER 8: This is a hybrid knot. It is a cross between a Bowline on a Bight and a Figure 8. It is basically a Figure 8 with two loops. It is also easier to untie after a load has been placed on it. In the vast network known as the "internet" a picture of the Super 8 could not be found but we promise, it exists.

FIGURE 8 FOLLOW THROUGH: This knot is used to connect a participant directly to a lifeline by tying a figure 8 knot then passing the working end of the rope through the participants front loop then following through the figure 8 knot with the working end.

This has become the preferred attachment point knot except when transfer on the course is necessary. Its only downfalls are the time it takes to tie/adjust, untie and the difficulty in untying because it becomes so tight.



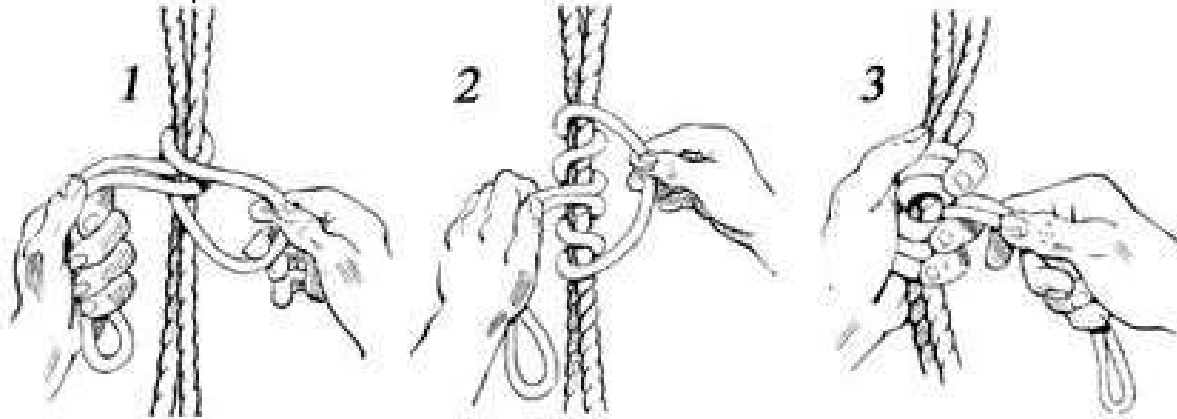
DOUBLE FISHERMAN'S: This knot is one of the best ways to join two ropes of equal diameter. Generally you are going to be connecting two ends of the same rope to create a loop. This loop can then be used to tie Prusik knots to an element with an Australian Belay system. An accepted back up knot is the Fisherman's knot which is simply half of the Double Fisherman's knot.



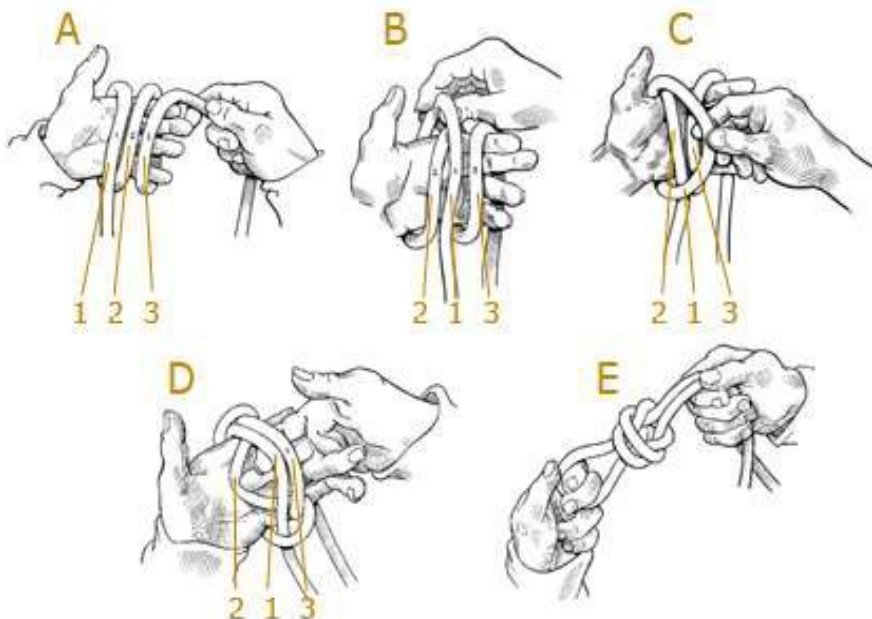
Note: You should use the Double Fisherman's Knot to create the loop then use the loop to create a prusik. This is important when performing an Australian belay on elements like the Flying Squirrel or Leap of Faith. If you want to jump ahead Australian Belay is on page 16.

PRUSIK ON A LOOPED ROPE OR "FROM SCRATCH": Creates a knot that can be moved manually up and down a rope but will lock onto a rope if tension is put on it. It can be used for self belay when a looped rope is tied onto a second rope approximately twice its diameter. An 8mm loop triple wrapped on an 11mm line is recommended by Rescue Teams. If you have any doubt about whether you have enough wraps or not just make one more. **CLICHÉ ALERT!!** Better _____ than _____!

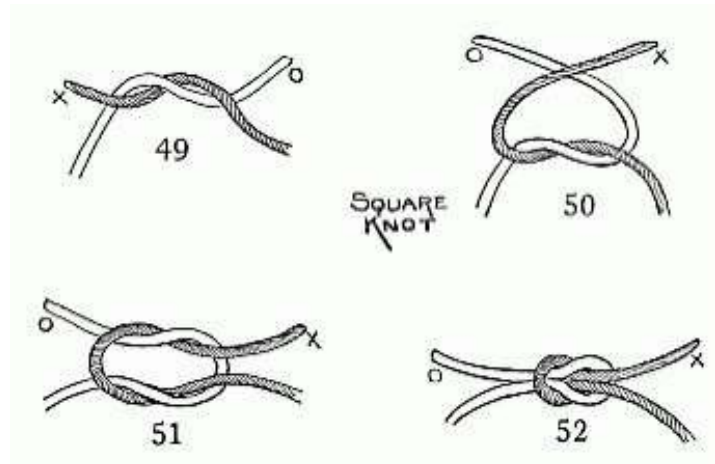
The method "*from scratch*" is used to create an adjustable loop in rope such as on a "Bear Claw" or static. NEVER hold the Prusik from above or over the knot...if you were to fall while doing so, the knot will fall with you and you will not only hit the ground HARD, you will have a serious rope burn!



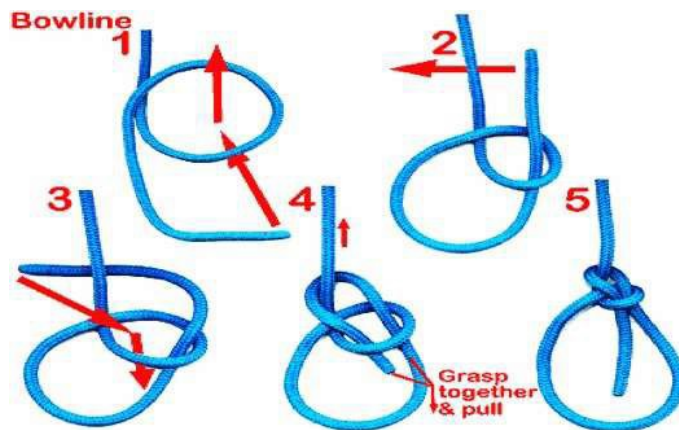
ALPINE BUTTERFLY KNOT: The Butterfly Knot is useful in a couple different situations. If a real etrier is not available the Butterfly Knot can be used to make a make-shift etrier. Another use for the Butterfly Knot is if you need to create a clip in point on the rope for an Australian style belay. When it is tied correctly it looks like a rocket ship. (Which is a euphemism for what it really looks like...think about it, you'll get it eventually)



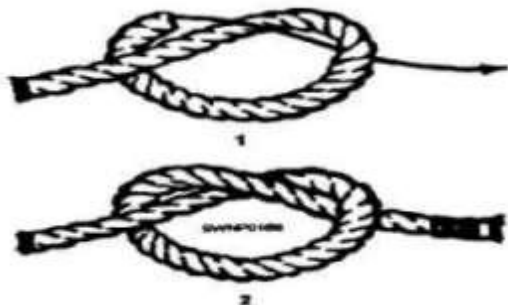
SQUARE KNOT: This knot is valuable for connecting the ends of two ropes together. It is like the first action you take when you tie your shoes together. Do that once, then once more but in the opposite direction and you'll end up with two ropes snugly connected. This description is like a joke where you had to be there to get it...With this knot you had to be there.



BOWLINE: This knot is used for creating a loop at the end of a rope that will not slide or adjust.



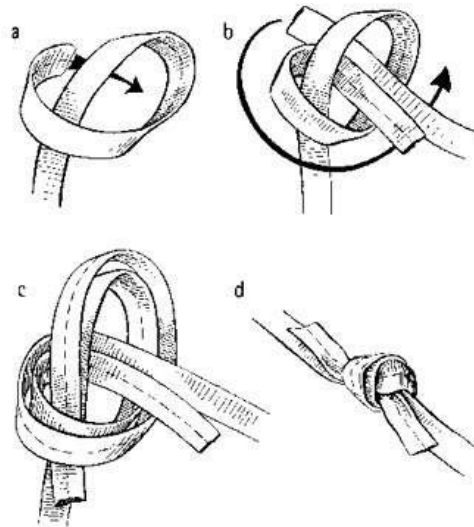
OVERHAND: If you've ever tied your shoes you've pretty much tied an overhand knot. The basic overhand knot is really only used as a back up knot. An overhand knot on a bight, however, is useful for creating a loop at the bottom of a rope.



Back Up Knot (aka Safety Knot): A knot used in addition to the primary knot to ensure the working end of the rope does not accidentally slide back through the knot thus untying it.

Shear: The amount of pressure put on a single point in a rope as a result of a bight in the rope.

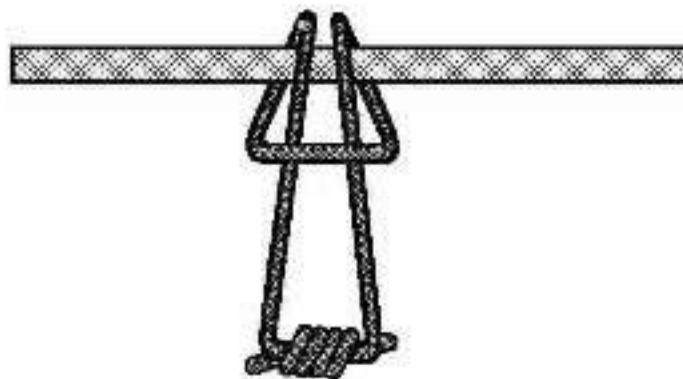
WATER KNOT: For all you Level I's out there, fear knot (ha-ha) this is a knot you won't need to know but you should be at least familiar with. Level II you should know this knot. It's a pretty straightforward knot and is most commonly used for connecting two ends of webbing together.



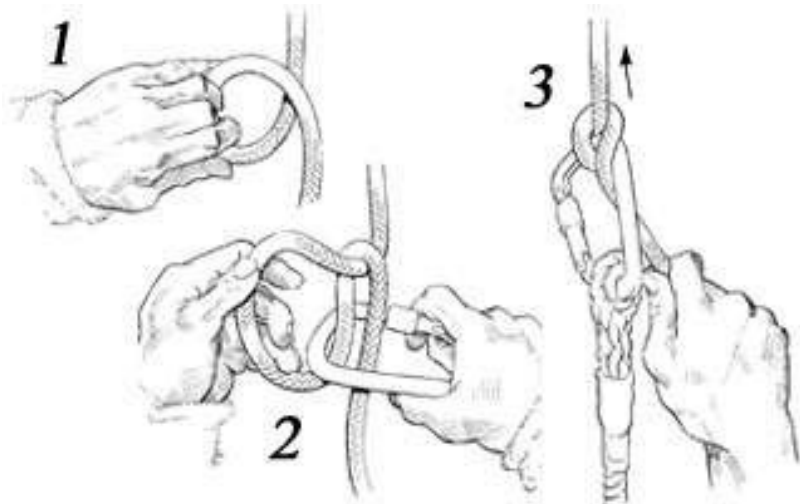
CLOVE HITCH: As the name suggests this is not actually a knot it is a hitch. The clove hitch is most commonly used to attach a rope to a tree or log. The most common place you will likely use the clove hitch is when you are setting up the bottom of the Tall-Ships element. The benefit of using a clove hitch over using a knot to connect the rope to the log is that it can be easily untied after having a great load put on it, it does not reduce the strength of the rope as much as putting a knot in it does and it reduces shear.



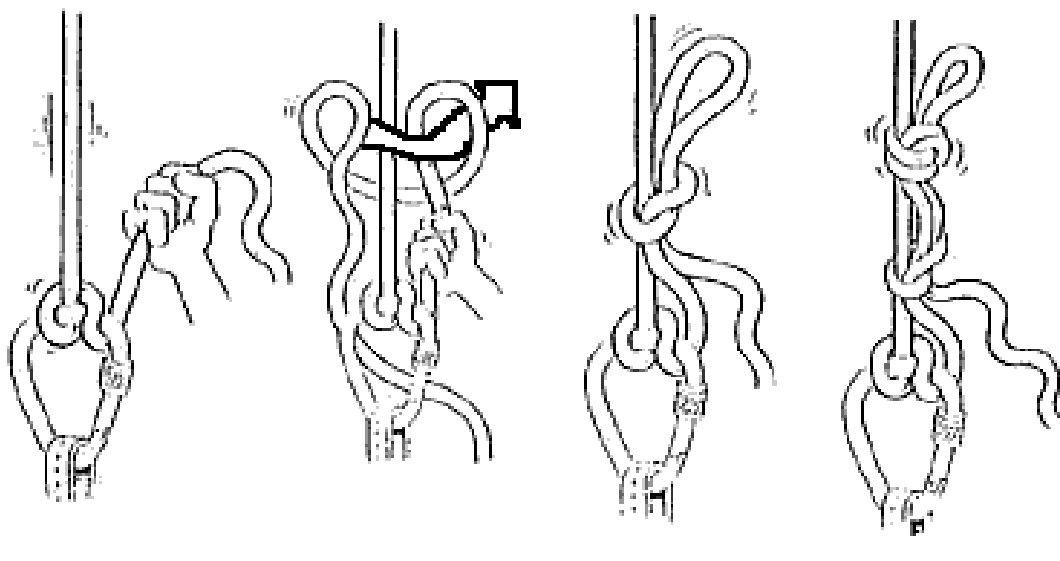
GIRTH HITCH: This is a handy knot for when you are hauling something up into the trees or need to set up an anchor point on a tree or log. This is another one of those knots/hitches that you've probably done without even knowing it. Simply create a bight in the rope. Drape the loop over the log or around the tree you'd like to tie it around. Lastly, pass the remaining rope through the loop you've created by draping the bight over the log.



MÜNTER HITCH: All you level II's out there should pay special attention to this hitch. This hitch is used as a last resort if you need to belay someone or need to rappel. More importantly, it is used when performing a belay escape. The belay escape is the most likely scenario in which you will probably need to use this hitch. When the hitch is wrapped around a carabiner, the carabiner combined with the hitch act as a friction device that you can control.

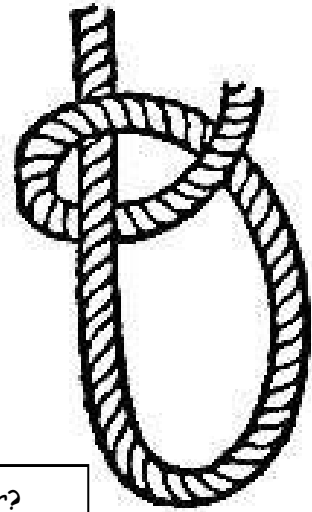


MULE KNOT: This knot is used in conjunction with the Münter Hitch. In order to lock off the loose end of the Münter Hitch you create the Mule knot. Using the working end of the Münter Hitch make the two ropes parallel (the working end and the running end). Create a loop in the working end. With the remaining rope of the working end, put a bight in the rope, wrap it around the running end, and then back through the loop you just created. When a load is put on this hitch the loop will lock the bight in place. When the belay escape is done all you have to do is pull on the working end of the rope and the Mule knot will come right out. At this point please refer back to the final two sentences of the introduction to this section.



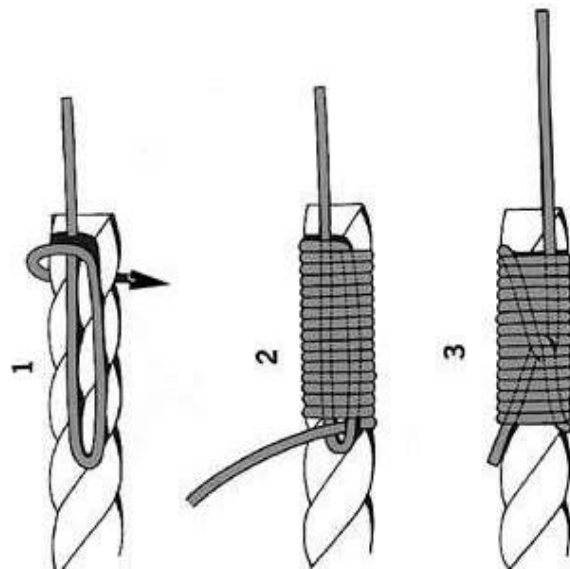
KILLICK HITCH: This is probably the easiest hitch ever...ever. It's used mainly when you are putting up or taking down ropes. Using another primary hitch to connect some P-Cord to a rope, the Killick Hitch is used as a secondary hitch.

All you do is make a loop in the P-cord, while pinching where the ropes cross to make the loop, flip your hand over. Now put the loop over the end of the rope. **KEY**-maintain pressure on the Killick Hitch because if you do not keep pressure on the hitch it will come out.

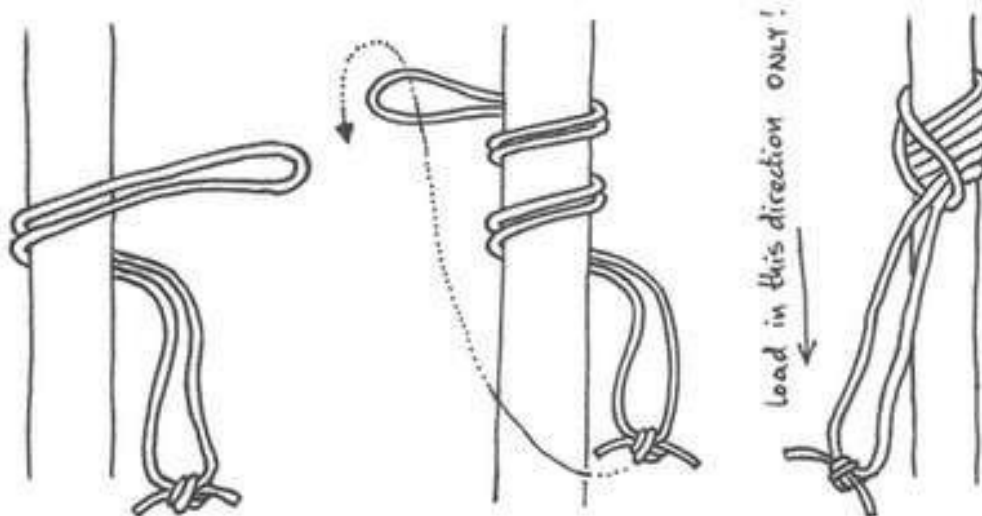


Look familiar?

WHIPPING AT END OF ROPE: This is the best way to connect P-Cord to a climbing rope to either put the rope up or to take it down. Combine this with a Killick hitch at the end of the rope for best results.



KLEIMHEIST: (AKA KleiNheist) This is used as a back up knot while you are rappelling. It's purpose is very similar to a prusik knot. If you were to lose control while rappelling the Kleimheist would lock onto the rope and prevent you from falling to the ground.



SPLICING: Splicing is when you take Hawser rope, unravel an end, then tuck it back through itself. Different circumstances dictate how many tucks are necessary to be safe. When the splice is the primary way to secure the rope (like the lanyard for the Zip-Line) independent studies have shown that when there are at least 5 tucks the rope will break before the splice pulls out. Thus, Pro Image policy dictates that when the splice is the primary way to secure the rope there must be a minimum of 5 tucks. If the splice is the secondary support for a rope like in a bear-claw. PI&A policy states that there should be a minimum of 3 tucks. With a Bear-claw the splice is secondary to a prusik knot so it does not need the 5 tucks, only 3.

New England Rope makes a Hawser rope they call Multi-line. This is the brand PI&A uses and recommends. For more information see the NE Rope website at: www.neropes.com then go to 'Industrial & Utility' then click 'Handlines'. As easy as 1-2-3!



Just a reminder: Everything on the ropes course has a breaking strength of at least 5000 pounds! The smallest Multi-line rope we would use is 1/2" in diameter which has a breaking strength of 5,800 lbs!!

KNOT TYING THOUGHT QUESTIONS

Why is it important to have a back up knot?

What are two other names for a back up knot?

Where on your home course would you use a Clove Hitch? Why?

What is something you should double check (in addition to checking the knot is tied correctly) when connecting a carabiner to a bowline on a bight knot?

If you were going to self-belay yourself up and down a tree which knot would be best suited for the job and why?

BELAYING

Belaying is something that has been mentioned already but not really defined. **Belaying** is the process by which a person climbing is kept safe through their own efforts or the efforts of a person on the ground. In this section we will discuss different belay systems, belaying procedures, ways to belay, and communication protocols.

BELAY SYSTEMS: There are three different systems of belay. There is Dynamic (aka Sling-shot), Static (aka Static), and Self-Belay (aka "Oh my God my life is in my own hands...").

A Dynamic belay involves the climber and a belaying team responsible for taking care of the climber's lifeline. The rope is connected to the climber; it travels up through an SRD, then back down to the belayer and through a friction device. As the climber goes up slack can be taken out of the rope. Conversely, the belayer can also give the climber some slack if necessary.

A Static belay is one in which the climber is connected directly to the belay cable. Static belays enter the equation after a climber has ascended onto the high ropes course from a dynamic belay system then transfer onto the static belay. Static belays are used for traversing elements more so than entering or exiting the course.

Technically, if you want to go "by the book", a Self-Belay and a Static belay are technically the same thing. For our purposes, however, we choose to distinguish between the two. A Self-belay may call on you to do more than simply clip into a carabiner in order to maintain your safety. A few examples of self-belays are when you use an ascender, bear-claw, or cable grab apparatus. When you use an ascender you need to manually slide it and the back up knot (a prusik) up the belay rope as you climb. To not do so would create a dangerous situation. Think about it this way, if the ascender were below your waist and you were to fall, you'd fall the distance between you and the ascender and THEN you would fall the length of the rope you are connected to which could lead to more serious injury to your internal organs. Yes that may be a run on sentence but it has an important point. Climbing with a bear-claw requires much more focus due to the fact you are constantly clipping and unclipping and need to make sure you are secure every time! Cable grabs are awkward, cumbersome, inconvenient, and if set up incorrectly could result in injury if the climber were to fall.

Tom told me this true story on the way to the training today! In 1981 while in the woods of Maine, a man asked a group of inner-city kids if anyone knew what belaying meant; "Oh that's easy, Mister!", said one wide-eyed alert and innocent little boy. "If you ain't holding onto that rope I'll be laying on the ground!"



BELAY PROCEDURES: Before a climber begins to fulfill their duty to climb there are certain checks that need to be done every time a climber or belayer unclips from the lifeline. The four checks are a buckle check, squeeze check, rope check, and seat check.

The buckle check is done to make sure that both climber and belayer have all of the buckles on their harness doubled back properly.

The squeeze check ensures that the carabiners connecting the climber and belayer to the rope are locked. To properly do a squeeze check you need to make sure whoever you are showing your check to and SEE your carabiner completely.

The rope check makes sure the ropes are not twisted. Friction is the mortal enemy of rope. Friction creates heat, heat melts the rope, rope breaks. Clearly, none of us want that to happen.

The last check should only be done if you are using a Static ROPE. The belayer takes out as much slack as possible then the climber sits down in their harness. What this checks is that the belay system is working properly and to ensure if the climber were to fall off the first step they would not hit the ground (or at least not hit it hard).

BELAYMETHODS: There are three main belay methods that as trainers we would endorse. Each one is important to be familiar with. The three methods are:

1. Pull, Break, Cross, Slide
2. Standing Hip Belay
3. Australian Belay

P,B,C,S: The Pull, Break, Cross, Slide method is your standard belay method if you are using a Figure 8, Gri-Gri, ATC, Stitch Plate, Reverso etc. The process for this method is as follows (oriented for a right handed person).

1. Start by putting your Left hand at about eye level on the rope going up to the climber and your Right hand on the brake rope by your hip.
2. Simultaneously pull UP with your Right hand and DOWN with your Left hand.
3. So now you have both ropes parallel. That's BAD because the rope slides through friction devices easier if it is parallel. So immediately after you complete the "Pull", without letting go with your right hand, simply bring the rope back down to your hip, or brake.
4. Now, with our Left hand let go of the rope going up to the climber, cross it over the outside of your friction device and firmly grab the brake rope approximately four inches down from the friction device.
5. Only after your left hand is firmly holding the brake rope should you loosen your grip with your right hand and slide it up the brake rope until your fists touch. Then you may put your left hand back where it started and do the process over again!

Just remember: **NEVER EVER, EVER take your hand OFF the Brake Rope!** If we hear you've been taking your hand off the brake rope we're going to come and pour glue on your hands. Seriously.

STANDING HIP BELAY: This method can be used as a primary belay but we use it more as a back up belay. Back up belaying is a critical role on the belay team. The back up belayer takes the extra rope from the belayer and wraps it around their hips. In the summer of 2007 at a camp in Connecticut there was a belayer that when it came time to lower the climber down to the ground let go of the brake rope with both hands and grabbed the climber's side of the rope. If it had not been for the back up belayer the climber would have been lying on the ground in some serious pain after a twenty-foot fall! You were provided with a built in friction device, USE IT!

AUSTRALIAN BELAY: This a team belay method for elements like the Flying Squirrel and Leap of Faith. In this belay method the climber is connected the same way. But, on the belay end of the rope instead of having a friction device like a Figure 8 there are a series of loops made by tying prusik knots around the belay rope. You should have at least six loops because you need at least six people to connect to the rope. Once everyone is connected and do your commands the climber begins to climb and the group of belayers slowly backs up as the climber gets higher then slowly moves forward when they want to lower him/her back to the ground.

In a few minutes I'll "be-laying" on the ground for a nap if you want to scratch my belly (hint, hint!)



THREE STAGE FALLS: The three-stage fall is a method used to teach belaying. The focus is to get the belayer used to belaying a climber in different situations so that when a climber is on an element and falls the belayer is prepared and knows how to respond. The three stages are as follows:

1. Looking and Listening
2. Listening
3. Not looking and Not listening

1. LOOKING AND LISTENING: For this stage the belayer is focused on the climber and the climber communicates to his/her belayer when he/she is going to fall.

2. LISTENING: In this stage the belayer closes their eyes and belays based on feel. When the climber is going to fall he/she still does the commands to let the belayer know when he/she is falling.

3. NOT LOOKING/NOT LISTENING: In the final stage the belayer has their eyes closed once again and is belaying based on feel. In addition, the climber will not give any sort of signal or warning when they are going to fall and the belayer must catch them.

COMMUNICATION PROTOCOLS: The communication protocols for belaying are essentially the same as the protocols for trust falls and other challenge course activities. For the demonstration we are going to use two totally random names that have no connection to Pro Image & Associates, LLC. in anyway.

Harness (Buckle check) and Helmet check

Climber Sean: Belay ON?

Belayer Tom: Squeeze Check?

Climber Sean SHOWS the squeeze check and ASKS: Squeeze check?

Belayer Tom SHOWS the squeeze check

Belayer Tom looks up the line rope to assure that rope is not twisted

Belayer Tom: BELAY ON!

Climber Sean: Seat Check?

Belayer Tom removes as much slack as possible from the rope and allows seat check

Are the exact words critical? Not so much. But, what is important is what they represent. As long as you have a system of communication protocols that indicates that the climber and belayer are both on the same page and the belayer is prepared to keep that climber safe then you'll be fine. Just keep in mind that these protocols must be consistent with your entire staff and should be noted in the Local Standard Operating Procedure. Even though the communication protocols may change from place to place the checks you perform do not! Always perform your checks before someone goes in the air. Don't get lazy!

BELAYING THOUGHT QUESTIONS

Why would it be a waste of time to perform a seat check if you are used a dynamic ROPE?

What are two problems you could see arising having kids belaying and what are some solutions to those problems?

What is the purpose of the three-stage falls?

SELF BELAYED CLIMBING

Self Belayed Climbing is a style of climbing where you are keeping yourself safe through some sort of self-belay. Some equipment you might use for Self Belayed climbing are bear-claws, ascenders, LEAP anchors, prusik hitch on 5/8 multiline, and cable-grabs. Using a bear-claw would be the method of choice as a facilitator because once you have climbed the tree you have greater mobility up on the ropes course. If you use an ascender or cable-grab you have to stay on whatever platform you climb to because your only connection point will be on a tree static.

Who is the most dangerous person on a ropes course?

YOU! ME! US! So especially when you are Self Belayed climbing you need to pay **extra attention** every time you clip into something, every time you transfer, every time you unclip.

Self Belayed climbing is a critical skill for facilitators to have. In the event of an emergency up on the ropes course you need to be able to safely and effectively navigate your way to the climber in distress.

ASCENDER: The ascender is designed to slide in only ONE direction. So if you set it up upside down you are in trouble. BUT the designers of the ascender are smart and made it quite simple to tell which way is up. In addition, another smart guy out there somewhere added a prusik loop to the top of the ascender as a back up in case the ascender failed. As far as set-up is concerned, if you can tie a prusik knot, you can fully set-up an ascender. To set-up an ascender start by tying a prussik knot around the climbing rope. Next, push the climbing rope into the ascender and drop the trigger so that the ascender locks onto the rope. Now that the ascender is set up all you need is a climber and someone to hold the climbing rope tight or the ascender cannot slide up the rope as you climb.



CABLE-GRAB: If you have a cable that is set up vertically on a tree as opposed to horizontally then it is probably meant to be used in conjunction with a cable-grab. The old cable-grab systems were complicated and confusing. The newer cable-grabs have simplified the process. The cable-grab should be connected to a zorber. Simply open the cable grab, wrap it around the cable, then close the cable-grab, and you are ready for hours of family fun! Maybe not, but you are ready to climb.



Complicated and Confusing



Simple and Family FUN!

SELF BELAYED THOUGHT QUESTIONS

What are three reasons why Self Belayed climbing is an important skill to have as a facilitator?

Who is the most dangerous person on the ropes course? How does that connect to Self Belayed climbing?

What makes the bear-claw the preferred method of Self Belayed climbing for a facilitator? What makes that significant?

EMERGENCY MANAGEMENT

Emergency procedure should be discussed among staff prior to a group arriving, and includes more than simply a rescue but many scenarios that the following topics will address: **Communications systems (CRCM 91-92)** Where are the nearest communication systems? Which are easiest to access? Cell phones? Walkie talkies? Land line on the course and/or another near by location?

Site Specific First Aid (CRCM 92-93) Know where the nearest first-aid kit is and make sure that it is always stocked with necessary medical safety equipment which includes but is not limited to bandages, anti-bacterial ointment, gauze, gloves, tape etc.

Emergency Action Plans (CRCM 93) One example of when an emergency action plan is necessary is if it starts to thunder and lightning. Where do you go? What procedure do you follow to ensure the safety of your participants?

Evacuation Procedures (CRCM 93-94) See above.

Rescues (CRCM 94-108) Be prepared to perform a rescue on the ropes course by having present extra ropes, a ladder, and hardware which would be needed. This equipment is advisable to have on hand in addition to the gear that is sacred in the rescue bag. **This rescue bag should be checked every day and brought out to the course, especially if you have static belays on your course.** In addition (ALL high level II and some high level I, should be trained and practiced in their ability to do element/scenario specific rescues that are perhaps unique to your particular course.)



Don't get caught in the rain without a doghouse to run to for safety!

RESCUES

Hopefully you will never end up in a situation where there is a climber who is

incapacitated and unconscious on your ropes course. Since there are no guarantees in life you must be prepared to handle a situation in which you have to perform a cut away rescue. A cut away

rescue is always a LAST RESORT. Once all other ideas to get the climber either back onto the element or down to the ground have been exhausted you should perform a cut away rescue. It is also important to bear in mind that "rescue" is not a word that is just thrown around. More times than not when a participant falls off an element they can get up themselves or with a helping hand from you! This section will give you a brief

description of a 2 person cut away rescue and try to give you an idea of what courses of action should be taken in certain situations.

As mentioned above you should perform a cut away rescue as a last resort. Your main roll is really to act as a coach. If a participant falls off an element you should make sure you are there to support them! If a few words of friendly advice aren't enough you may have to go out onto the element yourself and give them a hand. If you can't get them back up yourself the etrier is a great piece of equipment for this situation. Clipping it either to your back loop (only if it is approved to carry a load. Check the manufacturers instructions if you are unsure) or to the element itself provides the participant a place to put his/her feet and get some balance. Every high ropes course should have a rescue bag that is easily accessible while people are climbing on the course. In each rescue bag you should have:

- o 120' KMIII (or other Static Rescue rope rated for 2 persons)
- o 7' of 5/16" Samson "Ultratech" Prusik loop
- o (2)-CMI or other Rescue Figure 8 (one for the rescuer, one for the belayer)
- o (1)-Rescue knife or shears and Snap hook
- o (1)-6 or 7 step Etrier and Snap Hook
- o (2) Locking steel carabiner
- o (5)- $\frac{1}{2}$ " quick links (one for the rescuer, one for the Prusik loop, 3 connected end to end with one end attached to the rescuer and one end attached to the rescuer)

Check out the wicked sweet Appendix III to see a quick reference guide to help determine which course of action you should take in certain situations.

The rescuer takes all the equipment, minus a figure 8 and steel carabiner, and attaches it to their harness. Using bear claws, the rescuer climbs up the element to the belay cable the victim is on. Once there, the rescuer attaches their figure eight device to the belay cable using a locking steel carabiner and the ground belayer puts the rescuer on belay.

After the rescuer and belayer have communicated to each other that they are now on belay, the rescuer can now take off their bear claws and move out onto the element to the victim. The rescuer then asks the belayer to lower him/her to the victim, making sure s/he does not end up below the victim; right next to or slightly above is best.

The rescuer then attaches one Prusik loop to his/her own belay rope using the Prusik knot. With the quick link that should be attached to the Prusik loop, connect the victims harness to the Prusik loop. Once it is attached slide the Prusik knot as high up on your belay rope as possible in order to remove excess slack.

The rescuer then uses the chain of 3 rapid links to connect from their harness to the front of the victim's harness. Make sure the rapid links are closed properly.

After checking that all the carabiners, and rapid links are locked, and the correct rope is identified, the rescuer cuts the victim's belay rope with the shears. The rescuer cuts

away from the victim, and immediately drops the shears on the ground with a cautionary signal ("SHEARS!!!") to all those on the ground below.

Then the ground belayer lowers both individuals to the ground. Since there is friction on the figure eight by the belay cable, the ground belayer using another belay device can handle the weight of both the rescuer and the victim. When the rescuer and victim get near the ground the rescuer should lean back and get lowered ALL THE WAY to the ground so that when you say "Off Belay" you are lying on your back with the victim comfortably (or not so comfortably) on top of you.

Reading that description does not certify you to run out and perform a rescue! You must be trained and approved by a certifying body (ie: Tom) that you can perform this skill.

Another word to the wise: **Don't use the rescue bag for anything but rescues!** So, don't take any gear from it and use the shears as little as possible so that if you ever have to do a cut away rescue you won't be up there with dull shears. Lastly, you should never leave knots in a rope over night UNLESS it is in the rescue bag. When someone needs your help you don't want to be wasting time trying to fumble with knots.

BELAY ESCAPES: Sometimes it is not the climber that needs rescuing. When a belayer is injured, too tired, busy checking out the girls/guys in their group and not paying attention, or incapacitated in anyway you need to replace them as quickly and as safely as possible.

There are three steps to a Weighted Anchor Belay Escape. (In other words, there is a load on the belay system)

1. Get the belayer's hands free
2. Transfer load off primary system to another anchor point
3. Replace the belayer in the system

1. **HANDS FREE:** (If an anchor is not set up already this is your first step) First set up the anchor by creating a loop in one end of a rope using a Figure 8 on a bight. Then create a girth hitch by wrapping the rope around the tree and passing the excess rope through the loop you just created with the knot. Next, tie a Figure 8 follow through knot the passes through the carabiner the belayer is connected to. Now we can get to the "first" step. Take the brake rope and tie a mule knot around the top of the carabiner to lock off the belay device.

2. **TRANSFER LOAD:** Using a 15' long rope (7-8 mm) tie a Figure 8 on a bight in one end leaving the loop large enough to tie a Prusik (3 wraps) around the weighted rope (the climber's rope). Connect a carabiner to the anchor rope you have already set up. Now, with the extra rope from the Prusik tie a MÜNTER hitch around the top of the carabiner.

With the remaining rope tie a mule knot around the rope you just tied the Münter hitch on. You have now locked the belay rope to the anchor.

3. **REPLACE:** Now that the climber's end of the rope is securely locked to the anchor you can disconnect the belayer from the system and replace him/her. Once they are secure and have their hand firmly on the brake rope you can pull out the mule knots and remove the Prusik.

RESCUES THOUGHT QUESTIONS

In what situation should you do a cut away rescue?

List 3 scenarios in which it would be necessary to perform a belay escape? Why is the belay escape necessary?

Why should you NOT use gear from the rescue bag for everyday use?

INSPECTIONS

Performing an inspection is similar to proofreading an essay. Even though it is completed you go back and look to make sure there aren't any miztakez. The only difference is that the rules of grammar have not changed very much in the past however many number of years. Rules and regulations for ropes courses have gone through enormous changes in the past 5 years alone! By performing inspections we ensure that each ropes course is completely up to date with the latest safety standards.

There are two primary ways in which inspections are performed. There is a visual inspection and a tactile inspection. A visual inspection is the type of inspection performed by general staff on a daily basis. You are looking for visible trauma to any of your equipment and making sure everything is still correctly set up and in good working order. A tactile inspection is much more involved and is performed annually by a certified inspector. In most cases that person is the same person that built your ropes course. In a tactile inspection you are checking the trees, making sure bolts are still tight, checking fist-grips and swages, and making sure the course is in compliance with the latest industry standards.

Annual Inspection: An annual inspection is completed yearly (duh) by the company that constructed your course (which should be a qualified, experience, insured vendor) or by an equally qualified vendor. This is known as an "external review" because it is done by a body external to the organization that owns/manages the course.

Quarterly Inspection: This is an internal inspection that is done by the course manager or director. It is done semi-annually and should be visual as well as somewhat tactile. Not all managers are going to have fancy tools to check and make sure staples are still securely in the tree but they should be able to tell if equipment is not safe to continue use. This should be documented in an inspections log that can later be reviewed by the external inspector

Daily Inspection: Any facilitator can complete this inspection. This should be a visual inspection done prior to a group arriving and is generally easiest to do as you set up. . While it sounds casual, it actually is very important and should become as regular a habit as walking and talking...NEVER EVER use any element that you have not at least visually inspected for safety...things can change on a course in 5 minutes or less!

INSPECTIONS THOUGHT QUESTIONS:

Why is it important to keep a log of your inspections?

Who performs an Annual Inspection? Quarterly? Daily? Why does it matter?

What are the two main ways in which inspections are performed? What is the difference between them?

If a piece of equipment or rope does not pass your inspection what is the first thing you should do? (Hint: Refer back to the Hardware section)

CHECKLIST OF PREPAREDNESS

TO COUNTER THE FACT THAT:

"I AM THE MOST DANGEROUS PERSON ON THE ROPES COURSE!"

1. Training

- CPR - Current
- Advanced First Aid - Current
- Certified Challenge Course Facilitator to PRCA and / or ACCT Operator Standards-
Current

2. Experience

- Internship on home course under someone else's eye to learn through non-life-threatening errors.
- Internships on other courses (at least two) to develop flexibility, openness, creativity, humility, judgment, etc.
- Internships should be at least 100 hours. It should include shadowing low and high elements and direct facilitating of low and high elements while someone else observes and critiques your performance.
- Some group leadership experience (Scouting, other youth group, teaching, coaching, guidance counseling, self-improvement program in therapeutic/ corporate/ camp/ school/ college setting)

3. Preparation for Self

- Personal harness, helmet, belay device, carabiners, bear claw, knife, prussik ropes -- all personally color-coded/marked. (High Ropes ONLY)
- Well-dressed with back-up clothing planned in layers (all year round) in a duffel/backpack; should include wool-blended socks, cold weather hat, gloves (2 pairs; one of which is leather palm reinforced for rope wear/burn prevention), sneakers, work/climbing boots, foul weather shell, towels, change of clothes, wool sweater or long sleeved fleece top, fleece vest, long underwear (not cotton), shorts, sunblock, bug dope.
- Headlamp with extra batteries.
- Good physical shape and well-rested.
- Aware of AEE, PRCA and ACCT standards and where I am in my skills and abilities competencies.

4. Preparation for Others

- Water - currently stocked

-Food - currently stocked

-EMS plan (including telephone, knowledge of closest Emergency Room and transportation plan)

-Rescue Bag (High Ropes ONLY)

-Extra clothing (rain gear, etc.- see above, towels, bug dope, sunscreen/block in separate bag/pack)

5. Attitudes

-Humility: I'm focused on my clients, not on myself.

-Safety: I'm ready -- checked the props, staff, site, program, but still alert to what could go wrong -- anticipatory.

-Flexibility: I'm ready to adjust my plan to the group -- whatever is wanted and needed.

-Humor: I am the renaissance leader (a new age, sensitive guy/gal!)

-Putting it all together: I am committed to making a difference with my clients, supporting and seeing them in their possibilities, respectful and acknowledging their gifts with true compassion, holding them responsible for their choices and consequences, realizing that trust grows out of risking and maintaining safety, and respectful of current limits (respecting my client's and my right to say **NO**), looking for Win/Win solutions, committed to living my own life adventures, to talk less and do more, celebrating small successes, encouraging breakthroughs through breakdowns, and aware that all I truly have is **NOW!**

-Inclusivity: I am sensitive to anticipating and adjusting my facilitation such that all people, regardless of gender, age, race, creed, health, physical condition, or social status have a role in the community that is created through the activities/discussions.

-Completion: I am committed to letting people have time together to debrief (i.e., make sense/insight of) their experience as soon after the experience as possible and whenever is appropriate.

-Termination/Integration/Reflection: I create powerful opportunities for all people to integrate their adventures into the rest of their lives by promoting sharing in open, sometimes personally and touching ways. Where appropriate, I will do this in artistically expressive venues such as music, quotes, rituals, dramatic readings, or personal sharing.

6. Conceptual Themes to Model, Support, and Empower Participants to Practice

-Breakdown/Breakthrough

-Support risks that lead to non-safety issue errors

-They also lead to new ways of doing things.

-Celebration

-...Of even small successes!

-Choices

-Courage, Flexibility, Responsible not Victim, Making a Difference

-Win-Win

-Contributing, Giving vs. Taking, Leadership, Listening, Speaking, and Creating action with articulate compassion AND balancing that with brevity.

-Playing to Win vs. Not to Lose

Passion, Commitment, Involvement, Courage, Being HERE, NOW!

-Risking/Trusting

-Courage, Wisdom

-Valuing the magnificence of people

Holding them in their highest potential, acknowledging their gifts to others.

HAVE FUN!!!

MOST DANGEROUS PERSON THOUGHT QUESTIONS

Who is the most dangerous person on the ropes course?

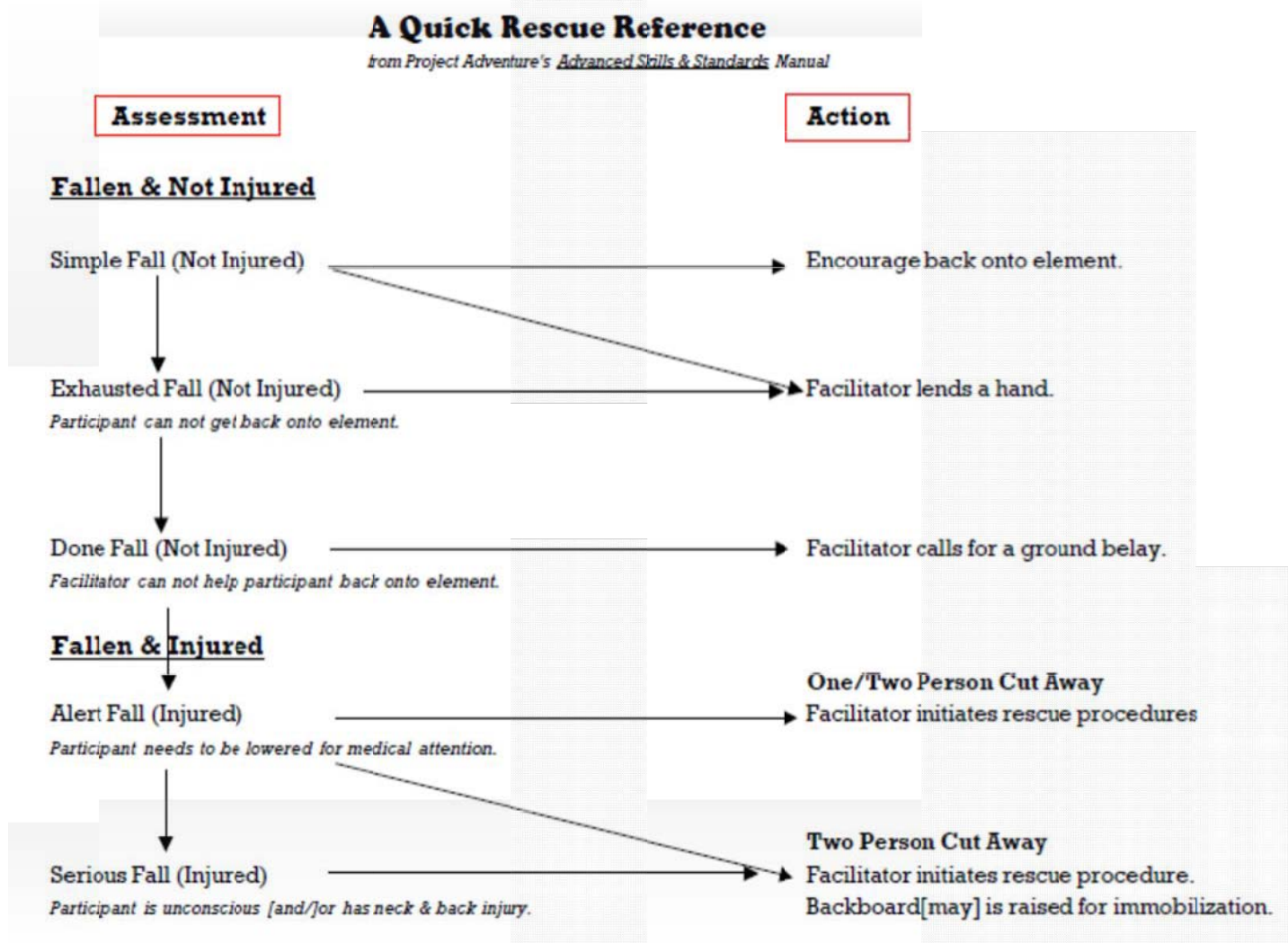
What are three ways we can mitigate being the most dangerous person on the ropes course?

Why is it important to acknowledge the most dangerous person on the ropes course?

Who is the most dangerous person on the ropes course? (Yes this is a repeat. Yes it was on purpose)

APPENDIX I: Rescue Reference

From Project Adventure's Advanced Skills & Standards Manual



APPENDIX II: Setting Up Belay Apparatus

This is great information but it was tough finding a way to fit it in. So we made it an Appendix!

Constant monitoring of belay apparatus and ropes by facilitators is paramount to running safe programs regardless of the system employed. Pro Image & Associates uses three methods for setting up belay apparatus and ropes on a high ropes course. These systems have different advantages and disadvantages and require different levels of expertise before practiced unsupervised.

1. Pull belay rope up with haul (parachute) cord. A lightweight haul cord (usually referred to as parachute or P-cord) is attached by tying a Killick hitch (combination of clove and half hitch with the P-cord) onto the belay rope, taping the P-cord to the belay rope, or tying the P-cord into eye screws melted into the end of the belay ropes. Once attached, the belay ropes are pulled up through the belay apparatus. Reverse the procedure to remove the belay rope.

2. Use an adjustable self-belay (Bear Claw) for lead climbing and protection. An adjustable self-belay allows facilitators to climb a tree or pole and be protected throughout the climb. The adjustability of each claw not only allows facilitators to clip-off easily at the belay cable, but provides an extra claw to clip onto the belay cable so that the belay apparatus will not slide away when attaching/detaching it to the belay cable.

A facilitator climbs using an adjustable self-belay by alternately clipping each claw into a protection point while ascending. After clipping in the top claw, the facilitator down climbs, resting his/her weight on this claw for balance/rest, and unclips the bottom claw which will then be moved up as the facilitator ascends, to become the top claw. Upon reaching the belay cable, the facilitator can adjust one of the claws to go around the tree or pole and clip it back into the Swiss seat or harness to provide a sound anchor.

3. Unlock and lower a Haul System - which includes Ascending/Prusiking ropes and belay using a mechanical ascender with properly attached Prusik knot as a back-up. Then climb a ladder or tree to gain access above.

A fourth method (borrowed from Steve Webster's Ropes Course Safety Manual for Project Adventure) is acceptable and mentioned below.

4. Lead climb with partner belaying. Lead climbing a tree or pole requires two people - a belayer and climber. The climber attaches the belay rope to him/herself and then leads out (climbs) to the first protection point, usually a Self Belayed Protection Anchor (LEAP) $\frac{1}{2}$ " anchor. **DANGER: Do not use SLES or a Staple of any size-they do not have enough tensile pull out strength (and do NOT MEET PRCA or ACCT STANDARDS).** At the first protection point, a carabiner is clipped-in and the belay

rope is clipped into the carabiner so that it runs cleanly through (not twisting the carabiner or having the rope wrap around the carabiner). Eyebolts and looped cable connectors can also be used if they are properly oriented. Protection points should be placed no more than three feet apart to MEET STANDARDS. The climber ascends, clipping into each subsequent piece of protection, until he/she reaches the belay cable. At this point the climber needs to clip-off (protect him/herself) so that the belay rope can be pulled up and reeved through the belay device affixed to the belay cable. Once this is completed, the climber climbs down on belay, removing carabiners left at the protection points.

ACKNOWLEDGMENTS

There were many contributors both directly and indirectly to this High Ropes Course Training Manual. The rest of this section is going to sound very much like an Academy Award acceptance speech and will probably drag on but...deal with it. Right now we would like to thank Karl Rohnke, Don Rogers, Jim B. Wall, and Catherine M. Tait for providing a terrific resource in The Complete Ropes Course Manual. We would like to thank both the ACCT and PRCA for their due diligence in the evolution of the industry and making sure we are all safe along the way. Thank you New England Ropes for information about...rope. (Thanks to Sean Tate for patience and ropes knowledge, from Wes Spur in CA.) Thank you to SherrillTree Inc. for providing a website with some very clear and comprehensive instructions for knot tying. Thank you to Google for providing us the ability to search the World Wide Web for images relating to knots and helping find websites we never thought existed like animatedknots.com. Thank you Jim Cain and Chris Cavert for great new games and ideas that benefit not just themselves but everyone in the challenge course industry.

Thank YOU! All you people out there who chose to take this training. All you folks who are taking the first step towards transforming not only your own lives, but the lives of others. Thank you for making what we do so worthwhile and wonderful.

Thank you to anyone who we've left out of this acknowledgments section. We didn't do it on purpose. Just know we do thank you.

I would like to also thank the direct contributors to this manual. Thank you Brian for truly trying your best in a field where you have limited experience. Thank you Tom Andrews for your passion towards other people and your wealth of knowledge that made this manual possible.

Lastly, I (Jeffrey Weisser) would like to personally thank two people who have helped guide, and support me over the years. Thank you Dudley Hamlin for being a great mentor and truly excellent role model. Finally thank you Sean Fisher. I don't even know if I could put into words the kind of friend you've been for me. But thank you.

And with that we sign off the airways. You've been a great audience. Don't forget to tip your bartenders and waitresses on the way out.

CHAPTER 5 (SAMPLER) REFLECTIONS



CONTENTS:

Introduction

Totems

Stories: Magic Box and Boat, Bits & Pieces

Understanding and Embracing Rituals (lesson plan)

Tips for creating closings, music, rituals, special moments

Essences of The Little Prince,

What does Love mean to children

Henri Nouwen Friendship, Listening, and more

Pro Image & Associates, LLC
Facilitator's Certification Manual
www.DARE-TO-GROW.com

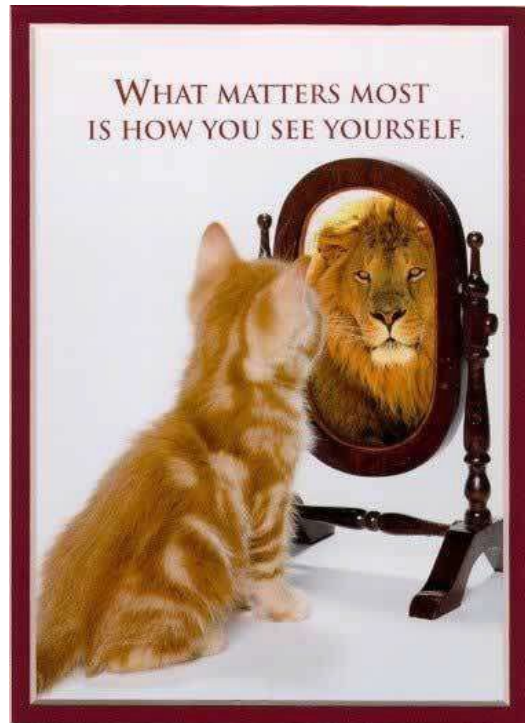
INTRODUCTION

Hooray! It is story time everybody! Well, in a manner of speaking. This "Reflections" section provides you with some examples of readings and activities to help you bring your adventure experiences to a (usually) deeper level of engagement. The items in this section could be used as a closing activity or in addition to a debriefing. A good reflection can truly unite a group of people, tying together all of the experiences from a single activity or a whole program. What we have provided for you here is a couple of activities that are great closings/ reflections, in addition to some thought provoking stories.

By the way, because a number of our clients have a Christian focus, we have included several stories with a strong Christian theme. Let it also be said, a number of our friends are Jewish, Mormon, and some great people have no affinity for any particular faith at all. We say this genuinely to include people of all faiths and beliefs. As Tom has said, he has sometimes learned more about his Catholic faith by listening and learning from his Jewish camp friends for whom he has the highest regards.

Ropes course and adventure experiences provide a wonderfully holistic medium. Every activity you might use from this manual inherently has no meaning what so ever. Your job as a facilitator is to guide your group to explore and discover the meaning(s) lying just under the surface. By providing an opportunity to engage people's emotional states in a ropes course experience, you increase the chance for life long learning to happen.

Not only do we want you to be able to assist your participants physically, but mentally, emotionally, and spiritually as well. You've had physical outdoor experiences so far in this training (if you have not...you will, we promise) but now we are going to exercise the mind and heart. We know you have been working really hard and that you need to give your body a rest. So sit back grab a coffee, maybe a croissant and enjoy the journey.



TOTEMS: (Objects with meaning)

A wide range of items such as flags, religious symbols, jewelry, photos, buildings, books, animals, and rocks to name a few, have had meaning and importance attached to them over the centuries. You probably have items in your life that mean something to you for any number of reasons.

During a ropes course experience, individuals and groups might attach meaning to various items used during a program. They might feel a special attachment to a carabiner, a certain place, a length of rope, a raccoon circle, or a book of readings.

To paraphrase Michael A. Gass Ph.D., a leader in the field of experiential education: if a picture is worth a thousand words, an experience can be worth a thousand pictures, and a single metaphor could be equal to a thousand experiences. It can be a challenge to craft the right metaphor to create that type of impact, and that challenge falls to you the facilitator.

Bringing meaning to an object because of a person's actions, statements, or personality can be very powerful. In a program, either have a number of objects available for participants to choose from or have each member find an object to present to another member of the group. This process should be a fairly serious, or at least done with great intention, as metaphors have the possibility to be misinterpreted. If practical, allow participants to keep the totems.



THE MAGIC BOX

(A true story by Tom Andrews)



The Magic Box is used primarily as a metaphor for self exploration-"what do I have to give to others that is/are truly my gift(s)? What character strength do I have to share; likewise what quality is it that I feel I struggle with, or lack, that I would like to have?" The Box signifies the UNIVERSAL sacred storage place for all those talents, gifts... Here are some of the stories that go with the box...perhaps you have or could create such a totem or tangible symbol that is an important part of your life...read on!

The Magic Box was made by my great-Grampa, Raymond Vandenburg. He carved and made many items out of wood, mostly oak houses, with intricate trap door ceilings and hidden compartments. I believe he was born in 1875, so my statement about the box being old and made in 1875 is likely flawed! ;) Oops!

Anyway, the box was given to me somewhere back in the late 60s and I remember using it first at Ontario County 4-H Camp as a means of a special ceremonial treat for kids to get some closure (I sure didn't use those big words back then though!) on a day or a part of the week in pioneer camping unit. We kept M&Ms in the box and each kid was rewarded for sharing a thought or feeling about themselves with some chocolate...the box had a not unpleasant aroma of the pungently sweet cherry tobacco that great grampa used to smoke in his pipe, so I am not sure how sanitary we were with the M&Ms...

The box was always very awe inspiring for me because it was made out of wood, and took time to do...carving was not a skill I had ever excelled at, and I think that made me very respectful...I liked the weight and the smell, and the questions daydreams it inspired for me...what was my great grampa really like? What else did he make out of wood? How long would it take to carve? Did the engravings mean anything in particular? There was a pineapple on the lid and other scroll like markings...I later learned that a pineapple in New England was a sort of universal symbol for hospitality, for sea captains would return from years at sea and bring back treasures to share and stories to tell...to let people know that they were home, not having email or websites!), they would spear pineapples (brought back from far away) onto their iron tops of their gates or fences as a sign to the neighborhood that all were welcome to come by and share in the riches...

I use the box in a variety of ways now; essentially, it is a storage of an unending amount of gifts that other people have given me over the years through the trainings we have had, going back to 1973. I have received rocks, bullets, notes, books, quotes, a Jewish Yarmulke /kippah (pronounced Yamica, keepa), pictures, and more. One of the coolest things I ever got was a chunk of concrete looking stuff in the mail sometime around 1989. It was from a camper (Kristen dePorter) who was in that first 4-H camp in 73, and her note recalled her experience with the box as an impressionable camper from back in the day...she thought I should have a memento from her powerful witnessing of the Berlin Wall coming down; she happened to be there with a Christian music group at the time...WOW 16 years and she had remembered that all those years later...! It was then that I realized how important it is to teach well, for whether my points would be good or bad, I was going to be remembered!

I often wondered how many hands had touched the box when it was passed around the groups I have had, much like a peace pipe would have among the Native Americans, and on how many lives were affected by their owners' reflection ...hmmmm...

Maybe it was nowhere near as significant a moment for them as it is for me, but I do think that asking people to contemplate their own legacies, their families, friends and others who influence them is a powerful simple experience that leads groups to become closer and can create more honest, fulfilling relationships for those present.

(UPDATE, 2012: I have shared some of this with family and have discovered even more treasures of other boxes Great Grandpa made and precious surprises within sent to my mother...!)



THE MAGIC BOAT

(Another true story by Tom Andrews)

The Magic Boat is used primarily as a metaphor for acknowledgement and affirmation of others. I need to tell you that I have never experienced a reflective activity as simple or as powerful for bringing a group of people together as this one, and it is genuinely my own.

Here is the true story of the Boat...



In the late summer of 1981, I was nearing completion of my graduate degree in education from Boston University (BU) and had enjoyed a fun although boring 2 months as the camp director for Sargent Camp, BU's own rural wooded paradise in Peterboro, New Hampshire, about a 2 hour drive from Boston.

I say boring because the job description for director was not the program planning and supervision I expected, but instead handling administrative functions like assuring clean sheets, linens, towels, toilets, etc. for all the guests. That's OK if your dream is to manage the Motel 6 with Martha Stewart, but Sargent Camp's allure was its 3 challenge courses on property, which were being used by the equally exciting new Executive Challenge (EC) program; but alas, any opportunities to staff these events were provided to others... I was destined for boredom! However, things were about to change...forever.

EC usually designed customized programs for its Fortune 500 type clients, but occasionally offered an open enrollment 4-5 day experience to anyone that was interested. Outdoor serious leadership challenges like low and high challenge course experiences, rappelling, rock climbing, raft making, Zipping down a steeply inclined 1 inch polypropylene rope over the side of a local bridge (this was before the phenomenon of Bungee Jumping), and so on. Boring!?!? Now you know why I was looking in the EC direction of the camp wistfully all summer long!

Anyway, they had an open enrollment program which typically ended on a Friday, and as all the attendees were preparing to leave, one woman left in a car alone into a storm. Within 10 minutes or so, her car conked out, leaving her frightened, wet, cold, and very alone in the dark on a highway. After more than a few tears, she figured out some way to contact us at the camp, and we sent out Butch, the

maintenance guy to her rescue. Butch probably scared her a bit, he was very quiet and rugged, and his 4 wheel drive looked pretty scary also. But he brought her and her car back to camp, and while working on whatever ailed the car, I warmed up some food, dried her clothes and gave her a sweater and a space by the wood stove, and told her some funny stories...soon she was smiling and feeling a bit more In control of herself again. She wished us well and thanks all around and left. I never saw her again, and in fact, to this day, I do not even know her name.

But a few weeks later, a package from her arrived in the mail. It was from her, and it contained a beautiful white sailboat with a red sail, and tiny mast. On one side was printed "Tom Andrews" and on the other, "Sargent Camp". I was speechless! There was a note in the package and though lost over the years, I remember its essence like it was yesterday... "Dear Tom, Thank you so much for changing my world a few weeks ago. You and [Butch] couldn't have known that in addition to all the other craziness, my marriage had recently ended and this was the first time to arrive at an empty house... I was dreading going home...and the last thing I wanted was anything that involved a man; but you were who was provided, and you were exactly what I needed. You were generous and funny and took care of me, even though it was not required. Please accept this boat as a token of my thanks...

It took me awhile, like a few years to realize how to best use the boat, but I knew it was special, almost magical. Sometime later, it began being the symbol of friendship, being a lifeboat that would be offered to anyone at the conclusion of a challenge course experience for simply doing something kind or noble or funny. The key was that someone else be appreciative for what they saw the person do, and then express it in a few words publicly...like this...

"...I would like to give the Magic Boat to Tyler, because he made me laugh when I was scared on the Zipline and trapeze and then let me know he thought I was brave, even though I was scared to death...it made me feel OK, and accepted..."

This is one of the most powerful exercises I have ever used in over 25 years of leading closing rituals/ceremonies with people. It is because the reflection process is so pure and simple and you never quite know what is going to be said, but it is always genuine and kind. I have learned to explain a few rules that are important to the success of the ritual...

1 Never leave anyone out, meaning make sure to explain that part of the magic in the boat is that it somehow knows to include everyone (No one's on the Titanic here!) in receiving a "magic boat ride" at least once although it is totally ok to have individuals receive the boat several times.

2 I do not allow folks to acknowledge the whole group, because even though the intent is a good one, it somehow makes anonymous everyone's efforts and masks who they are, which is of course counter to the point of the exercise. You see, this is a definite "build them up" event, so I also coach folks to use words that are more specific as to the qualities or character traits they noticed in the person.

3 Of course, selecting a good location where there are few distractions, it is quiet, using a real boat (or some other similar totem that you can create a story around, and it should really be
4 a boat or something of your own, because people want to hear real stories from their role models, (down to earth heroes), because it gives them hope for their own future...

I am on my 5th boat now; the original was given away at a special ceremony a few years ago at Camp Wyonegonic to a woman who reminded me of the woman who gave it to me long ago. Simply put, it was time for it to move on. I did acquire another boat and then another not long after that...I enjoy giving them away now! The powerful symbolism of the boat as a rescue or life boat, the many ports available to sail to, the sea of life we all float on, the ripples we make that affect so many...WOW! Maybe that's why the boat is such a great symbol! Let me know how your own ceremonies turn out!

Bits and Pieces

Bits and pieces, bits and pieces. People. People important to you, People unimportant to you cross your life, touch it with love and move on.

There are people who leave you and you breathe a sigh of relief and wonder why you ever came into contact with them.

There are people who leave you, and you breathe a sigh of remorse and wonder why they had to go and leave such a gaping hole.

Children leave parents, friends leave friends. Acquaintances move on. People change homes. People grow apart. Enemies hate and move on. Friends love and move on. You think of the many people who have moved in and out of your hazy memory. You look at those present and wonder.

I believe in God's master plan in lives.

He moves people in and out of each other's lives, and each leaves his/her mark on the other.

You find you are made up of bits and pieces of all who have ever touched your life, and you are more because of them, and would be less if they had not touched you.

Pray that you accept the bits and pieces in humility and wonder, and never question and never regret's. Bits and pieces... bits and pieces.

-Anonymous

I always share this poem when I have to say goodbye to a lot of people. Which happens all the time in our line of passion. Amazing how fiercely connected we become in such a short time...but not every time, so it's worth it to take a little extra time to share...

This is for all of you, I know we're going to miss each other. 🥺 But I am better for it of course, as I know we all were.

Thanks for being proof that adventure culture is home to some of the finest hearts in the universe!

Tom Andrews
and Jasmine

Rituals - their place in Experiential Programs...

- 1 Start with a **ritual**-a song a capella or Carrie Underwood
- 2 **Outcome** to leave eager and skilled to create your own powerful, meaningful humble

ceremonies based on your own stories...

- 3 First Do no harm...and **play to get connected**. Share names in groups of no more than 8-12

4 Definitions (see below) Rituals / Habits or RICH tradition that builds up, connects people? Useful or so-so, unconscious Jasmine stretches, yawns, digs, howls, sheds, runs away, rolls in stinky dead animals, buries her food and takes bones to the rug and DOES NOT share well with others, turns around 3 times or more before laying down.

What kind of ritual can you think of that truly empowers self and others that would enhance a group facilitation experience?

- 5 **Share my story** through a ritual or 2 select one from the table, or the box

6 **What is your story?** Where does it come from? (Family, School, Friends, Camp, Church, Work?)

Is it Public, Private, Secret ?(Robert Fulghum)Discover, Embrace

Symbols/Totems/Talisman +

experience/meaning (stories)-(Metaphor?) =

Ritual/Ceremonies/Liturgies

Rituals Session -

Definitions:

Ritual - a set of actions, performed mainly for their symbolic value, which is prescribed by a religion or

by the traditions of a community. The term usually excludes actions which are arbitrarily chosen by the performers, or dictated purely by logic, chance, necessity, etc..

These days, I am defining **ritual** as any act that empowers an awareness and personal experience. This experience is what is worthy of worship and/or sacrifice (offering) necessary to maintain that awareness

over time.

ceremony - any activity that is performed in an especially solemn elaborate or formal way; "the ceremony of smelling the cork and tasting the wine"; "he makes a ceremony of addressing his golf ball";

"he disposed of it without ceremony"

ceremony - the proper or conventional behavior on some solemn occasion; "an inaugural ceremony"

ceremony - a 1970 album by progressive UK rock band Spooky Tooth! ☺

Tips to Facilitating a Closing Experience with a Special Group

(...and they all can be special! - what if it's merely up to you?)

Inclusion of a closing ceremony or activity in an adventure program facilitation scheme is often forgotten, ignored, or "cut" due to time constraints. Not including an intentional closing piece is inconsistent with good facilitation. In fact, a well-done closing can actually transform the context (meaning) of the entire training. So, take the time, the courage, the compassion to treat your people the way they need to be treated - with dignity. Plan a closing that simply, but deeply says that they matter to you, to each other, and to themselves. ..." It's OK to miss one another. Honor the magnificence that is this person in front of me, and the glory we have known through this unique experience..."

You, their facilitator, may be the **only one** who can provide this wonderful service. Use your senses and intuition. Here are some important points to consider as you plan your closing event:

Facilitator's Creed - Concepts to Bring to Life

- Each individual makes a difference
- To build a team you must build / honor each individual
- To create breakthrough, breakdowns must be welcome
- Look for paradox—truth is nearby
- Make your life a responsible series of choice, decisions and consequences
- We are all teachers and students—be aware of the enduring power of legacy
- Take time to acknowledge the magnificence of human beings
- Sincere, positive feedback is incredibly powerful at melting even the hardest of hearts
- Celebrate even the little successes
- Live life passionately, in the now—tomorrow may be too late
- **Much is expected to whom much is given**—(Luke 12:48) be clear--"What must be done?"—Do whatever it takes "Whatever is wanted and needed"
- Never be too "sad" to take the time to say goodbye to the people as a group

“Back stage” or setting up the physical, emotional, mental space

- To create intimacy of space, pay attention to lighting, size of the room, avoid distractions—
make it easy for people to relax and focus on each other.
- Remind people that they might not ever see each other again--or at least, not like they have just been together--so to reflect on that and perhaps to boldly, courageously let people know how you see them **at their best**. Few people realize that it is the time invested in (devoted to) each other that makes them so important..."it is only with the heart that one can see rightly; what is essential is invisible to the eye..." (The Little Prince)
- Impress upon people the importance of **“clearing” any hard feelings, “old debts”** with each other in a sincere way **before** the closing or old mistrusts will cloud the value of the experience
- Remind people of the value of asking for and/or granting forgiveness.
- Make sure that **you, yourself, can clearly see who these people are at their best**
- Lead by example (plan to give yourself generously and sincerely in a powerful way—be an artist—remembering that **every person is magnificent**)
- *Get out of the way!* Allow the members of your group to give tribute to each other.

What

- they say (even awkwardly), if from the heart, will be more valuable to building their team than anything the facilitator (YOU) can say.**
- Let people feel the impact of positive feedback, creative generosity, and each other's talents
- When in doubt, try remembering what it feels like to be a child (kid!)

Examples of Closing Processes

- Write a letter (“rainy day note”) to yourself (or others in your group) and then give them to everyone to be opened at a later date when the recipient needs a boost.
- If possible, collect letters in advance from other people who know / work with your group.
Surprise the group with these letters at the closing (Positive feedback)
- Utilize Outward Bound Book of Readings or others—re-visit meaningful events in the group's life. Give books out to individuals and let them share selections important to them. (Expression)
- Use stories like The Little Prince. Rites, Relationships, Responsibility)
- Use skits like “The Goose.” (Individual & the team-Paradox)

- Metaphor of "The Magic Boat" --focus one-to-one on others with impassioned, sincere, positive verbal feedback. (Make a difference. Magnificence)
- Metaphor of "The Magic Box" -focus on self with the idea of: what can I contribute; what do I need? (Make life responsible)
- Mystery Music Time Machine - Blind Ride - Have a scripted message that is communicate to the group by walkie-talkie (perhaps by some totally unknown voice--OZ!) that builds anticipation and excitement for a special highlight event; like the Final Feast. Then have the group meet somewhere, picked up by limo/bus/boat and whisked off (blind folded) to a special place for dinner. Play a pre-recorded soundtrack that highlights poignant moments of their training, i.e., replay parts of songs used in prior activities (Trust, Wall, Initiatives, etc.) (Celebrate, live life passionately)
- Final Feast - THE GRAND EVENT!!! (Creativity, Celebration)
- Live music—guitar, piano and vocal selections or leading others in song. (Passion, Make a difference)
- In advance of the Final Feast, draw names from a hat for secret buddies. At the closing ceremony, have each person give a brief tribute to his or her secret buddy and give a sentimental gift that s/he already owns. (**Honoring the individual builds the whole team**)
- Allow the group to pay honor to the individual through one-word adjectives that are **positive** and revisit personal characteristics or remember specific actions. (Positive feedback)
- Provide a tribute song for each person. Consider "cradling" people during the song (group lifts participant horizontally to 6' off the ground—be safe! (Breakthrough, live passionately NOW)
- Reverently pass a candle to illuminate the face of the person. When finished, have them imagine "What if any one person had not come?" (Blow out their candle) "It would have been like this...we would have been robbed of their contribution." (**Each one makes a difference**)
- Provide a rock to throw in a lake or pond. Each person states their "stand" in the world, what they're at stake for. Metaphor is the ripples affecting the whole body of water (Make a difference)
- Provide a collation of special quotes / certificate of recognition that acknowledges the essence of who this person is, what their contribution has been. If doing after the Final Feast, include words of tribute offered by their peers. (Feedback, make a difference, honoring the individual to build the team.)
- Saying Goodbye with eyes only—Stand in a circle with arms around shoulders, making eye contact with each individual. Take time to visually communicate appreciation and be open to expressing / embracing feeling that might surface. NO TALKING (Music - Karla Bonoff's Goodbye, My Friend, The Last Day. (Honoring the individual builds the team, Live life passionately NOW)

Excerpts from

The Little Prince

Chapter 21

... lessons for learning Rites, Process, Taming (trust, loyalty)... how to love one another

"One only understands the things that one tames," said the fox. "Men have no more time to understand anything. They buy things already made at the shops. But there is no shop anywhere where one can buy friendship, and so men have no friends any more. If you want a friend, tame me . . ."

"What must I do, to tame you?" asked the little prince.

"You must be very patient," replied the fox. First you will sit down at a little distance from me -like that- in the grass. I shall look at you out of the corner of my eye, and you will say nothing. **Words are the source of misunderstandings.** But you will sit a little closer to me, every day..."

The next day the little prince came back.

"It would have been better to come back at the same hour," said the fox. "If for example, you came at four o'clock in the afternoon, then at three o'clock I shall begin to be happy. I shall feel happier and happier as the hour advances. At four o'clock, I shall be worrying and jumping about. I shall show you how happy I am! But if you come at just any time, I shall never know at what hour my heart is ready to greet you **One must observe the proper rites . . .**"

"What is a rite?" asked the little prince.

"Those also are actions too often neglected," said the fox. "They are what make one day different from other days, one hour different from other hours.

(As the Little Prince gazed at a field of beautiful rose...) "You are not at all like my rose," he said. **"As yet you are nothing. No one has tamed you, and you have tamed no one..."**

"...And now I will make you the present of a secret..."

..."It is the time you have wasted for

your rose

that makes your rose so

important..."

"You become responsible, forever, for what you have tamed.

You are responsible for your
rose . . . ”
“It is only with the heart that one sees
rightly.
What is essential is invisible to the
eye...”

by Antoine de
Saint Exupéry

"What does love mean?" According to 4-8 year olds

A group of professional people posed this question to a group of 4 to 8 year- olds, **"What does love mean?"**

The answers they got were broader and deeper than anyone could have imagined. See what you think:

*"When my grandmother got arthritis, she couldn't bend over and paint her toenails anymore.
So my grandfather does it for her all the time, even when his hands got arthritis too.
That's love." Rebecca- age 8*

"When someone loves you, the way they say your name is different.

**You just know that your name is safe in their
mouth." Billy - age 4**

"Love is when a girl puts on perfume and a boy puts on shaving cologne and they go out and smell each other."

Karl - age 5

"Love is when you go out to eat and give somebody most of your French fries without making them give you any of theirs."

**Chrissy
- age 6**

"Love is what makes you smile when you're tired." Terri - age 4

"Love is when my mommy makes coffee for my daddy and she takes a sip before giving it to him, to make sure the taste is OK."

Danny - age 7

"Love is when you kiss all the time. Then when you get tired of kissing, you still want to be together and you talk more. My Mommy and Daddy are like that. They look gross when they kiss"

Emily -
age 8

"Love is what's in the room with you at Christmas if you stop opening presents and listen."

Bobby - age 7
(Wow!)

"If you want to learn to love better, you should start with a friend who you hate,"

Nikka -
age 6

(we need a few million more Nikka's on this planet)

"Love is when you tell a guy you like his shirt, then he wears it everyday." Noelle - age 7

"LOVE IS LIKE A LITTLE OLD WOMAN AND A LITTLE OLD MAN WHO ARE STILL FRIENDS EVEN AFTER THEY KNOW EACH OTHER SO WELL." TOMMY - AGE 6

"During my piano recital, I was on a stage and I was scared. I looked at all the people watching me and saw my daddy waving and smiling.

He was the only one doing that. I wasn't scared anymore." Cindy - age 8

**"My mommy loves me more than anybody.
You don't see anyone else kissing me to sleep at night." Clare - age 6**

"Love is when Mommy gives Daddy the best piece of chicken." Elaine-age 5

"Love is when Mommy sees Daddy smelly and sweaty and still says he is handsomer than Brad Pitt."
Chris - age 7

"Love is when your puppy licks your face even after you left him alone all day."
Mary Ann - age 4

"I know my older sister loves me because she gives me all her old clothes and has to go out and buy new ones."
Lauren - age 4

"When you love somebody, your eyelashes go up and down and little stars come out of you." (what an image!)

Karen - age 7

"You really shouldn't say 'I love you' unless you mean it. But if you mean it, you should say it a lot.. People forget." Jessica - age 8

And the
final one

-- Author and lecturer Leo Buscaglia once talked about a contest he was asked to judge.

The purpose of the contest was to find the most caring child.

The winner was a four year old child whose next door neighbor was an elderly gentleman who had recently lost his wife. Upon seeing the man cry, the little boy went into the old gentleman's yard, climbed onto his lap, and just sat there.

When his Mother asked what he had said to the neighbor, the
little boy said,

"Nothing, I just helped
him cry"

When there is nothing left but God; that is when you find out
that God is all you need. Take 60 seconds and give this a shot!
All you do is simply say the following small prayer.

God bless all my friends in whatever it is that You know they may be
needing this day! And may their life be full of your peace, which
transcends all understanding.
Amen.

Themes for the day from **Bread for the Journey**

by Henri Nouwen

On Friendship January 7

"...Friendship is one of the greatest gifts a human being can receive. It is a bond beyond common goals, common interests, or common histories.

It is a bond stronger than sexual union can create, deeper than a shared fate can solidify, and it can be even more intimate than the bonds of marriage or community.

Friendship is being with the other in joy and sorrow, even when we cannot increase the joy or decrease the sorrow.

It is a unity of souls that gives nobility and sincerity to love.

Friendship makes all of life shine brightly.

Blessed are those who lay down their lives for their friends..."

Listening as Spiritual Hospitality

March 11

"To listen is very hard, because it asks of us so much interior stability that we no longer need to prove ourselves by speeches, arguments, statements or declarations.

True listeners no longer have an inner need to make their presence known.

They are free to receive, to welcome, to accept.

Listening is much more than allowing another to talk while waiting for a chance to respond.

Listening is paying full attention to others and welcoming them into our very beings.

The beauty of listening is that those who are listened to start feeling accepted, start taking their words more seriously, and discovering their true selves.

Listening is a form of spiritual hospitality by which you invite strangers to become friends,
to get to know their inner selves more fully,
and even dare to be silent
with you.”

Dressed in Gentleness February 7

Once in awhile we meet a gentle person. Gentleness is a virtue hard to find in a society that admires toughness and roughness. We are encouraged to get things done and to get them done fast, even when people get hurt in the process. Success, accomplishment, and productivity count. But the cost is high. There is no place for gentleness in such a milieu.

Gentle is the one who does "not break the crushed reed, or the faltering wick" (Matthew 12:20) Gentle is the one who is attentive to the strengths and weaknesses of the other and enjoys being together more than accomplishing something. A gentle person treads lightly, listens carefully, looks tenderly, and touches with reverence. A gentle person knows that true growth requires nurture, not force. Let's dress ourselves with gentleness. In our tough and often unbending world our gentleness can be a vivid reminder of the presence of God among us.

Care, the Source of All Cure February 8

Care is something other than cure. Cure means "change". A doctor, a lawyer, a minister, a social worker-they all want to use their professional skills to bring about changes in people's lives. They get paid for whatever kind of cure they can bring about. But cure, desirable as it may be, can easily become violent, manipulative, and even destructive if it does not grow out of care.

Care is being with, crying out with, suffering with, feeling with. Care is compassion. It is claiming the truth that the other person is my brother or sister, human, mortal, vulnerable, like I am. When care is our first concern, cure can be received as a gift. Often we are not able to cure, but we are always able to care. To care is to be human.

Sharing our Solitude March 23

A friend is more than a therapist or a confessor, even though a friend can sometimes heal s and offer us God's forgiveness.

A friend is that other person with whom we can share our solitude, our silence, and our prayer. A friend is that other person with whom we can look at a tree and say, "Isn't that beautiful," or sit on the beach and silently watch the sun disappear under the horizon. With a friend we don't have to say or do something special. With a friend we can be still and know that God is there with both of us.

Friendship in the Twilight Zones of our Hearts

There is a twilight zone in our own hearts that we ourselves can not see. Even when we know quite a lot about ourselves-our gifts and weaknesses, our ambitions and aspirations, our motives and drives-large parts of ourselves remain in the shadow of consciousness.

This is a very good thing. We will always remain partially hidden to ourselves. Other people, especially those who love us, can often see our twilight zones better than we ourselves can. The way we are seen and understood by others is different from the way we see and understand ourselves. We will never fully know the significance of our presence in the lives of our friends. That's a grace, a grace that calls us not only to humility, but also to a deep trust in those who love us. It is in the twilight zones of our hearts where true friendships are born.

And finally from his book

In The Name of Jesus

"...One thing is clear to me: the temptation of power is greatest when intimacy is a threat. Much Christian leadership is exercised by people who do not know how to develop healthy, intimate relationships and have opted for power and control instead. Many Christian empire builders have been people unable to give and receive love." (Henri Nouwen)

CHAPTER SIX: ADVANCED FACILITATOR INFORMATION

Experiential Learning and Important Theorists

(Guest writer/editor, Blair McKissock)

Designing Peak Experiential Activities

What is Outward Bound's Secret?

Experiential Learning

The things we have to learn before we do them, we learn by doing them.
- Aristotle

Experiential Learning

The foundation for the facilitation movement has its origins in the theories of experiential education. There are three people that are the most influential in this area of study: John Dewey, Carl Rogers and David Kolb. Each has independently designed their own model of education but have all contributed to the body of work that makes the foundation for successful facilitation skills.



Experiential learning focuses on the learning process for the individual (unlike experiential education, which focuses on the transactive process between teacher and learner). An example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences.

Experiential learning requires no teacher and relates solely to the meaning making process of the individual's direct experience. However, though the gaining of knowledge is an inherent process that occurs naturally, for a genuine learning experience to occur, there must exist certain elements. According to David A. Kolb, an American educational theorist, knowledge is continuously gained through both personal and environmental experiences. He states that in order to gain genuine knowledge from an experience, certain abilities are required:

1. the learner must be willing to be actively involved in the experience;
2. the learner must be able to reflect on the experience;
3. the learner must possess and use analytical skills to conceptualize the experience;
and
4. the learner must possess decision making and problem solving skills in order to use the new ideas gained from the experience.

Experiential learning can be a highly effective educational method. It engages the learner at a more personal level by addressing the needs and wants of the individual. Experiential learning requires qualities such as self-initiative and self-evaluation. For experiential learning to be truly effective, it should employ the whole learning wheel, from goal setting, to experimenting and observing, to reviewing, and finally action planning. This complete process allows one to learn new skills, new attitudes or even entirely new ways of thinking.

Most educators understand the important role experience plays in the learning process. While a fun learning environment, with plenty of laughter and respect for the learner's

abilities, also fosters an effective experiential learning environment it is important not to confuse experiential learning simply with having fun, laughing, and being respected. While those factors may improve the likelihood of experiential learning occurring, it can occur without them, for example, prison inmates may benefit from experiential learning in the absence of fun, laughter, or respect. Rather, what is vital in experiential learning is that the individual is encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

According to learning consultants, experiential learning is about creating an experience where learning can be facilitated, a requirement shared with any pedagogic theory. And while it is the learner's experience that is most important to the learning process, it is also important not to forget the wealth of experience a good facilitator also brings to the situation. However, while a "facilitator", traditionally called a "teacher", may improve the likelihood of experiential learning occurring, a "facilitator" is not essential to experiential learning. Rather, the mechanism of experiential learning is the learner's reflection on experiences using analytic skills. This can occur without the presence of a facilitator, meaning that experiential learning is not defined by the presence of a facilitator.

Dewey:

Lewis & Williams (1994) suggest that the twentieth century has seen a move from formal, abstract education to one that is more experience-based. The most renowned advocate of this concept was John Dewey (1938). He emphasizes that there must be a relationship between experience and education. Dewey stresses that there is to be a having which is the contact with the events of life and a knowing which is the interpretation of the events. A learning experience does not just happen; it is a planned event with meaning and with experiential learning the meaning is reaffirmed by the learners.

Thus, Dewey proposed that education be designed on the basis of a **theory of experience**. We must understand the nature of how humans have the experiences they do, in order to design effective education. In this respect, Dewey's theory of experience rested on two central tenets -- **continuity and interaction**.

Continuity refers to the notion that humans are sensitive to (or are affected by) experience. Humans survive more by learning from experience after they are born than do many other animals who rely primarily on pre-wired instinct. In humans, education is critical for providing people with the skills to live in society. Dewey argued that we learn something from every experience, whether positive or negative and ones accumulated learned experience influences the nature of one's future experiences. Thus, every experience in some way influences all potential future experiences for an individual. Continuity refers to this idea that each experience is stored and carried on into the future, whether one likes it or not.

Interaction builds upon the notion of continuity and explains how past experience interacts with the present situation, to create one's present experience. Dewey's hypothesis is that your current experience can be understood as a function of your past (stored) experiences which interacting with the present situation to create an individual's experience. This explains the "one man's meat is another man's poison" maxim. Any situation can be experienced in profoundly different ways

because of unique individual differences e.g., one student loves school, another hates the same school. This is important for educators to understand. Whilst they can't control students' past experiences, they can try to understand those past experiences so that better educational situations can be presented to the students. Ultimately, all a teacher has control over is the design of the present situation. The teacher with good insight into the effects of past experiences which students bring with them better enables the teacher to provide quality education which is relevant and meaningful for the students.

Rogers:

Carl Rogers distinguished two types of learning: cognitive (meaningless) and experiential (significant). The former corresponds to academic knowledge such as learning vocabulary or multiplication tables and the latter refers to applied knowledge such as learning about engines in order to repair a car. The key to the distinction is that experiential learning addresses the needs and wants of the learner. Rogers lists these qualities of experiential learning: personal involvement, self-initiated, evaluated by learner, and pervasive effects on learner.

To Rogers, experiential learning is equivalent to personal change and growth. Rogers feels that all human beings have a natural propensity to learn; the role of the teacher is to facilitate such learning. This includes:

1. setting a positive climate for learning,
2. clarifying the purposes of the learner(s),
3. organizing and making available learning resources,
4. balancing intellectual and emotional components of learning, and
5. sharing feelings and thoughts with learners but not dominating.

According to Rogers, learning is facilitated when: (1) the student participates completely in the learning process and has control over its nature and direction, (2) it is primarily based upon direct confrontation with practical, social, personal or research problems, and (3) self-evaluation is the principal method of assessing progress or success. Rogers also emphasizes the importance of learning to learn and an openness to change.

Application

Roger's theory of learning originates from his views about psychotherapy and humanistic approach to psychology. It applies primarily to adult learners and has influenced other theories of adult learning such as Knowles and Cross. Combs (1982) examines the significance of Roger's work to education. Rogers & Frieberg (1994) discuss applications of the experiential learning framework to the classroom.

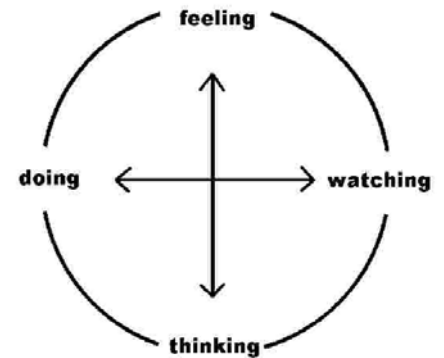
Example

A person interested in becoming rich might seek out books or classes on economics, investment, great financiers, banking, etc. Such an individual would perceive (and learn)

any information provided on this subject in a much different fashion than a person who is assigned a reading or class.

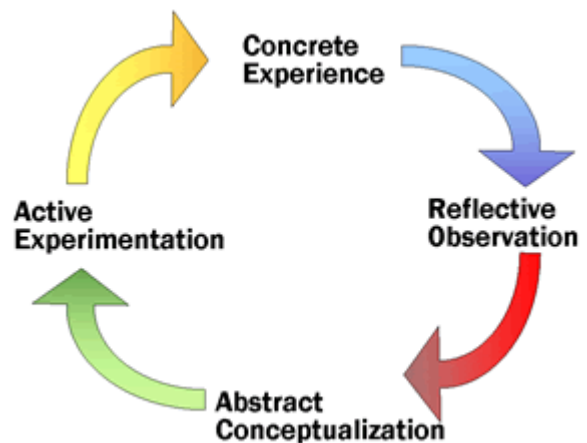
Principles

1. Significant learning takes place when the subject matter is relevant to the personal interests of the student
2. Learning which is threatening to the self (e.g., new attitudes or perspectives) are more easily assimilated when external threats are at a minimum
3. Learning proceeds faster when the threat to the self is low
4. Self-initiated learning is the most lasting and pervasive.



Kolb:

Experiential learning is a well-known model in education. David Kolb's Experiential Learning Theory (Kolb, 1984) defines experiential learning as "the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience."



Kolb's Experiential Learning Theory presents a cycle of four elements

1. Concrete Experience
2. Reflective Observation
3. Abstract Conceptualization
4. Active Experimentation

The cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the cycle anew as students have new experiences based on their experimentation (Oxendine, Robinson and Willson, 2004). Although this continuum is presented as a cycle, the steps may occur in nearly any order.

This learning cycle involves both concrete components (steps 1 and 4) and conceptual components (steps 2 and 3), which require a variety of cognitive and affective behaviors. Components of Experience-Based Learning

Andresen, Boud and Choen (2000) provide a list of criteria for experience-based learning. The authors state that for a project to be truly experiential, the following attributes are necessary in some combination.

- The goal of experience-based learning involves something **personally significant** or meaningful to the students.
- Students should be **personally engaged**.
- Reflective thought and opportunities for students to write or discuss **their experiences** should be ongoing throughout the process.
- The **whole person** is involved, meaning not just their intellect but also their senses, their feelings and their personalities.
- Students should be recognized for **prior learning they bring** into the process.
- Teachers need to **establish a sense of trust, respect, openness, and concern** for the well-being of the students.

Application for Environmental Topics and Projects

Good summation of experiential education in practice:

“Some examples of experience-based projects include role playing, service learning, internships, studying abroad, open-ended projects (guided discovery), group projects and field study. The more open-ended and non-formulaic an assignment is, the more likely students will rely on their own experience and reflection and immerse themselves in the topic. Environmental subjects are especially suited to experience-based learning because humans play a role in just about every environmental issue. Thus using an experience-based approach to an environmental topic invites students to examine their own effects on the environment, whether positive or negative. Once students have become concretely aware of the ways in which they impact their environment, they can reflect on that and experiment with different environmentally-conscientious behaviors.”

Difference between Teaching and Facilitating

In an academic setting we tend to think of **teachers** and in the experiential world we tend to think of **facilitators**. Both are similar but they are not the same. One is also not better than another as they serve two distinct roles. A teacher’s job is to present a lesson and design lesson plans that present the lessons in a way that students gain a level of understanding and mastery of those lessons then there is some sort of demonstration of that mastery. A facilitator helps someone grow and learn through an interactive conversation where the learner draws conclusions and learning’s through self-discovery. The lessons are more personal to the learner. There is also no formal demonstration of the

mastery other than an expectation that the learner attempts to apply the lessons in everyday life.

That is the easiest way to distinguish between the two. However they are both similar in that they are both responsible for the learners wellbeing and responsible to providing and atmosphere that promotes an openness to learning. Both have to establish the trust and both have to make a personal connection and both are responsible for helping the learner make meaning of the lesson. They are both responsible for engaging the learner.

Engagement of the participant

As we discussed in the previous section, the facilitator or the teacher is responsible for engaging the learner or the participant in the process of learning regardless of the setting or the lesson. We will talk a little more later on about the process of facilitating but let's take a look of how participants are engaged. Think of the process as a wave that starts small, then begins to slowly build gaining momentum and force then peaks and begins to slow down again. This is what you want to create within the learner. For most of us part of this process of opening them up will be accomplished through the experiential component by taking them out of their comfort zone with the horses and the barn but there is still work to do to make the most out of the experience.



Establish trust: this part of the process is the most important. It sets the tone for the experience and also opens the learner up to the new experiences and lessons you are trying to convey. If there is no trust participants are closed off and there will only be resistance. We will discuss ways to establish trust later on.

Make a personal connection: When you make a connection with someone on a personal level both parties become willing to participate in the relationship. It also piques the interest of the participant but that moment of interest must be nurtured otherwise their interest diminishes.

Connect to prior learning: This is also a part of making a personal connection but when you connect with something they already know you are effectively connecting to a pathway of learning that already exists that you can build on. This is dependent on the participant's perception of the learning that you are connected with but it is an opening you can exploit. This is where you would begin to employ learning styles and get the students involved.

Generate curiosity: You can generate curiosity through asking a question or hinting that you have something very exciting to share with them. Hinting that there is a horse that wants to meet them will pique their curiosity and build some

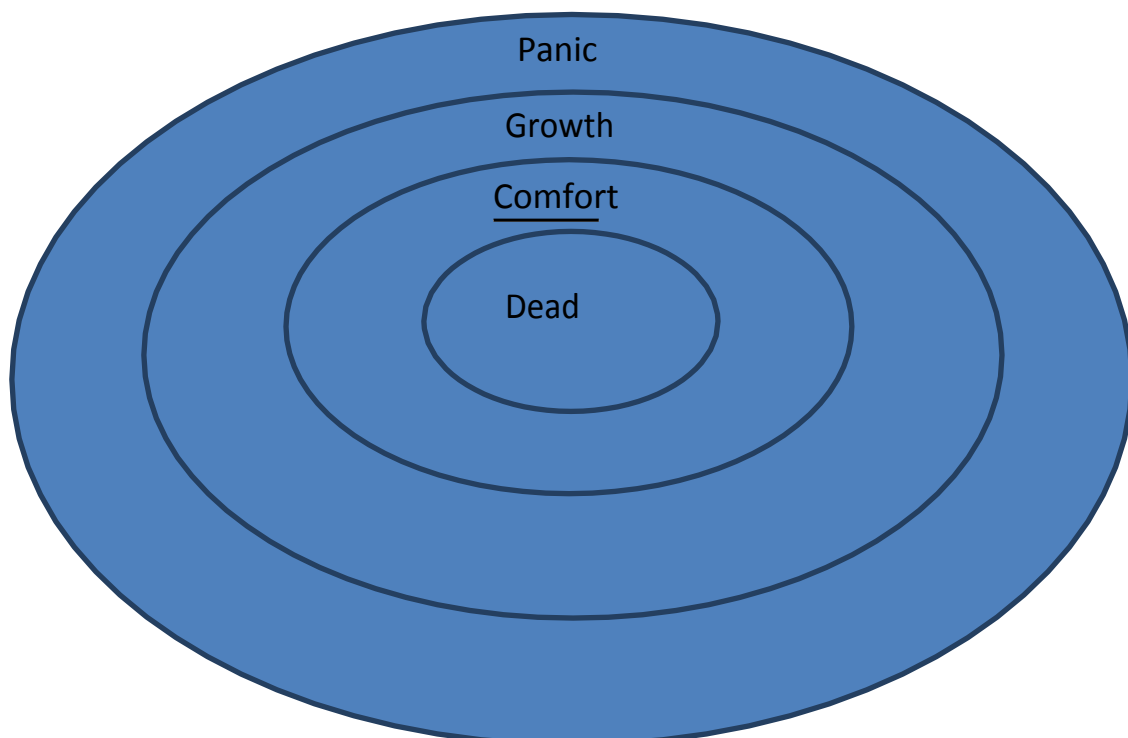
Ask questions and keep them thinking: Use a mixed bag of methods to reach each person on different levels to keep their brain and attention on the lesson. This means getting them up and moving one minute then asking them to sit and process the next. Then you might use brainstorming to drive home meaning on a topic. And to wrap it up you might use a journaling exercise so they can reflect on what they learned. Every few minutes you should shift. Give them something new to learn then have them learn it through something active, talk about it then conclude by creating meaning.

Demonstration: Everyone wants to show off what they know. Give them a chance to shine. Think of it as a happy quiz, you are testing their level of understanding but in a positive way that is not judged or graded.

Reflect and make meaning: When one learns something new, their brain needs time to process the learning and make meaning of it in their own way. This is akin to Shavasana in yoga where you give your body time to assimilate all of the experiences from the practice. It is recommended that part of this be done as a group but that some time is left for quiet more personal reflection.

Celebrate! This is the best part. Everyone has had a great experience and has learned something about themselves and the work around them. Take time as a group to celebrate what you learned. When they leave feeling uplifted, positive and inspired they will want to come back and when they do, they are already open and there will be less resistance. They will be looking to repeat the same positive feelings again.

The zones of growth



Adapted from the work of many experiential education experts. Experiential theory tells us that when people are taken out of their familiar environment they can no longer draw upon their everyday patterns and behaviors. The situation calls for something new. This unfamiliarity takes them out of their comfort zone and opens them up to new learning. The model above is a visual representation of the zones that a person operates within during and experience. People can move in and out of zones from moment to moment. As a facilitator, the objective is to move people into the growth zone and support them in exploring their edges or boundaries between where they are in the growth zone before moving into panic but moving them out of their comfort zone.

The comfort zone is where they operate on a regular basis. It is where they feel comfortable. Within the context of learning this is everyday operation and what is “normal” for them.

The growth zone is when a person begins to move out of their comfort zone toward that open space where learning can occur if they are engaged in the process. This is where the personal growth and learning happens. In this zone people may explore the edge of comfort all the way to the edge of panic as they test their own personal boundaries and those of the experience.

The panic zone is where a person may feel a sense of anxiety or panic and may shut down completely.

The dead zone is where a person is if they have disengaged completely and has shut down.

Characteristics of a good facilitator:

- Establishes trust with the group
- Is in consistent communication with the group before they even arrive
- Has assessed the group for their goals, current dynamics, culture, hidden dynamics or potential issues
- Has created a program specifically designed to help that group achieve goals
- Creates a comfortable environment
- Has alternative ice breakers, elements, games and processing tools in place as contingencies
- Great the group and creates a personal connection through ice breakers ect.
- Makes them feel comfortable in the environment you set up
- Gauges each participant fir their current functioning level and the level of the group
- Can be flexible on the go and can shift with the group
- Introduces each element or activity per the groups goals

- Recognizes shifts in the group or individuals, sees patterns or unique instances, recognizes the incongruences
- Can shift the activity in the moment to redirect a group if they are close to their edge
- Knows when to step in and when to let the process happen
- Recognizes the Teachable moment
- Stays off the drama triangle- Hero, Villain, Victim- acts as the rainmaker
- Makes meaning of the experience through thoughtful processing
- Listens more than they talk
- Is able to bring everything together at the end to help them generalize the experience
- Is able to help them set goals to applying to experimenting with the learning.
- Constantly evaluates their own performance to improve quality
- Follows up with the group afterward

Processing skills

Questioning

In the end processing is about asking the right questions. There are several different techniques to communication that help to guide people to discovering their own learning and lessons from an experience. Traditionally they are used in coaching and counseling but having an understanding of how to ask the right question goes a long way to creating the most meaning. There are Reflective listening, appreciative inquiry, motivational I

Reflective Listening

Adapted from Communication in Organizations, by Dalmar Fisher

Reflective listening has its roots in the fields of counseling and psychotherapy, particularly in Carl Rogers's "client-centered" therapy. This is not to say that people in organizations should become therapists, but rather that this one therapeutic skill can be very useful in many everyday work situations.

Reflective listening is used in situations where you are trying to help the speaker deal with something. As you will see, it is very similar to what Tannen would call rapport-talk.

There are two major aspects of client-centered listening – the "listener orientation" and the "reflective technique".

Listening Orientation

In reflective listening, the listener adopts what Rogers called "the therapist's hypothesis". This is the belief that the capacity for self-insight, problem-solving, and growth resides primarily in the speaker. This means that the central questions for the listener are not "What can I do for this person? Or even "How do I see this person" but rather "How does this person see themselves and their situation?"

Rogers and others have made the underlying orientation of the listener more specific by noting that it contains four components: **empathy, acceptance, congruence, and concreteness.**

Empathy is the listener's desire and effort to understand the recipient of help from the recipient's internal frame of reference rather than from some external point of view, such as a theory; a set of standards, or the listener's preferences. The empathic listener tries to get inside the other's thoughts and feelings. The idea is to obtain an *emic* rather than *etic* understanding of the situation.

Expressed verbally and nonverbally through messages such as "I follow you," "I'm with you" or "I understand," empathy is the listener's effort to hear the other person deeply,

accurately, and non-judgmentally. Empathy is surprisingly difficult to achieve. We all have a strong tendency to advise, tell, agree, or disagree from our own point of view.

Acceptance is closely related to empathy. Acceptance means having respect for a person for simply being a person. Acceptance should be as *unconditional* as possible. This means that the listener should avoid expressing agreement or disagreement with what the other person says. This attitude encourages the other person to be less defensive and to explore aspects of self and the situation that they might otherwise keep hidden

Congruence refers to openness, frankness, and genuineness on the part of the listener. The congruent listener is in touch with themselves. If angry or irritated, for example, the congruent person admits to having this feeling rather than pretending not to have it (perhaps because they are trying to be accepting). They communicate what they feel and know, rather than hiding behind a mask. Candor on the part of the listener tends to evoke candor in the speaker. When one person comes out from behind a facade, the other is more likely to do as well.

In some cases, the principle of congruence can be at odds with the principles of empathy and acceptance. For example, if the listener is annoyed with the other person, they probably have to suspend empathy and acceptance until they sort things out.

Concreteness refers to focusing on specifics rather than vague generalities. Often, a person who has a problem will avoid painful feelings by being abstract or impersonal, using expressions like "sometimes there are situations that are difficult" (which is vague and abstract), or "most people want..." (which substitutes others for oneself). The listener can encourage concreteness by asking the speaker to be more specific. For example, instead of agreeing with a statement like "You just can't trust a manager. They care about themselves first and you second", you can ask what specific incident the speaker is referring to.

In active listening, it is important not only that the listener has an orientation with the four qualities of empathy, acceptance, congruence and acceptance, but that the speaker feels that listener has this orientation. Consequently, a good listener tries to understand how the other is experiencing the interaction and to shape their responses so that other person understands where they are coming from. Furthermore, the listener must be prepared to deviate from the four principles if that's what the other person wants. For example, if the other person asks for an opinion, the listener should give it, rather than avoid it as implied by the principles of empathy and acceptance.

The Technique of Reflection

A listener can implement the elements of listening orientation through a method known as reflection. In reflection, the listener tries to clarify and restate what the other person is saying. This can have a threefold advantage: (1) it can increase the listener's understanding of the other person; (2) it can help the other to clarify their thoughts; and (3) it can reassure the other that someone is willing to attend to his or her point of view and wants to help.

Listening orientation and reflection are mutually reinforcing. Empathy, acceptance, congruence, and concreteness contribute to the making of reflective responses. At the same time, reflective responses contribute to the development and perception of the listening orientation.

Some principles of reflective listening:

- **More listening than talking**
- Responding to what is personal rather than to what is impersonal, distant, or abstract.
- Restating and clarifying what the other has said, not asking questions or telling what the listener feels, believes, or wants.
- Trying to understand the feelings contained in what the other is saying, not just the facts or ideas.
- Working to develop the best possible sense of the other's frame of reference while avoiding the temptation to respond from the listener's frame of reference.
- Responding with acceptance and empathy, not with indifference, cold objectivity, or fake concern.

Responding to what is personal means responding to things the other person says about him- or herself rather than about other people, events, or situations. If a co-worker said, "I'm worried that I'll lose my job" the reflective listener would try to focus on the worried "I" rather than on the job situation. A response such as "It's scary" would be better than "Maybe the cutbacks won't affect you." When the listener responds to personal statements rather than impersonal ones, the other usually stays at the personal level, exploring further aspects of his or her experience, improving his or her understanding of the situation, and developing a more realistic, active approach to solving problems.

Because the goal of the process is for the other person, rather than the listener, to take responsibility for the problem, reflective listening means responding to, rather than leading, the other. Responding means reacting from the other's frame of reference to what the other has said. In contrast, leading means directing the other person to talk about things the helper wants to see the other explore. The responsive listener addresses those things the other person is currently discussing, often testing his or her understanding of

the other by restating or clarifying what the other has just said, This usually encourages the other to build on the thoughts and feelings he or she has just expressed and to explore further.

While questions can be responsive rather than leading, they very often work to limit the other's initiative by focusing attention on something the listener feels should be discussed. Though small, the question "Why?" can be particularly damaging, since it defies the other to find a justification or logical explanation that is acceptable to the helper. Instead, you might try: "That's interesting; can you tell me more about it?".

Perhaps most important, the reflective listener tries to respond to feelings, not just to content. Feelings emerge in the emotional tone that the speaker expresses, such as anger, disappointment, discouragement, fear, joy, elation, or surprise. Content refers to ideas, reasons, theories, assumptions, and descriptions -- to the *substance* of the speaker's message. As Tannen notes, in troubles-talk, the speaker is often not looking for the solution of the surface problem, but rather for a way to deal with the emotional and social ramifications.

In addition, Carl Rogers notes that a person who receives response at the emotional level has "the satisfaction of being deeply understood" and can go on to express more feelings, eventually getting "directly to the emotional roots" of their problem.

Usually, the listener can be most in touch with the other's frame of reference by responding to feelings that are expressed rather than unexpressed. Since many people do not state their emotions explicitly, this may mean responding to the emotional tone that they express implicitly.

It is extremely important for the reflective listener to respond to negative and ambivalent feelings because this communicates that the listener accepts the unpleasant side of the other's experience and is willing to join in exploring it, such acceptance provides a major release for a person who has previously felt it necessary to suppress negative feelings. The energy that has been used to keep these feelings in check can now be devoted to exploring the problem.

Kolb's Techniques for processing

This is a simple format for debriefing an activity. There are only three questions involved: What? So what? And Now what?.

- What?- What are the activities we just experienced? What were the outcomes? What have you learned?
- So what?- What is the significance of that outcome? Why does it matter? Why should you care? Why are the lessons important?
- Now what?- How are you going to apply what you learned to your life?

The 5 Question Reflection Guide

Adapted from Open to Outcomes

This is another go to method to guide your questioning at the end of a session. Ask the 5 questions below and discuss the answers for powerful insights.

1. Did you notice? What did you notice about...?
2. Why does that happen?
3. Where else in your life does this occur?
4. Why does it happen at school or work?
5. How can you use this information?

This helps to open insight and make a person connection with the learning and the how to apply it in the real world?

Designing Peak Experiential Activities

LESS activity is MORE; but more planning is MASTERFUL!

It is still true that people retain learning best by DOING, EXPERIENCING Life.

Some thoughts to guide your adventure practice

- "Begin with the end in mind." (Covey, *7 Habits* books)
- Pay attention to details, especially in creating an atmosphere for risk taking ---> safety / trust.
- Are you overloading your group with too much information too quickly? If you are anything like myself, the lesson of "less is more" is a daily painful experience! But it is still accurate...
- **Notice, notice, notice!** (develop and practice critical observation skills). Despite when your written plan says to do a particular activity, use your (and your staffs) intuition, senses and previous experience to constantly monitor the process that your group is in. (G.R.A.B.B.S.S., Stage of Development)
- Are you giving people enough "simmer" time? This is time to reflect on what they've seen / felt and experienced, and then provide or encourage creative opportunities to express in small groups what they are experiencing. (People have tremendous power to create their own reality - we simply are reinforcing behaviors (positive) that contribute to effective teams.)
- Timing is essential. Be alert to (and create) teachable moments, then allow the group to capitalize on them. Remember, "when the student is ready, the teacher will appear!" (and not when it is written into the schedule usually!)
- Pause to give members a needed breather / down time. Or do you need to step up the pace? (It may become evident if people are mentally or physically wandering away from the activity.) Ask members if they would take time to express what is on their minds, even if they haven't quite been able to clearly define their emotion or thoughts. Maybe using writing time, solo, a song, partnered discussion is another way for them to best express.
- Pause for an energizer or humor to defuse tension / seriousness.

- Feel free to skip an activity if it is no longer relevant, or if you need a more powerful activity to peak the group's learning. ***Assert control and alter any of the following components to heighten the activity: metaphors, allotted time, physical environment (space), the degree of perceived risk.***
- Do your best to allow for the time for your group to play with alternatives that will let them decide where they need to go next. (Guided discovery).
- Don't be afraid to stimulate and provoke thought simply because it is uncomfortable or controversial. On the other hand, be careful to prepare people for where they may be going and be sure to respect people and allow them to make their own choices. (E.g., obtain permission and be up front about what impact your activities will have on people physically, emotionally, mentally and spiritually).
- Speak honestly (forthrightly, at times) and from the heart. Model this -through the Commitment Agreement-and then listen.
- Allow people to experience the consequences of their choices as often as possible-and still be safe! Core of the Facilitator Creed!
- Go for the extremes, but keep everything in balance. Have fun and be serious -> and don't forget to season both with passion. Challenge them!
- Cause thinking that is "***out of the box.***"
- Allow people to see / feel what it is like to ***break-through*** their former (old) way of thinking (Trapeze, Wall, Puzzle, Blind Buddy Stretch Walk, 3-D Web.)
- It is said that our most powerful influences / experiences on our beliefs come from our family of origin. Unfortunately, many of these experiences have been painful, dysfunctional and sadly lacking in moral integrity. Therefore, to really foster healthy, trust engendering teams means not only starting from scratch, it means changing fundamental beliefs / behaviors.
- Kurt Lewin, behavioral researcher, proposes that you need to break down ("thaw out") a previously held ("frozen") belief before one can break through to a new one. Then, reinforcement is essential for a period of time before the new belief is solid ("refrozen"). It is during this time that the new belief, not yet a firmly held behavior or habit, is very vulnerable and volatile. This theory explains the difficulty one has in trying to change old familiar, probably even dysfunctional BUT powerful habits. Support experiential, creative activities that are carefully sequenced to reinforce

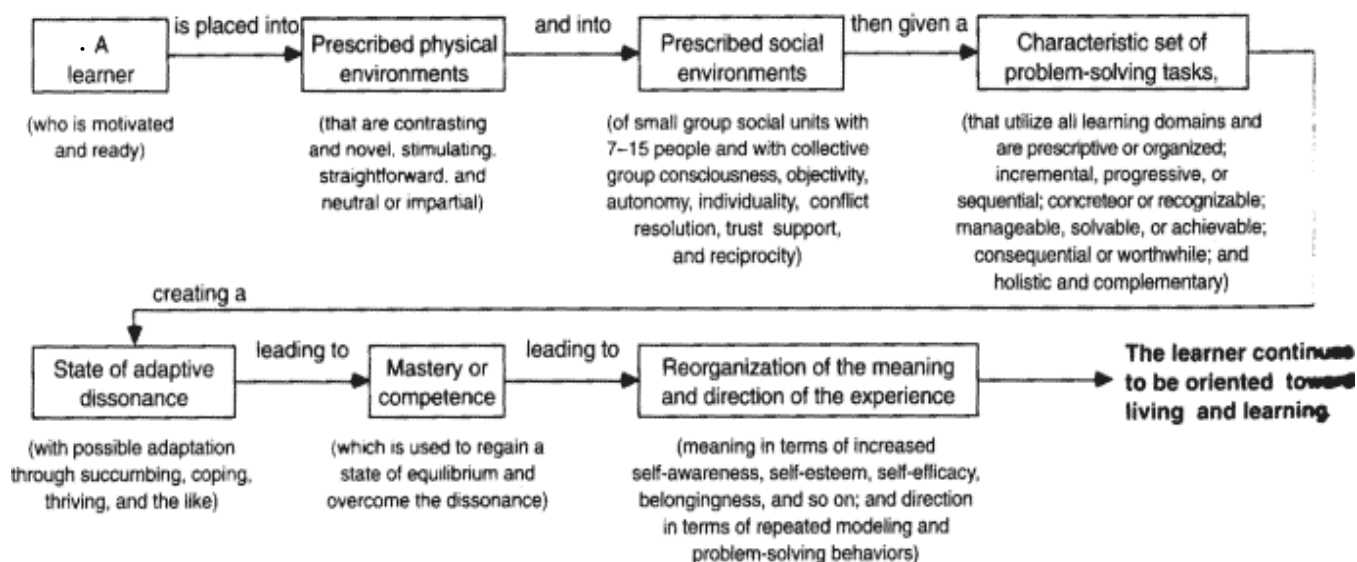
people's gradual progress; and the need for patient, compassionate responses to their periodic regressions. Nonetheless, the challenge for facilitators is to continue to firmly support them by seeing or holding them in their goal, (potential, highest), even when they do not seem capable of doing so, WHILE still supporting *their* choice to do so.

What is Outward Bound's Secret; How does it work?

by Researchers Walsh & Golins

1. A motivated and ready learner who is placed into
2. prescribed physical and social environments, then given a
3. characteristic set of problem-solving tasks which creates a state of
4. adaptive dissonance leading to
5. mastery or competence which in turn leads to
6. reorganization of the meaning and direction of the experience. In this way, the learner continues to be
7. oriented toward living and learning.

Finally, the Outward Bound Process Model (OBPM) suggests that the learner will then continue to be positively oriented to further learning and development experiences (transfer).



CHAPTER SEVEN:
**Reference &
Testing
Information**

Low and HIGH SKILLS CHECK LIST
Operations Training Information (OTI);
MASTER LIST ADV SEQ G-A-T;
SIMPLE Low Rubric;
LOWS Testing Schedule;
ACCT Portfolio outline
Low and HIGH Written Exams, level I and II

Pro Image & Associates, LLC

Low Elements and Portables Practitioners Skills Checklist

Name of Participant: _____

Name of Observer: _____

- Is aware of both Industry Standards Organizations
- Knows where to find information about the standards
- Has specific knowledge of which standards are applicable to different situations
- Has Spotted:
 - 1-on-1
 - Pendulum
 - Willow in the Wind
 - Low-Elements [List which element: _____]
- Has taught Spotting
 - 1-on-1
 - Pendulum
 - Willow in the Wind
 - Low-Elements [List which element: _____]
- Has led a game [List game led: _____]
- Has led an initiative [List initiative led: _____]
- Has led a low-element [List low-element led: _____]
- Has demonstrated knowledge of Sequencing
- Has created a logical sequence of events
- Has led a group reflection

- Has demonstrated ability to adjust a sequence of activities as necessary
- Has received a score of 80 or higher on a written examination
- Has demonstrated ability to manage risks appropriately "on fly"
- Has demonstrated ability to mentor and supervise other staff
- Demonstrated ability to design program and use space, props creatively and appropriate to the group's needs.
- Ability to work with more than one type of client.
- Other?

High Ropes Challenge Course Skills Checklist

Name of Trainee: _____

Name of Observer: _____

Has demonstrated awareness of the two primary industry organizations

Has demonstrated knowledge of where to find information concerning the standards

Has demonstrated knowledge of specific industry standards and can find those specific standards upon request

Is able to belay (Pull, Brake, Cross, Slide) using the following devices:

Figure 8/Rescue Figure 8

SBG

ATC

Gri-Gri

Standing Hip Belay

Is able to teach how to belay with the following devices:

Figure 8/Rescue Figure 8

SBG

ATC

Gri-Gri

Standing Hip Belay

Is able to determine when to use which belay device

Is able to teach how to teach belaying

Has demonstrated ability to supervise and evaluate a participant in correct belaying technique

Is able to properly connect a participant to a lifeline ("scratch your nose, don't pick it")

Is able to execute a transfer ("one, two, one, never none")

Is aware of and demonstrates at least 3 self belayed climbing techniques (bearclaws, cable or rope grab, prusikking, flipline)

Has demonstrated ability to coach a participant in completion of an element

Has demonstrated ability to calm the fears of a participant

Is able to safely execute a simple belay escape

Has knowledge of the difference between an Assist and a Rescue

Is able to execute an Assist

Is able to execute a 1 Person Non Cut-Away Rescue

Is able to execute a 2 Person Non Cut-Away Rescue

Is able to evaluate whether a Cut-Away Rescue is needed

Is able to execute a 2 Person Cut-Away Rescue

Is able to replace a rope using P-Cord

Is able to correctly setup a belay system (Climbing knot tied correctly, appropriate style of connector, belay device set up correctly)

Is able to perform a pre-use inspection of an element

Can follow an Emergency Response Plan

Knows how to coil rope in the following fashions:

Mountaineers

Backpackers

Butterfly

Is able to tie the following knots:

Bowline	Alpine Butterfly
Bowline on a Bight	Clove Hitch
Figure 8 on a Bight	Mule Knot/Hitch
Figure 8 Follow Through	Munter Hitch
Super 8	Prussik Knot
Kleinheist	Prussik from Scratch
Girth Hitch	Half Hitch
Fisherman	Killick Hitch
Double Fisherman	Water Knot

Is able to rappell

Is able to instruct others in rappelling

Is able to perform a Fireman's Belay

Is able to coach others in Fireman's Belay

Is able to safely execute a Zip Line Send Off

Is able to safely execute a Zip Line Take Down

Is able to execute a specialty element on your home course

Name of Element: _____

Name of Element: _____

Name of Element: _____

Is able to identify a Dynamic Rope

Is able to identify a Low stretch / Static Rope

Is aware of the difference between a Dynamic and Low Stretch/Static rope

Demonstrated knowledge of correct applications of Dynamic & Low Stretch/Static ropes

Is able to lead a safety briefing covering all local safety protocols

Is able to lead an appropriate debrief/reflection

Demonstrated ability to teach others how to correctly put on a climbing harness

Demonstrated ability to perform safety checks relevant to wearing a helmet

Demonstrated ability to perform pre-climbing safety checks (buckles, squeeze, rope, seat)

Element Operations Orientation and Risk Management

- Where is each located?
- Is there one or more logical progressions based on their design, location?
- What set up and how much time is needed to allot per each element? (Are there props necessary, which ones, how to store them most efficiently?)
- What variations are available?
- What spotting/belaying technique(s) is/are essential to operate this element?
- (HIGHS only) What SELF BELAYED CLIMBING method is best (or only choice) for me to access this element?
- How much prep time do I need to plan in order to do this element?
- Is/are there any additional prop(s) I will need
- What ranges of group size will work for each activity, or is there an ideal size only? How many staff needed, range of ability, training and experience needed?
- How can I use each element-themes, outcome goals (more related to curriculum development, rubric)
- Understand the standards of PRCA / ACCT as it relates to operation of each element-what is required to simply run / operate / lead the element (**level I, site specific**)? How do I supervise others on this element or area (**Level II, site specific**)?
- How to take care of each element to keep it safe and looking new?
 - What is inside the maintenance bag?
 - What tasks can / should your organization do? What can / must Pro Image & Associates, LLC, the professional vendor (we) do?

Personal Safety Gear (PSG) HIGHS ONLY

- **Inventory / storage, manufacturer's instructions re: retirement / care, laminate these**
- **Helmets** -from Inspection report and stock
- **Harnesses**- from Inspection report and stock
- **Chest Harnesses**- from Inspection report and stock
- **Hardware**- from Inspection report and stock
 - Connectors-Quick Links, Steel /Aluminum carabiners, different locking gates

- Belay friction devices - Omega SBG II, ATC, Rescue Figure 8, Sticht plates
- Other friction devices? Reverso/Reversino, Gri-gri, standing hip belay
- **Ropes** -from Inspection report and stock
 - Bearclaw (2 lanyards with Zorber, snap hooks or steel carabiners)
 - Prusik statics, Parachute cord

1. Sequencing, and use of games, trust and initiative activities, use of metaphors, assessing group's readiness, group stage and facilitation & debriefing techniques.
2. Operation of at least half(LI) / ALL (LII) stations of YOUR Low Challenge courses** (Includes portable events-Trapeze Jump, All-Aboards, Maze, Meuse, Trolleys, A-Frames, Cap Fun Bag).
3. Spotting and belaying protocols- ability to spot and teach (LI) as well as supervise (LII) other spotters in a variety of different LOW events, such as Trust Falls sequence, TP Shuffle, Mohawk Walk, Swinging Log, Nitro Crossing, Spider Web, Pirates Crossing, WWRR; methods and techniques for spotting; adjusting spotting techniques to fit activity, supervising, teaching others, knowing when group is ready for spotting and different sequencing of spotting.
4. Knots (Prusik, clove hitch, safety knots, identifying splices);
5. Rope care handling/coiling/when to retire;
6. Set up/take down, access and set up systems for all the elements;
7. Awareness of the history of the challenge course field - existing standards from both PRCA / ACCT perspectives;
8. Ability to *lead* (LII) / *assist* (LI) Emergency procedures protocols specific to YOUR challenge course**;
9. Universal programming, accessibility, inclusion, adapting activities for all participants despite physical or other barriers.

Games, Trust Elements, & Low Initiatives, by Categories

Games (Captain Fun Bag)

1. Raccoon Circles / Lycra Tubes-Race Car; Group YOGA; Yurt; 4 Way Sling Shot
2. OTHER STRETCHES -Back to Back; Rowboat; HA!; Dog Shake
3. DEINHIBITIZERS- Screaming Toes; Wobble/Evolution; Jamaquack; Nose Jousts
4. NAME GAMES- Animal Toss Names; Peek a Who; Hog Call; Action Name
5. GET TO KNOW-Stage Show-moving / stationary
6. ACTIVE Wolf Howl; Adventure Run
7. PARTNERS- Change 5 Things; Mirror Model; Handshake Off-Balance
8. TAG GAMES Foxtails (Bandana tag, Everybody's It); Blob Tag; Noodle Tag
8. MORE TAG GAMES Cat in the Hat; Dink & Sparkle
9. LEADER LED -DO as I DO; Simon Says; Order Up!; Zoom, Schwartz,...
10. **7 GROUP AGREEMENT TAG aka GAT (or Commitment Covenant)**
Be Safe - Have FUN - Play Hard/Best Effort - Speak from the Heart
Be Creative - Think Deeply - Celebrate Successes & Mistakes
11. MODERATE RISK / ACTIVE People to People; Lumberjack Ninja! / WAH!/ Huh!
Elephant, Bandit, Cow, Stork, Politician, Rabbit, Rhino
12. GAUNTLETS- "Honey I love you but I just can't Smile..."; Running into Hands
13. ACTIVE, Large Group- Jump Rope/Turnstile; Giants, Wizards, Elves
14. BRAIN TEASERS- Who's Got the Beat?; Crossed / Uncrossed; Killer / Wink
15. GREATER RISK TAKING- Machines; Artist, Model, Clay
16. MUSIC-(need boombox, Ipod, LIVE) Different Drum; Musical Chairs
17. MORE MUSIC Knights, Chariots, Jesters, Princes, Dancers, Statues
18. ART- Playdough Charades; Pictionary; Rubber Bands
19. PUZZLES-Quotes in Order
20. CARD GAMES-

Trust Activities

1. Find Your Own Tree
2. Blind Buddy Stretch Walk
3. Trust Falls / Dives, Willow in the Wind
4. Yeah, But... (See Gauntlets above)
5. Mouse Trap Trust Walk/ Hand*

Minimal Prop or Non-Fixed Location Events

1. A Frame, Dowels Ladder Horizontal Hand Walk,
2. Trolleys

Fixed Location Events

1. Nitro Crossing -HOOPS Lily Pads
2. All Aboard / Islands
3. Mohawk Walk-Tired Two Line,
4. Multivine, Tension Traverse
5. Swing
6. Inclined & Balance Logs
7. Traffic Jam
8. Pirates Crossing/Heebie Jeebie
9. White Water River Rescue
10. Meuse
11. Trapeze Jump
12. Spider Web(s)
13. Maze

Low Ropes Levels I & II Certification Test - Written

NAME: _____ **DATE:** _____ **SCORE**

1. What are the 3 components of the Experiential Learning Cycle?

- A. Who? What? Where?
- B. Why? How? Because?
- C. How come? Where are you going? What has changed?
- D. What? So What? Now What?

2. Which of the following is/are appropriate behavior(s) for a facilitator?

- A. Beth Facilitator, 22, begins to flirt with Danny Participant, also 22, during the ropes course program closing.
- B. Sam Facilitator asks the group if he can share a religious reading because it seems relevant to that day's program
- C. Terry Facilitator runs into a situation where he/she must adapt the plan for that group. Terry has not covered spotting so he/she chooses to postpone moving to the Mohawk Walk as the next activity.
- D. Pat Facilitator arrives to the program with the correct layers and outdoor wear and even brought extra layers in case a participant did not come as prepared.
- E. In a discussion with the ropes course manager after the program, Kelly Facilitator identifies a participant by a name who was having troubles during the low ropes program.

3. Who is the most dangerous person on the ropes course? In

what ways (give at least 3) can this person be dangerous?

4. Which of the following is a way to counter being the most dangerous person on the ropes course?

Circle Correct Answer(s)

- A. A humble attitude
- B. Preparation of others
- C. Training certification
- D. Wearing appropriate clothing for the climate

5. Explain the difference between perceived and actual risk. Give at least one real life example of each.

6. What does GRABBSS stand for? Choose all that apply

- | | |
|--------------|----------------|
| A. Gamble | B. Behavior |
| C. Setting | D. Resourceful |
| E. Goals | F. Experience |
| G. Body | H. Stage |
| I. Affect | J. Ability |
| L. Readiness | M. Google it |

6a) Describe below any 3 of the words above in the context of the GRABBSS model.

7. Which of the following would NOT be a desired behavioral outcome of the Trust Segment of the Adventure Education Sequence?

- A. Being open to outcomes
- B. Increased resistance to building relationships
- C. A participant emerges from the group and distinguishes him/herself as a team leader.
- D. Improved listening skills

8. List at least 8 activities you saw in your training(s); categorize them according to type. (low elements, trust, games, initiatives, peak). Make sure you have at least 1 activity for each category.

9. Take one activity from each category and list in order of how it would be used during a typical Low ropes course program.

10. Choose the BEST answer(s): What are the key safety issue(s) that need to be covered prior to bringing a group to the Wall?

- | | |
|--------------------|-------------------------|
| A. Spotting | B. Lifts |
| C. Group Awareness | D. Appropriate footwear |

10a) Why did you choose the answer(s) above? Explain why you feel this is the most important answer(s).

11. What is the best purpose of a debriefing?

- A. To have the facilitator lecture the activity's results from their personal point of view
- B. To have the participants discuss who is to blame for any turbulence during the activity
- C. To have the facilitator lead a guided reflection to allow the participants to learn from their experience
- D. Set goals for the next series of activities

12. Please create a DIFFERENT storyline for a group for one of the following activities. Explain why the storyline "fits" your group. Activities: Giant Finger and Ring, Whale Watch, Object Retrieval, Wall, Nitro Crossing, Spider Web/Minefield

13. Which of the following does not belong, is different from the others? (Circle any/all that apply)

- A. Adventure Run
- B. Different Drum
- C. Yeah, But...
- D. Name Game
- E. Fox Tails aka Everybody's It

14. It is ALWAYS a good axiom for a facilitator to "plan with the end in mind".

- A. True
- B. False

In one or two sentences WHY or WHY NOT?

15. Which of the following is NOT one of the 5 Stages of Group Development according to Tuckman/Weber? (Circle all that apply)

- A. Forming
- B. Warming
- C. Charming
- D. Storming
- E. Swarming
- F. Adjourning
- G. Norming
- H. Harming
- I. Caring
- J. Performing/Transforming

Congratulations! You have completed the Level I test!

(Level II folks, press on!)

Level II Certification Test

Written Portion

16. Create a unique Group Commitment Agreement for two of the following groups (One unique per group). Assume the groups have little to no experience in adventure education.

Group 1: 12 7th Grade boys

Group 2: 15 Co-Ed College Students

Group 3: 10 High School Special Education Students

Group 4: 12 Co-Ed Middle Aged Adults

17. Which of the following is NOT an appropriate closing?

A. Wonderful Circle, each person invited to share a wonderful insight

B. Saying goodbye and quickly telling the group how they did; the bus is waiting.

C. Raccoon Circle, each one affirmed and acknowledged by the others

D. A meaningful song, poem or story allowing the group to reflect on its experience.

18. Explain why your choice in question 17 is not an appropriate closing; please explain why one of the other choices would be. (Or choose a closing not listed and explain why that would be appropriate)

19. Choose an activity you have experienced during this training and describe how you would make this activity “Universal”. (i.e., adapted to allow for ALL participants to take part, regardless of any individual advantage or ability)

20. Choose the BEST answer: What is the primary purpose/significance of using metaphors in a Low (or High) Ropes scenario?

A. It allows the facilitator to use their creativity in creating metaphors.

B. It allows for the participants to relate their Low (or High) experience to some aspect of their lives.

C. It creates an alternate universe for the participants so they can put aside their “real life” issues/troubles.

D. Actually, metaphors are not very significant to a Low (or High) Ropes Course Facilitator.

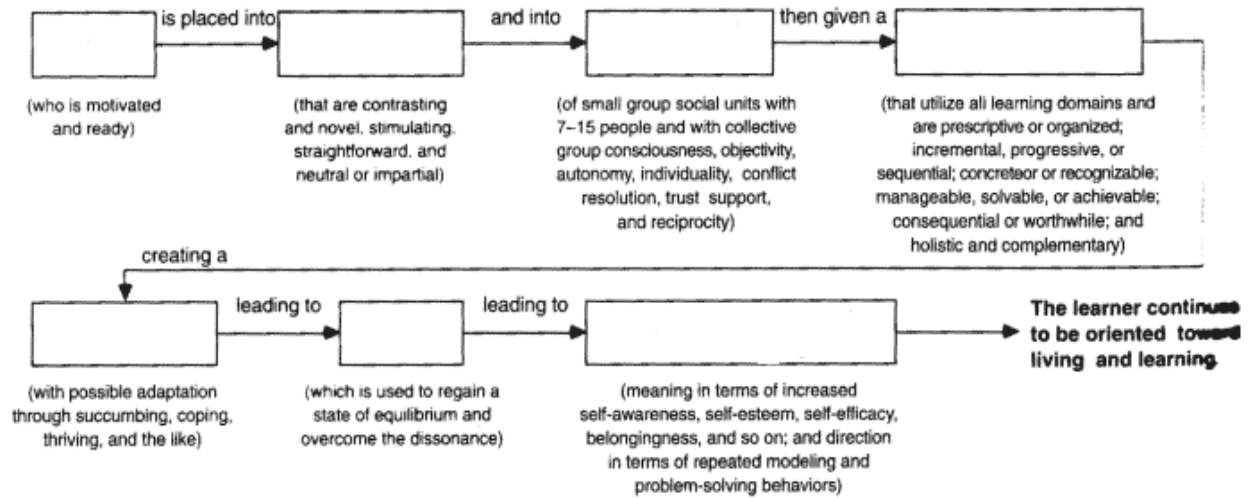
21. A Peak activity must be completed before moving on to a Low Element

A. True

B. False

22. How is the Experiential Learning Cycle (ELC) important to a facilitator’s role in framing and debriefing? Give an example of a question for each portion of the ELC.

23. Fill in the blank spaces (Or explain in your own words):



24. Which of the following is NOT an Ethical responsibility of a facilitator?

- A. Foster relationships based on justice, veracity, professionalism
- B. Act in good faith
- C. Follow through on commitments
- D. Treat the environment with respect
- E. Demonstrate a concern for the needs/expressed desires of all
- F. None of the above

25. How can a poem like *A Prayer for Children* positively affect a facilitator's attempts to connect with a group?

26. What might be some of the conceptual understandings of a group that has successfully experienced "Trust" being present? Fill in at least four of the six statements below:

- A. Dynamic balance between _____ and _____.
- B. _____ of _____ between all parties concerned
- C. Evidence of, " _____ " and a willingness of participants to engage/participate in some way.
- D. Ability of *anyone* in the group to say _____!
- E. Evidence of _____: adjustability (choices), power, challenge, sincerity, willingness to create win-win for one another, communication.
- F. The presence of _____, two truths, apparently opposite, both present.

- 27. When debriefing, which of the following words (question) create an open inquiry? Circle those that apply.**
- A. What?
 - B. When?
 - C. Why?
 - D. How?
- 28. In what situation might you use a closed inquiry as opposed to an open inquiry?**

2015 ANSI/PRCA High Ropes Levels I & II Written Examination

NOTE: The entire test is geared for Level 1 with the exception of questions 11-17.

NAME! (2 pts): _____ DATE: _____

1. Explain how an annual inspection differs from a pre use / daily inspection.
(Hint: who does it? How is it done?)

2. What are at least two specific purposes of an annual inspection?

3. What do the letters in the following two acronyms stand for: P R C A , ACCT?
(circle the two that apply)

P _____ R _____ C _____ A _____

A _____ for C _____ C _____ T _____

4. What do these two organizations do for the field / industry of challenge rope courses? (circle all that apply)

- a. Nothing
- b. Set standards for operation and building of challenge courses.
- c. Charge \$; share proceeds annually with less fortunate challenge course practitioners
- d. Research information and develop relationships with other pre-existing safety organizations for the safety well being of challenge course practitioners.
- e. Lobby congress for federal and state money for ropes courses.
- f. Write the operations manuals for camp, schools and other organizational members
- g. Offer trainings for certification.

5. Once the climber and belayer have been connected to the belay system, what are the four checks that must be performed immediately prior to the belayer declaring, "Belay On!"?

- A.
- B.
- C.
- D.

6. When should the staff and participants be wearing a helmet?

7. Is there anywhere at the Ropes course site where they can be without it?

8. What are at least 3 (Level 2: 5) belay devices used on challenge courses?

9. Give one example of when you would use one belay device over another and explain why.

10. According to the PRCA there are only 3 ways in which you may have a single connection point between a climber and his lifeline. What are they? (HINT: 2 involve hardware; one does not!)
- A.
 - B.
 - C.
11. Imagine you are using bear / lobster claws to climb a tree. As you climb you are connecting to the staples as your anchor points. Once you've reached your platform, you connect the two aluminum carabiners at the end of your claws to the belay cable. What are the two things wrong with this picture?
12. Imagine you're doing some self belayed climbing. For each group below, circle the connection point that is the best option.
- A. LEAP Anchor, Staple, Rope Element
 - B. Throughbolt with a backup, Throughbolt without a backup, Rope Element
 - C. Belay Cable, A Horizontal Guy-Cable without a backup, Footcable
 - D. Too Cool for Gear, Throughbolt without a backup, Wrapping Around the Tree
 - E. Nut Eye Bolt, Oval Eye Bolt, Shoulder Lag Eye Screw (SLES)
13. From the following list of terms (all listed/defined in the 2014 ANSI/PRCA Standards; *some are listed in the 2012, 8th edition of the ACCT standards), please select 4 and define them as briefly yet accurately as possible.
- A Belay System
 - B Dynamic and low stretch or static ropes
 - C Working load limit (WLL); formerly called safe working load (SWL)
 - D Redundancy
 - E Self belay, Self-belayed climbing
 - F Shear and Shear Reduction Device (SRD)
 - G Local Operating Procedure (LOP)
 - H American National Standards Institute (ANSI)
 - I lanyard
14. The following are critical features for lifelines / belay ropes at the challenge course. Please choose 3 and explain why they are significant. Use the back of the paper as necessary: Flexibility, Durability, Comply with Industry Standards, Used in Compliance with Manufacturer's Instructions, Use with Belay Devices, How Ropes are Stored
15. While you are watching a participant belay please explain how 3 of the following terms relate to the rope and the safety of the participant: Tension, Slack, Abrasion, Tensile Strength (Breaking Strength), Flexibility, Static/Dynamic, Shear, Friction
16. What is the difference between a pulley and an SRD?
17. During your Pre-Use Inspection you find a questionable piece of equipment in your gear shed. The Challenge Course Manager is not at the location. What should you do?

END LEVEL I Thanks for all your efforts!

BEGINS LEVEL II

18. Which of the following answers minimally meet the latest ANSI/PRCA standards to be qualified as a fully certified high Challenge Course facilitator/Guide-level 1? (RCCF/G-1)

- A. 18 years of age, 10 hours of training, no prior experience necessary
- B. 16 years of age, 20 hours of training, duration 2 years, no prior experience necessary
- C. 21 years of age, 40 hours training, 100 hours facilitator experience

19. Which of the following answers meet the latest ANSI/PRCA standards to be fully certified as high Challenge Course facilitator/Guide-level 2? (RCCF/G-2) BONUS: Which is ACCT's definition as level 2?

- A. Supervises level 1 staff, 200 documented hours of program experience as level 1, certification duration is 3 years, 18 yrs minimum age
- B. 18 years of age minimum, certification duration is 2 years, documented program experience as a Level 1 determined by vendor, Execute a rescue, includes low ropes operations.
- C. 18 years of age, 50 documented hours of program experience as a Level 1, assists a rescue, 80 total hours of training.

20. Which of the following answers meet the latest ANSI/PRCA standards to be certified as Rope Challenge Course Administrator / Director (RCCA/D)

BONUS: which is ACCT's definition of a Challenge Course Manager?

- A. CCM will be able to develop a plan for in-service training of practitioners, 30 extra hours of management training, Certification duration 5 years, Develop LOPs, 21 years of age.
- B. Age 21; member of industry professional association; ability to perform course related tasks and to identify industry specialists to do what they can not; knowledgeable, experienced, trained (and / or competent) and supervise all aspects in the RCCA/D; duration 2 years
- C. Age 18, supervise all aspects of Challenge Course, develop Local Operating Procedures.

21. What emergency procedures/protocols need to be determined by the RCCA/D and then discussed and practiced by his / her staff?

(circle all that apply)

- a. Evacuation plans
- b. Organization of the storage shed
- c. Site specific First Aid procedures
- d. Health and risk waiver forms for the group
- e. Rescue procedures
- f. Schedule for a rainy, stormy day

22. Please explain the process of a 1 person non-cutaway rescue. Assume you've taken all of the steps leading up to deciding a rescue was necessary. Start with grabbing the rescue bag.

What 2 actions should you try to avoid unless all else fails?

23. How should your rescue rope be packed in the bag-carefully coiled or stuffed? In a sentence, why?

24. A participant is on the Pirates Crossing. He/she is nearing the middle of the element when he/she

falls off. As the participant falls, their end of the rope gets wrapped around the belay end. The participant is now frozen with fear and perhaps has passed out.

What are the steps to follow IMMEDIATELY to determine course of action? Due to the situation, what type of rescue equipment might be used? needs to be performed? What are the steps you would take as the facilitator? What is the last resort? (Use the back of this test to record your answer)

25. Give at least one legitimate reason for an “escape” from belaying for a ropes course supervisor (or level II)?

26. What would be the simplest way to accomplish this “escape”? Circle all the equipment / techniques that could be used.

- A A prusik sling , aluminum carabiner
- B A prusik sling, steel triple lock captive eye carabiner
- C A bearclaw
- D A piece of steel cable
- E A Full body harness
- F Knowledge of a mule hitch and munter hitch

27. From the following list of terms (all listed/defined in the 2014 ANSI/PRCA standards, and many in the 08, 12; 7th and 8th editions of the ACCT standards), please select 4 and define them as briefly yet accurately as possible. (*Or select 3 terms you did not know before coming to this training / reading the standards, and define please in your own words)

- A. Qualified Person
- B. Competent Person
- C. Authorized person
- D. Qualified Rescue Person
- E. Qualified Ropes Challenge Course
- F. Non certified anchors
- G Work Positioning
- *H _____
- *I _____
- *J _____

28. In a few sentences, describe an experience / process you have had that has matured you as a practitioner. How has it assisted you in handling unpredictable situations, mentoring others and managing risk with greater wisdom?

29. Ideally, where should gear be stored when not in use? What issues should storage take into account/prevent?

30. What is an instance you would use a pulley instead of an SRD?