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Incorporating adventure education into your classroom

Dana Romanello

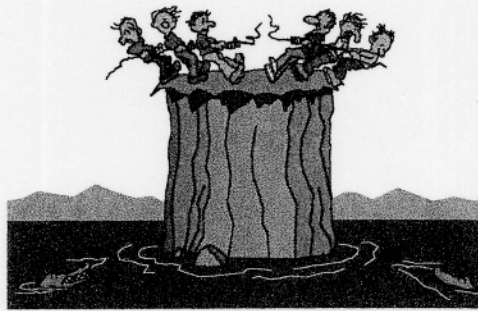
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Incorporating Adventure Education Into Your Classroom



Workshop

May 16, 2000

Presented by Dana Romanello
*Masters of Science in Secondary Education
of Students Who are Deaf or Hard of Hearing*

Final Project

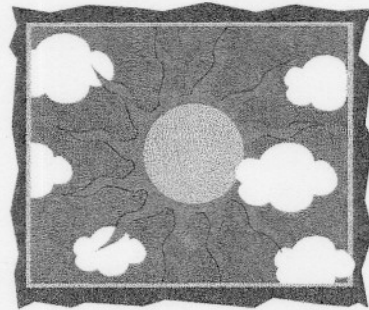
Incorporating Adventure Education Into Your Classroom



Agenda

- 9:00-10:00 Introductions: Activity "Who Are You?"
- ☉Adventure Education: What is it?
 - ☉History of Adventure Education
 - ☉Self-Esteem, Deafness, and Adventure Education
- 10:00-10:15 Adventure Education: Principles and Practices
- 10:15-10:30 Activity: Toxic Waste
- 10:30-10:45 Break
- 10:45-12:00 Incorporating Adventure Education in YOUR classroom
- ☉Part 1: Students - What do we do with them?
 - ☉Part 2: Initiatives...Elements...Activities
 - ☉Part 3: The Art of Good Facilitating
 - ☉Part 4: Processing - What it is and how to use it
- ☉Wrap-Up: The Talking Stick
- ☺ Enjoy the refreshments provided ☺

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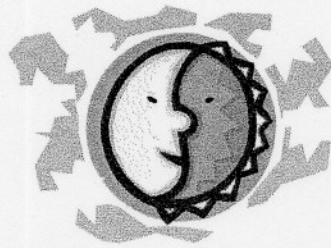
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Adventure Education: What is it?



Adventure Education: What is it?

Two stonecutters...were engaged in a similar activity. When asked what they were doing, one answered, "I'm squaring up this block of stone." The other replied, "I'm building a cathedral." The first may have been underemployed: the second was not. Clearly what counts is not so much what work a person does, but what he perceives he is doing it for.

Willis Harman (Caine & Caine, 1994, p. 99)

History of Adventure Education

Approaching outdoor adventure and challenge as a way to teach perseverance, skill, teamwork, leadership, and compassionate service was the brain-child of Kurt Hahn, a native to Berlin, Germany. Hahn became aware of the enormous impact that German submarines had on British ships in the North Sea during World War II. Drawing from his experiences as an educator, he and a team of others devised a program of intensive training for British Seamen. The program became known as Outward Bound, from the nautical term for a ship leaving port on a sea journey. (Sakofs & Armstrong, 1996)

Prior to his work with the military in WWII, Hahn, with support both financially and philosophically from Prince Max von Baden, opened the Salem School in 1920, which is still in operation today. The school was an attempt to provide a healthy environment in which young people could learn habits of life that would protect them against the deteriorating values of modern life. The most critical of those were fitness, skill and care, self-discipline, initiative and enterprise, memory and imagination, and compassion. One of Hahn's convictions was that students should experience failure as well as success. They

should learn to overcome negative inclinations within themselves and overcome adversity. In 1930, three years prior to his exile from Germany due to his outspoken opposition of Adolf Hitler and the Nazi party, Hahn drew up "The Seven Laws of Salem" to describe his methods of education which are the foundation of Outward Bound as we know it today. Founded in 1941, Hahn infused intensity into Outward Bound, asking questions such as: "Can a demanding active service to their fellow man, in need and in danger, become an absorbing leisure activity for an ever increasing number of young people?" His answer? "We need an aristocracy of service as an example to inspire others to do likewise." (Sakofs & Armstrong, p.9)

As Hahn reasoned, the link between the individual and the school depended on the relationship between the school and society. As the Outward Bound movement expanded following WWII, it was brought to the United States by educators such as Joshua L. Miner of Phillips Academy and F. Charles Froelicher of Colorado Academy. From the 1960's through the 1970's Outward Bound sought to influence American schooling by persuading teachers and administrators to adapt and incorporate experiential methods from the outdoor program to enhance formal schooling. Teacher training courses were set up attempting to relay ideas and philosophies to school personnel for development within the schools. Studies of those in-school adaptations produced some alternative models and promising but varying results.

Starting in the early 1970's, an offshoot of Outward Bound, Project Adventure, was started by instructors who wanted to have a closer working relationship with conventional schools. Project Adventure has been identified as an exemplary model by the National Diffusion Program of the U.S. Department of Education. Having its foundations in Outward Bound, Project Adventure went on to create a repertoire of its own to assist schools in adventure programming, teacher training, and counseling. Project Adventure

has been responsible for coining such phrases and ideologies as "Challenge by Choice" and the "Full Value Contract".

In the mid-1970's Outward Bound was part of a larger movement within the United States generally referred to as experiential education. The movement had some impact in offering alternative programming, but Outward Bound chose to stay apart organizationally, mostly offering ideas and short-term training, then hoping that mainstream institutions would take it from there.

The Seven Laws of Salem

1. *Give the children opportunities for self-discovery.*

Every boy and girl has a grande passion, often hidden and unrealized to the end of life. The educator cannot hope and may not try to find it out by psychoanalytical methods. It can and will be revealed by the child coming into close touch with a number of different activities. When a child has come "into his own," you will often hear a shout of joy, or be thrilled by some other manifestation of primitive happiness.

2. *Make the children meet with triumph and defeat.*

It is possible to wait on a child's inclinations and gifts and to arrange carefully for an unbroken series of successes. You may make him happy in this way - I doubt it - but you certainly disqualify him for the battle of life. Salem believes you ought to discover the child's weakness as well as his strength. Allow him to engage in enterprises in which he is likely to fail, and do not hush up his failure. Teach him to overcome defeat.

3. *Give the children the opportunity to self-effacement in the common cause.*

This applies even to the youngsters out to undertake tasks that are of definite importance for the community. Tell them from the start: "You are a crew, not passengers. Let the responsible boys and girls shoulder duties big enough, when negligently performed, to wreck the State."

4. *Provide periods of silence.*

Follow the great precedent of the Quakers. Unless the present day generation acquires early habits of quiet and reflection, it will be speedily and prematurely used up by the nerve-exhausting and distracting civilization of today.

5. *Train the imagination.*

You must call it into action, otherwise it becomes atrophied like a muscle not in use. The power to resist the pressing stimulus of the hour and the moment cannot be acquired in later life; it often depends on the ability to visualize what you plan and hope and fear for the future. Self-indulgence is in many cases due to lack of vision.

6. *Make games (i.e., competition) important but not predominant.*

Athletics do not suffer by being put in their place. In fact you restore the dignity of the usurper by dethroning him.

7. *Free the sons of the wealthy and powerful from the enervating sense of privilege.*

Let them share the experience of an enthralling school life with sons and daughters of those who have to struggle for their existence. No school can build up a tradition of self-discipline and vigorous but joyous endeavor unless at least 30 percent of the children come from homes where life is not only simple, but even hard.

In addition to the Seven Laws of Salem, Hahn also delineated the benefits that such an education offers an individual. He says:

He will have a trained heart and a trained nervous system which will stand him in good stead in fever, exposure, and shock; he will have acquired spring and powers of acceleration; he will have built of stamina and know-how to tap his hidden resources. He may enjoy the well-being which goes with a willing body. He will have trained his tenacity and patience, his initiative and forethought, his power of observation and his power of care. He will have developed steadfastness and he will be able to say "No" to the whims of the moment. He will have stimulated and nourished healthy interests until they become lively and deep, and perhaps develop into a passion. He will have discovered his strength and have begun to cure some of his weaknesses.

The average boy when first confronted with these tests will nearly always find some that look forbidding, almost hopelessly out of his reach, others he will find easy and appealing to his innate strength; but once he has started training he will be gripped by magic – a very simple magic, the magic of the puzzle...and he will struggle on against odds until one day he is winning in spite of some disability. There always is some disability; but in the end he will triumph, turning defeat into victory, thus overcoming his own defeatism.

Outward Bound

Mission Statement

Outward Bound's purpose is to develop:

- ☯ Respect for self
- ☯ Care for others
- ☯ Responsibility to the community
- ☯ Sensitivity to the environment

The Outward Bound process assumes that learning and understanding take place when people engage in and reflect upon experiences in challenging environments in which they must make choices, take responsible action, acquire new skills, and work with others. Outward Bound implements its educational and social purposes by providing leadership in experience-based programs, offering courses in its schools, conducting demonstration projects, and helping others apply Outward Bound principles.

Outward Bound seeks to:

- ☯ Strengthen its organizational effectiveness
- ☯ Improve the quality of its program
- ☯ Expand the influence of its principles

Project Adventure

Mission Statement

Project Adventure's mission is to be the leading organization in helping others to use Adventure education as a catalyst for personal and professional growth and change.

We are committed to live our vision of excellence by:

- ★ Promoting the value of diversity
- ★ Creating innovative products and services
- ★ Designing programs which help groups learn from one another and cooperate to develop healthy communities and environments
- ★ Evaluating and continuously refining the impact of our programs and products for quality and safety
- ★ Advocating the concept of Challenge By Choice
- ★ Maintaining an open and fun work environment which honors the Full Value Contract

We are committed to providing comprehensive products and services worldwide, including;

- ★ Exemplary training which will inspire our clients to develop creative new applications in their own environment
- ★ The highest-quality publications in the field
- ★ Leadership in the design and building of Challenge Ropes Courses
- ★ The most comprehensive source of products for Adventure-based programs

Self-Esteem and Deafness

As educators who use the outdoors and challenging situations to help students to learn more efficiently, we all aspire to teach our students (participants) something useable; therein lies the value of our program. But, unless we assist our students in providing their own linkages, bridges and connections to their learning, the utility of much of their education we care and work so hard to bring about is put away in the equipment room along with the ropes and backpacks."

Michael A. Gass (p. 24)

Researcher exploring self-esteem/self-concept has often reported lower scores for deaf people as compared to hearing people. These results may have supported the negative stereotype associated with deaf personality development (Cates, 1991). Other researchers have found comparable self-esteem in deaf and hearing people (Yachnik, 1986; Garrison, Tesch, DeCaro, 1978). There are many factors that seemingly effect the development of positive self-esteem and self-concept of deaf individuals and more research is needed to clarify the impact self-esteem may have on achievement.

Desselle (1994) showed that a positive relationship exists between a family's communication method and the deaf child's self-esteem. This is not surprising since the more effective the communication, the more the child feels part of the family. In the same study we find that hearing parents who used total communication had children whose self-esteem was higher than those whose parents used speech only. The limitations of using speech only are many, and oftentimes children are left out of conversations.

Yachnik (1986) reported that deaf students of deaf parents have higher global self-esteem than the deaf students of hearing parents. These deaf students

are much more likely to grow up with full language acquisition (ASL) and be able to freely express themselves and understand others, as well as having substantial social interaction with other Deaf students and adults. The deaf child with hearing parents, on the other hand, may have had (in many cases) partial input/exposure to language, and strained communication within the family and social situations.

In addition to family communication, parental attitude toward deafness may also have significant influence on self-esteem. In a study conducted by Warren and Hasenstab (1986), a number of variables influencing self-concept in severe to profoundly deaf children were studied. Parental child-rearing attitudes carried the most weight.

There has been considerable debate and varying results relative to self-concept and deaf persons. Levine (1956) reported limited language development as the reason deaf adolescent girls had personality constriction, interpreted from a Rorschach assessment. A study conducted by Craig (1965) indicated that in comparison to hearing children, deaf children have a more positive self-concept. Sussman (1973) administered the Tennessee Self Concept Scale (TSCS) to deaf adults and reported a generally low self-concept (Garrison, Tesch, and DeCaro, 1978). One of the major reasons for these discrepancies is the linguistic limitations relative to spoken and written language that is common throughout the deaf population.

Garrison, Tesch, and DeCaro (1978) mention several linguistic problems associated with the Tennessee Self-Concept Scale (TSCS) when it was administered to deaf students who would be enrolled in NTID that fall. The problems occurred with: 1) understanding negatives implied by comparisons and/or inferences; 2) idiomatic expressions; 3) items containing references to "other people" were related to the persons own experiences with a limited number of people; 4) definitions of sentences tended to be limited to a single

context; 5) item concerning family issues contained subjects and objects that were often reversed in order; 6) words such as "think" or "feel" were often interpreted in terms of actions that could be easily observed. Clearly these kinds of perceptions and relative comprehension of the test items and responses has a direct effect on the results. The questions of test reliability and validity are thus raised. Do deaf students really have a self-concept that is lower than hearing students or is language an issue influencing the results?

Adventure Programming: Influence on Self-Esteem and Team Building

Priest and Lesperance (1994) studied the Corporate Adventure Training Program (the "CAT" program) and its long term effects on the participants. The participants came from a data analysis group within a financial company and financial risk analysis groups comprised of employees from various regional offices. All of the participants were upper management: vice-president to area managers. At the close of the program itself, each group showed significant increases in all areas of team cohesiveness. Importantly, over a period of 6 months after the program finished, 2 out of the 4 teams dropped back down to the levels they were at prior to starting the program. The third group's levels dropped significantly in comparison to their scores immediately after completing the program. Only one group was able to increase the levels of team cohesiveness. This was accomplished through self-facilitation. This group employed a variety of strategies and techniques such as guided reflection, building on successes and learning from setbacks encountered at work (Priest and Lesperance, 1994). Clearly, this shows that Adventure Education does have a positive influence on the participants, but in order to make that a lasting impact, follow-up is vital.

A follow-up study conducted by Priest (1998) examined physical challenge and the development of trust through the CAT program. Seventy-five employees from a New Zealand high-technology computer company participated in this study. The groups experienced significant gains in levels of dependability, encouragement, and mutual trust.

A similar study was done by Luckner (1989) with deaf college students to examine the influence of participation in an outdoor adventure course relative to

student self-concept. Comparing the experimental group with the control group, the positive effects are seen with a significant increase in both the average self-esteem and self-concept of the experimental group relative to the control group. The follow-up consisted of re-surveying the students 2-weeks and 2-months after the program finished. No follow-up activities were reported, and the self-esteem and self-concept means stayed relatively the same.

In comparison to Priest and Lesperance (1994) study, it seems that those levels should have dropped. One reason may be the environment from which the participants came. In the Priest and Lesperance study, many of the participants were geographically separated, and this made it difficult to work on team building skills. Also, the life of upper management people may be distinctly different from the life of undergraduate college students. The likelihood that the 10 students who participated in the Luckner study knew each other prior to and after the research is high. That interaction is another way of facilitating and maintaining individual and group self-esteem and self-concept. These students shared a rich and challenging experience which binds people in a unique and strong way. Their reasons for going on the trip were more likely recreational and personal growth, whereas the reasons behind the corporate group experiences were related to their jobs. These differences influence the longevity of the effects.

Interactive Adventures at The Red Barn

NTID Freshman Seminar

The National Technical Institute for the Deaf (NTID) is a college within the Rochester Institute of Technology (RIT). All freshman are required to take a class entitled "Freshman Seminar" and many of the teachers use Adventure Education as a means of bonding groups through a shared, out-of-the-box kind of experience. This is offered through a program at RIT called "Interactive Adventures at The Red Barn", and literally takes place inside of a big, old red barn. One Freshman Seminar class from NTID spent about an hour and a half at the barn. The facilitators for the group were both second-year graduate students in deaf education at NTID and used Simultaneous Communication in order to best fit the communication needs of the students. Evaluation forms were passed out at the end of the experience, collected that same day, and summarized using both the numeral rating scale and written comments.

NTID Freshman Seminar

N = 16	
Evaluation Question	Mean score
1. Overall quality of the experience	7.5
2. Focus of the groups goals	Teamwork
3. Effectiveness of the experience to aid in meeting the groups goals	7.5
4. Facilitator's ability	7.9
5. Recommendation of this experience to others	7.6

Freshman Seminar Sept. 9, 1999

Evaluation Responses

Q: Describe the most positive part of your experience today.

- A:
- "That I participated in group discussion"
 - "got out of class"
 - "Working as a team and succeeding"
 - "Learning to work together"
 - "I had lot fun"
 - "Being Blamed on"
 - "Exercise"
 - "being able to communicate w/ other people + teamwork"
 - "teamworking"
 - "nice to get out of class"
 - "loved the focus & communication between new people"
 - "working together"
 - "woke me up"
 - "positive attitude and enjoy yourself in activities"

Q: Describe the least positive part of your experience today.

- A:
- "That I got bit by a shark" (reference to game "Shark Attack")
 - "I sweated – no big deal"
 - "Some activities seemed to easy – children game"
 - "Some kids Not think ahead. Too Risky"
 - "Stop talking so much!"
 - "its too hot in here!"
 - "Learn teamwork"
 - "There was none"
 - "the discussions"
 - "old activity – done them all before"
 - "really need a shower'n"
 - "none"
 - "the weather"

Summary

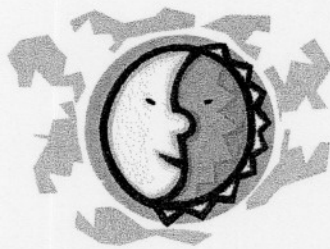
The adolescent population was focused on for this literature review due in part to the tumultuous time of adolescence. Family and peer approval are critical and often in conflict with one another, making adolescence an extremely unique and important part of personal development. Since 90% of deaf students have hearing families, adolescence can be a time of defining oneself, and the degree to which deafness plays a part. This can be an extremely hard question, especially for hard-of-hearing students. Many of them have exposure to both the Deaf and hearing worlds, and may feel confused about where they fit, or if they fit in at all. As we have seen in the studies conducted by Luckner (1989), Priest and Lesperance (1994), Priest (1998), participation in adventure programming may have a positive influence on group dynamics, as well as individual self-esteem and self-concept. More research is needed to examine the relationship of adventure education and deaf learners potential development of positive self-esteem. We also saw that although the experience itself was positive, those positive effects are not lasting without appropriate follow-up.

By incorporating Adventure Education into the classroom, the students are presented with an atmosphere of acceptance and respect because that is focused on, facilitated, and required of all those involved. The class then becomes a team, in which trust and safety can be developed, and where students can feel confident and free to be themselves, whatever that may be. Students are encouraged to explore their thoughts and emotions, and are challenged to broaden their perspective by sharing with other students. The initiatives present challenging situations, but not competitive situations. The students may not always complete the initiative which provides an opportunity to experience "failure" in a non-competitive environment. The students have the opportunity to look at why they "failed", and what they can do next time to improve. Even

more than that the students have the chance to be able to "sit with" their failure, and except it. Looking at the Seven Laws of Salem that Kurt Hahn developed, one of the building blocks of Outward Bound, the second law states "Make the children meet with triumph and defeat....Allow him to engage in enterprises in which he is likely to fail, and do not hush up his failure. Teach him to overcome defeat." (Sakofs & Armstrong, 1996).

We are all faced with challenge, and we inevitably all encounter people who believe we can "do it", and those who think "we can't". These relate to a person's self-esteem. For the deaf student, the latter may be even more of a factor. Deafness is still considered by many as a "disability" in the negative sense and that creates obstacles. When students, deaf or hearing, graduate from high school, there will be obstacles. They need to have confidence in themselves, their abilities, their resourcefulness and have the courage to step out. Adventure Education provides the opportunity for each student to develop those essential qualities, but as always, the choice is up to them.

Adventure Education: Principles and Practices



Adventure Education and Human Response

The most important part of adventure education is not the activities themselves, but it is what they bring out of the participants that make them a crucial part of education. Challenge can take many forms and people involved with an adventure experience are faced with 1) physical challenges; lifting other people, swinging on a rope, climbing ladders, running, and being lifted themselves, 2) mental challenges; problem solving and thinking outside the box, 3) emotional challenges; facing a variety of fears, risk of not succeeding or not having their ideas listened to or accepted, participating in general. Considering all that a participant may be feeling during their experience, it's extremely important to understand how the human brain reacts to uncomfortable or risky situations, and how that is expressed. As a facilitator, you need to discern the behavior of your students, and be able to identify the general reason she or he is acting a particular way. This will direct your level and kind of intervention during the activity as well as what things you want to address during your processing time. Keeping this information in the back of your mind will make you a more effective facilitator as well as enhance your students overall experience.

Brain-based Learning: The Triune Brain Theory

Q. *How do you study?*

A. *I read, I take notes, I make outlines, and I memorize.*

Q. *Why do you do this?*

A. *For the test.*

(Crane & Crane, p.15)

*Schools that fail to acknowledge student's ability to learn from
experience, fail students.*

(Crane & Crane, p.52)

Paul MacLean has a theory which is popularly referred to as the "triune brain theory". Simply put, MacLean suggests that the brain is actually three "brains" in one. He has broken them down into the *reptilian complex* or *R-complex*, the *limbic system*, and the *neocortex*. The relevance to Adventure Education comes when we look at how these three "brains" may work.

The R-complex, is primarily concerned with survival and overall body maintenance. This includes digestion, reproduction, circulation, breathing, and the flight-or-flight response. The behaviors included here are similar to the survival behaviors of animals, and hence automatic, ritualistic in nature, and extremely resistant to change.

The second brain thought to evolve which serves as the emotion headquarters, is the Limbic system. This system is involved in the association of events with emotion, locale memory and possibly contextual memory. The limbic system is also involved with the primal interests of food and sex, especially related to our sense of smell and bonding needs. It is also linked with activities associated with expression and

mediation of emotions and feelings connected to child rearing. Even more, it has the capabilities to relate our inner and outer experiences, providing us with those contextual memories.

The neocortex is the third brain to evolve, making up approximately five-sixths of the human brain, and is responsible for language, speech and writing. It also executes logical and formal thinking which allows us to look ahead to the future.

Keeping all this in mind, so to speak, it is important to realize that these three brains do not operate separately, but form a complex, interconnected system. According to MacLean, "something doesn't exist unless it is tied up with an emotion." (Crane & Crane, p. 63) This is a key theory because so much of adventure education is dependent on emotion. The desire to keep going, the commitment to the task at hand, commitment to the team, a willingness to trust your classmates and yourself etc. Unless the academic material which the student is presented with has meaning or acquires meaning tied with emotion, the content is more difficult to understand, the desire to learn it is not there, and the amount of retention is minimal. But, when coupled with meaningful experiences, the students have a much better opportunity to learn, retain, and apply not only the direct subject matter, but the life lessons surrounding it.

Downshifting

When individual are faced with a situation they perceive as threatening, the brain in a sense “shuts down” and a feeling of helplessness, albeit varying degrees, is experienced. This is referred to as “downshifting”, with individuals reverting to the most basic brain, the R-complex and focusing totally on personal survival with fight-or-flight instinct brought to the forefront. This downshifting is manifested through changes in body language and behaviors. Whereas a person may have been smiling and laughing in the previous activity or even five minutes ago in the present activity, but when they are directly faced with the risk they may; become defensive, yell at other participants, become quiet with their arms crossed in front of their chest, start physically shaking, crying or any other number of emotional reactions. These are commonly seen in people who are stressed whether they are being lifted off the ground by their group, studying for exams or presenting in front of the class. Individuals also tend to disengage from tasks requiring creativity and the ability to participate in open-ended thinking and questioning is virtually lost. (Crane & Crane, 1994)

I have witnessed this time and again in my experiences facilitating adventure activities. People are challenged in a variety of ways, and threatening situations can arise from all angles; afraid to look silly in front of peers, afraid that they will be dropped even though the safety system is in place and operating smoothly, afraid to take the risks presented to them. If a person feels their safety is questionable in any way and hence is afraid, whether the fears are real or perceived, it doesn't matter because either way they are real to that person. The introspective and self-challenging attitude that they began with can quickly turn into “survival mode”. You can almost see the downshifting happening in the eyes of the individual. The key is to have low threat (a “safe” classroom)

combined with high challenge. There will still be risks and fears to overcome, but the emotional safety within that group will hopefully stop the natural response to downshift. Putting up a "wall of defense" is another completely natural self-protection mechanism which focuses more on our emotions, feelings and thoughts. Most people are familiar with this reaction response since I am sure you have witnessed it in the people you are close with and perhaps even noticed it in yourself.

Wall of Defense

The first step in handling anything is gaining the ability to face it.

- L. Ron Hubbard

"So, how do people change? What positive internal and external factors affect change? Why is experiential-based learning, training and therapy such a powerful agent?...The state of disequilibrium creates an unorganized affect of ego-confusion wherein a quality of disorganization of dissonance predominates. The act of restructuring or reordering to regain balance (called equilibration) is where change in feelings, thoughts, attitudes, and behavior patterns occur. Ironically, it is in the process of getting lost, feeling anxious, and/or uncomfortable, that individuals find direction and themselves." (Luckner & Nadler, p.23)

When people feel anxious or threatened, our personal defense mechanisms kick in to try and keep us safe. Some of the more common defenses are: denial, blaming others, taking control, anger, aggressiveness, being overly-responsible, perfectionism, intellectualizing, charming others, and humor. It is these defense mechanisms that are protecting us from the deeper feelings of fear, inadequacy, loneliness, hurt, rejection, embarrassment, and helplessness. Figure 5 attempts to show how we protect those core feelings with defensive behaviors. Students enter the classroom the a variety of life experiences behind them, significantly influencing their perspectives and approach to challenging situations. It's important to at least have an idea of the background of each so as to try and respond to various behaviors and attitudes that may surface during an adventure activity. If it seems that your student "Sarah" is unmotivated and disinterested in the group activity and in being part of the group itself, it advantageous for you to talk with Sarah one on one. Perhaps she had a negative experience in the past and has caused her to be afraid to get involved. It's important to be sensitive to how your students may be feeling and gauge the progression of the activity appropriately.

Common Self – Limiting Beliefs

- ☞ “Something is wrong with me.”
- ☞ “I can’t.”
- ☞ “I won’t.”
- ☞ “I’m stupid.”
- ☞ “People are jerks.”
- ☞ “Life is hard.”
- ☞ “I don’t know.”
- ☞ “I’ll do it my way.”
- ☞ “I must be unfailing, competent and perfect in all I do.”
- ☞ “It’s absolutely necessary that I’m loved and approved by everyone.”
- ☞ “It’s horrible when things are not the way I want them to.”

*Taken from: *Processing the Experience*

Change Conditions

"Change conditions" are conditions or states in which people can be placed in order to accentuate disequilibrium, dissonance, disorder, frustration, or anxiety. (Luckner & Nadler, p.24) By enhancing these feelings an individual is forced to change in order to establish equilibrium. "Order out of chaos", if you will. Once again, each initiative has a purpose is eliciting various change conditions. Understanding these conditions and finding ways to increase them maximizes your ability to promote change.

1. *Hope* - When individuals view the experience as a way to dissolve some of their problems, heal their wounds, or fulfill their needs.
2. *Effort* - Taking physical, emotional, mental and behavioral action. This can be done by risk-taking or "going for it", or by surrendering to feelings or unproductive patterns.
3. *Trust* - An assured reliance on yourself, the leader, other team members, and/or the experience.
4. *Constructive Level of Anxiety* - When individuals feel in trouble, ambivalence, confusion, dissonance, discomfort, frustration, or stress. Remember that people feel vulnerable when there is anxiety so make sure the levels remain constructive and safe.
5. *A Sense of the Unknown or Unpredictable* - This occurs when there is a feeling of awe or mystery regarding the anticipated experience. Time is limited for rationalizing, defending, and the ever-present psyching-up or psyching-down. It is this sense of the unpredictable or unexpected which compels individuals to live in the here and now.
6. *Perception of Risk* - This occurs when an experience is viewed as a physical, emotional, and/or behavioral risk or danger. If it is perceived, it is real, no matter what. One of the major components of processing is to identify and understand how these risks are created and then transfer that learning to other risks in the lives of the participants.

Taken from: *Processing the Experience*

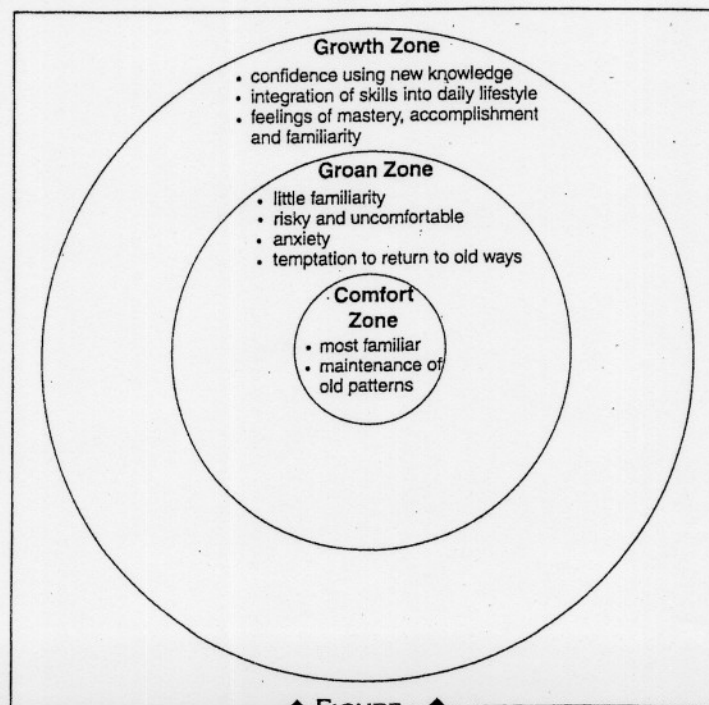
Change Zones

Behold the turtle. He makes progress only when he sticks his neck out.

- James Bryant Conant

A phrase I have often heard from my father is, "Step out of your comfort zone. You'll be glad you did." For a shy child, this is the last thing you want to hear, but it is in fact the thing you need to do most. Our comfort zone is the familiar, the comfortable. (See Fig. 3; Change Zones) When we stay within this zone of experience, our risk is minimal as is our personal growth. But when we are forced to step out, we enter the Groan zone. Here our easy-chair comfort and familiarity is gone, and we are now faced with risk. This is a place of unstability and uneasiness, but it is also a place of choice. Stepping out of the risk and back into the comfort zone is very tempting and often happens. But the opportunity to step back into uncomfortable (groan zone) is always there. If we prevent ourselves from retreating back into the comfort zone by experiencing some success in the groan zone, then we can move into the Growth Zone. Here we gain confidence as we use our new knowledge, feel accomplished and we are once again in the familiar. Now, we have stretched our comfort zone to be much larger than it was before, wondering what on earth we were so afraid of. What a wonderful process!

When people participate in interactive adventure initiatives, above all else, they are presented with risk and the opportunity to challenge themselves to go beyond their comfort zone. For some this is not a big deal, for others, the task seems impossible. Here is where we as facilitators focus our processing, and here is where we hope to see growth. But as always, it is the individual who ultimately makes the decision to step out or not.



◆ FIGURE 3 ◆
Change Zones

Body Language

Body Posture

You can tell a great deal about a person's *state* of mind by watching the way a person holds themselves. Posture observation is extremely useful, esp. before an encounter, as it can clue us in to how the other person is feeling and so we can gauge our approach. For example, if a person is feeling confident or hopeful, their body posture will generally be more erect. That "walking-ontop-of-the-world" feeling. Or, a person who's standing with arms crossed is putting the nonverbal signal of being unapproachable. If however the arms are held loosely at a person's sides, this is usually interpreted as openness, accessibility, and general willingness to interact.

Just as with facial expressions, body postures also have patterns. For example a person will adopt one posture when talking about his/her mother, but that will change when they start talking about their father. A really interesting thing to notice is when people are talking in groups. Those people who are the "in" group generally stand leaning a little forward with the head tipped forward as well whereas outsiders typically stand with their weight on one foot.

Albert Mehrabian has discovered some interesting details about posture. A relaxed attitude in an encounter is expressed by asymmetrical arm and leg positions, a sideways lean, loosely held hands and a backwards lean of the body. This is usually displayed when an individual regards the others present as being of equal or lower status to himself. This is generally used more by men than women, and less relaxed postures indicated the others present are not liked. Check out Fig. 5 on the following page. Do you know the answers?

Lying

Most teachers know through experience, how to spot a liar. This is not only helpful when figuring out if Johnny cheated on the exam, but to aid you in your group facilitation. When people are trying to hide their feelings, say for example fear of doing an initiative, they will behave similarly to Johnny who cheated on the exam. Both are trying to deceive someone else, themselves, or both.

Some of the classic body signals of a liar are the shuffling of the feet, twitching the toes, crossing and uncrossing the legs, and so forth, normal body motions which increase in repetition when a person is lying. Facial expressions can also give it away. An accomplished liar may be able to maintain eye contact with the listener, but hand movements are harder to control. One of the most common hand movements to look out for is the

“hand shrug”. This is performed by rotating the hands to expose the palms, a signal of helplessness. Touching the side of the nose, touching the eye, licking the lips, drumming the fingers and gripping the arm rests are not themselves indicators of lying, but do occur more often when attempting to deceive others. Blushing, perspiration, voice tremors, gulping, shaking, playing with pencils, talking less, talking more slowly, increased number of speech errors, and rate of body movement was also slower.

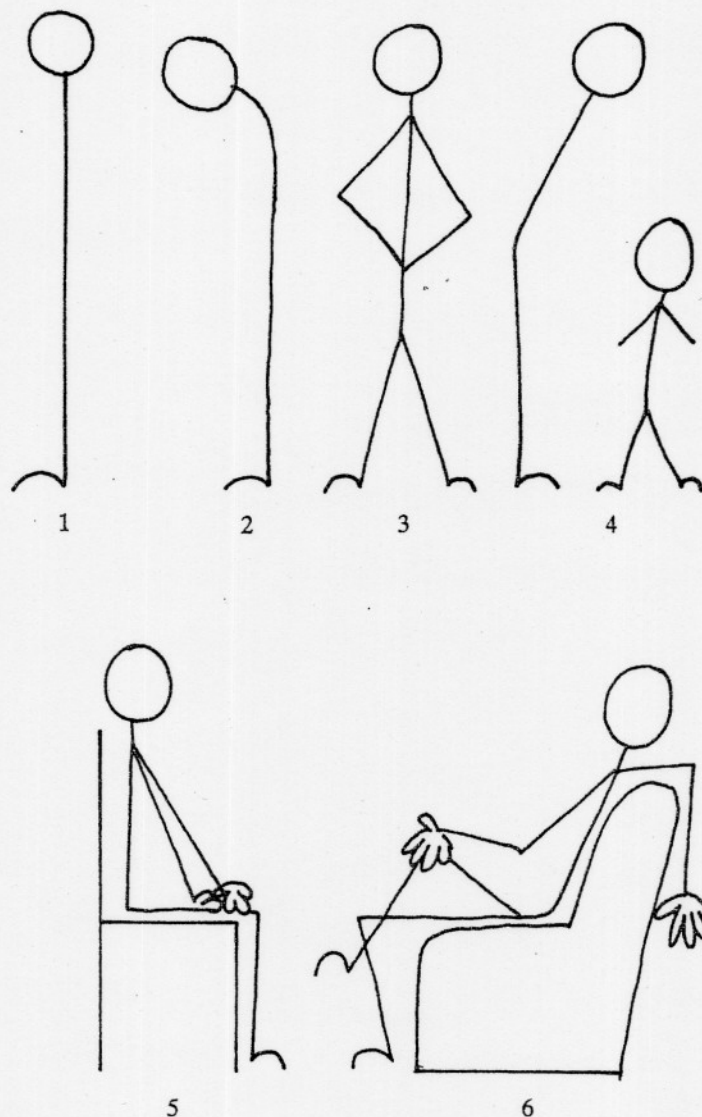


Fig. 5 What do these postures tell you about the people concerned?

Taken from: *Body Language*

Some additional thoughts on tapping into Body Language...

As we all know, sometimes what is *not* said can tell us more about how a person is feeling than what is said. Most of us are pretty familiar with how people react when they are scared or apprehensive. Here are a few more tips to help you "read" the people in your class and be able to process to what you are seeing not only through signing or speaking, but through their non-verbal cues as well.

Facial Expressions

There are six facial expressions which Paul Eckman and Wallace Friesen have identified to show when we are feeling happy, sad, disgusted, angry, afraid, and interested (although this is not really an emotion).

Smiles - wide-ranging, can be broken down into slight smiles, normal smiles, and broad smiles. *Grins*, which are broad smiles with the teeth showing, and you can have either an open grin (teeth parted) or closed grin (teeth together). Smiles can be used to express happiness or amusement, as well as sarcasm, embarrassment, or other negative feelings.

Sadness - no single expression is common. Disappointment and depression are characterized by turning the corners of the mouth down, looking down and generally sagging features. Tears, trembling lips and attempting to hide the face from view are also signs.

Disgust & Contempt - narrowing of the eyebrows and grimacing mouth, which becomes more pronounced as strength and feeling increase. You may also notice a wrinkled up nose and head turned to one side to avoid looking in the direction that is causing the feelings.

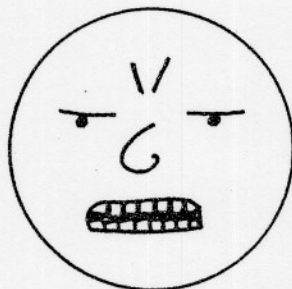
Anger - commonly known for a steady gaze at the offender, frowning or scowling and gritting the teeth together. Some people go pale and others turn blazing red or even purplish in color in extreme anger or fury. The whole body posture will tense, as if they are ready to spring into action.

Interest - Most often characterized by classic "head cock". Dogs do it too! It can also be shown through a widening of the eyes and mouth slightly larger than normal (esp. with children). If someone is sitting, their chin may be propped up by their fingers.

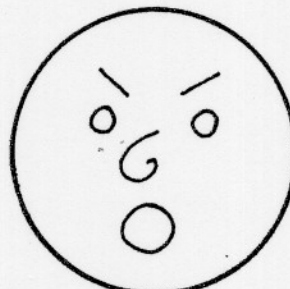
*Check out Fig. 2 and test your facial expression skills!

Fig. 2 Can you correctly identify each of the following emotions illustrated below?

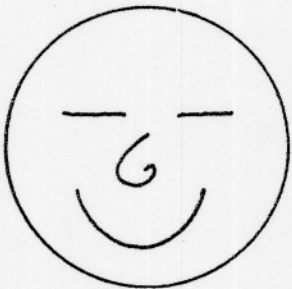
- | | |
|----------------------|--------------|
| (a) Happiness | (d) Anger |
| (b) Sadness | (e) Fear |
| (c) Disgust/contempt | (f) Interest |



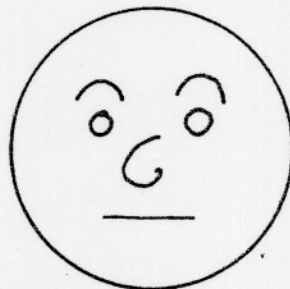
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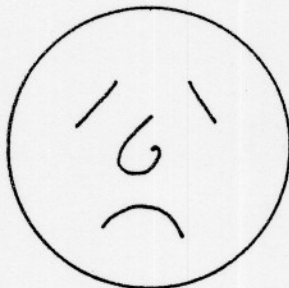
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3



4



5



6

Answers: 1(d); 2(e); 3(a); 4(f); 5(b); 6(c)

Taken from: *Body Language*

◆ TABLE 6 ◆

Examples of Nonverbal Behavior	
Head	<p>Hair hiding face reflects low self-concept or insecurity at that point in the person's life.</p> <p>Hand on head means the person is holding something back, so ask is there more he or she wants to say about it.</p>
Eyes	<p>Dry tears (wiping invisible tears) signifies sadness and/or insecurity.</p> <p>A dominant person maintains eye contact more than a submissive person.</p> <p>Looking to the side is avoidance.</p> <p>Looking up is intellectualization or they are creating or remembering pictures.</p> <p>Looking down means the person is dealing with feelings.</p> <p>Looking up and to the side is looking for approval.</p> <p>Large irises mean the individual is emotionally expressive and sensitive.</p> <p>Small irises mean that individuals conceal their emotions or think with their head rather than their heart.</p>
Mouth	<p>Fingers held to the mouth, stroking the lips, shows a need for nurturance or for support.</p> <p>Hand in front of the mouth while talking reflects the attitude "I'm not important."</p> <p>Continual smiling means the person is anxious or nervous and not showing real feelings.</p>
Chin	<p>Person with a strong, extended chin will most often be a stubborn person.</p> <p>Person with the chin in or recessive tends to be more passive and submissive.</p>
Jaws	<p>A person with a strong chin will also tend to have rigid jaws which show assertion.</p> <p>Chewing can be an act of hostility, anger, and/or aggression.</p>
Throat	<p>Pulling down is choking off.</p> <p>Hand on throat is choking off.</p> <p>"Lump" represents a need to cry or shout. It may also mean that something is stuck there. There is an unwillingness to "swallow" some feeling or expression imposed on one by others, or an unexpressed wish to tell someone off.</p>
Arms	<p>Crossed arms are holding feelings in.</p> <p>Holding oneself is a need to be comforted.</p> <p>No gesturing (arms rigid) shows inhibition of feelings or depression.</p> <p>Excessive use of arm and hand movements indicates a need for attention.</p>

(continued)

◆ TABLE 6 ◆

Examples of Nonverbal Behavior (*continued*)**Hands**

Represent emotions.

Sitting on hands turned up means the person is tucking in his/her feelings.

Sitting on hands turned down means feelings are being hidden (more severe).

Hands on chest are holding in feelings.

Running fingers or tapping or drumming fingers shows impatience.

Fist and hand show that the person is putting the lid on his/her aggression.

Picking lint is an attempt to be rid of something.

Legs

One leg bounce sometimes means the person would like to kick someone.

Two leg bounce shows impatience or ambivalence.

Rubbing thighs may also precede any conscious feeling or thought about sexuality.

Voice

Soft voice shows lack of self-confidence.

Fluctuating volume—what is said softly is an area where person doesn't feel secure.

Whiny voice shows a need for nurturance, a need to know that people care.

A person with a monotone voice is most likely the type of person who has difficulty making commitments.

Laughing is many times covering up a need to cry.

Talking fast is running from something.

Body orientation

Body positioned toward the other person, facing the person with forward trunk lean shows involvement.

Lack of involvement is shown by moving away, turning away, backward lean of trunk or by putting any object between the two people.

Incorporating Adventure Education Into Your Classroom

Part 1

Students...What do we do with them?

In order to become a successful experiential educator we must view each learner as capable of choosing what is to be learned, self-motivated in the pursuit of this knowledge and interested in evaluating personal success.

- Dan Garvey

The question that may be plaguing your mind is...How do I incorporate adventure education into my curriculum? Creativity is key, but more importantly it is you who sets the tone for your class. Sit down with your students, have some juice and cookies, and talk about what you've experience and learned, how you see the class now and where you'd like to see it in the future, and then ask the students the same. Have dialogue with your students and set goals together for the class, and discuss how you might reach those goals. Together, create a poster that clearly lists those goals and how you plan to attain them. Keep the students accountable for the decisions you all made, and encourage them to keep each other accountable as well. Introduce a low-level initiative that day, and as you plan your lessons weekly, look for ways to incorporate other activities. This process is no different than any other...learn as you go. Just as you will be asking your students to trust you and take the risks presented, you are also taking a big risk as you stretch the boundaries of your comfort zone and some apprehension is normal. It will be a lot of work, but it will be worth it, just wait and see.

Below are a few guidelines to help you begin your adventure.

Student Investment

Non-verbal cues such as teacher attitude and the "feel" of the classroom are just as important if not more than what the teacher says. So, you're classroom structure should be inviting to the students, saying "I see you as a full partner in this learning venture." (Sakofs & Armstrong, p.36) If your classroom is a place

of trust and developmentally appropriate responsibility, many students will respond in kind, with enthusiasm and rising to the level of accountability.

In the secondary education classroom, a useful tool for pulling students in is to include them in the planning process and offering choices within the curriculum. This can also be applied at the collegiate level and generally is, especially the opportunities to choose which project topic, whether the students want to work in groups or what have you.

Another major factor involved in facilitating student investment is in the development of positive classroom relationships. As we know, relationships are built upon a shared experience, and although the class itself is a shared experience, oftentimes students remain at a safe distance from one another and the teacher. They may not even know each others' names. There is nothing safe, nurturing or motivating about a classroom such as this, and the experience is stripped of its full meaning and impact.

One fast way to build classroom relationships is to start off your class with a high-impact adventurous experience. An afternoon at an adventure program, a hike through the woods, indoor rock climbing, a sunset walk along the beach or in a park with each student bringing something for a picnic dinner, or a day hiking trip. It will give you as the teacher, the opportunity to share another part of yourself with your students, something they generally wouldn't see otherwise, and now all of you have this experience in common, instead of you standing on the outskirts. Your students see that you are willing to spend "real world" time with them, and now you stand out as someone who is willing to go beyond the norm and show that you care. If nothing else it gives your students a common platform from which to complain, which gets them talking!

Material Acquisition

The most popular method to acquire the materials that you need is the "recycle and scrounge" method. Think of that old box in the basement, or the tag sale that is going on down the street. You don't have to be fancy - in fact some of those old things you've been saving in the attic may be just the thing to get your students laughing and joking with one another and you! Free materials can often be found at many museums. A great way to involve your students in planning for the class is to ask them for help in supplying the materials you need for a particular activity. Project Adventure has a publication entitled *Ziplines* and also has an equipment catalog. See the list of resources in the back of the manual.

Part 2

Initiatives...Elements...Activities: They are one in the same!

*The mind stretched by a
new experience can never go back
to its old dimensions.*

- Oliver Wendell Holmes

The task of getting the group successfully across a raging river of hot chocolate using marshmallows which are in constant danger of melting, with a pink-haired evil troll watching your every move is quite the challenge. This, my friends, is an *initiative*, or an *element*, or an *activity*. Different names for the same thing. And why not? The more confusing the better - just coming to this conclusion could be an individual challenge in and of itself! These are all words which represent the adventure challenges that we have been discussing. Now that we know what they are, how do we choose which initiative is most appropriate, and then, how do we present it?

Choosing the appropriate initiative

1. What is your goal? First question to ask yourself as you are planning for your class is, "What is the goal?" Following that is, "What difficulties is the group having and how can a particular initiative help them work together more effectively?" Initiatives are generally a means to an end, not ends in themselves. (Sakofs & Armstrong, p.46) Some are more like games and can be used just for the fun of it, but even then you should have a clear goal in mind. Remember, each initiative is specially designed to address and develop a set of group skills. Think about the needs of your group and then utilize an initiative that suits your group the best.

2. Assess your group. Let's say you have several students who are considerably overweight and will, most likely, be very conscious of their weight throughout the class. Don't present an initiative where the students will be catching each other or swinging on a rope because those few students will feel all eyes on them, and may withdraw from the activity. This can be avoided by taking a few minutes to look at your class. How can you actively incorporate a student in a wheelchair? It may mean adjusting the element to suit the needs of your class. Remember that you must be flexible and be ready to think outside the box.

Another key is not to ask your class to undertake a task which is presently beyond their ability, hence setting them up for failure. This is not to say the failure is not an important lesson to experience and learn from, because it is. It is important to discern how far is within reach (although seemingly impossible) and what truly is unattainable at that point in time. Failure can be addressed even when a group successfully completes something but perhaps in the process peoples feeling got hurt or the leaders would not allow for other ideas.

3. Presenting an initiative. When you are presenting an initiative, long, drawn out explanations of the parameters and rules combined with an elaborate tale to set the scene is not necessary. More than that, it is actually counterproductive. Think about it; the students are standing their, ready to hear what's coming next, feeling a mixture of excitement, anxiety, and perhaps boredom. Fifteen minutes later, as you're closing up your explanations, you have just turned a group of twelve energetic students into a group of twelve catatonic students, and it will now take twice the amount of energy on your part to boost up the students again. How can you avoid this? Keep it short and simple.

Oftentimes new facilitators will explain the activity trying to remember everything they have to say, and invariably forget something. You may be able to slip it in later if it is not a major part of solving the puzzle and the group would never know you forgot anything. But, as a general rule, don't add in things after the group has started the activity. Saying things such as, "Oh, by the way, you can't touch the floor", or, "Oh I forgot to tell you that you all must stay behind the rope." Statements like these will diminish, to a large degree, the groups' trust in you. They may think you are trying to trick them, make it really hard for them, or that you have no idea what you are doing. If you can live without it, then do so. Or work it to your advantage. If the major rule you didn't mention was that they can't step over the purple rope, and the first thing they do is step over the purple rope, you can ask questions like, "Why do you think that purple rope is there?", and have them figure out the rule. You still may get some flack for not saying it before hand, but it is better than having the activity rendered useless.

Once the parameters are set are finished, step back and let the group decide what's next. Don't intervene unless safety becomes an issue. Some groups will plan and plan and plan without ever trying anything. Others will just jump in and not even realize that some sort of plan would be helpful. You may see some positive or negative occurrences that are tempting to stop the group and point out. If the negative ones escalate to a problematic degree, or the "no put downs" standard is being compromised, it maybe necessary to step in and address that. Also if the group is just "not getting it" and is becoming

frustrated and needs a bit of refocusing, that is another time to step in and help them to see what is working and what isn't, as well as address issues related to frustration. Otherwise, sit back. This is about the group. Observe carefully what is transpiring so you can bring it up later for processing.

4. How much time is enough? There are two divergent ideas about this. One is to let the group have as much time as they need until the task is finished. Remember the initiative should be challenging but doable. Perhaps a considerable amount of time has passed and the group is not getting it and it seems as if they won't. Maybe you miscalculated the groups ability or picked the wrong initiative. You can stop the group and either simplify the initiative or let the group break a rule long enough to make some headway. You may also want to stop and go back to the initiative at another time.

Drawing from the *Seven Laws of Salem* and personal experiences, having a group that does not complete the element is not necessarily bad. It is often said that we learn even more from our failures than we do from our successes which tends to be correct. Believe it or not, there are actually some groups that *need* to fail. When they do, and you process the experience, highlighting the good and what needs improvement, it is surprising the amount of impact that can have. Oftentimes people or groups who have had a lot of exposure to teambuilding initiatives and thought processes, think there is nothing more to learn. When they encounter failure it shocks them and knocks them into the reality of the way the group works together and communicates with one another. So, use your judgment. Some elements are designed with a time limit, and in those cases you'd probably want to stick with that until you become more familiar with how the activity is intended to run. Again, you know your students and how they work together. Adjust the time limit accordingly.

Part 3

The Art of Good Facilitating

1. Choose one person to facilitate.

Group meetings work best when one person is charged with the responsibility to keep things moving along, such as keeping time, reminding people how to listen and thinking about how the group is working.

2. Open and close on a positive note.

It is always good to close or open the sharing with appreciation of each other. This always brings smiles, laughs and relaxation to the sharing.

3. Keep in touch with your feelings.

Where is your energy? Don't try to facilitate a processing session if you are distraught over a personal issue. You should resolve that issue first.

4. Set the tone.

The leader's attitude will set the tone for the group. As a facilitator, you should be alert, centered, show positive energy, and keep your attention within the group.

5. Draw people out.

Help others to clarify and articulate their feelings, thoughts, ideas and values. Ask questions. It is often helpful for someone to hear you repeat in a different way what they have said. It tells them you are listening and understanding.

6. Be aware of your physical surroundings.

Make certain you are in a place where the group will be comfortable debriefing for an hour or more. (Relative to the situation.)

7. Timing

It's a good idea to conduct debriefing meetings immediately after major events and powerful experiences. Don't put it off even a few hours. Much of the content and feelings will dissipate. Plan the time to do it.

*Taken from *Into the Classroom* by Sakofs and Armstrong, 1996, p. 47

Part 4

Processing – What is it and how to use it.

*Everything that happens to you is your teacher.
The secret is to learn to sit at the feet of your own life and
be taught by it.*

- Polly B. Berends

Any activity that is structured to encourage individuals to plan, reflect, describe, analyze and communicate about experiences is called *processing*. It can be done before, during, or after an activity and is used to help participants a) focus or increase their awareness on issues prior to an event or to the entire experience; b) facilitate awareness or promote change while an experience is occurring; c) reflect, analyze, describe, or discuss an experience after it is completed; and/or reinforce perceptions of change and promote integration in participants' lives after the experience is completed. (Luckner & Nadler, p.8,9)

Constructivism is a theory of learning that is based on the idea that learning is a process by which new meanings are created. Those people who ascribe to this theory believe that knowledge is constructed in the process of reflection, inquiry, and action, by learning themselves. Hence people are always trying to make sense of their lives and what is happening around them. This is accomplished through continuous construction and reconstruction of new connections and meanings. So, basically people are constantly processing!

Those educators who adhere to the constructivist perspective in essence step aside from the "teacher" role instead become problem posers, coaches, trainers, facilitators, and therapists, helping people to put their own reasoning into words and inviting them to share their insights about it all. They do not step into a learning environment and say, "This is the way you have to do this!". Instead they encourage individuals to find their own solutions using probing or open-ended questioning techniques. These are the principles under which adventure education and processing come together. The activity itself is important, and makes up a large part of the experience, but is not "it". When the group comes together after their shared experience, it is natural to relive what just happen. Formal processing is an extension of what happens naturally, and brings it to the next level. It amazes me sometimes the level of dept people share about personal thoughts, insights and feelings. That only happens when they feel comfortable. A "safe environment" facilitates that kind of sharing, and is critical to the effectiveness of the processing time. Students who haven't said a word during the activity may surprise everyone with their insight when given the opportunity to share them and be heard.

It has been my experience when working with deaf students, that a direct approach is most effective. For many deaf students, strong critical thinking skills have not been fostered nor developed. By asking abstract, probing questions the students tend to be unsure or unclear as to what you are asking. Questions such as... "Did you (the group) find that activity difficult? Why or why not?" or "If you felt frustrated at all during this activity raise your hand. Why?" From here the students may direct the discussion so to link the experience with various life situations/experiences.

◆ TABLE 2 ◆

Principles of Constructivism

1. All people are learners, always actively searching for and constructing new meanings. Thus, they are always learning.
2. The process of learning is self-regulating and self-preserving.
3. Knowledge consists of past constructions.
4. The best predictor of what and how someone will learn is what they already know.
5. Learning often proceeds from whole to part to whole.
6. Errors promote growth and are critical to learning.
7. Meaningful learning occurs through reflection and resolution of cognitive conflict and thus serves to negate earlier, incomplete levels of understanding.
8. People learn best from experiences about which they are passionately interested and involved.
9. People learn best from people they trust.
10. The purpose of education is long-term knowledge that can be used flexibly and independently.
11. Teaching is a process of providing learners with experiences, activities, and prompts that enables them to make meaning through self-regulation.
12. Instructional goals change momentarily as learners gain knowledge and acquire new skills.

◆ TABLE 4 ◆

Essential Processing Skills

◆ Preparation

Allocate time for processing.
 Encourage setting of personal and group goals.
 Address the most important issues and goals that have evolved during the activity.
 Process immediately after major events.
 Establish the ground rules in advance
 Balance practical considerations.
 Example: discomfort, fatigue, hunger, time restrictions, type and ability of group.
 Assess the participants.
 Position the group so that everyone can be seen and heard, and no one is excluded.

◆ Fostering a Caring Environment

Use appropriate tone of voice.
 Allow participants to take risks in speaking freely and honestly.
 Show empathy by:
 responding to feeling
 responding to feeling and content
 personalizing meaning
 personalizing problems, feelings and goals
 Create an atmosphere for caring, sharing and trusting by encouraging everyone to belong, listen and be involved.
 Be genuine.
 Exhibit consistent behavior to all participants.
 Give praise and words of encouragement.
 Respect everyone's personal limits.

◆ Communication Skills

Use appropriate non-verbal communication such as:
 ◆ eye contact
 ◆ facial expression
 ◆ body posture
 Observe nonverbal behavior and draw information from it.
 Ask for feelings about specific events.
 Be an active listener.
 Involve reluctant individuals but respect silence.

Questioning Skills
 Provide sufficient "wait time".
 Ask more open ended questions than closed.
 Allow participants to reflect on experiences and draw meaning from them.
 Use directed questioning to highlight issues, roles and behaviors.
 Probe for self-discovery rather than tell participants how they are functioning.

(continued)

◆ TABLE 4 ◆

Essential Processing Skills (*continued*)

Feedback

Use verbal and nonverbal gestures to encourage participants to continue, and indicate you are focused and following their communication.

Check communication by:

Asking the receiver if she/he understands what you mean.

Giving your understanding to check if it is right.

Give feedback and encourage others to do the same.

Offer a description of what you saw and how you felt, rather than judging behavior.

Deal with the here and now.

Communication Strategies

Focus on behavior which can be changed.

Transform a groups' perceived mistakes or failures into positive learning experiences. (Reframe experiences)

Avoid giving advice, instead, communicate parallel experiences and feelings.

Allow participants to do more talking than the debriefer.

Use humor.

Vary the length and intensity of debriefing sessions.

Foster an openness and acceptance of the group and individuals to failure.

Use a variety of methods. Example, journals, dyads, drawings, role play, solo, reflection, whips, modeling.

General Skills

Redirect destructive, manipulative or dominating behaviors.

Allow only one person to speak at a time.

Give everyone the chance to speak.

Keep the group focused.

◆ Sequencing

Help transference to other life situations.

Provide gentle and small opportunities to disclose.

Highlight process; move from content to process.

Move from facilitator controlled processing to participant controlled processing.

Address all types of learning—psychomotor, cognitive and affective.

Provide closure.



INCREASING EFFECTIVENESS

"What we think or what we believe is, in the end, of little consequence. The only thing of consequence is what we do."

—John Ruskin

How can the individuals we work with get the most benefit from the processing sessions we structure? This is the question we continuously need to ask ourselves and our colleagues. The following are some sample suggestions. By no means is it an exhaustive list. Hopefully, each of us can use this list as a starting point and continue to add to it as we work with different groups and accrue more experiences.

1. *Structure regular periods of time throughout the experience.* Prior to beginning any activity or experience, it is important to establish an expectation that we will take time to be introspective and reflective and share our thoughts and feelings. We want participants to consider processing as an integral component of every activity or experience.

2. *Let group members do most of the talking.* Processing sessions are most effective when the participants are doing most of the talking. Occasionally, the discussion will need some prompting from you by using some of the techniques presented in this section and in the section on Methods of Processing. At other times you want to monitor the frequency of your contributions to the discussion. If you find yourself doing most of the talking or hear yourself specifying the learning that has occurred, it may be a good time to re-examine your approach to facilitation. Effective processing does not mean telling people what they will or have learned. Rather, it is the establishment of an environment that encourages people to create new learning for themselves.

3. *Vary style and method used.* As a member of the human race, we tend to get comfortable with certain ways of doing things. As a result, we develop our own patterns and habits. This frequently causes us to do activities, such as processing, in a similar manner all too often. Therefore, we need to become aware of our own behaviors and monitor how we choose to structure our sessions. Make a personal goal to try some of the different approaches delineated in the section on the Methods of Processing. Using different styles and methods provides for a good change of pace and increases your chances of reaching all members of the group.



4. *Alternate the times of day.* For experiences that are longer than a day or two, you have the luxury of bringing the group together at various times for the purpose of processing. However, we often wait to process until the end of the day. This decision has a few shortcomings. First, if your day is full and you are running late, processing is the activity that gets eliminated. Second, at the end of a good day of experiential learning, people are tired. Often, when we bring the group together, they begin to “zone out” and think about other things (which is frequently a nice warm sleeping bag).

The suggestion that we are making is not to eliminate using the evening but to make use of other times during the day as well. Spend time before breakfast. Plan a break in the morning or the afternoon. Give participants a journal, a short solo or a dyad break after a high impact activity. Have a group discussion before beginning dinner. It increases on-task behavior and succinct discussion. Or, have one of the leaders get the food cooking while the other facilitates the group discussion.

5. *During discussions provide sufficient wait-time for people to think.* There is a tendency for instructors to ask a question and then expect individuals to immediately respond. Research indicates that the mean amount of time that educators wait after asking a question is one second. If individuals are not quick enough to come up with a response, the educator repeats the question, rephrases it, asks a different question or calls on someone to respond.

When we break out of the pattern of bombing individuals with questions and increase wait-time to five seconds after asking a question, people give longer, more thoughtful responses. More

people take the time to think, and individuals feel more confident in sharing their thoughts. As a result the quantity and the quality of the discussion improves.

6. *Ask open-ended questions.* If you decide to use a processing format in which you want to have a discussion and you choose to ask the group, dyads, or individuals a few questions, it is best to try and ask questions that invite discussion rather than one or two word responses. The first step is to recognize that questions have distinct characteristics, serve various functions, and create different levels of thinking. Questions such as, "Who felt that they were challenged today?" or "Did you enjoy the hike today?" call for one word responses. Questions such as "What personal challenges did you encounter today?" or "How would you compare today's hike to yesterday's?" set the stage for individuals to think in greater depth and provide opportunities for sharing more personal information. An additional consideration when forming questions is to try to be explicit enough to ensure an understanding of your question, but at the same time, try to avoid using so many words that people forget what the actual question was.

7. *Ask one question at a time.* In trying to get to the core of an issue, sometimes, we blurt out a series of questions rather than raising a single question, discussing it, and then moving on. For example, "How do you think that you worked as a team and what can you do to improve this in the future?" is a bit too much stimuli. Discussing part one of the question and then, if appropriate, moving to part two is a more effective practice.

8. *Own the questions that you ask.* Most of us have gone to school for long periods of our lives. Through the process of educational enculturation, many individuals come to think of answers to questions as being either right or wrong. Even though the setting is different, you are still the teacher in the eyes of most of the individuals who you work with. Therefore, many times when you ask a question, course participants believe that there is a right or wrong answer to the question. So whenever possible, it is a good practice to try to de-emphasize the right or wrongness and set a tone for open discussion. One way to do this is for you to own the questions that you ask. For example, you could begin the discussion by saying, "We seemed to be having some problems getting the interviews of senior citizens transcribed yesterday. I was wondering if anyone had some ideas about how to remedy the problem today?" or "I'm curious, how did you feel about the trust fall activity?" By simply letting them know that this is a personal question, it lessens the potential that individuals will only tell you what they think you want to hear.

9. *Give individuals specific feedback.* As expressed in the section on Enhancing Communication Skills, whenever possible, try to be specific with your praise and/or criticism. To tell individuals that they did "a great job today," you have given them a positive message but little more. The day was composed of many hours and many interactions. What aspect of the day made it great? Getting out of their sleeping bags? Putting their packs on? Getting into the rafts? Using the latrine? A more specific statement, such as, "It was super to see the way that you supported each other on the high ropes course. You talked about what order to go in. You let the people who expressed concern go first, and you made sure that everyone was ready before having the person go. It was enjoyable to see you work together like that."

10. *Guard against small talk.* If you are using the large group format and people begin to have their own private conversations, there are a few things that you can choose to do. First, you will want to make a quick survey of what may be causing these conversations. Is one person dominating the discussion? Has the discussion been dragged on too long? Are you doing all the talking? Are people comfortable sharing their thoughts and feelings with the group? Some interventions that you can consider include (a) making a short comment about the difficulty of lis-

tening to someone when other conversations are occurring, (b) asking if people want to divide up into dyads to discuss this point first and then come back to the group (c) establishing a "power object" which is held while talking and placed in the middle of the circle for the next individual to pick up and hold while he or she is talking, reminding group members that only one person should be talking, or (d) terminate the discussion since people are beginning to get scattered and unable to attend.

11. *Maintain an awareness of group and personal goals.* Awareness of group and personal goals allows you to stay focused. When individuals have goals in mind, the discussion can center on those goals and thus permit people to plan and/or examine the experience as it relates to their goals.

12. *If people are not in the mood, cut the session short.* Making every session into an "encounter group" makes many individuals resistant to getting together for a debrief. Don't try to make every session intense and profound. Don't expect people to talk or push them when they are not ready. It's not uncommon after an intense group meeting for the next group session to be more superficial. If you bring the group together and try to structure a session and you realize that they are not into it, ask if they want to cut this session short or think about using an alternative method of processing, such as rounds or giving people a short, isolation opportunity.

Processing Adventure Challenges

Practical Techniques for Instructors

Processing is tough. And valuable. At least as valuable as the adventure activities themselves. We can all become skilled at the implementation of adventure programs. Delivering a dynamic introduction, clear rules for safety, making adaptations when appropriate, guiding the action - these are all skills at which we can become experts in adventure programs. All it takes is a little practice and repetition to know what feels right.

Processing is different. Each group is different. Your group has unique needs based on the unique personalities, motivations and behaviors which they bring to the experience. In processing, you are the catalyst for pulling out some of each person's history and applying it to their future by analyzing (processing) the present. In this case, the "present" is the experience you facilitate at a Ropes Course, Project Adventure, Mt. Hayden, even Outdoor Living Skills or a 'simple' Cable Bridge Hike.

No one processes beautifully each time. It takes tremendous concentration to "hit the nail on the head" for even a few participants. As you read through the ideas, suggestions and techniques, try to determine what topics feel right to you. Which things do you feel comfortable talking about with participants? What topics are difficult for you? Start with the simplest topics and add a new one when the situation presents itself. Try not to avoid an obvious conversation topic if it comes up, even if it is uncomfortable or highly controversial. It appeared in your discussion for a reason: someone felt strongly enough about it to bring it up. The challenge in adventure programs *for the facilitator* is to introduce topics that can make us all think! Opening up discussion to sometimes uncomfortable topics is taking a risk - but there is a lot to be gained by risking once in a while. That's what adventure challenges are all about.

Finally, keep a sense of humor. Processing isn't supposed to be all "heavy, deep and introspective". Point out the funny things that people are saying and doing. Let them really laugh at themselves and learn from those crazy ideas that you knew wouldn't work! There's something memorable about falling flat on your face once in a while...!

Taken from: Frost Valley YMCA

Processing Techniques That Work

Pass the Talking Ball: ...Or some other object (a rubber chicken perhaps?). Take a ball and toss it around in your hands. This focuses attention on you as you explain the ball's purpose. Tell the group that you will be sending a question out to them to discuss. Explain that the questions are open ended and that there is no right or wrong answer. They should raise their hand if they can offer an answer or present insight into the discussion topic. *The only person who is allowed to speak is the person with the ball.* Once someone has responded, ask the group to respond to the first person's comments. Do they agree? Does anyone feel the same? Did someone have a different observation? Can anyone expand on what has been said? Keep the ball moving amongst the group until you feel ready to introduce a new idea, question or comment to the group.

Go Around the Circle: Or how about: "Insight Bites" or "Exposure"? The idea in this technique is to give the group a quick insight on how others perceived the experience or a related situation at home. Starting with one person, go quickly around the circle telling the group to respond with 1-2 word answers on a question you present. Quickie questions might be:

- What activity was the most challenging for you?
- What activity was the most challenging for the *group*?
- What groups do you belong to in school? (ie: sports, social, academic, interest groups).
- What is one quality of a leader you know that you admire (or aspire to).
- When you work in a group, what skill are you best at?
- When you work in a group, what skill do you most need to improve in?
- It is easier for me to: -be trusted / -to trust others.

The best way to approach this technique is to try only one or two questions that are related to each other. Overkill of this technique can be boring and time consuming. This technique is especially good as a starter to your processing session as the responses are easier for participants and everyone can contribute equally.

The Five Minute Debate: Tell the participants that you want them to debate a topic for 5 minutes (or three or ten, depending on your group) sharing and their own opinions, values and views of the issue. Tell them that each person should have an opportunity to speak if they wish. Disagreeing is fine. You do not need to come to any conclusions, just hear each other out for the five minutes. As a facilitator, be prepared to cut a discussion off at the time limit. You can always encourage participants to return to the topic at a later point. Sample topics might include:

- A leader can be a leader and a friend to you at the same time.
- Young kids can't be leaders for a group of older people.

- In a group people see me most often as: a leader, a follower, a clown
- The one area I need to work on in being with a group is: patience, listening, participation
- At school, I like to work: independently, with a partner, in a small group.

Likert Scales: Similar to Triads, Likert Scales give a visual representation of each person's values. Ask a question to the group and indicate that you want them to line up according to how strongly they feel about a given situation. For example, "How important is it for you to be a leader in a group?" Point out that the far left of the line should be those that feel that it is "very important" and the far right, "not important at all". If the person does not feel very strongly either way, they should indicate to which side they feel strongest and to what degree based on how far over to the left or right they choose to stand. A numbering system can help younger participants. After the question you may choose to ask for volunteers to respond to why they felt that way. For adult groups, you might try only having 1 or 2 people responding to a question at a time and then try to justify their response to the others.

Possible Questions for Likert Scales

I am more likely/ less likely to give up when a problem gets frustrating.

I am known as a very responsible / irresponsible person by my parents (teachers?).

I am very likely / very unlikely to cooperate with my parents when they say "no".

I hardly ever / always enjoy a new academic (physical, emotional, spiritual?) challenge in my life.

I consider myself to be a mostly aggressive / apathetic person.

I am a "talker" / "listener".

Choose A Card: Have students sit in a large circle on the floor or around a table. Prior to the activity prepare a deck of index cards by writing one word responses on each that express a particular feeling or mood. For example: excited, bored, silly, frustrated, restless, cold, sleepy, motivated, or angry. Spread the cards out on the table face up so that all the words are showing. Prior to the activity, prepare questions that have simple one-word answers that indicate feeling, mood or value to the students. For instance..."Pick a word that describes..."

- how you are feeling right now.
- how you were feeling before the trip to Frost Valley.
- how you feel in math class.
- how you feel on Fridays.
- how you feel about your family.
- how you feel about this group's ability to work together.
- how you feel about the person on your left.

- Talking is more important than listening when a group is solving a problem.
- A leader is more important than a follower.
- Honesty is always the best policy.
- Peer pressure can be a good thing.
- Everyone can be a good leader.
- People can trust others too much.

For adult groups.....

- Having one boss is the best way to get a job done in the business world.
- Strong personalities in women make men uncomfortable in a problem-solving situation.
- Being a successful independent worker is more valuable to a company than a team of workers trying to accomplish the task.
- Managing a business is best done from the top down (bottom up?).
- It is never good to mix one's personal life with one's professional life.
- Being emotional about a problem rarely helps the situation.

Triads: Triads are a way of visibly showing the range of opinions in a group. Give the group a situation or value-laden statement to consider. Then, tell them to listen carefully to three possible responses. Point out three (or more) locations in the activity area which correspond to each possible answer. Tell the group that once they hear the response that best corresponds to the way they feel, they should walk to that area of the activity space. For example:

Q: "What part of the day is most enjoyable for you?"

A1: Morning A2: Afternoon A3: Evening

After each person walks to the point in the activity space that best fits their feeling, they should confer with others of like-minded response and come to a conclusion as to why this is so. After a minute of discussion, ask a spokesperson from each group to tell the participants in other groups why they chose the response they did. Do not allow others to interrupt. After all have spoken, you may choose to open up some questions for debate. This often occurs naturally for challenging questions. There are no right or wrong answers to a triad question. It is not a guessing game!

Possible Questions for Triads

- Whom do you trust more, parents, teachers, or friends?
- The most important role in a group is: the person with the ideas, the person who organizes the group, the person who can listen well and follow directions.
- Cooperation is learned best: at home, at school, being with friends.
- I show I am frustrated by: speaking louder, becoming silent, moving my body a lot.
- When I am presented with a challenge I usually: try harder, try to avoid it, try to change the challenge so it is easier to succeed.
- I trust people: easily, after a long time, only myself

Only spend a minute on this method or it will lose its impact - try to be quick, direct and punctuate with comments like: "Ah ha!", "Hmmm!", and "Really?!" This shows participants that they have something to learn from the group's response.

Quotable Quotes: This is easier to explain than to do as most of us want to watch our group 100% of the time. Try to jot down verbatim what is being said by the group. Read back to the participants what you heard them saying and ask them what was going on with the group at the time. A good activity to try this on is "Knots" as it often has a lot of conversation and requires little involvement by the instructor after the knot is formed. Expand on what is said from the quotes by taking each comment one step further: "Why do you think you thought this activity would be impossible?" "When you kept saying 'ouch' and nobody did anything to help you, what did you do?" and so on. It is preferable not to let participants know what you are doing.

Knees to Knees: A partner activity, this processing technique can be applied to many situations. Ask the group to pair up and sit on the ground crosslegged with their knees touching their partners. Ask the pairs to decide who will be an orange and who will be an apple. The apples could go first. The facilitator will direct a question to the group.

For the next minute (adjust time if desired), only the apples will speak to their partner. They will respond to the question and tell their partner whatever comes to mind. They must try to continue talking until the end of the time allotted. The partner must only listen. They should *not* respond in any way by nodding the head or giving clues that they are listening by saying, "uh huh" or "I see" etc. The listener should only try to maintain eye contact and listen carefully.

At the end of the apple's turn, the facilitator will say, "stop" and then the oranges must assume the role of speaker while the apple's listen to their partner's response to the question. After both partners have had a turn to speak, the facilitator may select a new question.

Between questions ask people to raise their hands and comment on the experiences of being a speaker and listener. What is hard about the exercise? Why is touching knees included in the exercise? Which is easier, listening or talking? What are you thinking about while your partner is speaking? This is clearly an exercise on listening skills and articulation of ideas, but it can also stimulate individuals to speak out about their values without the threat of a large group listening in.

Note: It is a good idea to keep a watch handy and to space the partner groups far enough apart so they are not interrupting each other and so that all can hear the facilitator. Possible questions include:

- It really annoys me when someone _____ when I am working in a group.
- One of the most challenging physical activities I have tried was _____.

- the kind of mood you would like to be in most of the time.
- the kind of person you most often show to the world.
- the way you think people feel about the environment.
- " " " " " " about: AIDS, different races of people, money, their bodies, religion, homework, bungee jumping....! The list is endless!

This can be a great way to get everyone to respond easily as the answers are right there for you. Not everyone has to respond to the same questions, go all the way around the circle, or only half way, or only 2-3 people respond before you change the question!

Silent Observer: At the start of an element or activity, have one person volunteer to be a silent observer. Their role for the one activity is to silently watch the action and give feedback to the group at the activity's conclusion. It might be good to give the observer a card with specific things to watch out for and then to report back to the group. Behavior that is noticeable: sexism, sense of humor, sharing ideas, leadership skills, cooperative comments, indications of fear or trust, boredom, frustration, etc. You can even give the observer a pencil to jot down observations to share in the processing toward the end of the entire experience. Being a silent observer helps to hone an individual's ability to see other's point of view without the pressure of contributing directly to the action. They become a "fly on the wall" with an added opportunity to provide objective insight. Rotating this opportunity around the group gives everyone a chance to see the total group in a new perspective and perhaps can assist each individual in identifying how they can contribute later to further success of the team.

Note: Some facilitators use the "silent observer" technique for students who are being disruptive to the group. If approached carefully, assigning this "special" task to the disruptive student can help foster more cooperative behavior in future tasks.

Say, "Hey!": When the group is encountering difficulty in solving a task, stop the action for one minute and form a circle. Tell students that you are going to ask them a quick question and if their "gut reaction" is to respond 'yes', then they should step into the middle, raise their fist in affirmation and yell "Hey!" (or some other word). Often the answers are very obvious to a few and those that have been blinded by their own actions will suddenly see how the rest of the group feels. Typical questions to ask might be:

- Anyone who feels their idea has not been heard?
- Anyone who feels that boys are doing all the lifting?
- Anyone who feels that the girls are doing all the talking?
- Anyone who feels frustrated?
- Anyone who feels unsafe?
- Anyone who thinks this activity is impossible?!

shared with the group. If Chris tugs on the string to illustrate that s/he has passed the idea along and every one that heard the idea used the idea and tugged their string (actually do this as you are speaking), then eventually the entire group would be using the great idea (everyone simultaneously tugging the string!).

Inversely, if a negative rumor starts with Andy and it is passed along, eventually harmful information can be passed to the group ultimately damaging the group's ability to succeed. (Tugging can illustrate this too.)

A good illustration of the need for support could be: "If Dan left the group, (actually ask Dan to take a step back and drop his string) then who would be affected?" (All those who felt the string drop could drop their string OR could pick up the slack for those that decide to leave the group when they felt the string go slack. (Do large groups often have only 2-3 people carrying the workload? How difficult is it to hold all those strings and keep a well formed Web?))

Overall, this processing technique can take some time, but can be an excellent conclusion to your experience. It is risky at times as you are asking people to volunteer their shortcomings and trust the group will be supportive. Obviously, the more people in the group there are the longer the time needed. Make sure you don't cut things off without giving everyone an opportunity to speak.

Topics to Consider

Responsibility for Own Actions	Joy
Alternate Behavior Choices	Assertiveness
Option to Pass on a Question	Sexism
New Information About Someone in Your Group	Being Observant
Coping with Helplessness	Physical Touch
Coping with Frustration	Mixed Messages
Coping with Boredom	Cheating
Coping with Apathy	Meaning of Challenge
Coping with Anger	Sadness
Coping with Annoying Behavior	Taking Compliments
The Role of a Facilitator vs. Leader	Bossy Behavior
Planning Ahead	Manipulation
Accepting Consequences	Chances and Risk
Sense of Humor	Body Awareness
The Option of Giving Up	Blunt Comments
Coping with Failure	Ego Boosting
Perspective	Power Trips
Giving and Taking Support	Cooperation
Handling Pressure from the Group	Attention Seeking

- The most frustrating thing in school for me is _____.
- The important things I look for in a good teacher are _____. My favorite teacher was _____ because _____.
- The most embarrassing thing that ever happened to me was _____.

Compare and Contrast: This technique is really simple as it is basically an opportunity to show the dynamic change that occurs in a group. Most groups find that their ability to succeed improves over time. Ask the participants to divide into two groups. Each group should select two activities: (1) the element that was, overall, the most successful for the group and (2) the least successful. Compare these opposite experiences and what made them that way. Changing the word "successful" to "satisfying" in the directions can add insight into what people valued about the experience. It is interesting to see if the two groups come up with identical activities or not.

The Human Web: Adapted from the environmental activity, "The Web of Life", this exercise is for *mature groups* who can handle a serious discussion. The web begins with the facilitator who is holding a ball of string. Each person needs to take a few moments and think to themselves how they would best answer the following question:

"What skill(s) do I need to improve in so that I might better function in a group?"

Once everyone feels they can contribute something about themselves, the facilitator will open it up for anyone to volunteer to respond to the question. When someone volunteers, the facilitator tosses the ball of string to that person. Let's say that Pat says, "I need to participate more". When Pat is done talking, the facilitator will then ask the group: "Does anyone here know of a way to encourage Pat to get involved more in group activities?" The person who responds should be passed the ball of string while Pat holds onto one end.

Let's say Jamie has responded by saying, "You could try to suggest an idea as it occurs to you rather than wait and see if someone else has an idea - even if you think your idea is silly. I could help that by *asking you* if you have any ideas." At this point Jamie and Pat both have an end of the string and are connected to each other in simple mutual support. Both Pat and Jamie hold onto the string while Jamie then states what skill s/he would like to improve in while working with a group.

The ball of string can be passed again and again, each person holding the string as it crisscrosses the circle until everyone has had a turn to both offer an area they need to improve in and a way they could help someone else improve in group skills.

The completed Web has a nice visual effect that can represent the necessity of mutual support necessary for group to function. The interconnectedness of the group can be illustrated by saying, "Let's say that Chris had a great idea that was

Skills for the Facilitator

The following is a list of helpful tips for making your processing sessions smoother. No one can learn or do these all on the first try. Adding one at a time and practicing them can help make *doing* them more natural!

NON-VERBAL

Show Genuine Enthusiasm for Your Group's Successes

Sincere Concern / Sympathy for Failures

Eye Contact While Participants are Talking

Nod the Head

Smile

Give Readable Facial Messages - Exaggerate

Laugh a Little!

Pausing for Effect After they Talk - Consider What's Been Said

Locating the Best Spot to Talk with Few Visual Distractions

Assure Physical Comfort of the Group - Warm & Dry

TRANSITIONAL COMMENTS - Or, What to say when the music dies....

"How does what you are saying 'go with' or 'relate to' what John said?"

"Who agrees or disagrees with that?"

"Can anybody add an idea here?"

"What does that make you think about?"

"Does that make you think of anything else we did today?"

"Can you describe how that relates to things you do at home / school / with friends?"

"Hmmm. Interesting..."

"Is that true for anybody else?"

"I like the way you said that!"

"I can see you put some thought into that comment"

"Tell me more about that"

"What made you come to that conclusion?"

"How will what you just did help in the next activity?"

"Did you learn anything about how this group works together from that activity?"



ADDITIONAL PROCESSING QUESTIONS

In addition to using the levels of processing questions, there are times that you will want to ask questions that focus on specific thoughts, feelings, and behaviors. The following questions, some of which have been adapted from Knapp (1984) and Rosenthal (1995), are useful to refer to when preparing for discussions.

TRUST AND SUPPORT

1. What did it feel like to have your physical safety entrusted to the group?
2. What are the similarities and differences in the way you supported each other here and the way you support others back at home, school or the office?
3. What impact does trust have in your relationships with others at home, school or at work?
4. What is the relationship between managing risk and establishing a support system?
5. What needs to happen for you to trust people?



COMMUNICATION

1. What were some of the effective forms of communication that you used in completing this task? Ineffective forms of communication?

2. How were differences in opinion handled?
3. In what ways could the group's process of communication be improved to enhance its problem-solving skills?
4. How could you improve your communication and networking?

MAKING DECISIONS

1. How did the group make decisions for completing the tasks?
2. Were you satisfied with the manner in which you made decisions?
3. Were decisions made by one or several individuals?
4. Did everyone express his or her opinion when a choice was available?
5. What did you like about the manner in which the group made decisions? What didn't you like?
6. What is the best way for this group to make decisions?

COOPERATING

1. What are some specific examples of when you cooperated?
2. How did it feel to cooperate?
3. How did cooperative behavior lead to the successful completion of the tasks?
4. What are the rewards of cooperating?
5. What can you personally do to produce a cooperative environment at home or work?
6. When cooperating with others, what guidelines would you want to establish for yourself?

TEAMWORK

1. How well do you think you did?
2. How effective were you in completing the task?
3. How efficient were you?
4. How did you develop your plan of action?
5. What is the relationship between input into the plan and commitment to action?
6. What were the differences between having a common vision versus not having a common vision?
7. Did the team IQ go up or down? What was it? 100 is average, 115 above average, 85 below average.

PROBLEM-SOLVING

1. Have you noticed any patterns in the way you solve problems? Are they productive? Unproductive?
2. What effect did planning time have on the process?
3. How well did you execute your plan?
4. On a scale of 1-10, how committed were you to executing the plan?

5. What are the similarities and differences between the ways in which you have approached solving problems here and the way that you approach them at home, school, or work?
6. What would need to change in order to enhance your problem-solving ability?

LEADERSHIP ROLES

1. Who assumed leadership roles?
2. What were the behaviors that you would describe as demonstrating leadership?
3. How did the group respond to these leadership behaviors?
4. When and how did the leadership role change?
5. Was it difficult to assume a leadership role in this group? Why?
6. What are the characteristics and qualities of a good leader?
7. What specific skills do you need to develop to become a more effective leader?

FOLLOWING OTHERS

1. Do you consider yourself a good follower? Was this an important role during the activity/day?
2. What type of leader was it easiest to follow?
3. Did the manner in which the feedback was given make a difference to you? Explain.
4. What was difficult about being a follower?
5. What are the characteristics of a good follower?

SELF-STATEMENTS

1. Did you criticize yourself or put yourself down during the activity/day?
2. What did you say to yourself?
3. Do you usually get upset with yourself when you make a mistake or do not achieve perfection?
4. What could you say to yourself to counteract the put-down message?
5. What are some ways in which you were successful during the activity/day?
6. What self-messages did you give yourself when you were successful?
7. How can you increase your positive self-messages in the future?
8. What percentage of time are you "on your case" vs. "on your side"? Do you prefer this style?

GIVING AND RECEIVING FEEDBACK

1. What are some examples of when you received feedback during the activity/day? How did it feel?
2. Did the manner in which the feedback was given make a difference to you?
3. What are some examples of when you gave feedback during the day?
4. How did you express appreciation for another during the day?

5. What are some appreciations that you did not express?
6. Do you typically express appreciations?
7. How can you improve your skills in giving and receiving feedback?
8. What is the best way for someone to coach you or give you feedback?

RESPECTING PERSONAL DIFFERENCES

1. What are some of the significant differences among group members?
2. How did these differences strengthen the group-as-a-whole?
3. What would this group be like if they were very few differences among the group members?
4. What specific instances did being different help or hinder the group from reaching its objectives?
5. How can you increase your ability to respect and use personal differences?

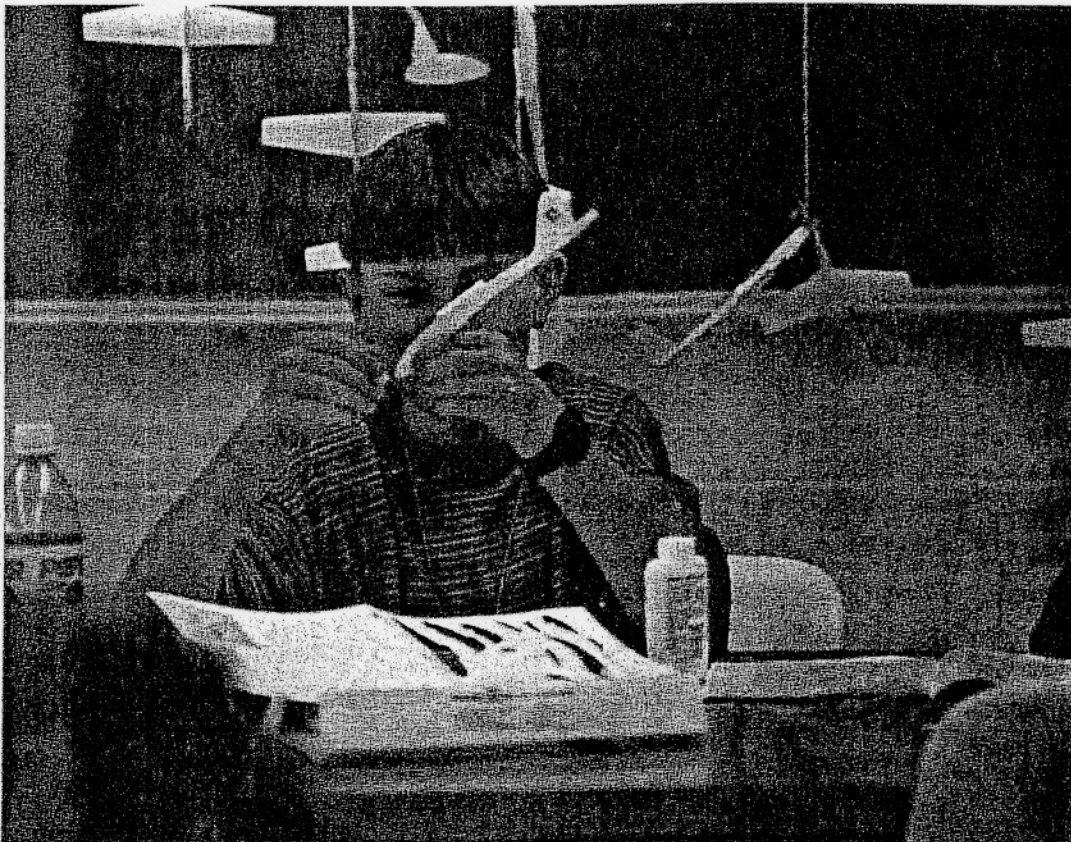
PERSONAL RENEWAL

1. How could you lessen the burden that you carry around?
2. How could you challenge yourself to improve and grow?
3. Are there things that you do to anesthetize yourself and your emotions? If so, what are they?
4. What are some things that you could do to improve your diet and quality of nutrition?
5. What are some things that you could do to feel more sexually alive and vital?
6. What adventures would you like to undertake in the future?
7. How could you enjoy your work more?
8. How could you enjoy your daily tasks, chores and responsibilities more?
9. What could you do to feel better about your home environment?
10. What could you do to optimize your level of health, fitness and well-being?
11. What could you do to improve your relationship with your partner?
12. How could you have more energy, vitality and moment-to-moment aliveness?
13. What are the career goals that you are shooting for?
14. How could you improve your relationship with your children? How might you be a more involved and loving parent?
15. Are you satisfied with your level of spirituality? Could you do anything to improve your spirituality??
16. How could you have fun and enjoy your life more often?
17. How could you improve your relationship with your parents and/or your extended family?
18. Do you permit yourself time to occasionally relax, slow down and smell the flowers? Do you take good vacations? Is there anything you could do to improve on this?
19. How could you improve your relationship with your colleagues, co-workers, boss and/or employees?
20. How could you invite deeper and more meaningful friendships with people in your life?

21. In which areas of your life are you out of balance? What would assist you in being more in balance?
22. What could you do to add greater meaning and purpose to your life?
23. If you could do one thing that would significantly change your life, what would that be?

CLOSURE QUESTIONS

1. What did you learn about yourself?
2. What did you learn about other group members?
3. What did you do today that you are particularly proud of?
4. How can you use what you learned today in other situations?
5. What beliefs about yourself and the other group members were reinforced during the day?
6. What specific skill are you going to improve as a result of this experience?
7. What obstacle(s) will you need to deal with to effectively use this learning? How will you remove this obstacle?



In the Classroom

As mentioned before, when and how you incorporate adventure education into your classroom is entirely up to you and your students. Here are a few examples to start the wheels turning. (See appendix for more detail on these activities.)

Low - Level Initiatives

- *Who are you?* - This activity works across the board, and is a good way to have students get to know each other. As time goes on the question "Who are you?" gets more and more difficult to answer, and the risk factor increases dramatically so this may not be a first-day-back-to-school activity, but definitely in the first week.
- *Impulse* - to demonstrate how electricity flows through a circuit, and what can happen when there is a break in the circuit (a break in communication).
- *Bomb Shelter* - a lead in to sociology class discussing topics such as social status, preconceived bias, the value of human life, societal roles, etc...
- *Heirlooms: Family, Community, Personal* - a general introduction to cultural diversity and a way for students to share about their own background and heritage. A nice follow-up would be the topic of "family trees" with each student researching the roots and history of their own family and presenting it to the class.
- *Parade* - can be used in a math class as an alternative "word problem", and just a fun way to get the students thinking outside the box.
- *Wing It* - A fun and competitive challenge great for science class; brings in the concept of friction and inventions (if your job was to thread wing nuts all day long and the more you thread the more you'd get paid...ahh filling a need, the mother of all inventions!)
- *Broken Conversation* - critical thinking and sequencing skills are needed. This adds a fun twist to English class and is a great way to practice the above mentioned skills.

Moderate - Level Initiatives

- *Blackout* - The storyline presented in this activity is a far out tale about archeology that can be used in both science and social studies classes. Topics such as; What is an archeologist, How are archeological digs conducted, the condition of the materials being excavated (i.e. bones, pottery, footprints, etc...) and what influences that, ethics of digging esp. in sacred land, and some of the problems and crimes related to this field.
- *Human Machine* - a wonderful way to introduce the topic of simple machines, and how the more parts you have, the less simple the machine becomes. Students can create a 5min "play" showing how a machine as evolved over time to become more complex (work with the drama teacher or other person experienced in the art of mime and have the students mime the "play". Also another opportunity to talk about inventions or inventors. Introducing various deaf scientists is a great complement to this subject.
- *Traffic Jam* - takes critical thinking and analysis skills which are critical when studying any kind of literature. A good one for English class.
- *Toxic Waste* - can be used "as is" in science class when talking about environmental issues such as the various kinds of pollution and related remediation techniques. Having a guest come in who works in the hazardous waste field would work together with this activity as a way to bring the real world into the classroom.

High - Level Initiatives

- *All Aboard* - English class - books such as "Lord of the Flies", "Moby Dick", "The Outsiders", and other books that address the topics of isolation, working together in an adverse situation, or the true to life situation of having your boat smashed or sink and having to get everyone on a life boat. The real-life story of the "Titanic" can also be used.
- *Trust Fall* - Science class: An interesting way to look at the transfer of energy from the falling body to the catching body(s), without any being lost. Also gives a great example of gravity.

➤ *Bomb Shelter* – Although this was presented in the “Low – Level Initiatives”, it can also be used with more intensity depending on the group. Use the more advanced version for older students and present the activity very seriously, the students will most likely follow your lead.

➤ *Marble tubes* – This activity can be used in any class. You can attach a diversity of storylines or decide not to use one at all. This is a good challenge that often causes participants to become frustrated, a key point for processing. Observe your students and see the best place to implement this one!



GROUP DEVELOPMENTAL STAGES

"It's not knowing what to do but it's knowing what to do with your group and when to do it. This is the difference that truly makes the difference."

—Gregg Butterfield

Groups are composed of many individuals with different personalities and needs. Generally speaking, though, groups develop an identity of their own. In so doing, they tend to go through a series of stages. While it is possible that all groups will not go through the same stages, the following are the group stages elaborated by Cohen and Smith (1976). Knowing where your group and the individuals in the group are in the process can help in structuring your facilitation. Once you have an in depth understanding of how your group develops, you can use the popular brief model of Forming, Storming, Norming, and Performing stages. These are explained by Scholtes (1988) and inspired by Tuckman (1955), and presented at the end of this section. This model we find, is easier to explain to your group and for them to identify with and remember.

❖ GROUP STAGES: IN-DEPTH PERSPECTIVE

Stage 1: Acquaintance Individuals are looking for something in common, a way to categorize one another. Outside roles and status often determine inside roles. Group members share names, background, residence, occupations, likes, and dislikes. This is a time of sizing up each other and thinking "Am I going to fit in here?"

Stage 2: Goal ambiguity and diffuse anxiety Group members may feel confusion, uncertainty, anxiety, and difficulty in understanding directions or the purpose of group activities. Members may feel very unsure of themselves. Some may feel helpless and become self-deprecating and express inadequacy. Some members will attempt to establish bonds with others who seem to have similar problems, interests, attitudes, and backgrounds. Self-centered communication, hesitant and resistant behaviors may also be noted. The situation is new and ambiguous, so values and attitudes may go into a state of flux.

Stage 3: Members' search for position Power may shift rapidly during this stage as various assertive members try to influence and/or control the group or engage in leadership struggles. The initiators become leaders, while fearful members may intellectualize and generalize. Indirect discussions and outside concerns are the topics of discussion rather than immediate necessary tasks or feelings. The first here and now feelings expressed tend to be negative, frequently toward the leader or the experience. This may be in the form of a challenge. There's fear in this stage of discussing the real self. Anger may be at the perceived dependence on the leader.

Stage 4: Sharpened affect and anxiety—confrontation In this stage, some individuals may clash with one another for leadership, while others may play more passive roles. Anxiety and fear are expressed by anger and defensiveness. This may feel like a mutiny to you, or it can be as simple as one negative statement by one individual. Interactions may only focus on tasks, with isolation or cliques forming after the endeavors. If you successfully handle the negative feelings, the group then has permission to get more positive and intimate. You need to be able to say, "I hear that you are angry at me"; or "I see that you are overwhelmed by the demands of the experience; can you tell me more about it?" This is the most important and critical stage for leaders to successfully get through.

Stage 5: Sharpened interactions—growth Original group leaders re-emerge. Some members behave in ways that encourage total group involvement. Group members become more involved. Misunderstandings are sharpened as frequent communication occurs. Group members share significant personal experiences. Here and now concerns about power and leadership develop. Trust grows between you and the group and among group members. Members begin to talk more openly and test their perceptions and assumptions with you and the others.

Stage 6: Norm crystallization Norms develop as the group works on and evolves rules and standards for behavior in the group. Group attention stays on interaction and processes within the group, not on outside matters. One person may assume the role of disciplinarian who punishes group members deviating from the group norms. Daily routines are established and members become self-disciplined and self-regulated. A unique culture develops that includes jargon, rituals, and group-consciousness and cohesion. In general, there is a willingness to work together on tasks and goals. Individual identity is submerged in the group. Members subjugate their own identity in pursuit of group unity.

Stage 7: Distributive leadership Members accept each other as equals. Members accept the authority of your role and there is less acceptance or nonacceptance thinking in regards to you. Group members will use you more freely as a "skilled resource" who can observe the group process and help them deal with personal issues. You will be seen both as a person and as a member of the group. Members become observers of the group process and thus become more self-regulating and self-determining. Decisions become more based on consensus. When conflict occurs, it is over substantive rather than hidden issues. Formalized structure tends to dissipate and informality prevails.

Stage 8: Decreased defensiveness and increased experimentation There tends to be a dropping of masks and protective facades at this stage. Insight into others develops and becomes

common. There is a freer flow of feelings and thought. Tension and expressions of negative and positive feelings are expressed and worked through in a more open manner. Members tell each other their reactions and perceptions. There is an increase in empathy and a nonjudgmental atmosphere prevails. Less regard for power and status exists in the group. Group members discuss and work on personal problems. They try out new ways of behaving. Risk taking increases and members have better self-esteem. Members are more willing to compromise for greater solidarity.

Stage 9: Group potency The group in this stage accepts individual members and rewards their positive changes. Members know when it's appropriate to use the group. Cooperation and shared responsibility is common. Interdependence increases interpersonal solidarity. The loyalty and affection to each other is increased. The group may deal with highly intense interpersonal interactions without becoming defensive or changing the subject. Intense joy and pleasure may also be experienced. Members become confident that the group will accept them as they are. The members also accept the group as a potent change agent.

Stage 10: Termination There are expressions of over-optimism about the power of the group. Individually and collectively the members are optimistic. Denial of the impending termination is expressed by disbelief and regret. As a defense against the pain of separation, some members withdraw before the group actually ends. Other members experience happiness over leaving and returning to the outside world. Still others attempt to plan ways for the group to get together in the future. Testimonials to the power of the group and the experience are expressed. Some members feel that they have completed the task of the group and they are now ready for the outside world, while others continue to explore the mechanics of the transfer of learning.

As the experience ends and the group terminates, it may be useful to talk about the death of the group and how individuals deal with grief in their lives. The group will never be the same, and developing some rituals and giving participants the opportunity to share their feelings and learning with each other will help to bring some closure to the group. You can discuss how individuals make contact in their lives and what "letting go" of the connection feels like for them.

❖ GROUP STAGES: BRIEF PERSPECTIVE

It is useful for your group to be able to identify where they are in their team development. We like to use the forming, storming, norming, and performing stages when we present to groups, because it is easy to follow and remember. Groups can usually reach consensus around which stage they are at. The four stages adapted from Scholtes (1988) are:

FORMING

Forming is characterized by team members cautiously exploring boundaries of what is acceptable in and by this group. They are moving from individuals to member status. This stage is where trust is being built, and it is full of excitement, anticipation, and anxiety of what is ahead and "will I fit in." Attempts are made to define the task at hand and discussions are abstract, lofty, and problem-oriented. Little is accomplished in regards to project goals, which is normal. This is a group of individuals versus a team.



STORMING

Storming is the most difficult stage, and it is characterized by arguing, defensiveness, and questioning the wisdom of others because the task is different and more difficult than imagined. Impatience with the lack of progress leads to tension and indecision about what needs to be done. A pecking order may be established and disunity is common. It feels like members are choosing sides for what needs to be accomplished. It's almost like people are saying "I will show you my worst side and see if you leave me."

NORMING

In this stage members reconcile their differences and competing loyalties. Criticism is expressed more constructively. The group has become a team by agreeing and accepting each other by developing their ground rules or norms. Competitive relationships become cooperative. Friendliness and sharing personal issues are more prevalent. There is a sense of team cohesion, common spirit and movement towards shared goals. The tension from above has turned into trust and collaboration.

PERFORMING

By this stage the team has settled its relationships. They begin to perform well solving problems and implementing actions by using each other's strengths. People know their roles and re-

sponsibilities and begin to synergize. They get more things done by working in a coordinated fashion. There is a strong sense of loyalty and satisfaction in the team. They know each other well and can comment on their team development, and as a result, they can constructively bring about team change.

Having your group identify and normalize what stage they are in can help move them to the next stage and prevent overreactions and unrealistic goal setting. Some groups will move quickly through these stages, while others will move painfully slow. It is important for the group to know this is a dynamic process of change, full of interruptions and lapses to previous stages.



Taken from: Processing The Experience



RELUCTANT INDIVIDUALS

Most individuals are cooperative and motivated. However, on occasion you will work with individuals who are reluctant to share themselves—their thoughts and feelings with other group members. In which case, you will want to search for ways to actively involve them and have them contribute to the group experience. The reasons for wanting to get hesitant individuals involved are:

- a. if we believe that the structured experience is a vehicle for learning and growing, and that reflection is part of the learning cycle, then, we must find ways to help individuals analyze, present, and support their own ideas;
- b. it helps people explore issues in greater depth—through discussion and questioning we can assist individuals in being more introspective and possibly help them gain more from the experience;
- c. it is likely that members who have a difficult time sharing in this group also have trouble talking in front of others in other environments. By getting these individuals to participate, they may develop a sense of confidence about speaking up;
- d. other group members will benefit from hearing the thoughts and feelings of the reserved member; and
- e. the verbal exchange and sharing of ideas is an essential part of the group experience.

Often, group members want to speak but do not because they are afraid of what other members might think of them. They envision people laughing at them or thinking that they are stupid. It is important to find ways to involve these individuals so that they may be able to recognize that they are focusing on the worst possible scenario which is not likely to occur at all. Other reasons why people might be reluctant to get involved are that they are not committed to the group; they do not trust the leaders or some of the other group members. The leaders or another member of the group may dominate discussions, which causes others to sit back and listen rather than contribute.

On occasion, it has been extremely beneficial to socialize with reserved individuals during breaks. It gives these individuals the message that you are interested in them and on occasion

that brief one-on-one interaction has been sufficient encouragement for them to feel comfortable enough to participate more. At other times, you will have a sense that members either want to or need to be invited to speak. When this happens, you can elicit their comments by simply nodding your head or gesturing in their direction. Whenever possible, follow-up their comments with some form of positive reinforcement to encourage additional future responses.

If neither of these suggestions work, you can try using some of the following statements, which have been adapted from Eitington (1989) and Jacobs, Harvill and Masson (1988):

- a. "I don't think that we have heard from Bonnie yet on this issue."
- b. "Go ahead," "It looks as though you are thinking. Would you like to share your thoughts?"
- c. "You seem to be reacting to something. Is there anything that you would like to share?"
- d. "It seems that you were relating to his statement. What are your thoughts?" and
- e. "Julie, you have been rather quiet today. Is there something on your mind?"

The challenge to drawing out members of the group is to get them to speak and share their thoughts and feelings. At the same time, they will need to have the option to decline and not be "put on the spot." One technique is to look at a member who is being quiet for a brief moment, and with your eyes invite the person to speak. If the person does not choose to talk, then you can shift your eyes away which will then give the person the right to pass.

You can invite the person to speak by using a tentative voice and trying not to focus the attention of the group on that person. For example, you may say "Bert, I notice that you have been quiet throughout our discussion. We would like to hear from you if you want to comment." At this point you should scan the group with your eyes rather than staring at Bert. If he doesn't comment in a reasonable amount of time, you can open things back up and say something such as, "Who would like to share what they are thinking about?"

According to Jacobs, Harvill, and Masson (1988) there are two primary ways to draw out reluctant individuals. They are called the direct method and the indirect method. A brief explanation of both methods and some specific examples follow:

❖ DIRECT METHOD

The direct method refers to the procedure of simply asking individuals if they want to comment or react to what is going on. Some specific examples of direct questions that you could use are: (A) "Kent, you seemed to be having lots of fun working on your project this morning. Would you like to tell us about it?", (b) "Barbara, we have heard a lot of different perspectives on how the wall went. Is there anything that you would like to add?", (c) "Richard, you have been very quiet since we got back from the peak ascent. Is there something on your mind?"

As suggested above, using eye contact is a valuable technique for eliciting comments from group members. This is especially true when people are waiting to talk. By acknowledging people with your eyes and a light head-nod, you can often let them know that you are looking forward to their comment. This technique can be used in a more direct fashion when necessary. When speaking to the entire group, you can maintain eye contact with a specific member; this

acknowledges that you would like that person to speak. It also gives him or her an "out" should he or she not want to comment. For example, while looking mainly at Molly, you say, "Does anyone else want to say something about the service project?" You can then scan the group and return your eyes to Molly. If she is not ready to respond, then you can shift your eyes to other members of the group.

❖ INDIRECT METHOD

There are three indirect methods that you can use to involve reluctant members. They are the use of dyads and triads, rounds, and written exercises. The value of using these techniques have been explained earlier. When the dyads or triads come back together, you may want to use some of the following types of questions to invite individuals to talk: (a) "Who would like to share what you were talking about?", (b) "What were some of your thoughts about solo?", (c) "What kinds of things came to mind when you talked about how you resolve conflicts with your partner?", (d) "Does anyone want to comment on what you have discussed in your pairs?", and (e) "Mike, would you mind sharing with us some of the things that you talked about in your triad?"

This procedure is usually effective because individuals have something to say as a result of the discussion that they have just completed. Another way to structure this activity is for you to be a member of a dyad with the reluctant individual. During your discussion, you can either seek to find out why the person chooses to be silent and/or give the person encouragement for his/her ideas and suggestions that you would like him/her to share his/her information with the larger group.

Rounds are another valuable technique for getting hesitant members to contribute. If while doing a round the reluctant individual appears to be uncertain or anxious, you can skip that person by saying something like "we'll give you a little more time to think" and then come back to him or her after everyone else has contributed. Also, you can make it easier on this person by starting the round with the person sitting next to him or her and ending up on the reluctant individual. This also makes it possible for you to ask for more information from this person since he or she will be the last to comment when the round is ended. An example of a round that you could use is: "In a word or a phrase, what was the most difficult part of the acid river for you? Think about that for a moment, then I'm going to ask everyone to share their thoughts."

Written exercises also can be used to help reluctant individuals contribute. This activity tends to be indirect and nonthreatening because you are only asking members to read what they wrote. You can structure the activity around a journal entry, compiling a list, or giving the group a series of sentences to complete. After individuals have completed their writing, you can ask them to share their responses. With their ideas written down in front of them, individuals are less likely to mind—since they are now simply being asked to share their written responses. An example of a written exercise that you might want to consider is to say something like: "In your journals, I would like for you to respond to the following incomplete sentences:

- a. My high point of the day was _____,
- b. Something that I did today that I feel proud of is _____,

- c. Something that I would like to work on tomorrow is _____, and
- d. One way that the group can help me is _____.

Additional examples of stimuli that can be used for written exercises are provided in the section on Methods of Processing.

❖ SUMMARY

Trying to get everyone actively involved in processing sessions can be challenging at times. A variety of ways for inviting hesitant individuals to participate have been discussed in this section. We encourage you to try some of these suggestions so that you might develop more confidence in working with reluctant individuals, and at the same time you may increase your ability to establish learning environments where all group members are involved.



USING HANDICAPS

"I have learned that success is to be measured not so much by the position that one has reached in life, but by the obstacles which they have overcome while trying to succeed."

—Booker T. Washington

Handicaps are challenges or tasks given to participants that take away one or more of their senses or abilities. Handicaps are usually unfamiliar and unexpected and, as a result, raise the level of disequilibrium in participants and the group. This disorientation can facilitate the restructuring of individuals' cognitive maps.

You can use handicaps at any time or with any event. The educational and therapeutic uses are unlimited. Deciding who, what handicap, which event and at what point in the event to use handicaps creates endless possibilities. It's important to know the individuals well, so the handicap creates a constructive level of anxiety, and it is not a destructive one. The stretching of the limits is vital, as is trying to ensure success for the individual and the group. Handicaps can be used



to make events more challenging for the individual, such as being blindfolded while climbing, or for the group, like doing an initiative with everyone non-verbally. However, if the level of anxiety becomes too high, you should consider removing the handicap.

Another reason to use handicaps is to help individuals expand their potential. Now, they are unable to rely solely on their strengths, like being verbal, being a leader, or using their physical power. The disequilibrium caused by handicaps compels participants to develop other abilities. When using handicaps, processing the experience is extremely important in order to raise individuals' levels of awareness, responsibility, and increase the possibility of transferring the learning home, to school or to the office.

Below is a list of some of the common handicaps that can be used, and issues or themes to be gleaned when processing:

1. *Blind*—Participants are given a blindfold to put over their eyes. *Issues:* Powerlessness, being out of control, trust in others or a higher power, sense of the unknown or unexpected, and use of new senses or ways of knowing. Processing questions for the activity include:

"What are you blind to in your future or recovery?"

"In the absence of vision what was necessary for you to use in order to keep going?"

"In what ways did your partner empower you?"

This handicap is particularly well suited for individuals in recovery from chemical dependency, or for corporate groups focusing on their vision and empowerment.

2. *Nonverbal*—Participants are unable to speak to others. This is good to use with a leader or take-charge type of person. *Issues:* Powerlessness, communicating in new ways, reliance on others, awareness of new senses, and being in new roles. Processing questions include:

"What things in your life are you speechless about?"

"How did you react to losing a main resource?"

3. *Paralyzed*—Participants are unable to use one of their arms or legs. This is good to use with someone who relies on their physical strength. *Issues:* Disabilities, powerlessness, reliance on mind versus body, feeling like a victim, dependency, teamwork, sense of the unexpected, and vulnerabilities. Processing questions include:

"What paralyzes you in work, relationships, or life?"

"Where do you feel most immobilized?"

4. *Siamesed*—Participants are hooked together at the side like Siamese twins and must move together without any individual getting between them. This is a good handicap to use in couple or family work. *Issues:* Compatibility, dependency on others, cooperation, enmeshment, consequence of how one affects the other and commitment. This handicap can be used to get a passive and unengaged person involved when siamesed to an active leader type. Processing questions include:

"What issues are you and another stuck on?"

"What part of others at work, home, or school have you incorporated?"

5. *Singled Voice*—Participants can only talk through another person. Somebody else is their voice, and they can only share ideas with this person who will then vocalize the idea to the whole

group. This handicap, like the one above, is a good way to get a quiet person involved by sharing ideas with a leader who can use his or her voice. Couples and families are well suited for this handicap as well. Also, it can be used with bosses and employees, where the boss has to share the employee's ideas. *Issues:* Communication, listening, cooperation, not being heard, and being a leader. Processing questions include:

- "What do you really want to say to others in your life?"
- "How does it feel to only share other's ideas and not your own?"

6. *Questions*—Participants are asked only to ask questions rather than make statements. This is good when some individuals are dominating the process, but you don't want to take their voice away. It lets them stay involved but in a challenging manner. *Issues:* Communication, dominance, the importance of clear communication, and cooperation. Processing questions include:

- "What was this like for you?"
- "Who in your life do you need to ask more questions of, rather than making statements?"

7. *Killer and Suicide Statements*—Killer statements are ones like: "This won't work."; "That's a dumb idea."; while suicide statements are ones like: "I can't do this," "I'll never get over the wall." One or two participants are asked to make either of these statements to observe the effect on the group process. It's good to let it go for only five to ten minutes and then stop the group and ask them what they noticed. *Issues:* Negative forces within the group. People avoiding offering their ideas because they are afraid they'll get rejected. Processing questions include:

- "What happened to the team spirit when these statements were introduced?"
- "Who makes killer and suicide statements in your life?"

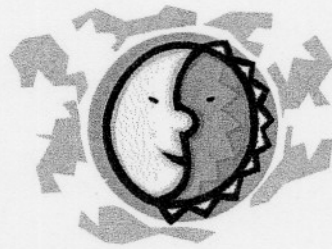
8. *Confusion technique*—Participants are asked to say the opposite of what someone else says. Usually one or two people are asked to assume this handicap. One member says "stop and go right.", the handicapped member says "let's go and go left." *Issues:* Opposition in the group, people talking at same time, poor communication, and inability to resolve conflict. Processing questions include:

- "How did the group experience this confusion?"
- "Where in your life do you get mixed messages and become confused?"

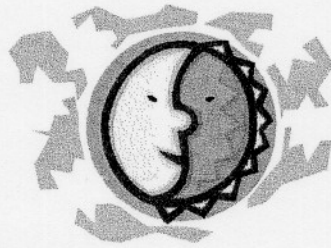
9. *Prescribing the Symptom*—A participant or two is asked to do the role he or she normally plays, especially when it's an unproductive role. Prescribing the symptom makes them conscious of what they are doing and what effect it may have on the other group members. *Issues:* Unproductive group role and raising awareness of the group process. Processing questions include:

- "What effect does this role have on the group process?"
- "How does it feel to take this role?"
- "What do you think a person with this role gets out of it?"

Appendix



Low – Level Initiatives



Who Are You?



Goal: Two people getting to know one another in a more personal way.

Introducing the Activity: With the students sitting (or standing) in a circle, give each student an index card with the name of an animal printed on it. Each card should have a match, and the students need to find their "match". This is just another way to break students up into group of two, and helps to intermix them. Once they've found one another, have each pair find a place to sit where they have some space, facing one another.

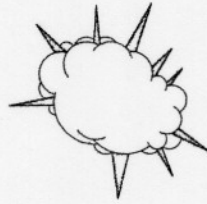
Activity: With another person demonstrate the following –

- Sit in chairs (if the students are sitting on the floor) facing one another
- Pick one person to go first
- Ask the question "Who are you?" to your partner
- Following each response ask the question again until one minute as passed
- Switch roles, now you get to answer (by this point the students get the idea so you don't have to show it)

Processing Questions:

- Please raise your hand if you were paired with someone whom you really know...did anyone feel slightly uncomfortable during this activity?
- Why do you think you felt a little uncomfortable?
- Is the question "Who are you?" something we commonly ask other people when we first meet them? What do we usually say? (What do you do? – Why do you think that is?)
- If you were at a social function and you met someone whom you didn't what do you think their reaction would be to your question "Who are you?" Why would they react that way? What would your reaction be?

Impulse



Skills addressed

- *Communication
- *Teamwork

Materials

- *Hacky-sack (or any object that's easy to grab)
- *2 blindfolds

Scenario

^Note: this activity can be applied to the content area of electricity and it's movement through a conductor or entire circuit. It can also be used to facilitate discussion concerning communication and what happens when communication breaks down.

- *Set -up the students so that they are sitting across from one another (about 1 ft apart) in two equally numbered lines
- *Have the students join hands down their respective lines
- *The last two people closest to you are blindfolded and the hacky-sack is placed between them at arms length for both
- *The rest of the group should have their eyes closed (or blindfolded if they have a tendency to cheat) expect for the two people at the head of the line

*The facilitator counts to 3, and on 3 those first two people will start the impulse by squeezing the hand they are holding. The person receives the squeeze then sends it to the person holding their other hand and so on down the line until it reaches the last person. When they feel the squeeze they reach for the hacky sack and try to grab it before the other person.

*After each turn both sides rotate and so the blindfolded person goes to the end of the line and everyone else moves up one.

*Continue until everyone has had a turn as both the starter of the impulse and the hacky-sack grabber

Processing

*What were the parameters for this activity?

*Did the impulse get lost as it went down the line? Why?

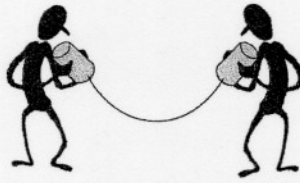
*What happened when the "impulse" got lost?

*How could you make sure the message got from one end to the other end quickly and clearly?

*Have you ever had a misunderstanding with a friend or family member? Why do you think those things happen?

*How is this activity similar to a circuit? Which part represents the electricity or energy? Who represents the conductors?

Broken Conversation



Skills addressed

- *Communication
- *Critical thinking
- *Sequencing

Materials

- *Story
- *1 master copy
- *1 cut-up story for each group
- *Envelope to put each groups story in

^Note about the story: Look at the story example provided. Notice that each sentence plays on the one preceding it. That is critical so that the progression of the story is not subjective and arguable. Use this parameter when creating different stories and have fun it. As an activity later on, you can discuss with your students why this activity works and they can make their own broken conversations and test them out on the class.

Scenario

Depending on the size of your class or how you are using this activity, you can keep the class as one or separate them into smaller groups. You can assign each person a different animal and have them find the others of their kind. I have also used this activity following a test. The students were assigned small groups in which to take the test, and when they were finished I gave them their own envelope which contained a 15-lined story. They worked on this while the other groups finished their tests, and once they found the solution went around helping the other groups. It worked extremely well and the students loved it. It also works well with the group all together.

Parameters

Version 1

- *The group must put the story in the proper order.

Version 2

- *The group must put the story in the proper order.
- *Each person can only speak or sign what their sentence says. That's it!
- *Standing, place your bodies in the proper order

Processing

- *What was the most difficult part of this activity?
- *How did you approach solving the problem?
- *What kind of roles did people play in this activity?
- *Is there anything you could learn from this activity that you can apply to your next challenge?

Into The Classroom:

Teaching Notes:

Endless Circle

Contributed by: Peter H. Bailey, Voyageur Outward Bound School

What's Learned

- Perseverance
- Trust
- Communication

Equipment

- Strong string or parachute cord.

Pre-activity Preparation

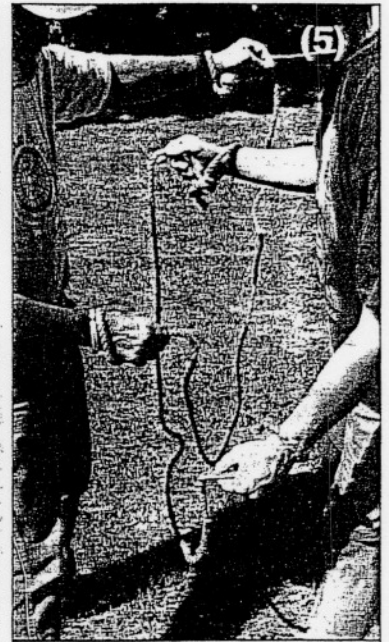
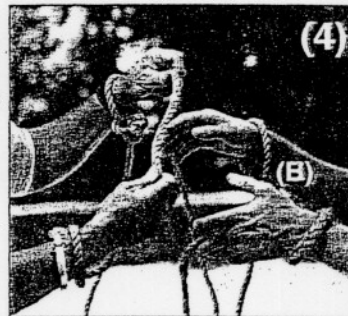
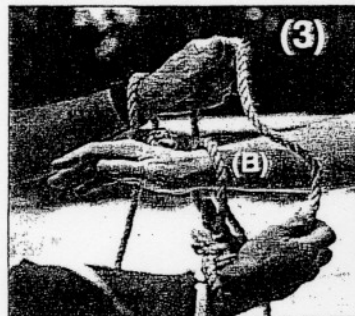
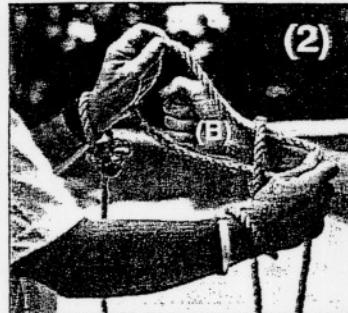
Cut the string into four- to five-foot lengths. The instructor may wish to preface the activity with a briefing session on trust and cooperation.

Overview

A good activity to start the process of people working together. Be alert to participants with low frustration tolerance. Spotting may be required as participants work themselves into pretzels.

Activity Introduction

Make the statement, 'Something that seems



impossible may be very simple if you just stop and think about what you are doing."

Description

Link the string to the wrist of each participant and through the string of the opposite participant. The task is to unlink the participants.

Variation

Try tying the whole group together.

Rules

You cannot cut the string or untie or remove the string looped on the wrist.

Solution

Slip the string through the wrist loop of B, under the backside of the wrist of B and step back. You can give the clue, "A bird in the The hand." When we make quick generalizations, we often miss what is different about the new problem

Debriefing Questions

- What did it feel like tied to the other person?
- As a partnership, how did you resolve the problem?
- Describe your role as a partner, i.e., passive, aggressive, leader, follower, etc.
- How could you relate the activity to participation in a classroom setting?

Classroom Application

- Testing Ideas
- Problem Solving

Social Connection Initiative

Teaching Notes:

Heirlooms: Family, Community, Personal

*Contributed by: Huck Truitt,
Colorado Outward Bound
School*

*Creator – Ann Juramillo and
Ed Aguilor*

What's Learned

- Trust
- Self-confidence
- Self-esteem
- Self-concept
- Risk-taking
- Expressiveness

Equipment

- none required (Optional:
clay, crayons, markers,
pictures)

Pre-activity Preparation

- none required

Overview

This activity requires a quiet environment, free from distractions. The group experience provides students with an opportunity to learn about each other, their



respective backgrounds, cultures, ethnicity, religions, values, and communities.

Activity Introduction

Our possessions are a clear representation of our values and who we are.

Description

Students are asked to bring to the group an object representative of who they are

and where they come from. Each student presents and describes his "heirloom" to the group. Members in the group may ask questions after each student describes his heirloom to the group.

Special Consideration

It is important for the instructor to be aware of individual emotions and monitor the group's behavior.

Debriefing Questions

What have you learned about each other and the group by doing this activity? Was there anything that surprised you? Were any of your assumptions or perceptions about other group members confirmed, or have they changed?

Classroom Application

- Oral classroom presentations
- Exploring roots
- Going beyond first impressions

Inside The Classroom:

Teaching Notes:

Human Machine

Contributed by: Phil Costello, Founder and Director of Project U.S.E.

What's Learned

- Cooperation
- Trust

Equipment

- None required

Pre-activity Preparation

- None required

Overview

This is a fun activity that can get the group laughing. It can help raise the level of awareness of personal boundaries and creates an opportunity for group interaction.

Activity Introduction

Our group is stranded on a vast deserted plain. We do not have enough food and water to walk out of this wasteland. But if we pull together and create a machine that will allow the group to utilize individual resources as various



machine parts, we can create a vehicle to rescue us.

Description

The group forms a large circle. One person goes to the center of the circle and moves and makes sounds to represent a machine part. Then a second person joins the first person in the center and attaches himself to the machine making a new movement and sound. The machine is complete when all members are in the

center and the entire machine is operating. Once the machine is operating it picks up speed and operates as fast as it can without breaking down.

Variations

The machine has to be of the nature to represent a specific industrial period in our history for example: steam engines, gasoline engines, a machine, or a moving piece of art.

Debriefing Questions

- How did it feel to attach yourself to another person in the group?
- Was there a specific reason why you chose that person?
- What was fun about this activity?
- How well did your group work together?

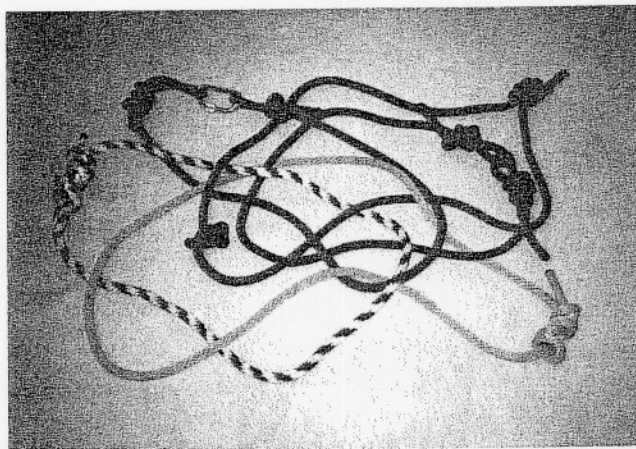
Classroom Application

- Creativity
- Creating a supportive classroom environment.

Activity 4.03

2 B or KNOT 2 B

2B or KNOT 2B is a super activity for building group consensus. It is a simple activity that builds useful skills. 2B or KNOT 2B encourages group members to participate and it is an excellent introduction to problem solving techniques. It is also an activity for group problem solving and decision making that requires little or no physical activity, making it available for populations with limited mobility and high mobility alike.



Equipment

A series of 4 independent rope rings held together by a fifth rope ring. Tubular webbing, climbing ropes, shoe laces and even belts can also be used in place of ropes.

The Challenge

For the group to decide as a whole, which rope loop is holding together all the other rope loops, without touching any of the ropes.



Typical Presentation, Storyline or Metaphor

One of the skills most admired by the king and queen of your kingdom, is the unity of the people that live here. Your leadership informs you that there is a magical treasure to be found in the enchanted woods to the north. The king and queen are going to select the finest team they can to retrieve this treasure, by proposing a series of puzzles, and selecting the team or group that shows the most cooperation and unification. The rope puzzles before you are the challenge. See if you can decide as a group which rope is holding together the other four.

Your rescue team has been called for a mountain climbing rescue. The equipment has been flown in to assist your efforts, but your climbing ropes have been badly knotted. Since time is limited, you must determine, as a group, which single knot to untie, so that all the remaining ropes are unconnected.

Variations

One variation in 2B or KNOT 2B is the number of ropes that can be included in the puzzle. Three ropes are generally not enough. Five ropes seem about right. Seven or eight ropes can be very challenging.

The length of the ropes used for 2B or KNOT 2B is typically somewhere between 7 and 15 feet (2.1 and 4.6 meters). If you choose to use 165 foot (50 meter) climbing ropes, you can cover a much larger area, and include more twists and turns in the rope. This size may be appropriate if you happen to have more than 15 people in a single group.

Color or pattern changes in the ropes can also provide additional challenges to the activity. The Teamplay version of 2B or KNOT 2B uses four varieties of increasing difficulty. The first puzzle has five ropes that are different solid colors (blue, red, green, etc.) The second version has five ropes with different striped colors (blue and white, red and white, etc.) The third version has five ropes that are all the same solid color (blue). And the final version has five ropes that are all the same striped color (red and white).

If you happen to tie more than one knot in any single rope loop, you can add some difficulty to the challenge, and probably confuse the group a bit in the process. Another challenge would be to include a rope without knots, by splicing the rope to form a single, seamless rope loop. Both of these variations are meant to unfocus or distract the group from their true mission, and as a result, provide excellent opportunities for discussion during debriefing.

For improved visibility, the collection of 2B or KNOT 2B ropes could be mounted to a wall or placed on a large table. Another adaptation would be to present this activity in dim light, so that most group members will experience some level of being visually impaired. Bright colored ropes are useful in this scenario, so that when light is provided, the difference will be significant.

Important Points

Although many challenge and adventure initiatives require some physical attributes, such as strength, balance, flexibility or mobility, here is an activity that requires no physical exertion and yet successfully helps a group understand their own problem solving and decision making skills. The ropes used in this activity can be thought of as metaphors for difficult tasks, computer networks, the information superhighway, the members of a group or team or even the individual tasks of a much larger project.

One of the first skills that 2B or KNOT 2B provides, is the opportunity for the group to reach a consensus as a whole. It is important early in a challenge and adventure program for participants to realize that their comments and opinions are valued. Secondly, 2B or KNOT 2B provides a very visual method of identifying problem solving techniques to the group. If you happen to have five ropes and ten participants, you can ask

groups of 2 to analyze a single rope. Their objective is not to determine which rope is the right one, only whether or not the one rope they are reviewing is the correct rope. This demonstrates that a large problem can be broken into a series of smaller, more manageable pieces.

Two other problem solving techniques go hand in hand. First the group can decide as a whole which rope is the right one, or they can attempt to identify any ropes that are NOT the correct rope. This process of solving a problem by elimination be a useful point to discuss during the debriefing stage of this activity.

Another variation is to have teams working on individual ropes, and then to have various teams check each other's work, before reporting back their findings. This type of support encourages the group to watch out for each other.

Finally, by using a series of increasingly complex ropes (varying the color, adding more ropes), the group learns how to use a simple skill learned early in the process, for attacking even more difficult problems. If you want to reinforce to the group that this process has actually occurred, try repeating the original solid colors version after the most difficult version with all ropes of the same striped color. Typically the group has acquired an advanced technique, and some consensus "speed" in the process.

It can be beneficial to use a visual prop to explain how the one rope is holding the other four together in the 2B or KNOT 2B puzzle. A key chain ring with 4 additional rings makes a good model. It is best to place the 2B or KNOT 2B puzzle on the ground before the group arrives. This insures that the puzzle is visible, and that group members will not be able to observe which rope is the correct rope during the construction of the activity.

Discussion and Debriefing Topics

Did you find this activity easy or more difficult than you initially thought? Were you able to judge for yourself which rope was holding the others together? Were you willing to bet your next paycheck that you were right? Were you able to accomplish this task quickly? Did you experience any frustration as other group members struggled to identify the correct rope for themselves? Which series of ropes were the hardest to solve?

Sequence

The opportunity to demonstrate that group consensus and communication between group members is valued and encouraged should happen early in the challenge experience. This activity is also a good activ-

ity for beginning the introduction to the problem solving techniques.

Activities Using Similar Skills and Follow-on Activities

Not Knots is also an activity that utilizes ropes to encourage communication, problem solving and group consensus building. Bull Ring is a slightly higher level activity which fits well after 2B or KNOT 2B.

Notes

Activity 4.06

A Collection of Knots

There are a variety of activities for which a single piece of rope is an essential prop. While the activity Tree of Knots teaches some basic knot tying skills, only a portion of the total group is needed to complete the activity. A Collection of Knots extends the skills learned in Tree of Knots, and involves everyone in the group.

Equipment

A single length of rope, $\frac{3}{8}$ inch (9mm) in diameter or greater, at least 30 feet (9 meters) long for a group of 6–12 participants.

The Challenge

Challenge I—After tying a series of different styles of knots in a long length of rope, participants are asked to pick up the rope, and then to untie each of the various knots without letting go of the rope.

Challenge II—Participants are asked to pick up a long rope and without letting go of the rope, to tie a knot between each of the group members.

Typical Presentation, Storyline or Metaphor

While surveying a new section of farmland, your team is asked to utilize a historically significant technique known as “chaining” to determine the amount of land in the tract. Before measuring the land however, it is necessary to untangle the “chain” so that an accurate determination can be made.

Variations

Allowing participants to use one hand for working the rope while the other hand stays in one position on the rope is usually helpful for both challenges. If you happen to use the phrase, “your right hand must stay in whatever location it touches the rope,” creates an opportunity for some folks that immediately realize that never touching the rope with their right hand al-

lows them complete freedom during the activity. This is obviously a case of creative cheating at its best.

Important Points

Make sure that participants do not attempt to tighten a knot that still has a person inside of it!

Discussion and Debriefing Topics

Was this activity easier or more difficult than you imagined? What was the most challenging about this activity? Even though the entire group was connected to the challenge, how many participants were actually involved with any particular knot?

Sequence

This activity works well following a session in basic knot tying techniques.

Activities Using Similar Skills and Follow-on Activities

Tree of Knots and Pot of Gold require some basic knot tying capabilities. Hoopla and Worm Hole require similar body movements.

Notes

A Work of Art

Here is a visual version of the children's game Telephone, using challenge and adventure props.

Equipment

Two sets of nearly identical equipment consisting of tennis balls, short segments of colorful rope, webbing, climbing hardware, marble tubes, and other available challenge equipment.

The Challenge

At both ends of a long line of people, two artists stand poised, ready to begin their work. One artist arranges the available equipment in any style they choose. An observer then verbally describes what they see the artist doing, and passes this information along the line to the other group members. Eventually the description reaches the other artist at the far end of the line, and they begin to construct a copy of the original artwork using the pieces in front of them.

Typical Presentation, Storyline or Metaphor

The use of effective metaphors, scenarios and stories can often enhance the experience of the participants during the activity. This paragraph presents various stories which can be edited or altered to suit the needs of your participants.

Variations

One challenging variation is to only allow communication to pass down the line, from the original artist towards the copying artist. This can be frustrating especially for group members in line, because they cannot express any need for more information from the participants in front of them.

A slightly more devious variation is to use two sets of equipment that are only somewhat identical. Perhaps all the objects are the same, but the color varies.

Or perhaps both artists have a rope, but it is a different size.

A third variation that always causes frustration for the communication transfer line participants, is to limit their communication to verbal techniques only. No hand or arm motions and no body language. This variation can be taken a step further by blindfolding every other participant along the communication transfer line.

Important Points

The distance between the two artists should be at least 35 yards (32 meters), and group members should be standing at least 3 yards (about 1 meter) apart. Encourage the original artist to use simple shapes and patterns initially, so that the group can experience some level of success, before other artists create unusually difficult patterns. You may want to encourage the group to carefully choose a group member with excellent verbal skills as the first person to view the artists work.

Group members standing in the communication transfer line, should only give instructions based on what they have heard, not based on what they can see of the artist's creation at either end of the line.

At the completion of the activity, have the group members from the communication transfer line run a final quality check to ensure that the copy is as close as possible to the original. Then have them first view the original, and then the copy.

Discussion and Debriefing Topics

Were you able to effectively communicate the original artists intent? Does the copy look like the original? Were you able to visualize what was being communicated to you? Were you able to express what you saw using only verbal techniques? Did the person you were talking to give you positive feedback that they understood what you were telling them? How much of our communication is strictly verbal? What other techniques do people use to communicate?

Sequence

A Work of Art is a challenge activity with a very strong emphasis on communication. Using this activity early in the adventure program illustrates that not all participants communicate in the same way. A valuable point to make before starting a program where problem solving and communication issues are sure to surface.

Activities Using Similar Skills and Follow-on Activities

Other activities which have a strong communication emphasis include 2B or KNOT 2B and Target Specifications.

Notes

Activity 4.19

Community Juggling

If your group has ever felt like they were juggling too many jobs at one time, this activity is probably ideal for them.

Equipment

A variety of soft, colorful, diverse objects that can be tossed without hurting anyone. Useful objects include: tennis balls, hoseplay balls, beanbags, plastic fruit, flying disks, pieces of upholstery foam, stuffed animals, inflatable pool toys, rolled-up socks, pillows and balloons.



The Challenge

To pass an increasing number of objects between group members using a somewhat random but established pattern.

Typical Presentation, Storyline or Metaphor

Well, it is the end of the month, and there are still forty things left to do before the close of business today. You have a mountain of paperwork, which needs

signatures from many of your co-workers, managers, and supervisors. Your work group begins the traditional end-of-the-month crunch session as they massively attempt to complete all the tasks before them in one tremendous orchestrated finale of effort.

You have a cool piece of e-mail that you pass on to your best friend, and they pass it on, and they pass it on, and somehow in the process you get it back, read it, and pass it on again.

It takes concentration to keep all of your most important projects going. See how many of these critical projects you can keep moving for 2 minutes. You may want to prioritize which projects are the most important and protect these the most.

Variations

In addition to varying the size, shape and texture of the objects, this activity can be greatly altered by having the participants wear gloves. Provide a variety of gloves such as new medical examination gloves, cotton work gloves, knitted mittens, slick ski gloves, cycling gloves, welding gloves, etc. Even the best athlete will be humbled by their performance using gloves. Playing with your non-dominant hand is also a challenge.

Another variation includes having the participants say their name as they receive the object, or say the name of the person they are passing the object to. Players may also make a unique sound as they catch the object.

After establishing a pattern, add in a "switch." In this case, the switch is to reverse the pattern, and send the objects back the other way. See how often you can switch and still keep control of the objects.

Playing this activity in waist-deep water is challenging. If you wish to slow down the speed of play, try using light objects such as air filled balloons or beachballs.

Important Points

It is important to establish a pattern by passing a single object across the circle of participants. Make sure

participants know that they are passing the object to the same person each time. This means that there are only two people each person has to watch, the person they are receiving the object from, and the person they are passing the object to. Start a single object randomly across the circle of participants, passing it to every participant before returning it back to the starting position. It is sometimes helpful to have group members hold up their hands until they have received the object. This helps to identify which members still need to receive the object.

Try to use objects which vary by size, shape and texture. Begin with a single object passed around the circle until everyone has had the chance to catch and throw it several times. Then continue this object and add additional ones. Players should not try to recover dropped objects.

You might want to consider the members of your group before attempting to juggle anything unusual, like a giant plastic spider, rubber snake or other icky object.

Encourage participants not to toss objects near the face of the receiver. Introduce additional objects only when the group has demonstrated proficiency with a single object.

Instead of tossing an object, try bouncing it to the next person.

Discussion and Debriefing Topics

Which objects were the easiest to catch? Which objects were the most often dropped? What is the maximum number of "projects" your team could handle at one time? Was it easy to concentrate during this activity? What was most distracting during the activity? Were you pleased with the performance of the person tossing the objects to you, and the person receiving the objects thrown by you? What would have improved your efficiency in this task? If you tried the switch, was it difficult to change the pattern you were used to following? Were there any problems associated with switching?

Sequence

Community Juggling ends with participants in a circle, the perfect position for a debriefing or processing session, or for another circular activity.

Activities Using Similar Skills and Follow-on Activities

Funderbirds use some similar eye-hand coordination skills.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no text or other markings on the paper.

Activity 4.31

Just One Word

Some activities are so simple they are difficult! Here is a classic puzzle that groups often have difficulty solving, even when the solution is right in front of them.

Equipment

You will need 11 pieces of blank paper. Print just one of the following letters in bold print on each of the 11 pages: D, E, J, N, O, O, R, S, T, U, W.

The Challenge

For the group as a team to use these letters to spell out just one word.

Typical Presentation, Storyline or Metaphor

You receive a garbled email transmission from a friend on vacation. You remember that they said they would send you a message containing just one word, so that you would know how their vacation was going. Now can you unscramble the message.

Variations

You can probably fool even the most experienced puzzle player if you were to use a foreign alphabet or language for the translated phrase, "just one word." Another version might be to use Morse Code rather than alphabetical characters, or perhaps even photographs of hand gestures from sign language.

Rather than using letters that form the phrase "just one word," consider using letters to form the phrase, "only a single word," or "only one word." In addition to spelling out just one word, try seeing how many other words the group can form. The group can even try creating a cross-word puzzle arrangement of words using these letters.

Rather than having a trick solution, you can use letters that form a word of significance to the participants, such as quality, integrity, honor, creativity, etc.

Important Points

It is important to make sure that each member of the group has the opportunity to participate in both the handling of the letters and in creatively solving the problem.

Discussion and Debriefing Topics

Was the explanation given to your group sufficient for the group to solve the problem? Should the solution have been obvious from the start? What kept your group from seeing the obvious solution? Are there any other problems you've faced that turned out to be easier to solve than you first imagined?

Sequence

Just One Word is largely a mental challenge, unless you happen to make the letters from giant wood or concrete slabs. This type of activity is perfect before a creative problem solving activity or other initiative that requires the use outside the box thinking.

Activities Using Similar Skills and Follow-on Activities

Other activities which use similar skills include: Not Knots, 2B or KNOT 2B, Handcuffs and Shackles, and River Crossing.

Notes

Activity 4.33

Line Up

Here is a simple activity that can be accomplished with no additional equipment.

Equipment

None, although blindfolds can be useful.



The Challenge

To have the entire group line up according to a variety of criteria, using only limited communication methods.

Typical Presentation, Storyline or Metaphor

A noble King and Queen have asked that all their royal subjects visit them and they will determine the taxes they will pay by their ability to pass several challenges.

Variations

A beginning variation without blindfolds is to instruct participants to line up according to birthday, from

January 1st to December 31st, without talking. Verify the accuracy of the group by having participants say their birthdays in order. Next, instruct participants to line up alphabetically by the first initial of their middle name, without using their hands or arms, and without talking. For a third version using blindfolds, instruct participants to line up by height from tallest to shortest. Talking is optional in this version, and you may want to instruct participants where you want the line to be, before they put on blindfolds. Another version of this third variation, is to have participants line up by height while kneeling.

Participants can line up by age, zip code, family size, clothing color—using various challenges such as blindfolds, no speech, limited use of hands, etc. If balance is a concern, have players close their eyes—then if any difficulty occurs, players can quickly regain their sight and balance, without removing a blindfold.

Important Points

For birthdates, hand gestures or even wrist watches (12 hours = 12 months) can be used to indicate the date. Height usually requires some physical contact between participants. Alphabetic line-up can be frustrating at first, but some inventive methods, such as writing in the dirt or a traditional or invented sign language usually occur.

Whenever blindfolds are used, have at least two spotters available to keep players from wandering off or reaching the boundary of the playing area.

Discussion and Debriefing Topics

Discuss the techniques used to overcome the various challenges. Which challenge was the most difficult? Which ability is the easiest to give up (speech, sight, hearing, mobility, etc)?

Sequence

Line Up is a low risk activity, but may be the first blindfolded experience some participants have had. This can be a useful activity before more difficult blindfolded tasks are experienced.

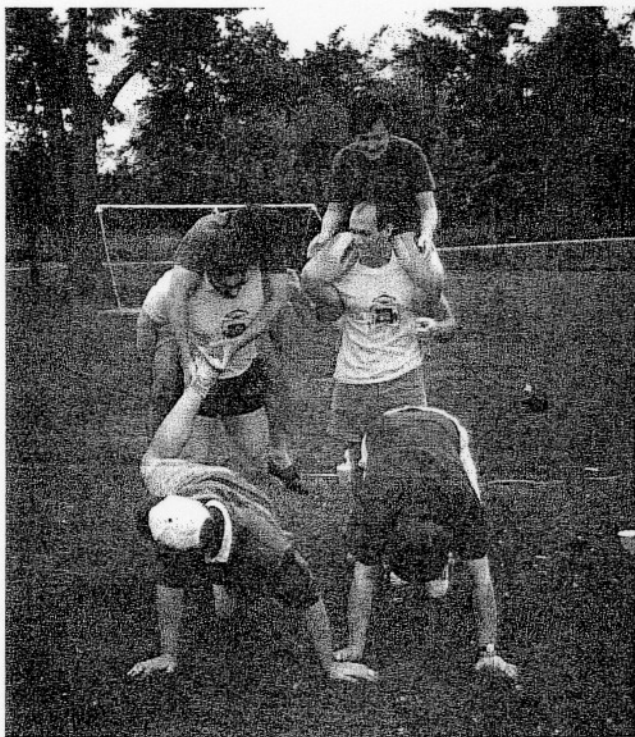
Activity 4.47

Parade

Parade is a ground level challenge activity that requires no equipment at all. It provides a challenge of getting from here to there with various constraints on the group. The information shown here was developed during a visit to Easter Seal Camp Fairlee Manor, where groups typically have both feet and wheels touching the ground at any one time.

Equipment

None!



The Challenge

To move the entire group from Point A to Point B, a distance of about 6 meters (20 feet), with a decreasing number of contact points with the ground each time

the journey is made. All participants must be in contact with the rest of the group.

Typical Presentation, Storyline or Metaphor

Part 1. Your group has been asked to participate in an annual holiday parade to be held in New York City. Using only the participants now present in your group, you must construct a parade float, with no more than 20 points of contact with the ground. Parade judges particularly enjoy musical floats, so you might want to consider having live music (humming, singing, percussion, etc.) on your float.

Part 2. The organizers of a European festival happened to see your New York City parade float and have invited you to attend their celebration this year. However, the streets of the town where the parade is to be held is quite a bit smaller than New York City, so for this parade only 15 points of contact can be made with the ground.

Part 3. Well, your group obviously knows how to make the finest parade float in the world. While you were parading in Europe, another foreign nation saw your float and have invited you to their country. This country is known for their festivals and exceptionally narrow streets. For this parade you can only have 10 points of contact with the ground, and will need to provide very loud music to overcome the roar of the crowd that is expected to view the parade.

Variations

Rather than simply counting the number of contact points with the ground, the facilitator can prescribe the number of feet touching the ground. This will encourage participants to use some form of transportation rather than walking to move the float. If there are wheelchairs in the group, see if participants can find a safe method for reducing the number of wheels touching the ground.

If the number of feet touching the ground become the criteria for the size of the float, reduce the number of feet each time until participants are able to complete

the parade with no feet touching the ground (rolling, on hand and knees, etc.)

Important Points

This is an activity in which participants sometimes find themselves locked into a single mode of thinking, and try to use several walking or hopping participants to move or steady the rest of the group. As the number of feet touching the ground decreases, such groups will generally think that the minimum number of feet touching the ground cannot possibly decrease below a fairly high number. By asking participants what the minimum number of feet touching the ground is for the parade, the facilitator can help the group move away from their locked thinking and focus on the task of reducing the number of feet (but not necessarily contact points) touching the ground.

If participants are likely to crawl or roll for this activity, an appropriate playing surface is necessary. A flat grassy lawn is ideal when outdoors, or a carpeted room inside. Try to avoid driveways and other hard surfaces.

Discussion and Debriefing Topics

Debriefing issues include discussing if there were any group members with special needs during the movement of the parade float. Discussing the leadership roles during the activity (i.e. was there a music director, someone chanting a cadence, a dance choreographer, etc.)

Sequence

Parade works well as a beginning proximity activity.

Activities Using Similar Skills and Follow-on Activities

By having participants in contact with each other, moving in unison, and spotting each other, this activity provides many of the skills necessary for All Aboard, Boardwalking, and Moving Toward Extinction.

Notes

Activity 4.49

A Closing Activity With Popsicle Sticks

Having a simple activity for bringing some closure to the group experience is essential. Here is an activity which has both a group challenge, and then an interesting closing technique for illustrating the effectiveness of a group. Kirk Weisler of Orem, Utah added some of his own comments, and made this an even more interesting activity.

Equipment

Two or three popsicle or craft sticks for every participant. Something to write with such as a pen, marker or pencil. A roll of masking tape.

The Challenge

For groups of about 8 participants to make a flying object from two of their popsicle sticks using only the sticks and 12 inches (305 mm) of masking tape. Save the third popsicle stick for the closing activity. The goal for this object is to fly as far as possible, or as Kirk would say, "they'll be given a chance to throw this sucker for a gold medal!" Have groups line up behind a clearly defined line, and each throw their creation individually, with all the appropriate cheering and hoopla typically accompanying the launch of a new vessel.

Typical Presentation, Storyline or Metaphor

It is not enough to simply experience life and all it holds. We need to take what we have learned and let it make us soar. Each of the challenges your group has met today added to what you can do. Let's take these pieces of our experience, and let them fly.

Variations

Craft and popsicle sticks work terrific for this activity and are not very expensive. You can probably

substitute other kinds of tape, or string, but masking tape works just fine.

If you want to insure that the group doesn't focus only on the object that flies the farthest, try using another line to define "the next level." This line, fairly close to the throwing line, is a goal that can be met by all groups, and illustrates that everyone has made an advancement.

Important Points

Make sure that participants take pride in the workmanship of their creation. It is a reflection of themselves. You can invite the person that had the least contact with the masking tape to throw the object.

The Closing Activity

After seeing how far each of the flying objects have gone, ask each of the participants to take a writing tool, and write a single word on their popsicle stick expressing how they feel about the challenge activities they have experienced. After writing on their own stick, pass this around the group, and have other members also add their words.

Now take a single stick, and toss it in the direction of the other flying objects. This is the power of one. It doesn't go very far. Next show that two sticks working together goes a little farther, but still isn't all that powerful. Now take at least 12 of the word sticks from the group, and wrap them together in a brick using the masking tape. It doesn't look very much like a flying object, but when you give this brick a throw (and remember, you are trying to illustrate a point here), you'll see that it often will go as far as any of the other flying objects. That is the power of sticking together and working as a group.

Sequence

This activity should be used before a major break or at the end of the program.

Activity 4.55

Shark Attack

This is a portable version of All Aboard that travels with the group during their adventure experience. It can be a very convenient technique for quickly assembling the group together. You can also use these props for makeshift tables, chairs, clipboards, presentation surfaces, and other adventure programming needs.

Equipment

You'll need one or more plywood cutouts made from the nautical patterns shown in Chapter 5. These patterns can be enlarged to fit the size of your group.

The Challenge

The challenge here is that whenever the facilitator yells, "Shark Attack," the entire group crowds aboard the plywood platform long enough to sing one verse of Row, Row, Row Your Boat, or a similar song with a nautical theme, without touching the surrounding ground.

Typical Presentation, Storyline or Metaphor

The local boating patrol takes great pride in the training each new recruit receives. One of the most important drills is the "Shark Attack" drill. Each team member must know how to safely execute this drill, without fail, in any condition, as quickly as possible.

Variations

The number of participants in the group determines the size of plywood cutouts typically needed. Some groups may require two or more. You may want to designate a participant to carry this prop with the group, or allow it to pass from person to person during the course of the program.

Important Points

This activity encourages the group to stay together, since a Shark Attack can occur at any time. It

is also a means for quickly assembling the group to a very small area, so that you can proceed with your plans.

Discussion and Debriefing Topics

If someone is missing or far from the group, whose responsibility is it to make sure they are safe if a Shark Attack occurs? Does the group seem to improve each time the Shark Attack occurs, or not?

Sequence

Shark Attack can be used between any other adventure program activities, and especially when a facilitator needs to pull the attention of the group, and bring everyone together.

Activities Using Similar Skills and Follow-on Activities

All Aboard, Human Knot and Magic Carpet are also proximity activities. A Raccoon Circle can also be used to connect the group together in a fairly small space.

Notes

Activity 4.72

Traffic Circle

Traveling in Great Britain, or Boston for that matter, can be challenging, thanks to the presence of a unique vehicular obstacle known as a Traffic Circle. Here is the challenge and adventure programming equivalent to that obstacle. This activity is simple to explain, but provides some real challenges.

Equipment

This activity can be accomplished with a 2 foot (610 mm) diameter rope loop or plastic hoop, and also by making a double loop with a 12 foot (3.66 meter) length of 1 inch (25.4 mm) wide tubular webbing that Tom Smith calls a Raccoon Circle.

The Challenge

For group members standing in a circle to simultaneously change places with their opposites as quickly as possible. During the changing process, both partners (opposites) must simultaneously touch one foot in the center of the rope circle as they change sides of the circle. At no time can participants touch each other or the rope circle.

Typical Presentation, Storyline or Metaphor

This group problem is so simple that it seldom requires a story. However, if you are in need of a creative explanation, you can use the Traffic Circle analogy, or try suggesting that participants represent bits of data on a computer that need to transfer from the hard drive to a floppy disk. Any contact between data bits causes the system to crash. Ready, Go!

Variations

This activity is easily altered by the size of the group. More participants typically require more time. One of the most unusual variations is to allow participants to touch anyone except their opposite partner. For this case, everyone can simultaneously touch one foot into

the center of the rope circle, and then run around to the other side of the circle. Quick, easy, and it follows the rules.

Changing the size of the rope circle changes the speed of the activity. Smaller circles require more deliberate motions, larger circles allow lots of speed. Altering the geometry of the rope circle also changes the speed and path of the participants, particularly if you choose to use a long rectangular box rather than a simple circle.

Important Points

As a facilitator, do not set yourself up to be the quality inspector for this activity. Allow a member of the group or the whole group to judge whether or not the correct contact was made at the center circle. This allows the group to take ownership of their effort, and the responsibility for completing the activity successfully.

It can be very useful to have participants slowly walk through their plan, before attempting a full speed trial. After a slow motion walk through, allow the group to create a timing goal for themselves to complete the activity, before the first full-speed attempt.

Discussion and Debriefing Topics

Did each member of the group have a clear picture of what they were about to do? Was there any confusion regarding who your partner was? Did you manage to decide before trading sides, which side you would pass your partner on? Were there any traffic jams? Did your group try to decide on a successful plan before starting, or did your group just go for it? Were you able to meet your timing goal?

Sequence

Traffic Circle works well with other Raccoon Circle activities. This is a non-contact activity which can be useful for populations that are not comfortable with a great deal of personal contact during a problem solving activity.

Activity 4.76

Universe

More often these days, challenge and adventure activities are being incorporated into other educational settings. In some cases, students might be introduced to these activities in mathematics or science classes, not merely in physical education classes. Universe makes use of our solar system while also introducing group consensus building.

Equipment

Nothing is required to complete this activity other than the participants themselves. It may be useful however to have a long string with the exact locations of the planets marked, and a tent stake or pet stake (available at most pet stores) for anchoring the string.

The Challenge

To place 10 participants in the proper location for the nine planets in our solar system, and the sun. The height of each participant should be proportional to the diameter of the planet or the sun.

Typical Presentation, Storyline or Metaphor

Just as the members of our group each have a different height, so too all the planets in our solar system are a different size. Let's choose nine people to represent each of the planets in our solar system, and another person to represent the sun. Next, try to place each of the nine planets the exact scaled distance from the sun. Since the distances in space are really huge, we will scale the distance. For this problem 10 meters (about 32.8 feet) will be equivalent to 93,000,000 miles.

Variations

If you have a large group, you could always include the asteroid belt, the rings of Saturn, the moons of various planets. You might even illustrate just how far away the next nearest solar system is.

Important Points

As an educational activity, this activity is best presented after students have had the opportunity to learn about the solar system. One mnemonic technique for remembering the names of the planets in order is, Many Very Elderly Men Just Sit Upon Neat Pillows for Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto.

With regard to choosing the size of the planets from various participants, height may be the best choice. Even the shortest class members representing Mercury are nearly 3000 miles in diameter. Avoid using weight or waist size as the measurement of planet size.

Discussion and Debriefing Topics

One of the most significant effects of this activity, is that student can visualize just exactly how big our solar system is. The distances are absolutely huge. In

Scaled Distances

(1 meter (m) = 9,300,000 miles)
(1 millimeter (mm) = 9,300 miles)

Object	Diameter	Distance from Sun
Sun	110 mm	0 m
Mercury	0.3 mm	4 m
Venus	0.8 mm	7 m
Earth	0.8 mm	10 m
Mars	0.4 mm	15 m
Jupiter	9.4 mm	52 m
Saturn	7.1 mm	95 m
Uranus	3.1 mm	192 m
Neptune	3.0 mm	301 m
Pluto	1.0 mm	395 m

many cases, the distance between the Sun and Pluto will be dramatically underestimated by the group. If you shine a flashlight on the group from the Sun's position, which is visible almost immediately, you can then relate the actual time that it takes sunlight to reach each of the planets. You can also incorporate the speed at which each planet spins, and the amount of time it takes for each planet to circle the sun.

Additional topics, such as the location of the asteroid belt, the present location of the Voyager space craft, Haley's Comet and other astronomical objects can be included.

Sequence

This activity should clearly come after a presentation on the solar system.

Activities Using Similar Skills and Follow-on Activities

Activities such as Stretching the Limit utilize similar skills.

Notes

Activity 4.81

Wing It

Here is a simple initial problem solving activity that teaches some useful skills and provides some interesting debriefing opportunities early in the challenge program.

Equipment

You'll need one $\frac{1}{4} \times 12$ inch long threaded rod and 5 wingnuts for every group of 5 participants. You can creatively cheat and use 4 to 8 participants per

threaded rod. This equipment is available at most hardware stores.

The Challenge

For each participant to place their own wingnut on the threaded rod, and then for the group as a whole to move all the wingnuts to the far end and off the rod as quickly as possible.

Typical Presentation, Storyline or Metaphor

You might be surprised to know that the solution to many of the problems presented in challenge and adventure activities, is in fact, NOT the goal of the activity. The goal is typically the ability of the group to function as a team, to work together, to be supportive of each other, and to have fun as a group. See if you can tell what the true goal of this activity is.

Variations

Rather than giving each participant their own wingnut, you can provide a bowl of wingnuts, and instruct the group to "take as many as you like." The group is then responsible for using each of the nuts they take.

In addition to providing a bowl full of wingnuts, you can also mix in some regular hex nuts. These are probably more difficult for some groups to spin effectively, but provide an interesting variation.

One of the sneakiest variations to play on a technical group of participants, is to intentionally damage two adjoining threads on the rod, which effectively stops the wingnut. This variation allows the processing point of what happens to your goals when you have equipment failures.

A final variation that brings about some interesting discussions during the post-activity debriefing, is to provide a variety of threaded rods, with slightly different lengths and diameters, and with 4, 5 or 6 wing-



Activities Using Similar Skills and Follow-on Activities

After exposure to the problem solving process using Wing It, other physical problem solving activities, such as Magic Carpet and All Aboard, can be introduced.

Important Points

Notes

One of the typical techniques used to spin the wingnuts down the length of the rod is to have one group member hold the wingnuts, and have another group member spin the rod using their hands. This technique is efficient, but can produce some sore hands in a hurry. Caution participants about this method, and encourage them to use several people if this technique is employed.

Discussion and Debriefing Topics

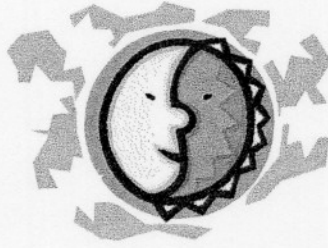
This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper. A small, dark mark is visible near the bottom left corner.

If you happened to be racing against other groups, do you think that the equipment you were given was equally challenging? Did any groups appear to have the initial advantage because of the length of their threaded rod or the number of wingnuts they had in their group? Did these groups finish first? What else is important here?

Sequence

2B or KNOT 2B and Wing It are often times the mental and physical warm-up activities in Teamplay events. These two activities provide a quick exposure to building team consensus, group decision making, problem solving and working under pressure.

Moderate – Level Initiatives



Activity 4.12

Blackout

Here is another activity that uses the same props as Magic Carpet and Danger Zone.

Equipment

The plastic sheets or tarps from Magic Carpet or the sheets or ropes from Danger Zone. A Lycra Tube will also work in a pinch.

The Challenge

For the group to completely cover up the Magic Carpet using only their bodies.

Typical Presentation, Storyline or Metaphor

During a archeological expedition your group discovers a rare painting of an advanced computer architecture on the floor of a prehistoric cave. (Hey, if you are going to make up a story, might as well make it a whopper!) Anyway, the painting turns out to be extremely light sensitive, so in the interest of preserving this unusual work, your team needs to cover up the painting immediately, before any additional deterioration occurs. You look around and discover that all that remains in the cave to cover up the painting are the group members themselves. Being careful not to disturb or scratch the surface of the painting your group begins to place themselves in a comfortable, but effective light blocking pattern over the painting.

Variations

Changing the shape of the Magic Carpet will require the group to use various configurations to successfully cover the changing surface areas of the carpet. You can also try circles, triangles, letters and other significant shapes or symbols.

After shadowing the carpet, have the group then attempt to move the carpet, and the shadow too!

A completely different variation of this activity that requires almost no props at all is to have the group completely block out all the light between a well lit

room and a closet or adjoining room with no windows, by blocking all the light coming through the entrance doorway. You may want to give the group a few pieces of foam to use as light insulation.

Important Points

It takes a fair amount of contact to keep holes from opening up between participants. Encourage participants to gently place themselves, so as not to disturb the painting and so that they do not pulverize the other members of the group. Be prepared for participants to utilize any available clothing to assist them in their shadow casting efforts.

With activities such as this one, it is typically best to let a member of the group determine if the team has met the desired goal, rather than putting the facilitator in the role of judge and jury. Participants know when they have done a good job, and are generally capable of knowing for themselves when they have successfully completed the task.

Discussion and Debriefing Topics

Was this activity easier or more difficult than you imagined? Were you able to plan your approach completely, or did you need to make adjustments after the activity was begun? How much of a factor is the total size of the painting?

Sequence

This and other types of proximity activities (activities where participants are brought physically very close together) require some preliminary lead-in activities so that group members can become acquainted with each other, before their personal space is invaded.

Activities Using Similar Skills and Follow-on Activities

Other types of proximity activities include Knots, First Contact, Danger Zone, All Aboard, and Magic Carpet.

near at least one of the platforms, and the other line near a close but different set of platforms. The challenge of the group is now to find a way to pull the boardwalkers together, and then to collect all of the various participants scattered about on the different wooden platforms. A storyline for this version might be that your intergalactic taxi has been called to collect the inhabitants from a variety of different planets for the first ever intergalactic summit meeting.

A reverse version of this variation would be to begin the activity with all participants on the boardwalker, and then to drop off "passengers" at various places, like a school bus returning students to their homes.

Another variation involves providing the group with individual boardwalkers and a supply of quick links, and having them create the most efficient configuration they can to transport the entire group. Be sure to mention that a safety inspection of the "vehicle" will be required before the journey can begin. This variation adds some construction activity to the event, and an additional level of problem solving as the group attempts to define the best way to join the boardwalkers together.

The path that the group takes can add many elements of challenge to this activity. Generally going around some objects is better than going over them, although slight inclines can be interesting. Having the group turn a corner, or even backing up, provides some additional challenges.

Participants often try to call out "left-right" or "one-two" to indicate which one of the boardwalkers they wish to move. As a facilitator, you can limit their choices, or perhaps more appropriately, encourage their creativity by asking them to use phrases other than "one-two" or "left-right."

If a member of the group happens to accidentally touch the ground during the movement of the boardwalkers, have them turn around so that they are now facing backwards. Be sure that there is adequate spotting for this variation by both the facilitator and other group members in the vicinity of this person. If the group has been keeping a cadence or using words to indicate which boardwalker they are about to move, the position of this inverted participant will now be the opposite of the rest of the group. A point for debriefing at a later time.

If any of the boardwalking ropes happen to touch the ground during the activity, you can request that these ropes not be used for the remainder of the activity. This will typically encourage a greater level of contact between group members in this region of the boardwalkers.

If you happen to have two sets of boardwalkers, try having the two groups pass each other with the

right side boardwalkers of the first group going between the legs of the second group. Very challenging.

Still another activity involves using two boardwalkers with a rope between them to travel and retrieve a bucket filled with water, or some other easily hooked object.

Finally, you can also begin this activity with participants facing in different directions.

Important Points

Boardwalking is an excellent activity for discussing the occurrence of "breakdown." Breakdown is the process by which a working technique suddenly falls apart. Establishing a method for successfully keeping in step is one thing. Keeping this technique going is quite another. Typically breakdown occurs because the technique or method does not allow for any small variations from the plan. A slight overstep or an error in timing can make the difference between moving the group forward, and going nowhere.

Discussion and Debriefing Topics

How did your group decide on the technique they were going to use? Was this technique useful for keeping the group in step with each other? Did your group experience breakdown? What happened then? Which was easier, going straight, turning, or backing up? Did your group find it harder to turn to the left or the right? Did your group's technique require a change when you recovered the object? Did your group begin and end with the same technique? Are there any other techniques for using the boardwalkers.

Sequence

As a challenge and adventure activity, Boardwalking is one of the few activities that necessitates the exact timing of the groups effort for success. Community Juggling also requires this level of synchronization.

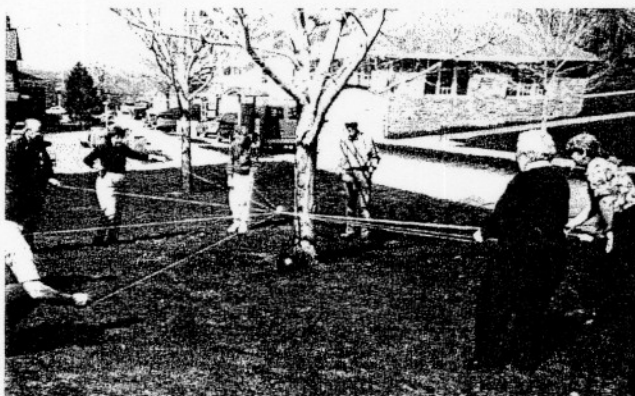
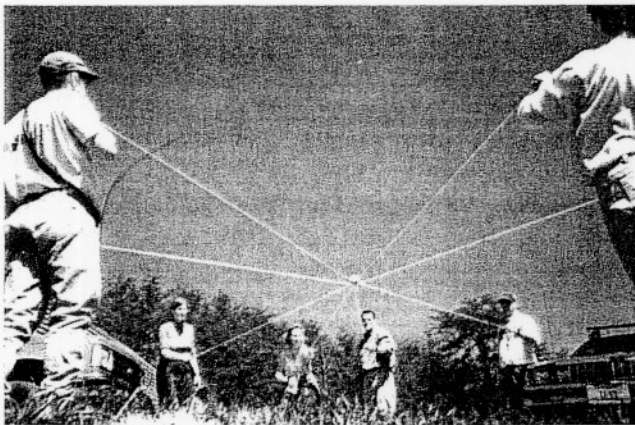
Activities Using Similar Skills and Follow-on Activities

You can use the same portable equipment for Life Raft, although you may not want to facilitate both activities during the same event because of the similarity between these two activities. Community Juggling is an appropriate activity to come either before or after Boardwalking.

Bull Ring has to be one of the simplest portable challenge activities ever invented. It also has many variations that allows the same equipment to be used for a variety of activities.

Equipment

The Bull Ring is made from a 1½ inch (40 mm) diameter metal ring, available at most hardware stores, and several pieces of string or twine. You'll also need a tennis or golf ball.



The Challenge

The challenge is to carry a small ball using a metal ring and twine Bull Ring through a series of obstacles and place the ball into a goal, such as a tin can, plastic bucket or onto a segment of PVC tubing.

Typical Presentation, Storyline or Metaphor

The newest Mars probe returns to Earth with several new rocks from our closest neighboring planet. The re-entry on Earth however, was a little bumpier than Mars, and a few of the precious stones end up bouncing around the salt flats of the western United States. Your team has been assembled to retrieve these stones, using a new prototype Bull Ring Retrieval System—Mark 1. First you must elevate the stone, and then carry this to the awaiting containment cylinder.

Variations

This activity can be made more difficult by transporting the ball around objects such as trees, tables, chairs and fences. Gentle slopes, stairways and narrow doorways also provide additional challenges. Heavier and larger balls are more difficult to transport and harder to keep on the metal ring. Smaller balls such as golf balls fit further into the metal ring and are easier to transport. Ping-Pong balls can also be used, but are greatly affected by wind. You can accommodate more participants, and include the additional element of trust building by blindfolding the participant holding the string and assigning a sighted person to assist them while moving. If you have less participants than strings, just allow participants to hold more than one string. You can increase the difficulty of the goal by placing the container at an angle, or attaching the container at a higher elevation (such as on a fence, door-knob or wall hook). You can substitute a PVC plastic tube (1 inch in diameter, 15 inches long, pressed into the ground) instead of a container, as the final goal. For this goal, the ring needs to be carefully dropped over the tube so that the ball rests on the tube. For

Activity 4.17

Bull Ring Golf

It is simply amazing how many things you can do with a Bull Ring. Here is a nine hole golf course plan using a variety of balls and golf course green designs. This activity might be interesting to corporate and athletic groups.

Equipment

A Bull Ring with enough strings for every member of the group. A variety of balls, tubes, cans, cups, buckets, and obstacles. See the section on variations below for different hole ideas.

The Challenge

To take a ball and place it in the appropriate destination. The group scores one stroke for every time the ball is dropped or fails to reach the right destination.

Typical Presentation, Storyline or Metaphor

In an effort to introduce golf as a team sport, an international sports promoter has created an interesting new golf course design. Your team is the first to ever play on this course.

Variations

Hole Number 1—The Enchanted Forest

Begin with a golf ball on the Bull Ring. The hole is a large plastic bucket on the ground, about 40 feet (12 meters) away, through some narrowly spaced trees.

Hole Number 2—The Stadium Cup

Begin with a tennis ball on the top of a vertical PVC tube 1 inch (25 mm) in diameter and 12 inches (305 mm) long, pushed into the ground. The Bull Ring is around the PVC tube, also on the ground. Lift the ball off the tube, and then take it to the hole, which is a stadium sized plastic cup, tacked to a pole or fencepost about 3 feet (1 meter) off the ground.

Hole Number 3—The River

Begin with a Ping-Pong ball placed on the Bull Ring. The hole is a 2 inch (51 mm) horizontal PVC tube 12 inches (305 mm) long, lying on the ground next to a tree. The ping pong ball must be placed inside the horizontal tube without touching the ground.

Hole Number 4—The Switch

Begin with the Bull Ring lying on the ground. Three vertical PVC tubes 1 inch (25 mm) in diameter and 1 foot (305 mm) long, are located about 3 feet (1 meter) apart. One top of one tube is an orange golf ball. One top of the second tube is a white golf ball. The third tube is empty. Exchange the position of the orange and white golf balls. This hole will probably produce a few strokes on the scorecard.

Hole Number 5—8 Ball

Allow the group to elevate the Bull Ring, and then place a billiard ball or steel ball bearing on the Bull Ring. Don't attempt this variation on a wooden floor. The hole is a large tin can next to a wall.

Hole Number 6—Home Plate

Begin with the Bull Ring around a 1 inch (25 mm) diameter by 5 foot (1.5 meter) long vertical PVC tube that has been pushed into the ground. Place a baseball at the top of the tube. Have the group remove the baseball using the Bull Ring, walk to first, second, and third base, and finally come back to home to replace the baseball back on the tube.

Hole Number 7—The North Pole

Begin with Bull Ring around a vertical PVC tube 1 inch (25 mm) in diameter and 12 inches (305 mm) long, pushed into the ground. Use a frozen ice cube as the ball for this hole. The hole is a tilted ice bucket, 100 feet (30 meters) away. Better hurry on this one.

Hole Number 8—The Water Trap

Activity begins with a Bull Ring placed over a tire that is lying flat on the ground. A tennis ball is placed on the Bull Ring, which is on the ground, inside the tire. The attached twine is allowed to drape over the edge

Activities Using Similar Skills and Follow-on Activities

Bull Ring I, Bull Ring II, and Bull Ring III use similar skills. Pot of Gold and Stretch It use similar, but more advanced skills.

Notes

Here is a final variation that can be used during a Bull Ring Golf game. Any time the ball is dropped, one participant must let their string go slack, or let go completely of their string, until the ball reaches the hole.

This is a championship course, and it is unlikely that any team will score a perfect round. Collecting a few strokes provides the opportunity to discuss difficulties encountered during the game.

Which hole did you find most challenging? Why? Did your score improve or decline as you went from the first hole to the last? If you could remove any score from your scorecard, which hole would it be for? What kinds of comments did you hear during the activity from other players in your group? Did you receive any constructive criticism during the activity?

Bull Ring Golf can come after some familiarity with the Bull Ring. This activity might be perfect for the group to enjoy casually after a lunch break. As participants arrive back, let them begin at any hole they like.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor blemishes or dust specks. The top edge of the paper shows some faint, illegible markings, possibly from a previous page or a header. The overall appearance is that of a standard piece of stationery or notebook paper.

Activity 4.20

Community Jump Rope

Here is a way to turn a familiar playground activity into a challenge and adventure programming opportunity.

Equipment

One rope at least 30 feet (9 meters) long, suitable for twirling as a jump rope.

The Challenge

To move everyone in the group from one side of the jump rope to the other, without touching the rope. Each person must jump the rope at least twice during their journey.

Typical Presentation, Storyline or Metaphor

After working all summer to build a community playground, your group has been asked to be the guest of honor at the opening day celebration. A local group of children has asked your group to join them in a double-dutch jump rope demonstration, and you'll need to practice. Each member of your group needs to be able to jump twice over a twirling jump rope. You can either accomplish this one at a time, with partners, in small groups, or with the entire group at one time.

During the peak of the holiday shopping season, the power goes out in the large department store you are in. A battery back-up unit continues to power the revolving door. You must lead everyone in your group outside, through this revolving door.

Variations

If you explain that the challenge of the activity is simply to move from one side of the rope to the other, without touching the rope, some creative folks will simply walk around the two participants twirling the rope. A perfectly logical and acceptable solution. Now

you can additionally challenge these folks by including that they must jump the rope twice at some point in their journey.

Allowing participants to pass individually, with partners, or in groups also changes the difficulty of this activity. Requiring participants to be in contact with another person during their jumps is also a way to alter this activity.

Rather than having each person perform two jumps, you can establish a progression from zero to 10 jumps for the group. Here the first person can run under the rope as it twirls. The next person jumps once, and so on.

Consider sending participants through two at a time from opposite directions and have them pass an object such as a ball or balloon. If the group is small, the facilitator can tie one end of the rope to a tree or post and twirl the other end without requiring another person to assist.

Important Points

Asking for volunteers to twirl the rope gives some participants the opportunity to participate, even if they would rather not jump. Encourage group members to give other participants hints on how best to jump the rope. The goal here isn't really to jump the rope, the goal is to bring participants together for a common purpose, and communication between participants meets that goal.

Participants often try some form of rhythm (singing, chanting, etc.) to establish good timing. You may want to encourage the best jumpers to go last, so that the least time is lost if early jumpers fail and the team has to begin again. Let the entire group decide on the jumping technique they wish to use. If they are unable to decide as a whole, encourage individuals to demonstrate different techniques and let the group decide which approach is most likely to succeed.

Discussion and Debriefing Topics

When your group decided how they were going to pass through the rope, did you think you could

Notes

Stump Jumping requires the same level of concentration and timing as Community Jump Rope. Tree of Knots can use the same rope for a much different activity.



Gridlock

Sometimes the best way to solve a problem is just in group memory, as well as some ordinary trial-and-error problem solving techniques.

Equipment

Gridlock requires a giant checkerboard pattern with each grid approximately 1 foot (305 mm) square. This can be accomplished by taping a grid pattern to a floor with masking tape, or marking a pattern on a tarp or cloth, or creating a grid with either ropes, flat webbing or a large open-weave net. You can even create a stepping stone pattern for Gridlock. See Chapter 5 for details.

The Challenge

To determine a path across the grid network of spaces. A participant is allowed to move as far as they can, until they make an error. At this point, a new participant begins the journey, and attempts to make a better choice at the site of the last error. Allow the group a few minutes to plan before the activity begins.

Typical Presentation, Storyline or Metaphor

Ok, here's the drill. You work for a very competitive delivery company. You have the best trucks, the friendliest drivers, the best computerized technology at your fingertips, and right now you have a vital package that is needed on the other side of town. It is 5pm, rush hour, and you need to find the best way across town. Main roads, side streets, back alleys, any way you can find. Anytime you come to a deadend or traffic jam, you'll need to change drivers. When you find the correct route to take you through all the traffic, you can alert the company and have the rest of the drivers follow you.



Variations

The directions for creating the gridlock pattern in Chapter 5 show square, rectangular, circular, and a stepping stone version. You can modify the length of the rectangular pattern by folding some of the grid underneath the rest of the tarp.

Problem Solving Initiative

Teaching Notes:



Toxic Waste

Contributed by: Debra C. Banks, Colorado Outward Bound School, Professional Development Manual

What's Learned

- Cooperation
- Teamwork
- Group Dynamics
- Leadership Styles

Equipment

- A large space in which to lay out a circle with a 25' diameter.
- Two pieces of string/rope 25' long.
- Two #10 cans or something similar.
- An old tire, inner-tube or something similar, e.g., inch-wide sections of a car tire tube.

- One length string 50 feet long.
- Water (food coloring or tomato juice optional to represent the toxic waste).
- 10 pieces of quarter inch rope 25' long.
- Four blindfolds (optional).
- An assortment of unnecessary things

Pre-activity Preparation

Using the 50' string, lay out a large circle. Fill one No.10 can about half way with water, food coloring, tomato juice, etc. Place both No.10 cans in the approximate center of the large circle and separate them by about three to four feet.

Activity Introduction

Bring the group to the circle and explain that they are a toxic waste removal team and their task is to pour the contents of the can filled with toxic waste into the containment unit, i.e., the recovery can. Explain that because budgets are tight, they will have only the following materials to work with (show them the rope, tire tube and other materials) and that the nature of the substances being handled is

so toxic that they must work outside of the danger zone defined by the large circle formed by the string. If at any time anyone reaches into the circle, that person will be blinded.

Description

The task is to pour the toxic waste from one No.10 can to the recovery can. The instructor should keep a watchful eye to ensure rules are being followed, or may elect to establish a regulatory agency to monitor the operation. Individuals who break the vertical plane of the circle are blindfolded.

Variations—Cup of Dreams

Ask each member to write down a dream that they have, professional or personal. Put these into a small cup. Instead of using the Toxic Waste scenario, let the participants know that their objective is to move the cup of dreams from the present to the Window of Opportunity, i.e., the other can. If the cup falls, then a dream is pulled out, and consequently, is thrown out. All other rules apply, but

may need rewording.

Another variation is to have two separate circles that are 50 to 100 feet apart. The can with the toxic waste is placed in the middle of one and the recovery can in the other. The object is to have the group move and pour the toxic waste into the recovery can.

Debriefing Questions

- What strengths were in the group to complete the task?
- Did someone have a vision? Was it clearly understood by everyone? Why? Why not?
- What obstacles did the group have to overcome to complete the task?

Debriefing of Variation

- Let each group share what dream they left in the cup.
- Ask members to identify the obstacles to achieving their dreams.

Classroom Application

- Developing resources
- Cooperative Learning
- Science
- Environmental Education

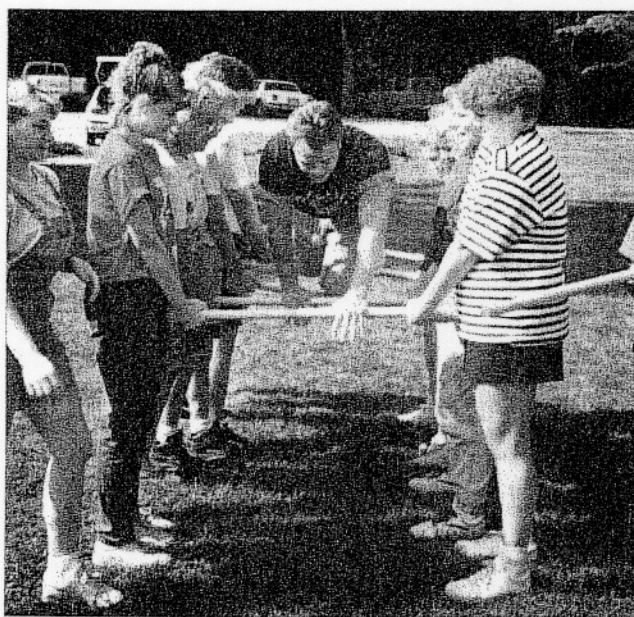
Activity 4.35

Living Ladder

Living Ladder is an excellent technique for showing how a group can support a single person in their efforts without overburdening any single member of the group. It also shows that the most important component of a successful project is the people involved.

Equipment

Six to eight hardwood dowels, 1½ to 2 inches (38 to 51 mm) in diameter and 36 inches (about 1 meter) long. Oak or ash hardwood dowels are recommended. These materials are typically used for traditional wooden ladder rungs. Other equipment, such as broom handles, smaller dowels or even 2 inch (51 mm) PVC tubing is not recommended.



The Challenge

For one member of the group to climb along the horizontal ladder which is being supported by the rest of the group.

Typical Presentation, Storyline or Metaphor

Your exploration team has fallen into a giant pit. Try as you might you are not able to find a way out. There are however, a series of tree roots leading towards the top of the pit. Your group must choose their best climber and help them reach the top safely.

Variations

For their first exposure to this activity, it is best to allow a single participant to "climb" the ladder. As this person climbs past the last ladder rung, the two persons holding this rung can move to the front of the ladder, creating an infinitely long ladder.

This version also allows the group to select the best candidate for climbing, based on body weight, strength and personal choice.

Important Points

The technique for holding the hardwood dowels is important. Participants should hold the dowel firmly in one hand, and use the other hand to support this hand. Allow the shoulders and elbows to drop, so that the dowel is comfortably held with arms in an extended and relaxed position. Feet should be shoulder width apart, and participants should be standing vertically or leaning slightly backward. The next two partners should stand as close as possible to these first two partners. At any time when a climber is present on a dowel rod should partners attempt to move. Once the climber has gone past the last partners in line, they may carry the dowel rod to the front of the line, and again form another rung of the living ladder.

The technique for climbing is very much a matter of individual taste and preference. One simple technique is to crawl on hands and knees over the ladder rungs. For some participants, this may be a little difficult. Another technique involves using the hands to pull the lower body over the ladder rungs. A different technique is to sit on the first set of rungs, and then pull yourself backwards over the remaining rungs in

a seated position. Encourage the climber to distribute their own weight over several dowels at a time.

Discussion and Debriefing Topics

Did you feel supported by the other members of the group? What was the most difficult task during the climb? As a partner holding the dowel, did you work well with your partner? Do you feel that they held up their end of the work? Do you think you could probably support an even heavier person?

Sequence

Living Ladder depends on the focused attention of the group. Be sure that the group displays outward signs of appropriate spotting and respect for all group members before attempting this activity. In many ways, the safety of the climber is in the hands of the rest of the group.

Activities Using Similar Skills and Follow-on Activities

Another very physical activity is River Crossing.

Notes

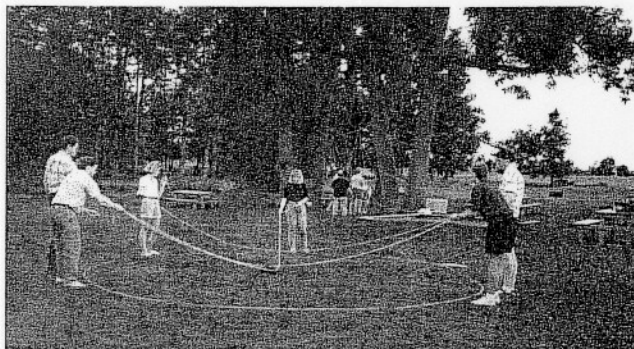
Activity 4.50

Pot of Gold

Like several other object retrieval initiatives, Pot of Gold involves the use of available props or objects to retrieve the Pot of Gold which is located within a region that cannot be walked upon. Many variations are possible to modify the difficulty level of this activity.

Equipment

A plastic pot or bucket to use as the Pot of Gold. Some tennis balls or brightly painted rocks for the gold in the Pot of Gold. One 100 foot (30 meter) rope for a boundary circle. Six or more ropes roughly 6 to 20 feet (2 to 6 meters) long, that can either reach across the diameter of the boundary circle, or be tied together to reach this same distance. A variety of additional props can be used, such as plastic hoops, dowel rods, rubber deck rings, short boards, etc., although these props are typically of little value to the solution.



The Challenge

To retrieve the Pot of Gold from the center of the boundary circle, without touching the interior of the circle, and without spilling the contents of the Pot of Gold.

Typical Presentation, Storyline or Metaphor

While on a hiking trip, your group encounters not only a rain shower, but also a rainbow, and the Pot of Gold at the end of the rainbow. Although this mythical object is nearby, it floats on a thin mist, which cannot support the weight of any human. Using only the objects you have available, you must retrieve the Pot of Gold, without spilling any of the contents.

A second variation is possible if the Pot of Gold is filled with water rather than gold nuggets. During an intense forest fire, your firefighting team runs dangerously low on water to stop the raging fire coming in this direction. A local source of water is nearby (the Pot of Gold filled to the brim with water), but is surrounded by ashes too hot to walk on. Using any of the equipment available, recover this water source, spilling as little water as possible.

Variations

Once during the presentation of this activity, a facilitator mentioned that the group could not touch the region inside of the boundary circle, but not that the circle was stationary. As a result, a very creative group decided simply to kick the rope into the center of the circle, and grab the Pot of Gold directly, without using any additional props. A very effective method of creative cheating.

Given that the group has several pieces of equipment which are probably of little value to the solution of this problem, consider mentioning to the group that anything touching the ground inside the circle is lost, this includes the ropes. However, items that are lost can be traded for other items still in the group's possession.

Placing the Pot of Gold on a platform will encourage the group not to simply drag the pot. It also provides some additional challenge, as participants must have control of the pot before it begins to move from the platform, or else the gold is likely to spill out. A plastic hoop may also be used to mark the

Another variation which brings about considerably more effort and communication by the group, is to blindfold a third of the group. These are the only participants that can touch any of the equipment. Another third of the group are unable to communicate through verbal speech. These are the only participants that can make physical contact with the blindfolded participants. The final third of the group can see, and talk, and move about, but cannot touch anyone or anything. This particular variation typically lengthens the time required for this activity.

One of the most potentially risky techniques for retrieving the Pot of Gold is to use several ropes to support a person, and then carry this person over the boundary circle to retrieve the Pot of Gold. In general, this situation can be avoided by using the stories above. Both the magical mist and the heat from the ashes makes it impossible for anyone to break the plane of the boundary circle.

For the variation mentioned above using blindfolds, consider when you wish for the group to become blindfolded and speechless. If you allow planning before these additional challenges, you will enable a greater involvement of the entire group in the planning process. One of the most often expressed emotions for participants that were blindfolded prior to the planning stages of this activity, is frustration due to lack of information, and the ability to make a contribution to the group.

Were there several techniques presented to solve this activity? How did the group decide which method to use? Were there any props which you chose not to use? Why? Do you think that there are similar props in your own life which really don't provide any service? Was there a single person that assumed the leadership of this activity, or were several leaders involved? If there was a single leader, was this person activity involved (i.e. holding a rope, helping to move participants into place), or was their role as a communicator? In the end, did your solution depend on hard work, good planning, or just luck?

Pot of Gold utilizes teamwork, communication and problem solving skills. This activity does not re-

Other activities which use ropes include Bull Ring and Extended Knots. Stretch It involves a similar set of skills and involvement of the group. Move It or Lose It II uses some similar surroundings with a slightly different challenge.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

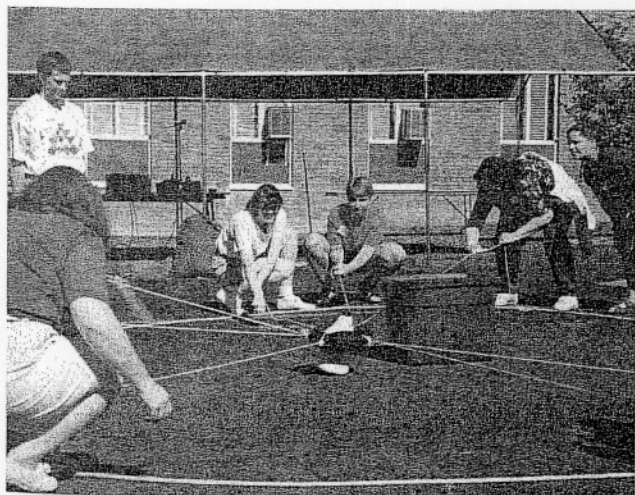
Activity 4.58

Stretch It

This activity requires at least five or six strong participants, although any ten people can probably complete the activity if they give it a good shot by first developing a good plan or strategy. More than ten and the new goal is to see that everyone is taking part in the activity. Stretch It can be a quickly achieved goal followed by an explosion of laughter from the sheer excitement of accomplishment.

Equipment

You will need a 6 inch (152 mm) inner tube from a wheelbarrow tire. Eight to twelve pieces of soft rope, such as a cotton clothesline. Tie one end of the ropes so that they are evenly spaced around the tire. A sturdy plastic gallon jug, three fourths full of water, such as a bleach bottle or other gallon cleaner bottle. A gallon milk container will work but it is likely to get squashed during the activity. A tree stump, or wooden platform, or a five gallon bucket upside down, or a four gallon milk crate, or a 10 gallon hat (well, maybe not). A 50 foot (15 meter) length of rope for a boundary marker.



The Challenge

For the group to move the plastic jug from ground level to the top of the stump, bucket or platform, by using the rope and inner tube combination, without tipping over or dropping the jug. The long rope is used to form a boundary circle with the jug and the stump near the center.

Typical Presentation, Storyline or Metaphor

During the great ice-storm of the year, your lucky pig Gertrude manages to go for some skating lessons on the less than frozen farm pond. Wouldn't you know it, Gert goes for a swim, right in the middle of the pond. You've got an able team of rescuers ready, but Gert has been eating well this winter, and is about a foot larger than your biggest life preserver. Think fast, is there a way you can still save Gert, and get her to the small floating platform before she becomes frozen pork?

If you don't happen to be a pork fan, perhaps the jug represents the last 2 liter bottle of soda that has now floated out to sea during your latest picnic adventures. Can your group bring it back safely?

Variations

One of the first variations is to add various amounts of water to the jug, to alter the difficulty of the activity. Heavier jugs are somewhat more difficult to handle. For effect, you can remove the lid to the jug, so that any spills or drops will be immediately noticeable to the group.

If you happen to use a jug with the lid in place, partially filling the jug, and then placing it on its side to increase the difficulty of retrieving the jug initially.

Using blindfolds with some members will alter the skill of the entire group.

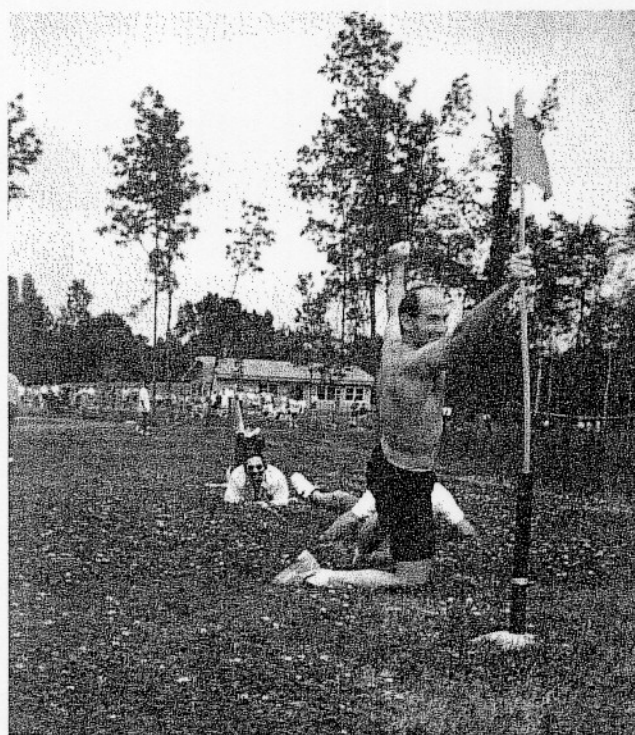
Activity 4.59

Stretching the Limit

Here is an activity that can be performed with or without props.

Equipment

Any combination of random props such as short segments of rope, broomsticks, dowel rods, sticks, string, etc. These objects can be placed in the vicinity of the playing field, so that they are reachable by the group. A pole or other "anchor" point is also useful, and you'll need a container to retrieve. On a hot day, a container filled with beverages will be appreciated by the group.



The Challenge

To create a continuous line using participants and various other equipment, so that an object can

be retrieved, without breaking the contact of the group.

Typical Presentation, Storyline or Metaphor

Your mission into space has pretty much gone according to schedule, except for the part where the food supply just drifted out into space. At this rate of speed, you can't stop the spacecraft, and you have no other way to control the food container, so you'll just have to go and get it. You pull together all the equipment you can, and with the entire crew in space suits, you head out to retrieve the food supply. You'll need to stay linked to the spacecraft so that you can pull your team back in when you reach the food container. With so many crew members on this space walk, you'll only have enough oxygen for about a minute. If you don't happen to reach the container on your first try, come back to the ship, regroup, get some air, and try again. Be aware however, objects in space are seldom stationary.

Variations

Rather than attempting to retrieve an object you can divide the group in half and see which portion can form the longest line using only themselves and any spare equipment they have on them, such as belts, shoelaces, hats, etc.

Solar winds have a way of causing things to move in space. If you notice that the group has plenty of additional equipment left to reach their goal, consider moving the container slightly to additionally challenge them.

Important Points

Early in the development of this activity, participants would begin laying down at the beginning of the line, while other group members would keep stretching towards the goal. This technique doesn't keep the first participants fully involved in the process. Having the group quickly stretch to reach the object, and then

return if they don't quite make it provides the opportunity for group members to change duties, and for the entire group to decide what to do next, rather than just the participants nearest the goal.

Modesty should dictate how many items of clothing can be used to extend the length of the line.

Discussion and Debriefing Topics

On the group's first attempt, how close were they to reaching their goal? Is it hard to estimate the distance? Did you know that you had the right length on the first try? How about the second try?

Sequence

Stretching the Limit uses some of the same props that are used for Pot of Gold, Handcuffs and Shackles, Tree of Knots and other rope related challenge activities.

Activities Using Similar Skills and Follow-on Activities

Tree of Knots uses some similar rope handling and problem solving techniques.

Notes

Traffic Jam

Contributed by: John Dutton, Colorado Outward Bound School

Creator – Project Adventure, Hamilton, Mass.

What's Learned

- Group dynamics
- Communication
- Cooperation

Equipment

Poster board, chalk, tape or anything to create a square for standing on.

Activity Preparation

Create a line of squares on the ground; a minimum of six or eight is preferable.

Overview

This is a difficult problem-solving activity which should not be used as an icebreaker. It can take as little as 10 minutes and as long as two hours. Watch and monitor frustration levels.

Activity Introduction

This activity does not require an introduction. It is

best just to start with the participants standing on the squares. It usually reduces frustration level to have students start off the squares to allow for planning.

Description

Two groups (four to six people each) facing each other must exchange places on a line of squares, there being one more square than people in the groups. The objective is for the two groups to change sides.

Variations

Do it without talking.
Mute certain people.

Rules

- You may only move forward.
- Only one person may move at a time.
- You can only move two ways: into a free space in front of you or around the person facing you into an

empty space.

- You may not leave the grid to solve the problem or use props.
- If you are stuck, you may begin again, having rotated the two front people to the back of the line.
- Sides must move in order:

Solution

1. No. 6 to No. 5
2. No. 4 to No. 6
3. No. 3 to No. 4
4. No. 5 to No. 3
5. No. 7 to No. 5
6. No. 8 to No. 7
7. No. 6 to No. 8
8. No. 4 to No. 6
9. No. 2 to No. 4
10. No. 1 to No. 2
11. No. 3 to No. 1
12. No. 5 to No. 3
13. No. 7 to No. 5
14. No. 9 to No. 7
15. No. 8 to No. 9
16. No. 6 to No. 8
17. No. 4 to No. 6
18. No. 2 to No. 4

19. No. 3 to No. 2

20. No. 5 to No. 3

21. No. 7 to No. 5

22. No. 6 to No. 7

23. No. 4 to No. 6

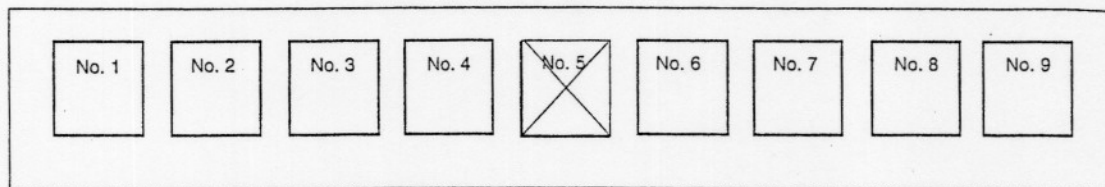
24. No. 5 to No. 4

Debriefing Questions

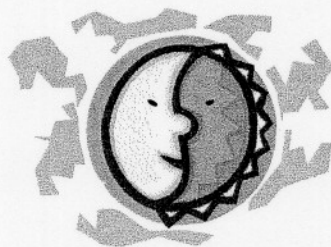
- How did you arrive at the solution to the problem?
- Was there a leader?
- How was that person or people chosen?
- Was the group willing to make mistakes, start over, and try again? Or, was it cautious and careful to get it perfect the first time through?
- What are the pros and cons of each approach?
- What was the key to its success?

Classroom Application

- Analysis
- Creative thinking



High – Level Initiatives



Bomb Shelter

A more advanced version

Senario: You are a member of a group of people who made it to a bomb shelter at the outbreak of WWII. There is only room enough for three less people than there are in your group. The food and water available will have to be stretched for the remainder of the group. It will be six months before the radiation is at the max. level of safety to survive.

*Note: it's very effective to have the characters and their descriptions on note cards (laminated is preferable) to give to the students throughout the discussion.

Hot Dog Vender: You have lived and worked in New York City all your life. You left school after 8th grade.

Prostitute: You ran away from an abusive home when you were 16. You volunteer at a local shelter.

Student: You are a 2nd year medical student. You are a black militant.

Mechanic: You are a skilled mechanic and have worked on cars for 6 yrs. You are a drug addict.

Farmer: You are very handy at fixing machinery. You are an alcoholic.

Housewife: You are three months pregnant. You are a member of the American Nazi Party.

Veteran: You have won the Congressional Medal of Honor. You lost your arm in Vietnam.

Race Car Driver: You have been racing cars ever since you dropped out of high school.

Teacher: You are a 1st grade teacher who loves children. You have been a teacher for 20 yrs.

Movie Star: You are a famous movie actor/actress. You have done a lot of work for the United Way.

Lawyer: You are a well known lawyer who has a reputation of being ruthless.

Young Man/Woman: You have been arrested in the past for stealing, but you feel you will never steal again. You are fifteen.

Doctor: You have been a doctor for 10 yrs. You specialize in cardiology.

Senior Citizen: You have 7 children, 28 grandchildren, and 3 great-grandchildren. You have been very ill.

Minister: You are a religious leader. You are a diabetic.

Police Officer: You were an honest cop who will retire in two years. You have a gun.

Scientist: You have won the Nobel Peace Prize. You are blind.

Garbage Collector: You work for a collection company who has been fined for illegal dumping. You were involved.

Into The Classroom:

Teaching Notes:



Trust Exercises

1. *Wind in the Willows*
2. *Trust Fall*

Contributed by: Mitch Sakofs, Outward Bound Inc.

What's Learned

- Trust
- Support
- Risk-taking
- Teamwork

Equipment

- *Wind in the Willows*—None required
- *Trust Fall*—A platform or any flat surface approximately five feet off the ground that can support the weight of the largest person in the group.

Pre-activity Preparation

We recommend instruction in spotting followed by spotting exercises prior to participating in all trust initiatives.

One-on-one spotting is a good lead-up experience. Have participants pair up and stand, front to back. The person in front leans back with the person behind putting her hands up to stop the backward motion. Initially the person catching should have their hands touching the back of the person falling. As trust and skill deepen, the person catching can gradually allow the person to fall further as long as it stays within the falling person's comfort zone. Good communication between partners is essential.

Overview

Having the capacity to trust others and the personal confidence to support others are essential in developing supportive personal relationships. The principal teachings in trust exercises are putting trust in others to provide for your personal safety and trusting yourself to protect others from harm. Trust exercises are uncomplicated yet powerful activities that can be the most anxiety-provoking of all initiatives.

1. *Wind in the Willows*

Creator – New Games Foundation, San Francisco, Calif.

Pre-activity Preparation

- None required

Activity Introduction

Introduce this activity by describing a picture of a big willow tree standing in an open field swaying gently in a warm summer breeze. Focus on relaxation, freedom and a willingness to let go.

Description

One person stands in the center of a tight circle formed by the other members of the group. Those comprising the circle stand with hands up, outstretched and nearly touching the person in the center. One leg dropped back behind the other creates stability. The person in the middle of the circle stands with a tight body (stiff) and arms crossed in front of his chest. When ready, the person in the center says "Ready to fall," but should not move until the group is ready and responds "Fall." When the group says

Developing Awareness Initiative

Teaching Notes:

"Fall" the person in the middle leans to one side and is caught by the group. Then, with care, the group rotates the person around the circle rocking them gently for a minute or so. To finish, the person in the center can simply assert control over his body and thus signal that he would like the exercise to end. At this point, the group makes sure the individual being rotated is stable before relaxing its vigil.

Safety and Special Considerations

This activity requires strict attention to safety. The person in the middle chooses his level of risk by asking the group to move forward or backward to adjust how far they fall. Doing the activity in silence or having the group hum are enjoyable variations.

Debriefing Questions

- How was it?
- Did you feel safety inside the circle? Why or why not?
- What was the risk for in this activity?
- When being asked for support, on what conditions did you give it?

What was it like to ask for support?

- Do you allow or ask for support in your classroom?
- When was the last time you asked for support?
- What did you learn about trust? Is trust needed in the classroom. When?

Academic Application

- Classroom sensitivity

2. Trust Fall

Contributed by: Mitch Sakofs, Outward Bound Inc.

Pre-activity Preparation

This activity requires high levels of trust and is not recommended as an introductory activity. There should be no fewer than 10 participants to conduct this activity safely. The group should practice the positioning of the participants and the falling commands prior to doing the activity.

Description

Have the group form two lines facing each other. Each participant extends her arms out forming an inter-

locking line of arms that are nearly touching (do not grasp hands). One member of the group stands at the head of the two lines to ensure group positioning is in line with the person to fall. When all catchers are in place and ready to catch, the "faller" stands on the platform, crosses arms over chest (tight body) and falls backward. The following commands should be used to ensure safety.

The individual who is about to fall begins with "READY TO FALL," but does not move until the group responds "FALL" and the name of the individual ("FALL, MARY"). To which the faller responds "FALLING," and then falls backwards. Each Faller is briefed not to sit, and to keep their entire body straight, especially the knees.

Safety and Special Considerations

This activity can be extremely dangerous if the command system is not followed exactly as prescribed. Practice the commands and discuss the sensation of what it feels like when a fall-

er lands in the group's arms. If an individual group member has difficulty with a five-foot high platform, use a lower platform.

Debriefing Questions

- Was it difficult to let go and fall? Why?
- How do you establish trust with others? How did you establish trust in this activity?
- How did it feel to catch the person?
- What are some ways people support each other?
- What does it mean to take a risk? What was the risk for you in this activity?
- How can we support each other in the classroom?

Classroom Application

- Classroom relations building
- Classmate sensitivity

Activity 4.07

A Work of Art

Here is a visual version of the children's game Telephone, using challenge and adventure props.

Equipment

Two sets of nearly identical equipment consisting of tennis balls, short segments of colorful rope, webbing, climbing hardware, marble tubes, and other available challenge equipment.

The Challenge

At both ends of a long line of people, two artists stand poised, ready to begin their work. One artist arranges the available equipment in any style they choose. An observer then verbally describes what they see the artist doing, and passes this information along the line to the other group members. Eventually the description reaches the other artist at the far end of the line, and they begin to construct a copy of the original artwork using the pieces in front of them.

Typical Presentation, Storyline or Metaphor

The use of effective metaphors, scenarios and stories can often enhance the experience of the participants during the activity. This paragraph presents various stories which can be edited or altered to suit the needs of your participants.

Variations

One challenging variation is to only allow communication to pass down the line, from the original artist towards the copying artist. This can be frustrating especially for group members in line, because they cannot express any need for more information from the participants in front of them.

A slightly more devious variation is to use two sets of equipment that are only somewhat identical. Perhaps all the objects are the same, but the color varies.

Or perhaps both artists have a rope, but it is a different size.

A third variation that always causes frustration for the communication transfer line participants, is to limit their communication to verbal techniques only. No hand or arm motions and no body language. This variation can be taken a step further by blindfolding every other participant along the communication transfer line.

Important Points

The distance between the two artists should be at least 35 yards (32 meters), and group members should be standing at least 3 yards (about 1 meter) apart. Encourage the original artist to use simple shapes and patterns initially, so that the group can experience some level of success, before other artists create unusually difficult patterns. You may want to encourage the group to carefully choose a group member with excellent verbal skills as the first person to view the artists work.

Group members standing in the communication transfer line, should only give instructions based on what they have heard, not based on what they can see of the artist's creation at either end of the line.

At the completion of the activity, have the group members from the communication transfer line run a final quality check to ensure that the copy is as close as possible to the original. Then have them first view the original, and then the copy.

Discussion and Debriefing Topics

Were you able to effectively communicate the original artists intent? Does the copy look like the original? Were you able to visualize what was being communicated to you? Were you able to express what you saw using only verbal techniques? Did the person you were talking to give you positive feedback that they understood what you were telling them? How much of our communication is strictly verbal? What other techniques do people use to communicate?

Sequence

A Work of Art is a challenge activity with a very strong emphasis on communication. Using this activity early in the adventure program illustrates that not all participants communicate in the same way. A valuable point to make before starting a program where problem solving and communication issues are sure to surface.

Activities Using Similar Skills and Follow-on Activities

Other activities which have a strong communication emphasis include 2B or KNOT 2B and Target Specifications.

Notes

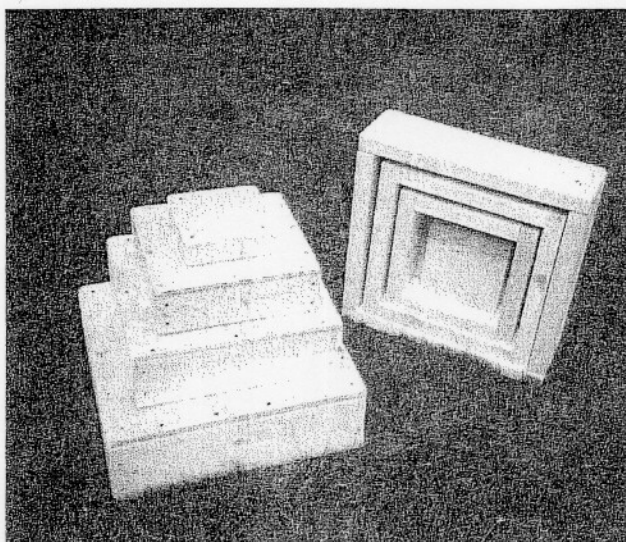
Activity 4.08

All Aboard

While many of the activities in this book are hopefully new to the reader, this one (including the name) is adapted from Karl Rohnke's classic text, *Silver Bullets*. It is simply a great activity, and while earlier versions are also possible, such as cramming into telephone booths and Volkswagens, and under tiny umbrellas during rainstorms, not to mention the 'Team on a T-shirt' version, the All Aboard version remains our favorite.

Equipment

In Chapter 5, directions are given for creating a series of stacking All Aboard platforms. As an alternative, this activity can also be performed with various size carpet squares, plywood panels, non-skid throw rugs or tarps. There is also another version of this activity in this chapter entitled *Shark Attack* which uses a boat shaped plywood panel to keep the participants from becoming shark bait.



The Challenge

For all group members to stand aboard the platform long enough to sing one verse of *Row, Row, Row Your Boat*, without touching the surrounding ground. Begin with the largest platform and repeat the activity with increasingly smaller platforms.

Typical Presentation, Storyline or Metaphor

Global warming has melted the polar ice caps and the surviving members of your group must take residence on an island which continues to shrink as the water level rises.

You are on a ship at sea that has suddenly begun to sink. The only safe place is the crow's nest. As participants continue to mount part of the crow's nest breaks off, leaving smaller and smaller available space for the members of your crew.

Variations

If the stacking variety of All Aboard platforms are not available, try using non-skid carpet squares, rugs, or various plywood shapes including circles, ovals, and squares.

Try passing a ball, balloon or penny around the group after they have mounted the platform. You can also have participants try to change places on the larger platforms.

Important Points

As a facilitator and spotter, instruct participants that only their feet may touch the All Aboard platform. Participants may stand on their own foot, but not on the feet of other participants. Do not lock elbows with other participants. All participants must be touching the platform with at least one foot.

Participants will typically find some method of connecting arms across the platform and standing up together.

What techniques worked well? Which techniques did not work? What if we had twice as many people? What is the smallest size island we could fit on? Did you feel that other members of the group listened to your ideas? What if part of the group had been blindfolded? Could you do this activity without talking? What if there was no gravity? What if it was very windy?

All Aboard is clearly a proximity activity—that is, it brings participants very closely together. Use this activity with other proximity activities, such as Magic Carpet.

Other proximity activities include: Magic Carpet, Danger Zone, and Cover Up.

Notes

Activity 4.38

Magic Carpet

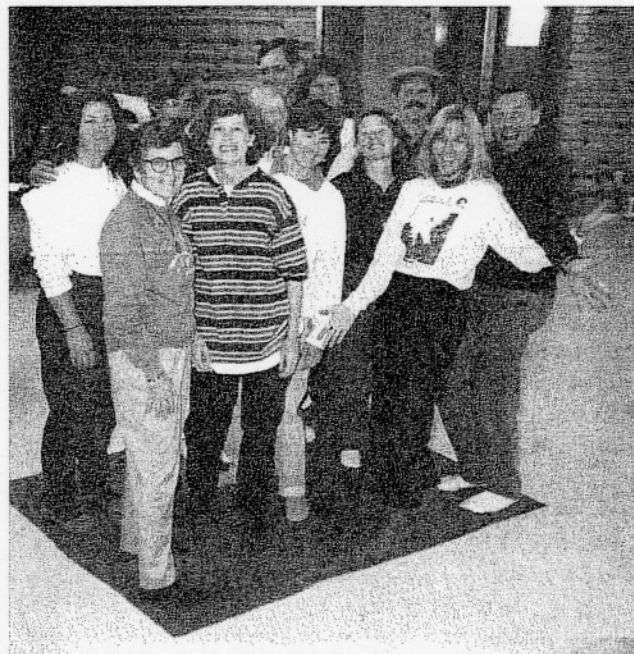
Magic Carpet requires a minimal amount of equipment and provides a challenging initiative to solve. Several of the variations presented make this activity adaptable to many audiences.

Equipment

The Magic Carpet consists of a single piece of tarp or plastic cloth. Other options include a plastic shower curtain, plastic tablecloth, or blanket. For groups of 8–12 participants, the Magic Carpet should be approximately 4 feet by 5 feet (1.2 meters by 1.5 meters).

The Challenge

To turn the Magic Carpet over, without touching the ground surrounding the Magic Carpet.



Typical Presentation, Storyline or Metaphor

Your group is on a Magic Carpet ride, high above the fields of the surrounding countryside. You suddenly realize that you are going the wrong direction, because the carpet you are riding on is in fact, upside-down! Since you are no longer touching the ground, you must turn the carpet over, without stepping off the carpet.

Variations

In order to limit the risk in this activity, request that all participants must maintain contact with the Magic Carpet at all times. This eliminates the option of carrying participants on shoulders and other balance related concerns.

One variation which greatly increases the difficulty, and time required to accomplish the activity, is to only allow participants to touch the Magic Carpet with their feet. For this technique, participants will typically scuff the carpet to turn it over. Make sure to use a tough material if you choose this method. Thin plastic sheets have been known to tear during this variation.

For large groups, provide three Magic Carpet sizes, and place these near each other before participants climb on board. If you mention that the whole group is one team, they may decide to combine resources, and transfer to another Magic Carpet while turning over their own empty Magic Carpet. Once the group has accomplished this task by combining resources, encourage them to repeat the activity, this time without sharing space or carpets with the other members of their group. If the three Magic Carpets are placed further away, participants may choose to shuffle the carpets closer together rather than working alone.

Using a plastic cloth or tarp that is a different color on each side makes it easy for a group to see when they have accomplished their goal.

Consider using a series of decreasing size Magic Carpets to increase the difficulty level. If you happen to be using the inexpensive plastic table coverings available at many party stores, you can even cut off a portion of the Magic Carpet after each successful inversion.

Another variation using a single Magic Carpet is to begin the activity with a single person, and gradually add additional team members each time the carpet is flipped over.

A substantially different solution is possible if the facilitator mentions that each participant's feet must be touching the Magic Carpet, but yet allow other parts of the body to touch the ground surrounding the carpet. This method works well for very small carpet sizes.

Another variation involves using different shapes for the Magic Carpet. In general, rectangles are easier to flip than squares. Triangles are easier to flip than circles. Perhaps alphabet shaped Magic Carpets could be used. Each new geometry is likely to produce a slightly different solution technique.

Finally, rather than calling this activity Magic Carpet, you can call it Surfing the Web, and make up your own metaphors regarding the flip side of data and anti-data in the computer world.

this initiative. Minimize risk by requiring all participants to be in contact with the carpet at all times.

Typical solutions for this activity involve crowding a majority of the group towards one edge or corner, and having a few group members attempt to twist or fold the Magic Carpet over. For a rectangle, twisting a corner of the Magic Carpet, somewhat like a bow-tie, provides the greatest amount of area for movement.

From a mathematical viewpoint, the fundamental problem with Magic Carpet is that many of the techniques available to turn the carpet over result in reducing the area of the carpet to approximately half the original area. An optimum solution then, is one that would allow the carpet to be turned over, and yet maximize the total area of the carpet throughout the activity.

Oddly enough, carpet is not a good choice for the Magic Carpet initiative. It is difficult to fold and is generally too thick to twist easily. Plastic sheets are a better choice, and take up much less space in the equipment storage container.

Discussion and Debriefing Topics

An interesting question to ask participants during this initiative is what their role is with regard to the solution. Were they active or passive in their contribution to the final solution? Who did the most work?

One debriefing method, known as *Both Sides Now*, uses the Magic Carpet as a tool for conflict resolution. Using a light colored plastic material, allow participants to write their feelings, or expressions, or supporting evidence for their side of the conflict. Participants with opposing views are then asked to write their comments on the other side of the material. The activity proceeds just as Magic Carpet does, but with participants reading these comments out loud during the struggle to turn the material over.

Another therapeutic technique for Magic Carpet, known as *Turning Over a New Leaf*, uses this metaphor for audiences with dependencies. The struggle to overcome adversity and turn over a new leaf can be assisted by other group members, and occasionally some outside support—all of which can be processed during the activity.

Sequence

Magic Carpet requires all participants in a group to work within a tightly constrained space. As such, it is important to build up to this level of proximity.

Important Points

The size of the Magic Carpet and the size of the group greatly effects the difficulty in accomplishing

Activity 4.39

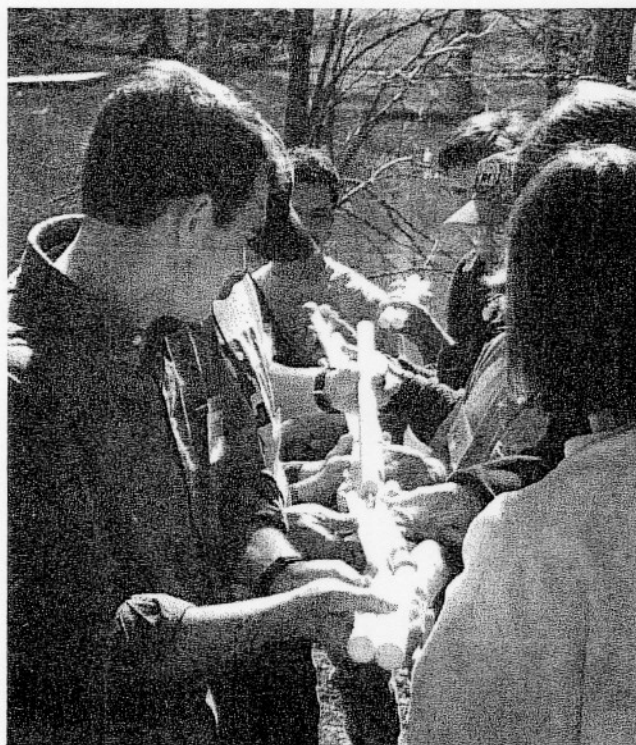
Marble Tubes

To a challenge education programmer, PVC tubing is worth it's weight in gold!

Equipment

You'll find directions for two versions of marble tubes in Chapter 5. The simplest style involves cutting 15 inch (381 mm) long pipes from 1 inch (25 mm) diameter cold water PVC tubing. Another style uses 1½ to 2 inch (38 to 51 mm) diameter PVC tubing that has been cut to length, and then split into two pieces lengthwise.

You'll need at least one Marble Tube section for each participant, along with a few marbles, golf balls, and other small rolling objects.



The Challenge

To relocate several marbles from Position A to Position B using only the PVC tubes. Participants that are holding a marble in their segment of PVC tubing are not allowed to move their feet.

Typical Presentation, Storyline or Metaphor

During the annual spring walk of the local bird watching society, your group notices a bird's egg that has rolled downhill away from a nest on a low branch. Knowing that many animals are wary of human scent, you attempt to relocate this marble-sized bird egg back to the nest, without touching it.

Variations

For a truly unique experience, try passing a collection of marbles up a flight of stairs, or up the incline of a hill.

Allowing participants to hold near the ends of the tubes make this task a little easier. For a more difficult challenge, only allow participants to touch their own marble tube. For an even harder task, participants can touch any tubes they like, but the tubes cannot touch each other.

Attach a variety of colored tape to the ends of the marble tubes, so that only similar colors can be partners. You can also add some of the various connections found in hardware stores, such as elbows, tees, Y sections, etc.

Drilling a few holes in some marble tubes will additionally challenge the participants having those tubes. We call these the "swiss cheese tubes."

Try passing other objects, such as foam balls, which make little or no noise. Passing water is also fun. See Waterfall II.

One of the hardest variations is to only allow participants to touch their tube with one hand.

Important Points

Choose a reasonable distance to transport the marbles or balls. For a group of 12 participants, 50 to 70 feet (15 to 21 meters) is adequate.

Discussion and Debriefing Topics

Do you think your group worked together well, or were there fine points that could be improved upon? How did your group decide on the plan? Did the execution of your plan change during the activity? Did the order of participants change during the activity? How many of your marbles (goals) did you achieve?

Sequence

Marble Tubes require just a bit of problem solving, but quite a bit of activity, especially if the marble is going uphill. This activity has a lower energy level, and may be useful in between a high energy activity and a processing or reflective moment.

Activities Using Similar Skills and Follow-on Activities

Waterfall I and Waterfall II use similar equipment.

Notes

[illegible]

Activity 4.61

Surfing the Web I

The classic web pattern that has graced so many challenge courses around the world.

Equipment

100 feet (30 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form a framework between two trees or poles that are about 30 to 40 feet (9 to 12 meters) apart. 80 feet (24 meters) of $\frac{3}{16}$ inch (4 mm) shock cord to create the web pattern. Project Adventure and Challenge Masters both provide stand-alone equipment for portable versions of this activity, trees not included.



The Challenge

For the entire group to travel through the web to the other side, without touching the web. Each participant must travel through a different opening in the web.

Typical Presentation, Storyline or Metaphor

You are trying to access your favorite web site, but there is a limitation on the number of users that can be simultaneously logged on. If you happen to connect with the wrong server, everyone in the group gets logged off.

Variations

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity follow this version.

For the classic web pattern, providing various size openings can challenge the group in different ways. Be sure to allow enough generous sized openings for the largest members of the group to pass through safely. If there are concerns about lifting participants, try placing plenty of openings near ground level. If there appear to be too many openings, instead of closing any, or altering the web, try having the participants pass through several objects, such as 4x4's, picnic coolers, storage boxes, stuff sacks, an open umbrella, an inflated beach ball, etc.

In addition to watching the web for contact, you can add a bell so that contact is more easily noted. In the event of contact, offer an option to the group, such as, "you can either start again from the beginning, or, you can pass two people through that are connected together." This allows the group to decide their fate, and involves a conscious choice, rather than a penalty or consequence.

You can consider allowing one participant to go underneath the web. This can be quite useful to

Activities Using Similar Skills and Follow-on Activities

This is one challenge activity that requires the facilitator to say, "you have 5 minutes to plan your technique. At the end of that time, I would like to review your plan with you, BEFORE you begin." This review process encourages the group to plan, but more importantly, it provides the facilitator with every detail of movement, so that they may anticipate appropriate spotting positions before a participant begins their passage.

A single version of Surfing the Web is probably sufficient for any single day challenge program. If you happen to have repeat participants, try using a different style to additionally challenge the group. Worm Hole uses similar skills. You can even perform a similar activity using Raccoon Circles. See Electric Fence 2000 for a description of this activity elsewhere in this chapter.

Be especially cautious near the roots of trees. The footing is uneven here and not suitable for passage. Encourage participants to stick to the middle regions of the web, far away from trees or support poles.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

At the beginning of the activity, did everyone know what their duties were? Were any of the original plans altered during the course of the activity? Why? Would additional planning have prevented these alterations? If contact occurred, what was the reaction of the group to the person that noted the contact?

Surfing the Web requires some preliminary exposure of the group to spotting techniques (possibly from All Aboard), problem solving and a somewhat higher physical activity level than other challenge activities. As a warm up activity, consider using Worm Hole, and mentally note the response and respect of the group to each participant as they pass through the Worm Hole. A group that works together well with Worm Hole is ready for Surfing the Web.

Activity 4.62

Surfing the Web II

This inclined web is definitely the favorite pattern around the Teamplay office these days.

Equipment

100 feet (30 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form a framework between four trees or poles that form a square, and are about 15 to 20 feet (4.6 to 6.1 meters) apart. An additional 100 feet (30 meters) of poly rope or about 80 feet (24 meters) of $\frac{3}{16}$ inch (4 mm) shock cord can be used to create the grid-like web pattern. Two tent stakes can be used instead of two trees for the lowest side of the web.



The Challenge

For the entire group to move from the lowest side of the inclined web to the highest side, without touching the web. A maximum of two participants can be in any one opening at a time. Each participant is allowed to burrow (crawl) under a web strand once during this event.

Typical Presentation, Storyline or Metaphor

Reaching your favorite website takes longer and longer, and gets harder and harder every time you go there. Finally you bring a friend along, and they help show you some techniques that make your journey a little easier.

Variations

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity can be found in this chapter.

For the inclined web, allow participants to trade their one burrowing move with other participants. This bartering can be an interesting point for processing after the event.

Construct the top of this inclined web so that one side is lower than the other. This will encourage taller participants to take the route with the taller web height.

There can be no diagonal movement between web openings in this version of Surfing the Web. Also, various paths can be restricted by taping off an opening, or only allowing participants to pass straight through the web.

Important Points

This is one challenge activity that requires the facilitator to say, "you have 5 minutes to plan your technique. At the end of that time, I would like to review your plan with you, BEFORE you begin." This review process encourages the group to plan, but more importantly, it provides the facilitator with every detail of movement, so that they may anticipate appropriate spotting positions before a participant begins their passage.

In many cases, participants may choose to lift other participants through the web. Encourage appropriate spotting techniques, especially focused on the shoulders and head region of the participant being transported. Discourage any passage through the web that

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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Activity 4.63

Surfing the Web III

Here is a horizontal version of a web that can be made from the same materials as the other webs in this chapter.

Equipment

100 feet (30 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form a framework between four trees or poles that are in the shape of a large rectangle. An additional 100 feet (30 meters) of poly rope or about 80 feet (24 meters) of $\frac{3}{16}$ inch (4 mm) shock cord are needed to create the horizontal web pattern.



The Challenge

For the entire group to travel from one side of the web to the other while connected in some manner. Connections cannot be broken while inside the web. Several objects must be retrieved as the group travels to the far end of the rectangular horizontal web.

Typical Presentation, Storyline or Metaphor

You invite all your friends to join you on-line at your favorite web site chat room. The whole group

decides to go on a web adventure and collect some cool stuff along the way. You must stay connected to your group so that they can see your web surfing trail and follow you through the web.

Variations

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity can be found in this chapter.

Requiring participants to always be connected during the activity works when the height of the horizontal web is between 12 and 20 inches (305 to 508 mm). Webs that are in the range of 20 to 30 inches (508 to 762 mm) requires additional spotting and the necessity for occasionally losing contact as participants move from one square to the next.

Objects placed within the web should be lightweight and retrievable with one hand.

Important Points

This is one challenge activity that requires the facilitator to say, "you have 5 minutes to plan your technique. At the end of that time, I would like to review your plan with you, BEFORE you begin." This review process encourages the group to plan, but more importantly, it provides the facilitator with every detail of movement, so that they may anticipate appropriate spotting positions before a participant begins their passage.

As with many challenges that have a visible sign of error, in this case that means contact with the web, allow the group to inspect their own movements, rather than setting yourself up as the judge. This places the responsibility directly on the group for their performance.

Be especially cautious near the roots of trees. The footing is uneven here and not suitable for passage. Encourage participants to stick to the middle regions of the web, far away from trees or support poles.

In many cases, participants may choose to lift other participants through the web. Encourage appropriate spotting techniques, especially focused on the shoul-

ders and head region of the participant being transported. Discourage any passage through the web that does not involve contact with other participants. This will prevent jumping and unspotted movements.

Discussion and Debriefing Topics

At the beginning of the activity, did everyone know what their duties were? Were any of the original plans altered during the course of the activity? Why? Would additional planning have prevented these alterations? How did your group decide which participants would pick up the objects in the group?

Sequence

Surfing the Web requires some preliminary exposure of the group to spotting techniques (possibly from All Aboard), problem solving and a somewhat higher physical activity level than other challenge activities. As a warm up activity, consider using Worm Hole, and mentally note the response and respect of the group to each participant as they pass through the Worm Hole. A group that works together well with Worm Hole is ready for Surfing the Web.

Activities Using Similar Skills and Follow-on Activities

A single version of Surfing the Web is probably sufficient for any single day challenge program. If you happen to have repeat participants, try using a different style to additionally challenge the group.

Notes

Activity 4.64

Surfing the Web IV

Here is a 3-D web that provides additional challenges for most groups.

Equipment

You'll need about 600 feet (183 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form the framework and web strands between four trees or poles that are about 10 to 20 feet (3 to 6 meters) apart. Some additional shock cord will keep this 3-D web under tension, and allow some latitude for when those four trees begin moving in the wind.

The Challenge

For the entire group to travel through the web to the other side, without touching the web.

Typical Presentation, Storyline or Metaphor

You are trying to access your favorite web site, but there is a limitation on the number of users that can be simultaneously logged on. If you happen to connect

with the wrong server, everyone in the group gets logged off.

Variations

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity follow this version.

In addition to the various cords and ropes that are a part of this 3-D web, consider adding some additional strings with bells or other sound producing objects. Ask participants to retrieve some objects within the 3-D web. Some of these objects can be larger than the actual size of the web openings.

The entire group can pass through the web while connected, or smaller strands or chains of participants can attempt to retrieve specific objects within the web.

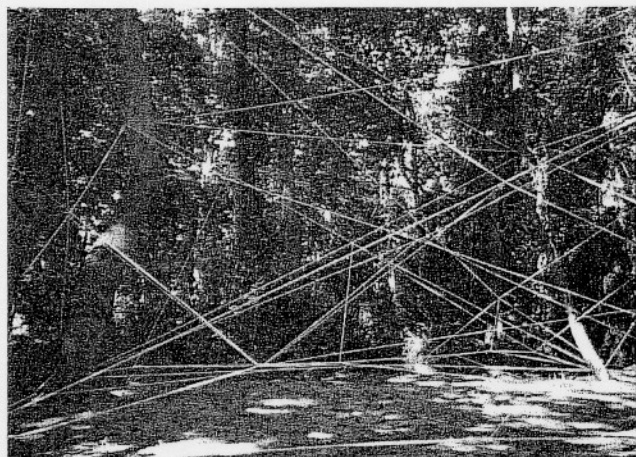
Important Points

This is one challenge activity that requires the facilitator to say, "you have 5 minutes to plan your technique. At the end of that time, I would like to review your plan with you, BEFORE you begin." This review process encourages the group to plan, but more importantly, it provides the facilitator with every detail of movement, so that they may anticipate appropriate spotting positions before a participant begins their passage.

As with many challenges that have a visible sign of error, in this case that means contact with the web, allow the group to inspect their own movements, rather than setting yourself up as the judge. This places the responsibility directly on the group for their performance.

Be especially cautious near the roots of trees. The footing is uneven here and not suitable for passage. Encourage participants to stick to the middle regions of the web, far away from trees or support poles.

In many cases, participants may choose to lift other participants through the web. Encourage appropriate spotting techniques, especially focused on the shoulders and head region of the participant being transported. Discourage any passage through the web that



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[illegible]

Creating Your Initiatives



Activity 5.84

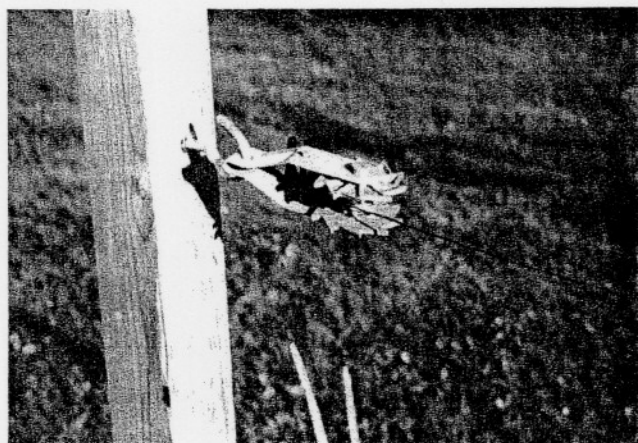
Some Ideas for Other Challenge Course Equipment

Having seen at least 70 challenge courses throughout North America, we would like to suggest some ideas for additional activities not presented in Chapter 4. No detailed instructions here, just a few comments regarding some common and some not-so-common activities encountered at various challenge courses.

If you plan to construct any of these activities for your challenge course, we recommend that you discuss your plan with a knowledgeable challenge course builder. While most of the activities listed in this book are exceptionally safe, a few of the following activities have higher levels of risk. Seek the appropriate information from a challenge course builder for these and other permanently installed challenge course activities.

Trust Fall Platforms

Trust fall platforms must be like snowflakes, seldom do you find two that are the same. Differences include the size of the platforms, the materials used to construct them, the platform height from the ground, the attachment methods to the tree or pole, and the occasional free-standing trust fall platform. In any event, many of these platforms have one critical difference from the one shown below—the method for reaching the platform generally involves climbing from the ground, over the tree roots, up a series of angled platform supports, and then onto a rather small platform. Even before the participant is in position for



slack, and most standard sized turnbuckles will eventually need to be disassembled and retied. There is another device, that is inexpensive and works even better for tensioning these ropes.

What You'll Need

The device used to tension electric fences for farm animals is just great for tensioning the boundary rope in a maze or web pattern. It works well with $\frac{1}{4}$ inch (6 mm) poly rope, and can take up several feet of slack. It has a ratchet wheel that can be reversed for disassembly of the initiative. There is also a separate handle for tightening the ratchet wheel which makes the tensioning process very simple.

Where to Find It

This is not a typical item for most hardware stores, but it is available in most farm-based product stores. You may also be able to find these tensioners in fence or tack shops.

How to Make It

The fence tensioner comes with a hole that can either be attached to an open hook or screw eye, or the opposite end of the rope you wish to tension. The other end of the rope is attached to a hole in the ratchet wheel. Use the optional handle to turn the wheel and tighten the rope. You will hear a series of clicks as each tooth of the ratchet wheel moves past the ratchet pawl.

Special Instructions

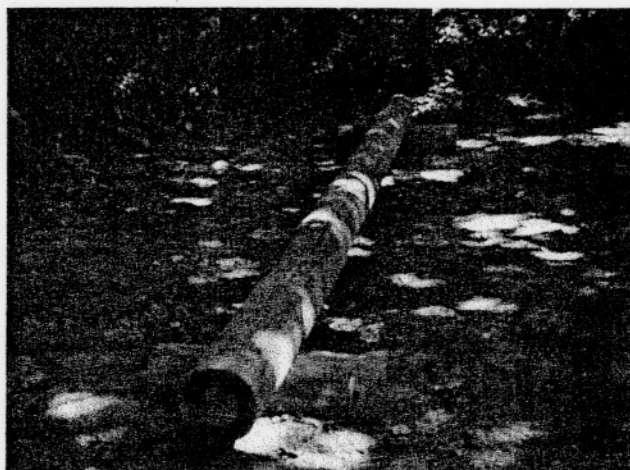
This device can create a serious amount of tension in a rope, sometimes even enough to pull short screw eyes completely out of trees. Be careful not to overtighten the rope the first time. Besides, with this device, you can always come back and easily add a few more clicks to the tensioner any time you want.

Pressure and Salt Treated Dimensional Wood

You'll notice that none of the building supplies mentioned in this book includes pressure-treated or salt-treated lumber, mostly for two reasons. First, all of the equipment described here is portable, which means that light weight is a priority. It also means that this equipment will typically not be exposed to the weather for any length of time. Secondly, pressure-treated materials are more expensive, heavier, and create much more of a safety concern from sawdust and splinters than standard dimensional lumber. If you have a concern about the weatherability of any of the wooden equipment in this book, consider applying a coating of waterproof sealant.

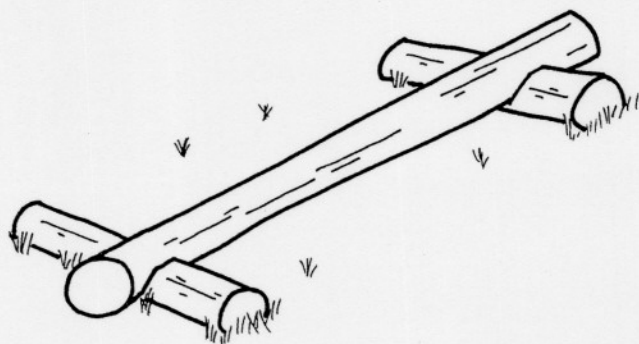
A Permanently Installed Version of Log Rolling

If you would like to create a more permanently installed version of Log Rolling, here is a simple design using telephone poles that works well.



What You'll Need

A uniformly shaped (non-tapered) telephone pole roughly 20 feet (6 meters) long. Two shorter telephone pole segments for supports, each 6 feet (1.8 meters) long. Two concrete reinforcement rods, $\frac{1}{2}$ inch (12 mm) in diameter and 3 feet (914 mm) long. A chain-saw, a sledge hammer, and a $\frac{5}{8}$ inch (16 mm) auger or drill bit that is at least 15 inches (381 mm) long.



Where to Find It

Concrete reinforcement rods are available in several lengths where masonry products, such as concrete block, bricks and paving stones are sold. Telephone poles of various lengths can sometimes be purchased or obtained by donation through local utility companies and building contractors. Some tool rental stores have augers and battery powered drills (and generators) for making even the most remote installations possible.

How to Make It

Cut a V-shape notch at the center of each of the 6 foot (1.8 meter) long supports. Place these supports into two shallow trenches so that they will not roll. Place the 20 foot (6 meter) long telephone pole onto these two supports. Each end of this long pole will overhang the V notched support logs by approximately 2 feet (610 mm). The long telephone pole should come to rest just slightly above the surface of the ground.

With the $\frac{5}{8}$ inch (16 mm) auger, drill a single hole diagonally through both the main telephone pole and through each of the support poles. If your drill is not long enough to complete this operation in one step, drill the top pole first, and then remove this pole to

finish drilling the support pole hole. After drilling these two holes, use a sledge hammer to insert the concrete reinforcement rod into each hole. Pound this rod well into the ground, and below the surface of the top telephone pole. You now have a structure that will not rock for the Log Rolling initiative.

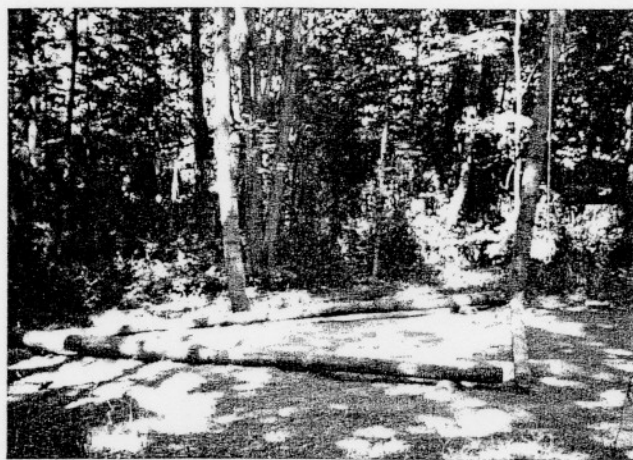
Special Instructions

Telephone poles come in a variety of grades. Do not attempt to use just any old telephone pole lying around for this activity. Remember, the weight of a dozen or more adults may be on this pole someday. Use good quality poles for both the main top pole and the support poles.

A Telephone Pole Alternative to A Ground Level Cable Walk

If you have ever wanted to create the facilities for a ground level cable walk, but did not want to invest in the cables, tree augers, tensioning devices, and other concerns associated with permanently installed cables, consider using three of the telephone poles version of Log Rolling above to create a triangular telephone pole version of a cable walk.

Most participants find this apparatus a little easier to balance on, and the cost of installation is a fraction of that for a cable system.



A Portable Version of the Wild Woosy

For those times when "portable" means anything you can carry in the back of a 15 passenger van or

pickup truck, you might be interested in a portable version of the Wild Woosey which Chris Cavert calls The Friendship Walk.

What You'll Need

Chris makes this portable challenge activity from 8 foot long 4×4's, bolts them together and uses eye-bolts, quick links and tubular webbing to space them apart.

Where to Find It

Most of the equipment is available in your local hardware store. You can find the plans for this equipment in Chris Cavert's E.A.G.E.R. Curriculum book, available from Experiential Products, P.O.Box 50191 Denton, TX 76206-0191 Phone (817) 566-1791

A Final Random Thought

This isn't so much a challenge and adventure tid-bit, as it is just a really cool idea. In the box of activities

we've collected is a special place for some really wildly creative activities, and here is our favorite: electric belt sander races!

Now, we know what you're thinking, Jim and Barry have gone over the edge with this idea (read the article in Chapter 7 to see if you want to join us in our madness). But the truth is we spend so much time making things in our shop, and sanding is almost second nature to us, that the thought of using our sanders for something a little more play-like is really exciting. Now granted, we have never actually seen a belt sander race, but from what we hear, they go like this:

Belt Sander racing is like a drag race. Two belt sanders, side-by-side, in a wooden track 20 feet (6 meters) long with 2×4 sides and a clear plastic top (for safety). Attach a long extension cord, turn that baby on, lock the on-switch, and let 'er go. First sander to the far end of the track wins.

Now if we can only find some other fun challenge and adventure things to do with the rest of the tools in our workshop.

Basic Training

A Few Words on Equipment

- ◆ Sooner or later, everything you have in your adventure kit is likely to be exposed to the weather. Choose fabrics and ropes that won't fade with sunlight, webbing and twine that will not rot with moisture, plastic props that will still work at temperatures below freezing, and expect everything to get soaking wet at least once. Be sure to thaw or dry out your equipment after any severe weather. Remember to use galvanized or plated metal parts, nails and screws on all equipment, unless you plan to invent a new challenge activity called "The Rust Bucket."
- ◆ If you intend to make equipment for a summer program or camp, consider making this equipment with the staff that will be using it. Then, when a piece turns up missing, the staff will know how to make a new one. This is also a great way of creating ownership for this equipment with the staff. Then, when some over-enthusiastic campers begin really hammering on one of the props they made, they can step in and show the correct techniques for using the equipment. This pride and ownership is essential to keeping your equipment in good shape.
- ◆ If you are not sure—ask! If any of the directions in this section are not clear to you, drop us a line at Teamplay. We have staff available to assist you in your staff training and equipment needs. You may even be able to buy some of this equipment commercially in the near future from several of the challenge course builders located in the United States. Stay tuned for more information about this from Teamplay.

Activity 5.03

2 B or KNOT 2 B

A few colorful ropes are all that is needed for this excellent consensus building activity.

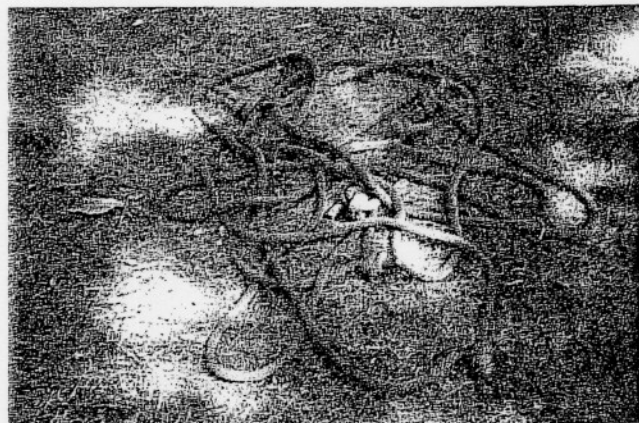
What You'll Need

Four independent rope rings held together by a fifth rope ring. Tubular webbing, climbing ropes, shoe laces and even belts can be used in place of ropes. The Teamplay version of 2B or KNOT 2B has four separate

sets of ropes, all made from $\frac{3}{8}$ inch (9 mm) diameter ropes, in a variety of colors and patterns.

Where to Find It

Finding a wide variety of similar ropes is not easy. Bruce Smith of On Rope sells about a dozen different colors of webbing that can be used for this activity and also for Raccoon Circles. Wellington and Lehigh ropes are carried by some hardware stores. Some outdoor gear shops sell thinner ropes and cording that comes in a variety of colors and patterns.



How to Make It

Each of the ropes used for this activity are slightly different in length, so that they can also be used for other challenge and adventure activities. The shortest rope is 8 feet (2.4 meters) long, followed by 8.5 feet (2.6 meters), 9 feet (2.8 meters), 9.5 feet (3 meters) and finally about 10 feet (3.2 meters). After deciding which rope is holding all the other ropes together, have the group decide which rope is the shortest and which rope is the longest.

The easiest 2B or KNOT 2B puzzle has five ropes of five different solid colors, such as black, red, green, etc.

The next more visually busy version has five ropes of five different striped colors, such as red/white, blue/white, green/white, etc.

The next more difficult version has five ropes that are all the same solid color. Yes, the same exact solid color!

The most difficult version so far has five ropes that are all the same striped color.

Special Instructions

One variation in 2B or KNOT 2B is the number of ropes that can be included in the puzzle. Three ropes are generally not enough. Five ropes seem about right. Seven or eight ropes can be very challenging.

The length of the ropes used for 2B or KNOT 2B is typically somewhere between 7 and 15 feet. If you choose to use 165 foot (50 meter) climbing ropes, you can cover a much larger area, and include more twists and turns in the rope. This size may be appropriate if

you happen to have more than 15 people in a single group.

Color or pattern changes in the ropes can also provide additional challenges to the activity. The Teamplay version of 2B or KNOT 2B uses four varieties of increasing difficulty. The first puzzle has five ropes that are different solid colors (blue, red, green, etc.) The second version has five ropes with different striped colors (blue and white, red and white, etc.) The third version has five ropes that are all the same solid color (blue). And the final version has five ropes that are all the same striped color (red and white).

If you happen to tie more than one knot in any single rope loop, you can add some difficulty to the challenge, and probably confuse the group a bit in the process. Another challenge would be to include a rope with not knots, by splicing the rope to form a single, seamless rope loop. Both of these variations are meant to unfocus or distract the group from their true mission, and as a result, provide excellent opportunities for discussion during debriefing.

Activity 5.06

A Collection of Knots

What You'll Need

A piece of rope, $\frac{3}{8}$ inch (9mm) in diameter or greater, at least 30 feet (9.1 meters) long for a group of 10 participants. If you happen to have twenty or more participants, try making multiple ropes rather than placing more than twenty people on a single rope. The energy level of the group will be higher for two smaller groups than for one large group.

Where to Find It

Many of the large chain hardware stores and many marine stores carry a variety of large diameter, colorful ropes. While these ropes are not suitable for rock

climbing, they are more than sufficient for activities such as A Collection of Knots. Climbing rope also works fine for this activity and can be found at many outdoor stores, or mail ordered from many of the equipment dealers listed in Chapter 8 of this book.

How to Make It

Directions for tying a variety of knots can be found in many of the books listed in Section 8.17 of Chapter 8. Try using a few different types of knots to add some variety to the activity. Try not to tie the knots too tight, or you'll have another activity called "##@!!! Knots" for which the only solution usually involves either surgery with a knife or the less than popular flame removal technique.

Activity 5.08

All Aboard

Here are directions for creating a series of four nesting All Aboard platforms. If you choose to create several sets of these platforms, you can also use them for River Crossing platforms. If this is the first time you've worked with dimensional lumber, you may be surprised to know that a 2×4 actually measures 1.5 inches by 3.5 inches (38 by 89 mm). Other dimensional lumber, such as 2×6's, 2×8's and 2×10's are also ½ inch (12.7 mm) smaller than the standard specification.

What You'll Need

Standard dimensional lumber, such as 2×4's, 2×6's, 2×8's and 2×10's, some ¾ inch (19 mm) thick plywood, 2 inch (51 mm) long exterior deck screws, exterior grade wood glue. A waterproof finish is optional depending on the use of this equipment.

How to Make It

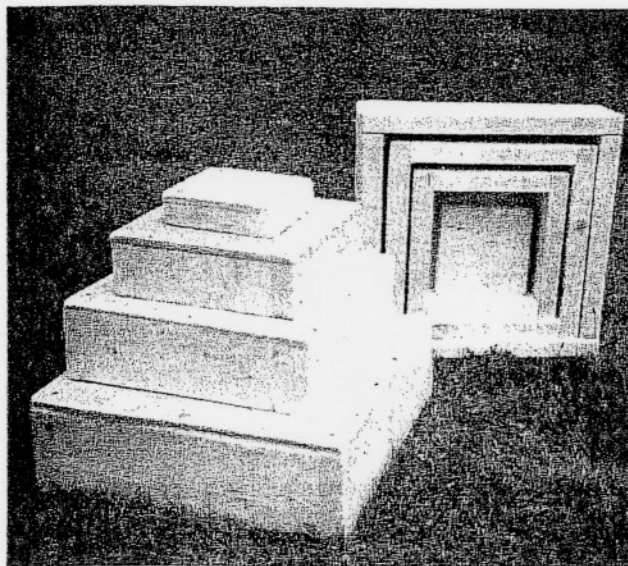
The dimensions shown will create four nesting boxes that are about the right size for groups of 6 to 8 people. The dimensions for two optional larger boxes are given in the Special Instructions section on the following page.

Platform 4 One ¾ inch (19 mm) Plywood Top 19.5 inches (495 mm) square
Two 2×6's 19.5 inches (495 mm) long
Two 2×6's 16.5 inches (419 mm) long
Twenty-four 2 inch (51 mm) long exterior deck screws.

Platform 3 One ¾ inch (19 mm) Plywood Top 15.75 inches (400 mm) square
Two 2×6's cut to a 4.5 inch (114 mm) width by 15.75 inches (400 mm) long
Two 2×6's cut to a 4.5 inch (114 mm) width by 12.75 inches (324 mm) long
Twenty 2 inch (51 mm) long exterior deck screws.

Platform 2 One ¾ inch (19 mm) Plywood Top 12 inches (305 mm) square
Two 2×4's 12 inches (305 mm) long
Two 2×4's 9 inches (229 mm) long
Sixteen 2 inch (51 mm) long exterior deck screws.

Platform 1 One ¾ inch (19 mm) Plywood Top 8.25 inches (219 mm) square
One 2×10 cut into a 8.25 inch (219 mm) square
Four 2 inch (51 mm) long exterior deck screws.



Where to Find It

Nearly all of this material is available at most hardware stores. You may even be able to have the plywood cut to a more manageable size at the store.

Cut out each of these pieces before proceeding to the next step. It is convenient to perform all cutting operations prior to drilling and assembling the platforms. It is essential to make square cuts so that pieces join properly.

After cutting out these pieces, place each of the components in place, to verify that you have the correct number of each piece. Also try to place each piece so that any knots or defects are facing the interior of the platform.

With a countersink pilot drill, drill two holes $\frac{3}{4}$ inch (19 mm) from each end of the two longest boards of each platform size, except for Platform 1. These holes will allow the 2 inch (51 mm) long exterior deck screws to join the longer and shorter boards together for the box below the plywood top deck. The pilot holes will prevent the ends of these longest boards from splitting while inserting the deck screws. The countersink should be about $\frac{3}{4}$ inches (19 mm) deep.

Glue and attach eight deck screws to form the basic box shape with the dimensional lumber pieces of each platform, except Platform 1. Before gluing the plywood top in place, try placing it on the box in a variety of ways to hide any knots or imperfections, and to best match the exact shape of the box. Then glue this plywood top to the base box, and secure in place with the remaining deck screws. No countersinking is neces-

sary for these top surface screws. Finish by sanding all edges of the platform.

Platform 1 simply uses a flat base that is the same size as the plywood top. Glue and fasten this platform together with four deck screws. Sand all edges.

Special Instructions

The slightly odd platform sizes will allow you to cut the plywood tops conveniently from a single piece of plywood, allowing room for the width of the saw blade.

These platforms will probably take quite a bit of abuse during their life as a challenge and adventure programming prop. Gluing the joints and top in place, and using good quality decking screws will help keep these platforms together longer than nails alone. Dry-wall screws generally have a smaller thread and can easily pull out of dimensional lumber—use only wide pitch deck screws for this job. The minimum thickness for the plywood top is $\frac{5}{8}$ inch (16 mm) although $\frac{3}{4}$ inch (19 mm) is a much better choice.

If you would like to make larger platforms that will nest with the above four platforms, use the following dimensions.

Platform 5 One $\frac{3}{4}$ inch (19 mm) Plywood Top 23.25 inches (591 mm) square
Two 2×8's cut to a 6.5 inch (165 mm) width by 23.25 inches (591 mm) long
Two 2×8's cut to a 6.5 inch (165 mm) width by 20.25 inches (514 mm) long
Twenty-eight 2 inch (51 mm) long exterior deck screws.

Platform 6 One $\frac{3}{4}$ inch (19 mm) Plywood Top 27 inches (686 mm) square
Two 2×8's 27 inches (686 mm) long
Two 2×8's 24 inches (610 mm) long
Thirty-two 2 inch (51 mm) long exterior deck screws.

Activity 5.11

Bag It

Something fun to do with equipment and props you probably already have.

What You'll Need

A drawstring stuff sack, filled with about 6 or 8 small objects. The objects inside the bag should be unique, and have no sharp edges or corners. Carabiners, Figure-8 descenders, Community Juggling props, a rubber ducky, a round compass, a Worm Hole, a knotted piece of rope, a lycra blindfold, a film canister, a water bottle, a bird call, a popsicle stick and a few wing nuts all make suitable tactile objects to be placed in the stuff sack.

Where to Find It

Outdoor shops, camping and backpacking stores, mail-order gear catalogs and military surplus stores are good choices for a variety of stuff sacks. Hopefully you can find enough objects in your adventure kit to make an interesting Bag It activity.

How to Make It

Just place 6 to 8 objects in the stuff sack. You can either perform this activity with the stuff sack open or closed.

Special Instructions

There are a fair number of challenge related props such as z-balls, carabiners, figure 8 descenders, a rope with a square knot tied in it, half a tennis ball, etc. that will be familiar to the group. Consider using some not-so-familiar objects, such as turn of the century kitchen equipment (eliminate any items with sharp edges), an 8-track tape, a pet rock, a child's toy, etc. If you want to use a teachable moment, try filling the bag with small pieces of rope tied into various knots, and then asking the group to decide which knots are present.

It is probably better to have a stuff sack that is too big rather than one that is too small.

Activity 5.12

Blackout

Here is another activity that uses the same props as Magic Carpet, Midnight Sun and Danger Zone.

What You'll Need

The plastic sheets or tarps from Magic Carpet or the sheets or ropes from Midnight Sun or Danger Zone. A Lycra Tube will also work in a pinch.

Where to Find It

Hardware stores often carry plastic sheeting that can be cut to length. Fabric stores sell outdoor channel), connect the first and second hole with a ½ inch (12 mm) deep channel on the bottom side of the board. In a similar fashion, connect holes number 3 and 4, 5 and 6, and finally holes 7 and 8.

With one of the lengths of rope, pass the end down from the top side of the first hole, under the board and up through the second hole. Pull so that the length of rope exiting both holes is the same. Not tie an overhand knot at the top surface of the board at the first hole. Then pull the rope tightly at the second hole, and again tie an overhand knot in this side of the rope. This captures the rope securely, while the rope rides in the

tablecloth materials by length, and waterproof fabrics too.

How to Make It

A rectangle of plastic or cloth is all that is needed. If you happen to have a corporate or academic group, consider cutting out a pattern to match their logo, corporate identity, name or mascot.

Special Instructions

Changing the shape of the plastic cloth will require the group to use various configurations to successfully carved channel at the bottom of the board. In a similar fashion, install the rest of the ropes on both of these Boardwalking boards.

Special Instructions

You can consider cutting a channel the entire length of the bottom of the boards to create room for the rope to connect each set of holes. Other methods are possible, but the routed channels sure looks the nicest.

Activity 5.13

Boardwalking I

Next to the Water Tube, these Boardwalking boards are probably going to require the most work of any other equipment in this book. Lots of work, but worth it. This design is very portable, and a favorite of many portable challenge and adventure activity programmers.

What You'll Need

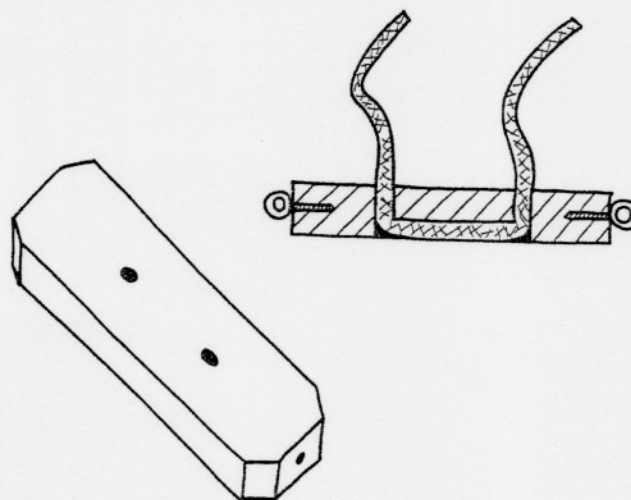
For a set of jointed Boardwalking boards that will easily transport eight adult participants, and perhaps a few more if you squeeze, you'll need two 2×6's that are 12 feet (3.6 meters) long. These boards will produce a set of eight Boardwalking boards, each 36 inches (0.9 meters) long. You'll also need eight $\frac{3}{8}$ inch (9 mm) ropes that are each 8 feet (2.4 meters) long, twelve steel screw eyes that are $\frac{5}{16}$ inch (8 mm) by 4 inches (101 mm) long, and six $\frac{5}{16}$ inch (8 mm) quick links (also known as rapid links).

Where to Find It

While you can find most of these items in any hardware store, you may want to try buy enough materials to make several Boardwalking board sets at one time. Sometimes if you are willing to purchase a whole box of screw eyes, or quick links, you may be able to negotiate a reduction in price. In most areas, the cost of the ropes, screw eyes and quick links will typically be higher than the cost of the wood itself!

How to Make It

Unless you have a heated rope cutting device on hand, try to cut rope at the store using a heated knife element. This seals the end of the rope and prevents it from unraveling. You can also use a flame to seal the



ends, but this often leaves a black carbon residue. You'll need a total of eight ropes for these Boardwalking boards. You may choose to use different colors for each pair of Boardwalking boards.

Cut each of the 12 foot (3.6 meter) long 2×6's into four equal lengths of 36 inches (0.9 meters). Using the miter of a table saw, cut a 45 degree by 1 inch (25 mm) corner from each of the four corners of these 36 inch (0.9 meter) long boards. Draw a line down the center of each board, 2.75 inches (70 mm) from either edge. Make a mark along this line exactly 12 inches (305 mm) in from both ends. Drill a $\frac{1}{2}$ inch (13 mm) hole at each of these two locations completely through the board. You can also drill a $\frac{1}{4}$ inch (6 mm) hole 3.5 inches (89 mm) deep at the exact center of each end of these boards. This is the pilot hole for the $\frac{5}{16}$ × 4 screw eye. See the illustration below for the location of this hole. The four end Boardwalking boards only require a single pilot hole. The middle four Boardwalking boards have a pilot hole at each end.

Activity 5.14

Bull Ring I

The simple ring and string contraption known as a Bull Ring has to be one of the simplest portable challenge activities ever created.

What You'll Need

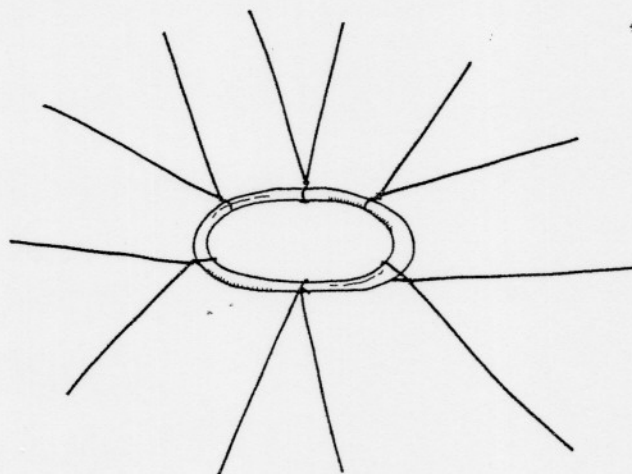
The Bull Ring is made from a 1½ inch (38 mm) diameter solid metal ring. A large diameter key ring can also be used in place of the solid metal ring. Several brightly colored pieces of mason twine or string are attached to this ring. You'll also need a tennis or golf ball, and a single PVC Marble Tube works well as a ball holder.

Where to Find It

A variety of sizes of metal rings can be found in the fastener department of most hardware stores. Larger metal rings and embroidery hoops can be purchased at many craft stores. Plastic carnival rings can be purchased from the Oriental Trading Company (address in Chapter 8). Mason twine is also sold at most hardware stores, although any brightly colored string will work.

How to Make It

To create a Bull Ring for 12 participants, cut 6 pieces of twine that are each 20 feet (6 meters) long. After cutting each piece of twine, immediately tie a



single overhand or figure eight knot at both ends of each piece, to keep the twine from unraveling. Pass a single piece of twine through the metal ring, until the ring is supported by the exact midpoint of the twine. Now, with both ends of the twine together, tie an overhand knot near the metal ring. An overhand knot will keep the Bull Ring from unraveling. A simple hitch is likely to unravel after some time, but an overhand knot will stay forever. There should be a little room for the knot to slide around the metal ring without binding. Now tie the other 5 remaining strings in the same fashion.

Bull Ring Golf

It is simply amazing how many things you can do with a Bull Ring. Here is a nine hole golf course plan using a variety of balls and golf course green designs.

What You'll Need

A Bull Ring with enough strings for every member of the group. A variety of balls, tubes, cans, cups, buckets, and obstacles. See Chapter 4 for different hole ideas.

Where to Find It

Standard athletic balls are fairly easy to find, but finding an extra billiard ball or a 2 inch (51 mm) diameter steel ball bearing is probably a little more challenging. Check garage sales, industrial sales, junk yards and let all your neighbors and friends know. You'll probably collect a few interesting balls this way. Perhaps a croquet ball, a horse polo ball, or even a burma ball.

Special Instructions

Another Bull Ring Golf variation involves using a wide rubber band instead of the metal ring. With this prop you can play a more traditional version of golf. Begin with a golf ball placed on a golf tee. Stretch the rubber band Bull Ring over the golf ball, and either capture or cradle the ball. Every time the golf ball hits the ground counts as one stroke. The various holes can be tin cans placed around strategic obstacles. Each hole can still use a different ball. Suitable choices include, golf balls, tennis balls, ping pong balls, super bounce balls, whiffle balls, baseballs, etc. This activity can even be played inside by placing the golfing tees into small blocks of wood.

Here is a final variation that can be used during a Bull Ring Golf game. Any time the ball is dropped, one participant must let their string go slack, or let go completely of their string, until the ball reaches the hole.

Activity 5.19

Community Juggling

If your group has ever felt like they were juggling too many jobs at one time, this activity is probably ideal for them.

What You'll Need

A variety of soft, colorful, diverse objects that can be tossed without hurting anyone. Useful objects include: tennis balls, hoseplay balls, beanbags, plastic fruit, flying disks, pieces of upholstery foam, stuffed animals, pet toys, inflatable pool toys, rolled-up socks, pillows and balloons.

Where to Find It

Try looking at the bargain store for soft plastic toys. Craft stores often have plastic fruit that can be used. Pet stores sell a variety of soft and squeaky pet toys.

How to Make It

The only organization needed is to begin the activity with participants standing in a circle.

Special Instructions

In addition to varying the size, shape and texture of the objects, this activity can be greatly altered by having the participants wear gloves. Provide a variety of gloves such as new medical examination gloves, cotton work gloves, knitted mittens, slick ski gloves, cycling gloves, welding gloves, etc. Even the best athlete will be humbled by their performance using gloves. Playing with your non-dominant hand is also a challenge.

You might want to consider the members of your group before attempting to juggle anything unusual, like a giant plastic spider, rubber snake or other icky object.

Encourage participants not to toss objects near the face of the receiver is a good idea. Introduce additional objects only when the group has demonstrated proficiency with a single object.

Activity 5.20

Community Jump Rope

Just another reason for having a long piece of rope in your adventure equipment kit.

What You'll Need

One rope at least 30 feet (9 meters) long, suitable for twirling as a jump rope.

Where to Find It

You can use this same rope for Tree of Knots, Pot of Gold, A Collection of Knots, River Crossing and Life

Special Instructions

Twirling a jump rope on any hard floor surface, playground lot, or paved surface is sure to cause wear on the rope from abrasion. Select a rope that can handle this abrasion without fraying, or consider wrapping the middle section of the rope with duct tape.

Notes

Activity 5.27

Gridlock

The grid pattern for Gridlock can be made from ropes, webbing, tarps, stepping stones, and masking tape.

What You'll Need

Gridlock requires a giant checkerboard pattern with each grid approximately 1 foot (305 mm) square. This can be accomplished by taping a grid pattern to a floor with masking tape, or marking a pattern on a tarp or cloth, or creating a grid with either ropes, flat webbing or a large open-weave net. You can also create a stepping stone pattern for Gridlock by using circular disks or flat stone.

Where to Find It

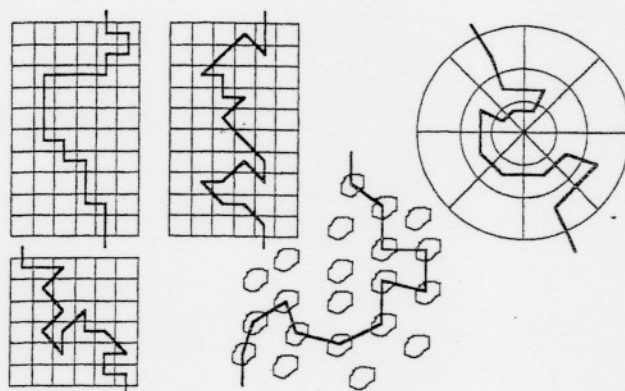
You can use one of the plastic sheets from Magic Carpet and paint, tape or permanently mark a grid pattern onto it. Ropes from the hardware store, or webbing can also be used. You can use the plastic disks from Stump Jumping for the stepping stone variety of this activity.

Special Instructions

Create two patterns through the Gridlock that are slightly different. One pattern should involve only moves forward or to the left or right (the simplest pattern). The other pattern can involve diagonal moves, backward moves, and moves to unconnected spaces.

How to Make It

Construct a series of 1 foot (305 mm) square boxes in a pattern six square wide and ten squares long. For a tarp or plastic sheet, use permanent markers, paint



or duct tape to create the pattern. Masking tape can be used for an indoor program. Stepping stones can be placed in the traditional rectangular pattern, or used in any random fashion. A grid pattern can be made from 155 feet (47 meters) of rope or webbing by wrapping the rope in the pattern of the grid, and securing each intersection of ropes with a twist tie.

Activity 5.31

Just One Word

Here is a classic puzzle that groups often have difficulty solving, even when the solution is right in front of them.

What You'll Need

You will need 11 pieces of blank paper or blocks of wood. Print just one of the following letters in bold print on each of the 11 pages: D, E, J, N, O, O, R, S, T, U, W.

Where to Find It

If you choose to use a foreign language, Morse code, or manual sign language, you can find the ap-

propriate information for creating these words, dot and dash patterns, or symbols at many public libraries. There are even a few internet sites for some of these languages.

How to Make It

Standard size paper (about 8½ inches by 11 inches in North America or A4 in Europe) works fine for this activity. Make the letters bold and large so that all members of the group can clearly see them.

J U S T O N E W O R D

Activity 5.81

Wing It

It is off to the hardware store for some standard hardware from the fastener department.

What You'll Need

You'll need one ¼-20 threaded rod that is 12 inches (305 mm) long and 1 wingnut for each participant. Five participants per rod is about right, although you can use anywhere from four to eight participants. You can use standard hex nuts instead of wingnuts for this activity as well.

Where to Find It

Threaded rods come in a variety of diameters, materials and lengths. The ¼-20 rod is ¼ inch (6 mm) in diameter and has 20 threads per inch. This is a common size, and fairly inexpensive. Try to select a material that will not easily rust or dent. Plated steels are best. Carbon steels will eventually rust, and brass is both expensive and soft in comparison to steel. The 12 inch (305 mm) length is a standard size, and a perfect length for this activity.

Living Ladder

Living Ladder is an excellent technique for showing how a group can support a single person in their efforts without overburdening any single member of the group.

What You'll Need

Six to eight hardwood dowels, 1¾ to 2 inches (44 to 51 mm) in diameter and 36 inches (about 1 meter) long. Oak or ash hardwood dowels are recommended. These materials are typically used for traditional wooden ladder rungs. Other equipment, such as

broom handles, smaller dowels and PVC tubing are not recommended.

Where to Find It

Clearly the best place to find specialty wood, such as oak or ash hardwood dowel rods is at a lumber supply store, or sawmill. You'll need furniture grade materials, not standard decorative moldings for Living Ladder rungs. These dowels are not cheap, but will last for years if properly cared for.

How to Make It

The longer the length of the dowel rod, the greater the bending when a participant's weight is being supported. A length of 36 inches (0.91 meters) is adequate for both children and adults.

Special Instructions

For the 1996 ACCT National Conference, author Jim Cain performed a structural analysis on both 1¾ inch oak dowel rods and 1½ and 2 inch PVC tubing for Living Ladder rungs. You can find these calculations in the 1996 ACCT Conference Proceedings. The 1½ inch PVC tubing was clearly inappropriate for this activity for any audience. For participants less than 100 pounds in weight, both the 2 inch diameter thick-walled PVC tubing and the 1¾ inch oak dowel rods exhibited an acceptable factor of safety, although the 1¾ inch oak dowel rods are clearly the best all-around choice.

The technique for holding the hardwood dowels

is important. Participants should hold the dowel firmly in one hand, and use the other hand to support this hand. Allow the shoulders and elbows to drop, so that the dowel is comfortably held with arms in an extended and relaxed position. Feet should be shoulder width apart, and participants should be standing vertically or leaning slightly backward. The next two partners should stand as close as possible to these first two partners. At any time when a climber is present on a dowel rod should partners attempt to move. Once the climber has gone past the last partners in line, they may carry the dowel rod to the front of the line, and again form another rung of the living ladder.

The technique for climbing is very much a matter of individual taste and preference. One simple technique is to crawl on hands and knees over the ladder rungs. For some participants, this may be a little difficult. Another technique involves using the hands to pull the lower body over the ladder rungs. A different technique is to sit on the first set of rungs, and then pull yourself backwards over the remaining rungs in a seated position. Encourage the climber to distribute their own weight over several dowels at a time.

Activity 5.38

Magic Carpet

Magic Carpet requires a minimal amount of equipment and provides a challenging initiative to solve.

What You'll Need

The Magic Carpet consists of a single piece of tarp or plastic cloth. Other options include a plastic shower curtain, plastic tablecloth, or blanket. For groups of 8–12 participants, the Magic Carpet should be approximately 4 feet by 5 feet.

Where to Find It

Hardware stores carry a variety of plastic tarps. A better choice might be some of the colorful plastic table cloth covering materials available in many flooring and upholstery shops. These fabrics often have a different pattern on each side, so it is easy to see when the Magic Carpet has been completely turned over.

Party stores often sell festive plastic table cloths by length. These plastic cloths are colorful and very lightweight to carry. They won't last forever though.

How to Make It

Rectangular Magic Carpets are typical, but why not try a Magic Carpet in the shape of an oval or star. If you happen to be working with a corporation or academic institution, how about a Magic Carpet in the shape of their logo, mascot or name.

Special Instructions

The size of the Magic Carpet and the size of the group greatly effects the difficulty in accomplishing this initiative. Minimize risk by requiring all participants to be in contact with the carpet at all times.

Oddly enough, carpet is not a good choice for the Magic Carpet initiative. It is difficult to fold and is generally too thick to twist easily. Plastic sheets are a better choice, and take up much less space in the equipment storage container. Flexible materials generally make the best choice, although garbage bags are too thin, and tend to rip easily.

Activity 5.39

Marble Tubes

To a challenge education programmer, PVC tubing is worth it's weight in gold!

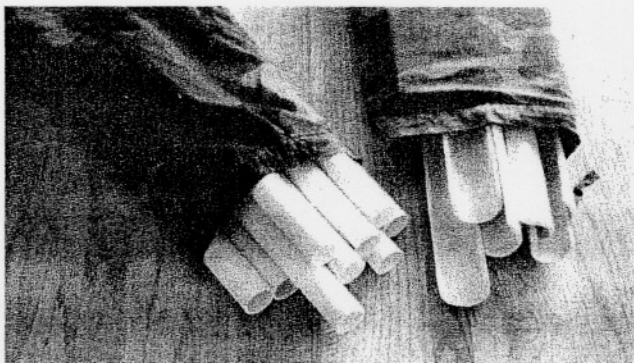
What You'll Need

Two types of Marble Tubes are presented here. The simplest style involves cutting 15 inch (381 mm) long pipes from 1 inch (25 mm) diameter cold water PVC tubing. These are described as standard Marble Tubes below. A second style uses 1½ (38 mm) diameter PVC tubing that has been cut to length, and then split into two pieces lengthwise. This style of Marble Tubes are described as open channel Marble Tubes.

You'll need at least one Marble Tube section for each participant, along with a few marbles, golf balls, and other small rolling objects. Find a stuff sack large enough to hold a complete set of Marble tubes.

Where to Find It

Back to the hardware or plumbing store for more PVC tubing. Also pick up some sandpaper, steel wool, a device for cutting PVC tubing, and one of the steel brushes designed especially for cleaning out the ends of PVC tubes that have been cut with a saw.



How to Make It

PVC tubing typically comes in 10 foot (3 meter) lengths. Begin making the standard Marble Tubes by cutting these 10 foot (3 meter) lengths of PVC tubing into 4 equal pieces, each will be 30 inches (762 mm) long. The cleanest technique for cutting this PVC tubing is by using one of the handheld scissor style cutters specifically designed for cutting PVC tubing. This style of cutter will leave a smooth square cut, with no dust or loose particles. A saw will also work, but leaves a rougher edge to clean up after the cut.

By making a diagonal cut, these standard Marble Tubes can also be used for stakes, Bull Ring ball holders, and other challenge activity props. Cut each one of the 30 inch (750 mm) lengths of PVC in half at a 30 degree angle with a bandsaw or miter box. 30 degrees is the optimal angle. Any steeper angle will produce a sharp tip that can be dangerous, and that breaks easily. After making this cut, clean out both ends of the PVC tubing with the wire brush, sandpaper or steel wool. This technique will produce eight Marble Tubes that are approximately 15 inches (381 mm) long, from each 10 foot (3 meter) length of PVC tubing. Consider making a variety of lengths. Participants using wheelchairs find that having a Marble Tube the same width as their wheelchair, about 23 inches (584 mm), is very helpful.

The open channel Marble Tubes are made from 1½ inch (38 mm) PVC tubing. Sixteen tubes, each 15 inches (381 mm) long can be made from a single 10 foot (3 meter) length of PVC tubing. After cutting these tubes to the proper length (with square edges at both ends), use a bandsaw to cut each of these tubes in half lengthwise. A wire brush can be used to clean up this edge. A file or sandpaper is helpful for creating a small radius at each end of the open channel tubes.

Special Instructions

Attach a variety of colored tape to the ends of the marble tubes, so that only similar colors can be partners. You can also add some of the various connections found in hardware stores, such as elbows, tees, Y sections, etc.

Drilling a few holes in some marble tubes will additionally challenge the participants having those tubes. We call these the "swiss cheese tubes."

For a truly unique open channel Marble Tube, twist the PVC tube as it is passed through the band saw blade. This will produce spiral tubes, that look a little like DNA strands. These tubes must be twisted as the marble moves from end to end, to keep the marble from falling off.

Notes

Activity 5.49

A Closing Activity With Popsicle Sticks

Next time you visit your local craft store, buy a big box of these handy items. They come in boxes of 1000.

What You'll Need

Two or three popsicle or craft sticks for every participant. Something to write with such as a pen, marker or pencil. A roll of masking tape. Plan to have plenty of writing tools and popsicle sticks available at the beginning of the activity.

Where to Find It

Craft stores sell these inexpensive rounded sticks by the 1000's. You can also use medical tongue depressors.

How to Make It

The participants provide the assembly for this activity.

Special Instructions

Craft and popsicle sticks work terrific for this activity and are not very expensive. You can probably substitute other kinds of tape or string, but masking tape works just fine.

Activity 5.50

Pot of Gold

Pot of Gold involves the use of available props to retrieve a Pot of Gold which is located within a region that cannot be entered by the group.

What You'll Need

A plastic pot or bucket to use as the Pot of Gold. The best choice is the plastic container that looks like

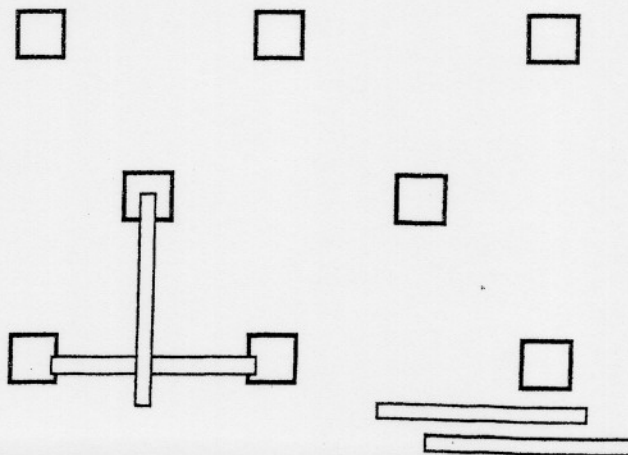
a large metal boiling caldron, and is available at many garden centers, especially in the springtime.

Some tennis balls or brightly painted rocks can be used for the gold in the Pot of Gold. One 100 foot (30 meter) rope is need for a boundary circle. Six or more ropes roughly 6 to 20 feet (2 to 6 meters) long, that can either reach across the diameter of the boundary circle, or be tied together to reach this same distance.

A variety of additional props can be used, such as

Special Instructions

Cedar 4x4's are very strong and substantially lighter than pressure treated materials. But even the cedar 4x4's can be awkward to handle, so encourage good lifting practices. As a spotter, some groups may require your assistance with the placement of a 4x4 from time to time. Consider using shorter 4x4's to additionally lighten the weight of these props.



Activity 5.59

Stretching the Limit

Here is an activity that can be performed with or without props.

What You'll Need

Any combination of random props such as short segments of rope, broomsticks, dowel rods, sticks, string, etc. These objects can be placed in the vicinity of the playing field, so that they are reachable by the group. A pole or other "anchor" point is also useful, and you'll need a container to retrieve. On a hot day, a container filled with beverages will be appreciated by the group.

Where to Find It

Most of this equipment is probably already in your equipment kit. Try to use any of the props already available.

How to Make It

Scatter the objects throughout the playing field, including in the opposite direction of where the group is headed. Wasn't Christopher Columbus one of the first challenge and adventure participants to head west to get east?

Special Instructions

Discourage participants from attempting to utilize any natural objects, such as tearing branches from small trees and bushes.

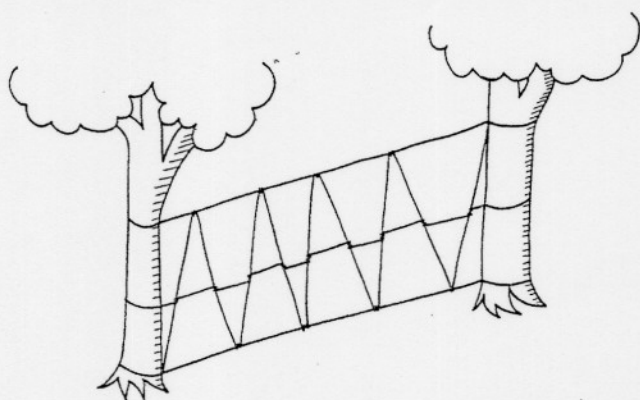
Activity 5.61

Surfing the Web I

The classic vertical web pattern that has graced so many challenge courses around the world.

What You'll Need

100 feet (30 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form a framework between two trees or poles that are about 30 to 40 feet (9 to 12 meters) apart. 80 feet (24 meters) of $\frac{3}{16}$ inch (4 mm) shock cord to create the web pattern.



Where to Find It

While hardware stores typically carry a variety of ropes, you may need to visit a marine (boating) store to find shock cord in long lengths. Sometimes shock cord can also be found at stores that carry climbing equipment, and at military surplus stores.

You can consider allowing one participant to go underneath the web. This can be quite useful to a group member with limited mobility through the web.

How to Make It

First create a frame for the web with the $\frac{1}{4}$ inch (6 mm) poly rope. This frame should extend between the two trees, and be pulled tightly. The bottom rope should be very near the ground, and the top rope no more than 7 feet (2.1 meters) high. At the end of this chapter you'll find a unique technique for tensioning this rope frame for the web.

Next begin to make a series of triangular shapes with the shock cord between the upper and lower frame ropes. Complete the web by passing the shock cord through the middle height of the web. See the illustration below for details.

Special Instructions

Directions for tensioning this web can be found at the end of this chapter.

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity follow this version.

For this classic vertical web pattern, providing various size openings can challenge the group in different ways. Be sure to allow enough opening for the largest members of the group to pass through safely. If there are concerns about lifting participants, try placing plenty of openings near ground level. If there appear to be too many openings, instead of closing any, or altering the web, try having the participants pass through several objects, such as 4x4's, picnic coolers, storage boxes, stuff sacks, an open umbrella, an inflated beach ball, etc.

In addition to watching the web for contact, you can add a bell so that contact is more easily noted.

Be especially cautious near the roots of trees. The footing is uneven here and not suitable for passage. Encourage participants to stick to the middle regions of the web, far away from trees or support poles.

Surfing the Web II

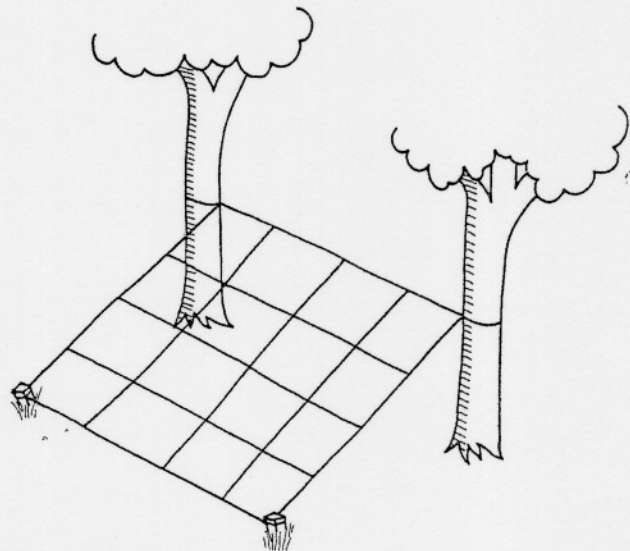
An inclined version of the web that can be made from the same materials.

What You'll Need

100 feet (30 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form a framework between four trees or poles that form a square, and are about 15 to 20 feet (4.6 to 6.1 meters) apart. An additional 100 feet (30 meters) of poly rope or about 80 feet (24 meters) of $\frac{1}{16}$ inch (4 mm) shock cord can be used to create the grid-like web pattern. Two tent stakes can be used instead of two trees for the lowest side of the web.

Where to Find It

While hardware stores typically carry a variety of ropes, you may need to visit a marine (boating) store to find shock cord in long lengths. Sometimes shock cord can also be found at stores that carry climbing equipment, and at military surplus stores. Pick up a few tent stakes while you are there. There may be times when you don't have four trees for this activity, but



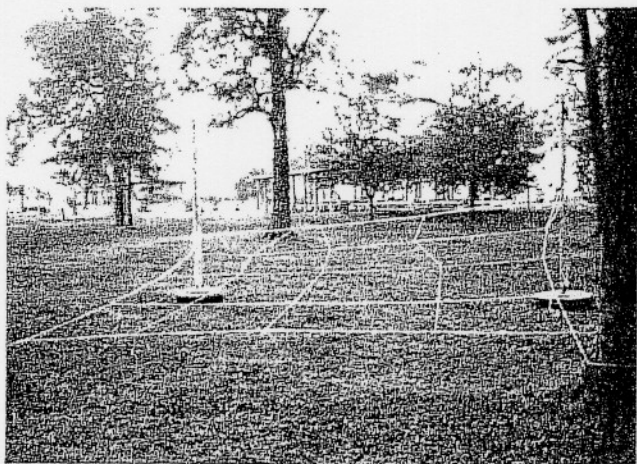
you can still create this inclined web with two trees and two tent stakes.

How to Make It

First create an inclined frame for the web with the $\frac{1}{4}$ inch (6 mm) poly rope. This rope frame should extend between the four trees, and be pulled tightly. See the illustration below for details.

Next make a series of square grids in the web with either more $\frac{1}{4}$ inch (6 mm) poly rope, or the shock cording. Each square opening should be about 27 inches (685 mm) square.

The starting side of the inclined web should be near ground level, and the top exit side of the inclined web should be no more than 40 inches (1 meter) high. If you happen to have a group where the height of the participants changes dramatically, consider making the top side of the inclined web at a slight angle. So that one side is higher than the other, and participants can choose which side to enter, based on their abilities to exit successfully.



Special Instructions

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity follow this version.

In addition to watching the web for contact, you can add a bell so that contact is more easily noted.

For the inclined web, allow participants to trade their one burrowing move with other participants.

This bartering can be an interesting point for processing after the event.

There can be no diagonal movement between web openings in this version of Surfing the Web. Also, various paths can be restricted by taping off an opening, or only allowing participants to pass straight through the web.

Use spotters everywhere, but especially at the exit side of the web. The height of this side should not be more than 40 inches (1 meter) tall.

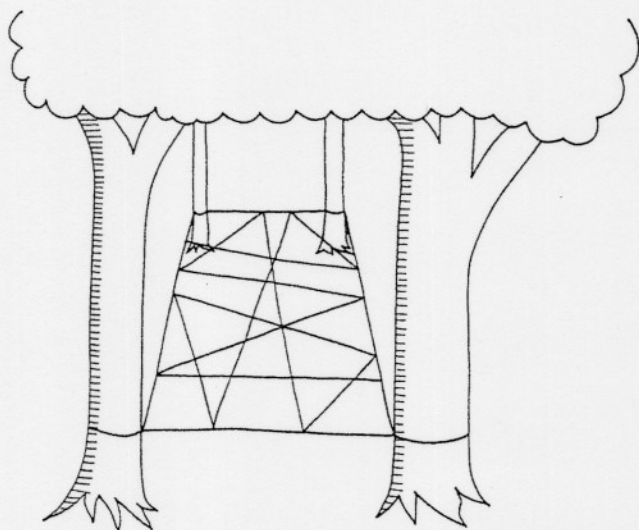
Activity 5.63

Surfing the Web III

Here is a horizontal version of a web that can be made from the same materials as the other webs in this chapter.

What You'll Need

100 feet (30 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form a framework between four trees or poles that are in the shape of a large rectangle. An additional 100 feet (30 meters) of poly rope or about 80 feet (24 meters) of $\frac{3}{16}$ inch (4 mm) shock cord are needed to create the horizontal web pattern. A few objects can be placed in the web for the group to retrieve as they navigate the web.



Where to Find It

While hardware stores typically carry a variety of ropes, you may need to visit a marine (boating) store to find shock cord in long lengths. Sometimes shock cord can also be found at stores that carry climbing equipment, and at military surplus stores.

How to Make It

First create a frame for the web with the $\frac{1}{4}$ inch (6 mm) poly rope. This frame should extend between the two trees, and be pulled tightly. This frame should be between 12 and 20 inches (305 and 508 mm) off the ground.

Next begin making a grid or web pattern with either more poly rope or the shock cord. See the illustration below for details.

Special Instructions

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity follow this version.

See the techniques at the end of this chapter for tensioning the rope framework of this horizontal web.

In addition to watching the web for contact, you can add a bell so that contact is more easily noted.

Requiring participants to always be connected during the activity works when the height of the horizontal web is between 12 and 20 inches (305 to 508 mm). Webs that are in the range of 20 to 30 inches (508 to 762 mm) requires additional spotting and the necessity for occasionally losing contact as participants move from one square to the next.

Objects placed within the web should be lightweight and retrievable with one hand.

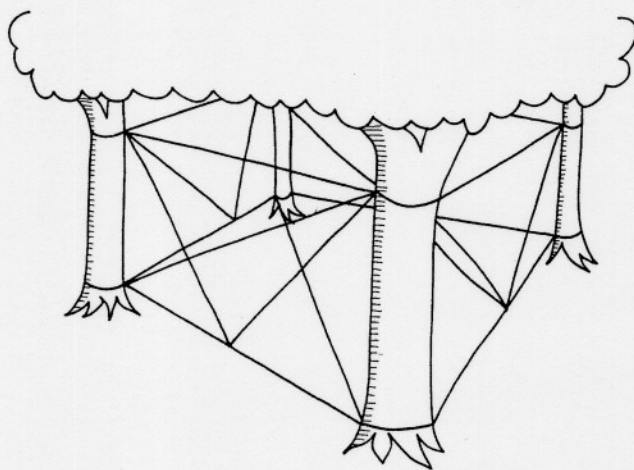
Activity 5.64

Surfing the Web IV

Here is a 3-D web that that provides additional challenges for most groups, and still uses the same equipment to create as the other webs in this chapter.

What You'll Need

You'll need about 600 feet (183 meters) of $\frac{1}{4}$ inch (6 mm) poly rope to form the framework and web strands between four trees or poles that are about 10 to 15 feet (3 to 4.6 meters) apart, and roughly in the shape of a square. Some additional shock cord will keep this 3-D web under tension, and allow some latitude for when those four trees begin moving in the wind.



How to Make It

First create a room-sized frame for the web with the $\frac{1}{4}$ inch (6 mm) poly rope. This frame should extend between the four trees, and be pulled moderately tight. The lower frame rope should be at ground level, while the upper frame rope should be about 8 feet (2.4 meters) high. See the sketch below for details.

Next, use more poly rope or shock cord to create a series of internal web fibers, filling much of the interior space in this 3-D version of the web.

Special Instructions

There are a variety of ways that you can Surf the Web. In fact, four more variations of this activity follow this version.

In addition to watching the web for contact, you can add a bell so that contact is more easily noted.

Be especially cautious near the roots of trees. The footing is uneven here and not suitable for passage. Encourage participants to stick to the middle regions of the web, far away from trees or support poles.

In addition to the various cords and ropes that are a part of this 3-D web, consider adding some additional strings with bells or other sound producing objects. Ask participants to retrieve some objects within the 3-D web. Some of these objects can be larger than the actual size of the web openings.

The entire group can pass through the web while connected, or smaller strands or chains of participants can attempt to retrieve specific objects within the web.

Notes

Where to Find It

While hardware stores typically carry a variety of ropes, you may need to visit a marine (boating) store to find shock cord in long lengths. Sometimes shock cord can also be found at stores that carry climbing equipment, and at military surplus stores.

the trust fall, they have already had an ordeal reaching this point.

Some folks may argue that this initial effort provides additional opportunities for spotters to have pos-

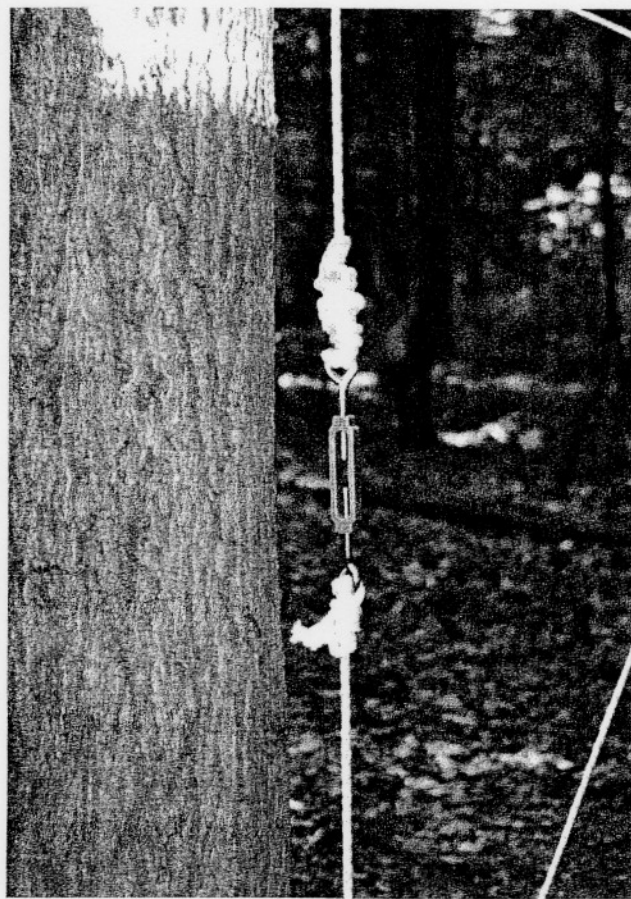


itive contact with the participant prior to the trust fall, and generally speaking, that is probably true. But occasionally, over the years, we have seen some participants never reach the platform because of difficulties climbing it. There are also some populations that are perfectly capable of safely participating in a trust fall, but lack the mobility to safely ascend to the platform with the design presently used by many programs.

In the interest of making a traditional trust fall platform slightly more accessible, here is a design which incorporates a simple set of steps to the platform. The total increase in cost above the standard platform design was only the cost of 3 additional boards.

Tensioning Ropes for Surfing the Web

One of the standard methods for tightening the boundary rope for a maze or web pattern is a standard turnbuckle available at most hardware stores. This works fine for a while, but eventually the rope becomes



Activity 5.65

Surfing the Web V

Here is a final version featuring a combination of web configurations. In this variation of Surfing the Web, the group is split, and participants must decide where and when to enter the web, so that they can assist other members of their group.

What You'll Need

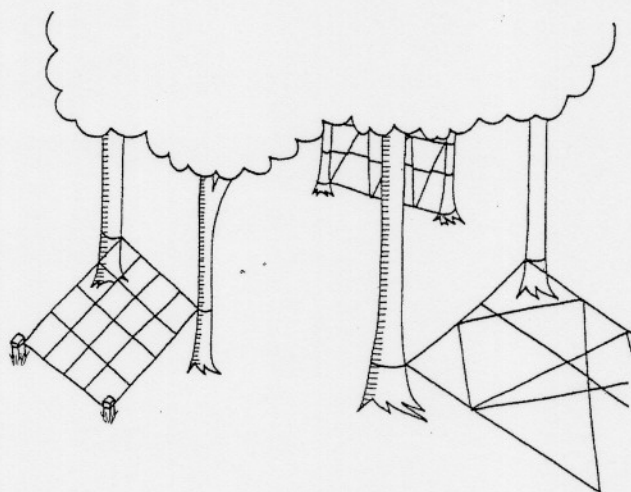
Enough poly rope and shock cord for two or three different web configurations. See the illustration below, and see the previous pages for instructions on how to make each of the individual web patterns.

Where to Find It

While hardware stores typically carry a variety of ropes, you may need to visit a marine (boating) store to find shock cord in long lengths. Sometimes shock cord can also be found at stores that carry climbing equipment, and at military surplus stores.

How to Make It

See the previous pages in the chapter for instructions on how to make each of the individual web patterns.



Special Instructions

Finding a group of trees that is ideally spaced can be a real problem when facilitating a portable challenge and adventure program. Don't forget to pack a few wooden stakes just in case, for the inclined and horizontal web patterns.

Activity 5.72

Traffic Circle

You'll need just a single rope loop for this activity.

What You'll Need

This activity requires a 2 foot (610 mm) diameter rope loop or plastic hoop. If you make a double loop with a Raccoon Circle, you'll have the right size circle for the center of the group.

Where to Find It

Any rope loop or plastic hoop will work fine for this activity. No need to purchase a special prop just for Traffic Circle.

Special Instructions

You can also use a large plywood disk on non-slippery surfaces, sidewalk chalk on playgrounds or pavement, and masking tape to make a circle on an indoor floor.

Notes

Activity 5.55

Shark Attack

This is a portable version of All Aboard that travels with the group during their adventure experience. You can also use these props for makeshift tables, chairs, clipboards, presentation surfaces, and other adventure programming needs.

What You'll Need

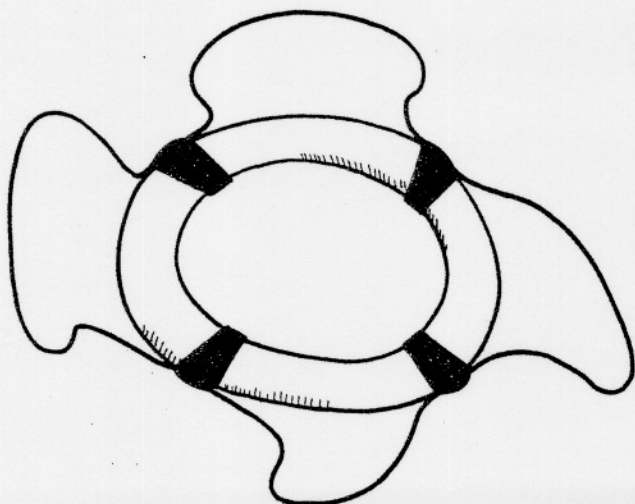
You'll need one or more plywood cutouts made from the nautical patterns shown below. These patterns can be scaled to any size to fit the requirements of your group. $\frac{3}{4}$ inch (19 mm) plywood is heavy, but will hold up the longest for these shapes. Include a slot in each pattern for a carrying handle. You can use the ropes on the ring buoys design for carrying handles.

Where to Find It

You can make two ring buoys, the boat profile and the fish profile from a single 4 by 8 foot (1.2 by 2.4 meter) piece of $\frac{3}{4}$ inch (19 mm) plywood. Check your hardware store for this material. Some stores will even cut the plywood to a more easily managed size for a modest fee.

How to Make It

The shapes shown below are simply suggestions for this activity. None of the dimensions are critical, although it is probably a good idea not to cut any fine details or thin shapes that could easily break off under the weight of 8 participants. The patterns shown here



Activity 5.76

Universe

Here is an activity that has some scientific content, perfect for a classroom setting.

Special Instructions

For this challenge 32.8 feet (10 meters) will be equivalent to 93,000,000 miles. That means that the distance between the Sun and Pluto will be almost 400 meters or roughly one quarter mile apart. This distance will clearly show just how far apart objects in space really are. If that distance is too far for your group to conveniently use, just reduce the 395 meter value by a factor of ten, to produce 39.5 meters, which is a distance of about 130 feet.

What You'll Need

The chart shown below shows the relative sizes and distances between the planets and the sun in our solar system. You may want to construct a length of string with knots or labels at the location of each planet, and fasten this string to the ground with a tent stake at the location of the sun.

Notes

Where to Find It

Check your library for books on astronomy, the solar system, stars and space travel.

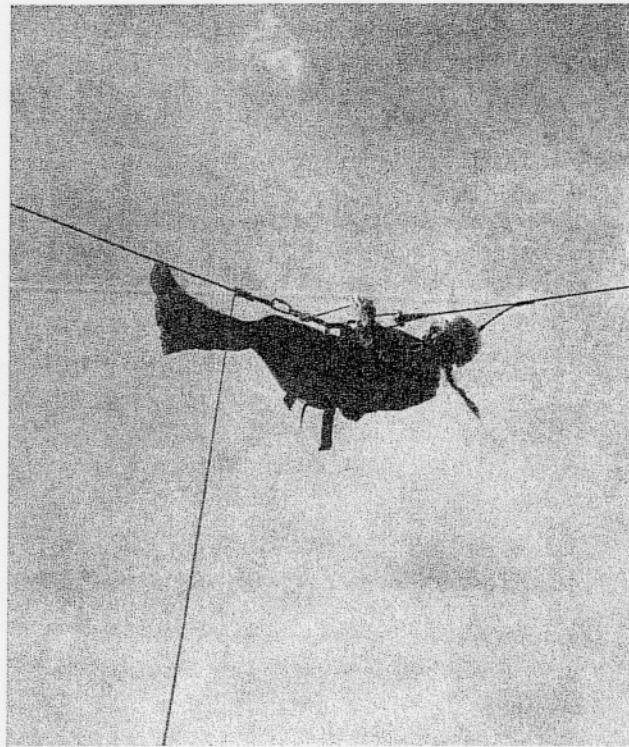
Scaled Distances

(1 meter (m) = 9,300,000 miles)
(1 millimeter (mm) = 9,300 miles)

Object	Diameter	Distance from Sun
Sun	110 mm	0 m
Mercury	0.3 mm	4 m
Venus	0.8 mm	7 m
Earth	0.8 mm	10 m
Mars	0.4 mm	15 m
Jupiter	9.4 mm	52 m
Saturn	7.1 mm	95 m
Uranus	3.1 mm	192 m
Neptune	3.0 mm	301 m
Pluto	1.0 mm	395 m

Books, Manuals and Guides

In the first 18 sections of this chapter, you will find several hundred references, listed alphabetically by lead author, relating to the field of challenge and adventure activities and a variety of related outdoor activities and pursuits. Some of these publications are available from the public library. If you have trouble finding a specific reference in print, try contacting the publisher directly or the book resources listed in Section 8.26 of this chapter.



8.01 Challenge and Adventure Activities, Initiatives, Groupwork and Ropes Course Materials

International Challenge Course Symposium Proceedings Association for Challenge Course Technology (ACCT), 1996, Purcellville, VA
Technical information related to building, inspecting and maintaining a challenge course.

Adventure Recreation—An Adventure in Group Building Sharon Baack, Hal Hill & Joe Palmer, 1989, Convention Press, Nashville, TN
Some familiar challenge activities revisited.

The Petrogrip Guide to Building Affordable Climbing Walls Jim Bowers, 1997, Petrogrips, 108 East Cherry Lane State College, PA 16803 Phone (814) 867-6870 Email: Petrogrips@penn.com

Project Cope Boy Scouts of America, 1991, Irving, TX ISBN 0-8395-4365-4

4-H/UOAC Adventure Ropes Course—Leader's Handbook Jim Brenner and Diane Nichols, 1981, 4-H/Urban Outdoor Adventure Center, P.O.Box 16156 San Francisco, CA 94116 also available as ERIC Document ED 255528.

The 24 Hour Experience Larry Buell, 1983, Environmental Awareness Publications, Greenfield, MA

Teamwork & Teamplay Jim Cain and Barry Jolliff, 1998, Kendall/Hunt Publishing Company, Dubuque, IA
Another Classic (we hope!) ISBN 0-7871-4532-1

Cooperative Group Problem Solving—Adventures in Applied Creativity Douglass Campbell, 1994, Frank Schaffer Publications, Inc., Torrence, CA ISBN 0-86734-557-8

Affordable Portables Chris Cavert, Experiential Products, Denton, TX

The E.A.G.E.R. Curriculum Chris Cavert, Experiential Products, Denton, TX
227 different experiential activities, games, and educational recreation activities.

Artificial Climbing Wall Design and Use Jerry Cinnamon, March 1985, ERIC Document ED256538

Changing Pace—Outdoor Games for Experiential Learning Carmine M. Consalvo, 1996, Human Resource Development Press, Amherst, MA ISBN 0-87425-354-3

Experiential Training Activities for Outside and In Carmine M. Consalvo, 1993, Human Resource Development Press, Amherst, MA ISBN 0-87425-962-2

Flow Mihaly Csikszentmihalyi, 1990, Harper & Row, New York, NY ISBN 0-06-016253-8
Some fairly high level information on creating an environment for personal growth.

Outdoor Adventure Activities for School and Recreation Programs Paul W. Darst and George P. Armstrong, 1980, Waveland Press ISBN 0-88133-583-5 Phone (708) 634-0081
Information on rope courses, ground level initiatives, climbing and more.

Challenge Course Manual—An Instructor's Guide for The Outdoor Education Center Julie A. Fassett, The Outdoor Education Center, Houston Independent School District, Route 2, Box 25B, Trinity, TX 75862 ERIC Document ED342749

Team Building Through Physical Challenge Donald Glover and Daniel Midura, 1992, Human Kinetics Books, Champaign, IL ISBN 0-87322-359-4
Useful activities for school and physical education classes.

Cooperative Games Book Sally Harms, 1997, National Farmers Union, Aurora, CO
A collection of some tried and true activities.

Technical Tree Climbing Peter Jenkins, 1988 National Conference on Outdoor Recreation, Fort Collins, CO, ERIC Document ED357904.

On Course Adrian Kissler, 1994, Available through On Course and the ACA bookstore.

The Rock Climbing Teaching Guide J. Kudlas, 1979, AAHPERD, Reston, VA

Adventure Based Resource Index System (ABRIS) Learned Enterprises, Lake Mills, WI. Out of Print.

High Adventure Outdoor Pursuits J. F. Meier, T. Morash and C. Welton, 1980, Brighton Publishing Company, Salt Lake City, UT

High Adventure Outdoor Pursuits: Organization and Leadership Joel Meier, Morash and Welton, 1980, Brighton Publishing, Salt Lake City, UT

Experiential Activities for High Performance Teamwork Beth Michalak, Steve Fischer and Larry Meeker, 1995, Human Resource Development Press, Amherst, MA.

More Team Building Challenges Daniel W. Midura and Donald R. Glover, 1995, Human Kinetics Books, Champaign, IL ISBN 0-87322-785-9

- Confidence Course Instructor's Guide** Montgomery County Public Schools, 1984, Rockville, MD, ERIC Document ED 249033
- Project Exploration: A Ropes Course Curriculum Guide** Trish Nice, 1980, Project Exploration, Townsend, MA
- North Carolina Outward Bound School Instructor's Handbook** North Carolina Outward Bound School, 1979, Morganton, NC ERIC Document ED 209 046
- Northwest Outward Bound School Instructor's Manual** Northwest Outward Bound School, April 1981, Portland, OR ERIC Document ED 209 027
- Ready, Set, Go !!! A Guide to Low Prop, No Prop Initiative Games and Activities** Brenda Oberle and Sheri McClarren, 1994, Published by Direct Instructional Support Services, Inc. 123 West New England Avenue Worthington, OH 43085
- Islands of Healing: A Guide to Adventure Based Counseling** Dick Prouty, Paul Radcliffe and Jim Schoel, 1988, Project Adventure, Hamilton, MA ISBN 0-934-38700-1
- Challenge by Choice—A Manual for the Construction of Low Elements and Ropes Courses** Karl Rohnke, 1987, Project Adventure, Hamilton, MA
- Cowtails and Cobras II—A Guide to Games, Initiatives, Ropes Courses & Adventure Curriculum** Karl Rohnke, 1989, Kendall/Hunt Publishing Company Dubuque, IA ISBN 0-8403-5434-7 One of the best primers to challenge courses on the face of the earth.
- The Bottomless Bag** Karl Rohnke, 1988, Kendall/Hunt Publishing Company Dubuque, IA
- The Bottomless Bag Again!** Karl Rohnke, 1993, Kendall/Hunt Publishing Company Dubuque, IA ISBN 0-8403-8757-1
- The Bottomless Bag Live! 60 Minute Video Tape** Karl Rohnke, 1993, Kendall/Hunt Publishing Company Dubuque, IA ISBN 0-8403-9075-0
- The Bottomless Baggie** Karl Rohnke, 1991, Kendall/Hunt Publishing Company Dubuque, IA ISBN 0-8403-6813-5
- FUNN STUFF—Volume I** Karl Rohnke, 1996, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-7872-1633-X
- FUNN STUFF—Volume II** Karl Rohnke, 1996, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-7872-2316-6
- Silver Bullets—Initiative Problems, Adventure Games & Trust Activities** Karl Rohnke, 1984, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-8403-5682-X
Probably, dollar for dollar, the best single book ever published on challenge and adventure activities.
- Quicksilver A Guide to Leadership, Initiative Problems, Adventure and Trust Activities** Karl Rohnke and Steve Butler, 1995, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-7872-0032-8
- The Pictorial Guide to Group Work Activities** Geoff Sanders, 1991, ISBN 0-9517302-0-7
- Feeding the Zircon Gorilla and Other Team Building Activities** Sam Sikes, 1995, Learning Unlimited, Tulsa, OK, ISBN 0-9646541-0-5
A recent reference, filled with challenge and adventure activities.
- It Is Outdoors—A Guide to Experiential Activities** G. A. Simmons and E. C. Cannon, 1991, AAHPERD, Reston, VA ISBN 0-88314-499-9, ERIC Document ED330694.
- Initiative Games** Benjy Simpson, 1978, Colorado Outward Bound School, and also Butler Community College, College Drive, Oak Hills, PA 16001 Phone (412) 287-8711.
A collection of early activities, some of which also appear in Silver Bullets, New Games, and Cowtails and Cobras.

Raccoon Circles Tom Smith, 1996, Raccoon Institute P.O.Box 695 Cazemovia, WI 53924

A bunch of things to do with a single section of tubular webbing.

The Power of Team Building—Using Rope Techniques Harrison Snow, 1992, Pfeiffer &

Company, San Diego, CA, ISBN 0-88390-306-7

An overview of teambuilding with a corporate perspective.

Ropes Course Procedural Manual Jim Wall, W. Delano and C. DeLano, 1991, Outdoor Institute

Press, Pittsboro, NC

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- Processing the Adventure Experience—Theory and Practice** Reldan S. Nadler and John L. Luckner, 1992, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-8403-7028-8
A classic.
- Processing the Experience—Strategies to Enhance and Generalize Learning** John L. Luckner and Reldan S. Nadler, 1997, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-7872-1000-5
The second edition of the classic.
- The Annual Handbook for Group Facilitators** J. W. Pfeiffer and J. E. Jones, 1972+, University Associates, La Jolla, CA
- How to Process Experience** L.K. Quinsland and A. Van Ginkel, National Technical Institute for the Deaf, Rochester Institute of Technology, Rochester, NY
- Debriefing: Its Effects on an Adventure Program** P. Schempp, 1980, Unpublished manuscript, Boston University, Boston, MA
- The Skilled Facilitator: Practical Wisdom for Developing Effective Groups** Roger M. Schwarz, 1994, Jossey-Bass, San Francisco, CA ISBN 1-55542-638-7
- A How-to Guide to Reflection** Harry Silcox, Brighton Press, Holland, PA
- Notes on Processing Challenge/Adventure Experiences With Clients From Business and Industry** Tom Smith, 1992, Raccoon Institute P.O.Box 695 Cazenovia, WI 53924
- The Backcountry Classroom** The Wilderness Education Association, 1992, Fort Collins, CO.
Chapter 9 describes several group processing and debriefing methods.

8.13 Creativity

- The Brain Game—27 Classic Intelligence Tests That Will Reveal Your Unique Abilities** Rita Aero and Elliott Weiner, 1983, Quill, NY ISBN 0-688-01923-4
A wonderful variety of standardized tests in general mathematics, art, creativity, memory, reading, science, IQ and more.
- Train Your Brain for Expressive Learning: Discover Your Multiple Intelligences** Gabe Campbell, 1989, 39 Maplewood, Akron, OH 44313 Phone (216) 253-5109
- Drawing on the Right Side of the Brain—A Course in Enhancing Creativity & Artistic Confidence** Betty Edwards, 1989, Jeremy P. Tarcher, Inc. 9110 Sunset Blvd. Los Angeles, CA 90069 ISBN 0-87477-513-2

- Magic Eye—A New Way of Looking at the World, Volumes I, II and III** 3D Illusions by N.E.Thing Enterprises, 1994, Published by Andrews and McMeel Kansas City, KS ISBN 0-8362-7006-1
- Thinkertoys—A Handbook of Business Creativity for the 90's** Michael Michalko, 1991, Ten Speed Press Box 7123 Berkeley, CA 94707 ISBN 0-89815-408-1
An incredible collection of activities for enhancing your creative thinking.
- A Whack on the Side of the Head—How to Unlock Your Mind For Innovation** Roger von Oech, 1983, Warner Books, NY ISBN 0-446-38908-0
Brings out the creativity in all of us.
- A Kick in the Seat of the Pants—Using Your Explorer, Artist, Judge and Warrior to be More Creative** Roger von Oech, 1986, Harper & Row, New York, NY 10022 ISBN 0-06-015528-0

8.14 Games

- Games for all Occasions—297 Indoor & Outdoor Games** Ken Anderson & Morry Carlson, Youth Specialties Grand Rapids, MI 49506
- Games We Should Play in School** Frank Aycox, 1985, Front Row Experience ISBN 0-915256-16-9
- Games for Social and Life Skills** Tim Bond, Nichols Publishing Company, NY
- Gamesters' Handbook—140 Games for Teachers and Group Leaders** Donna Brandes and Howard Phillips, 1978, Hutchinson and Company, London ISBN 0-09-136421-3
- Gamesters' Handbook Two** Donna Brandes, 1982, Hutchinson and Company, London ISBN 0-09-159001-9
- Creative Campfires** Douglas R. Bowen, 1974, Thorne Printing, Nampa, ID 83651
Hard to find, but great to own.
- Towards Togetherness: The Cooperative Games, Songs and Activities Book** Richard Burrill, Anthro Company, Sacramento, CA ISBN 1-878464-12-4
- 50 Ways to Use Your Noodle** Chris Cavert and Sam Sikes, 1997, Learning Unlimited, Tulsa, OK ISBN 0-9646541-1-3
A collection of games and problem-solving activities using the colorful floating pool toys.
- Games (and Other Stuff) for Groups** Chris Cavert, Experiential Products, Denton, TX
- Games and Great Ideas** Rhonda L. Clements, 1995, Greenwood Publishing Group, Westport, CT ISBN 0-313-29460-7
- The New Games Book—Play Hard, Play Fair, Nobody Hurt** Andrew Fluegelman, Editor, 1976, Doubleday & Company, Inc., NY ISBN 0-385-12516-X
A classic.
- More New Games—Playful Ideas from the New Games Foundation** Andrew Fluegelman, Editor, 1981, Doubleday & Company, Inc. NY ISBN 0-385-17514-0
Also a classic.
- Outdoor Action Games for Elementary Children—Active Games and Academic Activities for Fun & Fitness** David R. Foster & James L. Overholt, 1994, Parker Publishing Co., West Nyack, NY ISBN 0-13-009895-7
- The Outrageous Outdoor Games Book—133 Group Projects, Games and Activities** Bob Gregson, 1984, David S. Lake Publishers, Belmont, CA ISBN 0-8224-5099-2
- The Incredible Indoor Games Book—160 Group Projects, Games and Activities** Bob Gregson, 1982, David S. Lake Publishers, Belmont, CA ISBN 0-8224-0765-5
- Great Games to Play With Groups** Frank W. Harris, 1990, Fearon Teachers Aids, Parsippany, NY
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- Teamwork & Teamplay** ————— **351** ————— © Jim Cain & Barry Jolliff
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- Ground Loop** William Hazel, 1995, Center for Active Education, Warminster, PA
- A Compact Encyclopedia of Games, Games, Games for People of All Ages** compiled by Mary Hohenstein, 1980, Bethany Fellowship, Inc. 6820 Auto Club Road Minneapolis, MN 55438 ISBN 0-87123-191-3
- Elementary Teacher's Handbook of Indoor and Outdoor Games** Art Kamiya, 1985, Parker Publishing Company, Inc. West Nyack, NY ISBN 0-13-260845-6
A strong focus on cooperation, group problem-solving and physical skill building. There is also a chapter on building low-cost recreation equipment.
- New Games for the Whole Family** Dale N. LeFevre, 1988, Perigee Books, Putnam Publishing Group, NY ISBN 0-399-51448-1
- The Recreation Handbook** Robert L. Loeffelbein, 1992, McFarland & Co., Jefferson, NC ISBN 0-89950-744-1
- Hopscotch, Hangman, Hot Potato, and Ha, Ha, Ha—A Rulebook of Children's Games—More than 250 Games** Jack Maguire, 1990, Prentice Hall Press, NY ISBN 0-13-631102-4
- Learning through non-competitive activities and play** B. Michaelis and D. Michaelis, 1977, Learning Handbooks, Palo Alto, CA
- The Cooperative Sports & Games Book—Challenge Without Competition** Terry Orlick, 1978, Pantheon Books, NY ISBN 0-394-73494-7
A classic.
- The Second Cooperative Sports & Games Book—Over two hundred brand-new noncompetitive games for kids and adults both** Terry Orlick, 1982, Pantheon Books, NY ISBN 0-394-74813-1
- More Campfire Programs** Jack Pearse, Jane McCutcheon & John Jorgenson, 1988, Cober Printing, Kitchener, Ontario, Canada
- Clouds on the Clothesline** Jack Pearse, Jane McCutcheon and Barrie Laughton, 1993, Cober Printing, Kitchener, Ontario, Canada ISBN 0-921155-03-4
- Playing Smart—A Parent's Guide to Enriching, Offbeat Learning Activities for Ages 4-14** Susan K. Perry, Free Spirit Publishing
- Bag of Tricks—180 Great Games (and Three More with Real Potential)** Jane Sanborn, 1984, Search Publications ISBN 0-910715-02-5
- Bag of Tricks II—More Great Games for Children of All Ages** Jane Sanborn, 1994, Search Publications ISBN 0-910715-02-5
- Everybody Wins—393 Non-Competitive Games for Young Children** Jeffrey Sobel, 1983, Walker & Co. 720 Fifth Avenue New York, NY 10019 ISBN 0-8027-7237-4
- Playfair—Everybody's Guide to Noncompetitive Play** Matt Weinstein & Joel Goodman, 1980, Impact Publishers, San Luis Obispo, CA ISBN 9-915166-50-X
This should be on your bookshelf somewhere.
- The Discourse—A Manual for Students and Teachers of the Frisbee® Disc Arts** 1992, WHAM-O Sports Promotion 835 East El Monte St. San Gabriel, CA 91778-0004
A complete tutorial on the simple and complex skills of Frisbee enjoyment.
- Play It—Great Games for Groups** Mike Yaconelli & Wayne Rice, 1986, Youth Specialties, Grand Rapids, MI ISBN 0-310-35191-X
- Play It Again!—More Great Games for Groups** Mike Yaconelli & Wayne Rice, 1993, Youth Specialties, Grand Rapids, MI ISBN 0-310-37291-7
- Super Ideas for Youth Groups** Mike Yaconelli & Wayne Rice, 1979, Youth Specialties Zondervan Publishing House, Grand Rapids, MI 49506 ISBN 0-310-34981-8
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- Teamwork & Teamplay** ————— **352** ————— © Jim Cain & Barry Jolliff

8.15 Toys, Games and Activities

Awakening Your Child's Natural Genius—Enhancing Curiosity, Creativity and Learning Ability Thomas Armstrong, Jeremy P. Tarcher, Inc., Los Angeles, CA 90036 ISBN 0-87477-608-2

Brite-Tite Book O' Fun Glenn Q. Bannerman, Beth B. Gunn and Lee Ann B. Konopka, 1996, Group Publishing and Bannerman Family Celebration Services, Montreat, NC ISBN 1-55945-626-4
Creative Nylon Hoseplay games and activities for all ages.

The World of Games Jack Botermans, Tony Burrett, Pieter van Delft and Carla van Splunteren, 1989
Published by Facts on File, Inc. 460 Park Avenue South New York, NY 10016 ISBN 0-8160-2184-8
A beautifully illustrated book on the origins and history of board, table and outdoor games from around the world, including directions for making and playing these games.

Play Book Steven Caney, Workman Publishing Co., NY

How to Hold a Crocodile—Hundreds of Fascinating Facts and Wicked Wisdom Produced by "The Diagram Group", 1986, Treasure Press, Michelin House 81 Fulham Road London England SW3 6RB ISBN 1-85051-125-X
A collection of fun and fascinating things to do. This book may be out of print.

Recreation Leader's Handbook Richard Kraus, 1955, McGraw-Hill Book Company, NY

The Great American Depression Book of Fun—Growing Up in the 30's Toys, Games and High Adventures John O'Dell and Richard Loehle, 1981, Harper & Row Publishers, Inc. 10 East 53rd Street New York, NY 10022 ISBN 0-06-090898-X
A vast collection of simple toys and games, complete with dimensions.

Rise Up Singing—Sing Out Magazine's Group Singing Songbook Sing Out Corporation, 1988, P.O.Box 5253 Bethlehem, PA 18015 Phone (215) 865-5366 ISBN 0-86571-137-2
A great collection of music and songs.

Lollipop Grapes and Clothespin Critters—Quick, On-the-spot Remedies for Restless Children 2-10 Robyn Freedman Spizman, Addison-Wesley Publishing Company

Foxfire 6 . . . Toy & Games . . . and other affairs of just plain living Edited by Eliot Wigginton, 1980, Anchor Books, ISBN 0-385-15272-8

8.16 Puzzles and Games

Intelligence Games—Games from all over the world that test your powers of Reasoning, Imagination and Savvy Franco Agostini & Nicola Alberto DeCarlo, 1987, Simon & Schuster, NY ISBN 0-671-63201-9

Giant Book of Puzzles and Games Sheila Anne Barry, 1978, Sterling Publishing Co., Inc., NY ISBN 0-8069-9761-3

The Book of Ingenious & Diabolical Puzzles Jack Botermans and Jerry Slocum, 1994, Times Books ISBN 0-8129-2153-4

The New Book of Puzzles Jack Botermans and Jerry Slocum, 1992, W. H. Freeman and Company ISBN 0-7167-2356-5

Tricks, Games & Puzzles with Matches Maxey Brooke, 1973, Dover Publications, Inc., NY ISBN 0-486-20178-3

- 536 Puzzles & Curious Problems** Henry Dudeney, 1967, Charles Scribner's Sons, Math and Geometry Puzzles & More
- Mathematical Puzzles and Other Brain Twisters** Anthony S. Filipiak, 1942, Bell Publishing Company, NY
- Mathematical Magic Show—More Puzzles, Games, Diversions, Illusions & Other Mathematical Sleight-of-Mind From Scientific American Magazine** Martin Gardner, 1977, Alfred A. Knopf, NY
- Puzzlegrams** Compiled by Pentagram, 1989, A Fireside Book published by Simon & Schuster, NY ISBN 0-671-68740-9
- The Giant Book of Games from Games Magazine** Edited by Will Shortz, 1991, Random House, NY ISBN 0-8129-1951-3
- The Penguin Book of Curious and Interesting Puzzles** David Wells, 1992, Penguin Books, NY ISBN 0-14-014875-2
One of most extensive collections ever.

8.17 Knots, String and Fun Things to do with Rope

- String—Tying It Up—Tying It Down** Jan Adkins, 1992, Charles Scribner's Sons, NY ISBN 0-684-18875-9
- Rope Activities for Fun, Fitness and Fomics** American Alliance for Health, Physical Education and Recreation (AAHPER), Practical Pointers, Volume 1, Number 11, May 1978, ERIC Document ED 160586
- The Morrow Guide to Knots—For Sailing, Fishing, Camping, Climbing** Mario Bigon and Guido Regazzoni, 1982, William Morrow and Company ISBN 0-688-01226-4
- Arborist Equipment** Donald Blair, 1995, International Society of Arboriculture.
- 50 Practical and Decorative Knots You Should Know** Percy W. Blandford, Tab Book, Inc., Blue Ridge Summit, PA
- Cowboy Roping and Rope Tricks** Chester Byers, 1966, Dover Publications, Inc., NY ISBN 0-486-25711-8
- Fiber Rope Technical Information Manual** Gail P. Foster, The Cordage Institute, February 1993, 350 Lincoln Street, Suite 115, Hingham, MA 02043 Phone (617) 749-1016 Fax (617) 749-9783
- Self-Working Rope Magic—70 Foolproof Tricks** Karl Fulves, 1990, Dover Publications, NY ISBN 0-486-26541-2
- Creative Rope Skipping—Official Competition Rules** Lois Hale, 1985, Anchor Printing, South Lake Tahoe, CA
- The Essential Know Book—The Seamanship Series** Colin Jarman, 1986, International Marine Publishing Company, Camden, ME ISBN 0-87742-221-4
- Fun With String** Joseph Leeming, 1940, J. B. Lippincott, Philadelphia, also available from Dover Publications, Inc., NY
- Chinese Jump Rope** Sheree S. Marty, 1994, Sterling Publishing ISBN 0-8069-0352-X
- Rope Skipping for Fun and Fitness** Bob Melson and Vicki Worrell, Woodlawn Publishers, Wichita, KS
- Forget Me Knots—A gentle reminder of the knots, ropes and lore used on a Challenge Ropes Course** Karl Rohnke, 1992, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-8403-7138-1

- The Book of Rope and Knots** Bill Severn, 1976, David McKay Company, NY ISBN 0-679-50674-8
- On Rope—North American Vertical Rope Techniques** Bruce Smith and Allen Padgett, 1996, National Speleological Society, Huntsville, AL ISBN 1-879961-05-9
- Knowing the Ropes—A Sailor's Guide to Selecting, Rigging and Handling Lines Aboard** Roger C. Taylor, 1989, International Marine Publishing Company ISBN 0-9887297-0-7
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8.18 Safety and Risk Management Issues

- Outdoor Education Safety and Good Practice—Guidelines for Guidelines** 1988, Available from Adventure Education, England
- Adventure Program Risk Management Report: Incident Data and Narratives 1989–1990** AEE and Wilderness Risk Managers Committee, 1990, Boulder, CO
- An Introduction to Cable Roof Structures** H. A. Buchholdt, 1985, Cambridge University Press, NY ISBN 0-521-30263-3
Information and engineering data on designing cable structures.
- Search and Rescue Fundamentals—Third Edition** Donald C. Cooper, Patrick La Valla and Robert Stoffel, 1990, Emergency Response Institute, Inc. and National Rescue Consultants, Olympia, WA
- Rope Rescue Manual** James A. Frank and Jerold B. Smith, 1987, California Mountain Company, Santa Barbara, CA
- Project Adventure 20 Year Safety Study** Compiled by L. Furlong et.al., 1995, Available from Project Adventure.
- The Rock Climbing Teaching Guide** John Kudlas, 1979, American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD), Washington, D.C. ERIC Document ED 188824
- International Mountain Rescue Handbook** H. McInnes, 1972, Charles Scribner & Sons, NY
- Project Adventure 15 Year Safety Study** Project Adventure, February 10, 1992, Available from Project Adventure.
- Using Ropes, Chains and Slings Safely** Module SH-14, 1981, Safety and Health Center for Occupational Research and Development, Inc, Waco, TX ERIC Document ED213848
- On Rope: North American Vertical Rope Techniques—New Revised Edition** Bruce Smith and Allen Padgett, 1996, National Speleological Society, Huntsville, AL
Phone (205) 852-1300 Email: manager@caves.org
- High Angle Rescue Techniques—A Student Guide for Rope Rescue Classes** Tom Vines and Steve Hudson, 1989, National Association for Search and Rescue, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-8403-5433-9
- Ropes Course Safety Manual—An Instructor's Guide to Initiative and Low and High Elements** Steven E. Webster, 1989, Kendall/Hunt Publishing Company, Dubuque, IA ISBN 0-8403-6207-2
- General Wire Rope Catalogue** 1995, Wire Rope Industries Ltd., 5501 Trans-Canada Highway, Pointe Claire, Quebec, Canada H9R 1B7 Phone 1-800-361-6742 or (514) 426-6404 Fax (514) 697-6779
A current publication with serious technical information about cable and wire rope usage.
- Wire Rope Users Manual—Third Edition** Wire Rope Technical Board P.O.Box 286 Woodstock, MD 21163-0286 Phone (410) 461-7030 Fax (410) 465-3195 Orders: RGR/WRTB Fulfillment P.O.Box 14921 Shawnee Mission, KS 66285-4921
A great illustrated guide to using cable and wire rope correctly. This manual includes one of the best photographic collections of cable safety concerns available. Definitely worth reviewing if you have a ropes course.

Additional Resources

8.19 Organizations

Just a few years ago Training and Development magazine published a list of over 100 North American Outdoor Training Companies. Within just a few years, some of these organizations had changed their focus, moved their offices or no longer were involved with outdoor training. The Association for Experiential Education, mentioned in this chapter also has a directory of experience-based and outdoor training companies. Before you decide to enlist the assistance of an outdoor training company, consider the types of groups they typically work with and the length of time they have been involved. The following organizations are involved with outdoor education, challenge course construction and the leadership and management of adventure-based training, plus some other organizations with an outdoor, wilderness, sports or educational theme. Inclusion in this list does not imply an endorsement of these organizations.

At the time of publication, the contact addresses of the organizations listed in this chapter were confirmed. If you happen to be looking for additional organizations not listed here, try The Encyclopedia of Associations, a handy publication that can be found at many libraries. This is a useful reference when trying to find addresses, phone numbers and other information about local, regional, national and international organizations. The encyclopedia is published by Gale Research, Inc. of Detroit, Michigan. There are also a variety of internet resources for locating the phone numbers, email addresses and mailing addresses of these organizations.

As a final note, the proliferation of cellular phone lines, fax lines and computer modem lines has recently caused the need to renumber many of the area codes for United States based phone lines. At the time of this publication numbers listed here were correct, but be aware that some area codes may have changed by the time you read this section.

The Access Fund P.O.Box 17010 Boulder, CO 80308 Phone (303) 545-6772 Internet: AccessFund@aol.com
A non-profit organization dedicated to preserving the interests of climbers and wilderness participants.

Accessibility Consulting Group 5605 Monroe Street Sylvania, OH 43560
Telephone/TDD 419-885-5554 Fax 419-882-4813
Training, consulting and information about ADA compliance, facilities, planning and design.

Active Living Canada 601-1600 James Naismith Drive Gloucester, Ontario, Canada K1B 5N4
Phone (613) 748-5743 Fax (613) 748-5734 Internet: alc@rtm.activeliving.ca
A national organization promoting physical activity, recreation and active living in Canada.

Adirondak Mountain Club R.R. 3 Box 3055 Lake George, NY 12845-9523 Phone (518) 668-4447
Fax (518) 668-3746

Adventure Education 12 St. Andrews Churchyard, Penrith, Cumbria CA11 7LS United Kingdom
Phone 01768 891065 Fax 01768 891914 Email: enquiries@adventure-ed.edi.co.uk
Information, journals, training, maps and more on British outdoor education issues.

Adventure Foundation of Pakistan (AFP) No. 1 Gulistan Colony, Coll. Road, Abbottabad, Pakistan
Phone 5921 5526 Fax 5121 2540
This organization promotes the Outward Bound philosophy and utilizes adventure sports and activities in educational programs.

Adventure Guide 382 King Street North Waterloo, Ontario, Canada N2J 2Z3 Phone (519) 886-3121

Adventure Huntington St. Mary's Hospital 2900 First Avenue Huntington, WV 25702
Phone (304) 526-6015

Adventure Learning 1326 North Fares Avenue Evansville, IN 47711
Consultants in challenge based programs.

The Adventure Network P.O.Box 273 Chalfont, PA 18914 Phone (215) 997-9270

Challenge based workshops, training, first aid certification and equipment.

Advice Adventure Consultancy Boyd Centre, Dykehead, Port of Menteith, Stirling, Scotland FK8 3JY
Phone 08775 293

Alliance for Environmental Education (AEE) 9309 Center St., No. 101 Manassas, VA 22110-5599
Phone (703) 330-5667 Fax (703) 253-5811
Environmental concerns, information and education.

Alpine Club of Canada Box 2040 Canmore, Alberta, Canada T0L 0M0 Phone (403) 678-3200
Fax (403) 678-3224 ACC Library Box 160 Banff, Alberta, Canada T0L 0C0 Phone (403) 762-2291
Fax (403) 762-8919 Canada's national mountaineering organization.

American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
1900 Association Drive Reston, VA 22091-9989 Phone (703) 476-3400 Fax (703) 476-9527
Resource information on health, physical education, recreation and dance activities.

American Alpine Association 113 East 90th Street New York, NY 10128-1589

The American Alpine Club (AAC) 710 Tenth Street, Suite 100 Golden, CO 80401
Phone (303) 384-0110 Fax (303) 384-0111 Internet: amalpine@ix.netcom.com
More than 90 years of advocacy for mountaineers and climbers, publications, an extensive library, expedition insurance.

American Alpine Institute, Ltd. 1515 12th Street, N-1 Bellingham, WA 98225 Phone (360) 671-1505

American Association for Leisure and Recreation 1900 Association Drive Reston, VA 22091
Phone (703) 476-3472 Fax (703) 476-9527

American Camping Associations, Inc. 5000 State Road 67 North Martinsville, IN 46151-7902
Email: aca@aca-camps.org Phone (800) 428-CAMP, (800) 428-2267 or (765) 342-8456 Fax (765) 342-2065
Books, educational materials & seminars for all types of camping & outdoor activities and 32 local chapters across the United States.

American Education Research Association (AERA) 1230 17th Street NW
Washington, DC 20036-3078 Phone (202) 223-9485 Fax (202) 775-1824
Internet: aera@asuvm.inre.asu.edu

American Federation of Teachers 555 New Jersey Avenue Washington, DC 20001
Phone (202) 879-4400

American Hiking Society P.O.Box 20160 Washington, DC 20041-2160 Phone (703) 255-9304
Fax (703) 255-9308 Internet: ahsmmbrshp@aol.com

The American Mountain Foundation 1520 Alamo Avenue Colorado Springs, CO 80907
Phone (719) 471-7736 Internet: <http://climb-on.com>
A non-profit corporation dedicated to the preservation of America's mountains, crags and wilderness.

American Mountain Guides Association 710 Tenth Street, Suite 101 Golden, CO 80401
Phone (800) RU4-AMGA or (303) 271-0984

American Park and Recreation Society 2775 S. Quincy Street, Suite 300 Arlington, VA 22206
Phone (703) 578-5558 Fax (703) 820-2617

American Recreation Coalition 1331 Pennsylvania Avenue Northwest #726 Washington, DC 20004
Phone (202) 662-7420 Fax (202) 662-7424

American Society for Training and Development (ASTD) 1640 King Street P.O.Box 1443
Alexandria, VA 22313 Phone (800) 628-2783 or (703) 683-8100 Fax (703) 683-8103
Internet: astdic@capcon.net
Books, seminars, conference and journals.

American Sport Climbers Federation (ASCF) Hans Florine-Executive Director 35 Greenfield Dr.
Moraga, CA 94556 Phone/Fax (510) 376 1640
The governing body for competitive climbing within the United States.

- American Sport Education Program** P.O.Box 5076 Champaign, IL 61825-5076 Phone (800) 747-5698 or (217) 351-5076 Fax (217) 351-2674
Formerly the American Coaching Effectiveness Program (ACEP). Resource materials for coaching including books, videos, workshops.
- American Therapeutic Recreation Association (ATRA)** P.O.Box 15215 Hattiesburg, MS 39404-5215 Phone (800) 553-0304 or (601) 264-3413 Fax (601) 264-3337
- Appalachian Mountain Club (AMC)** 5 Joy Street Boston, MA 02108-1490 Phone (617) 523-0636 Fax (617) 523-0722
- Appalachian Trail Conference** 799 Washington Street P.O.Box 807 Harpers Ferry, WV 25425-0807 Phone (304) 535-6331
- Association for Adventure Sports (AFAS)** House of Sport, Longmile Road, Dublin 12, Ireland Phone 1 4509845 Fax 1 4502805
Courses on outdoor education, recreation and environmental activities.
- Association for Business Simulations and Experiential Learning (ABSEL)** Wayne State University Department of Marketing 5201 Cass Avenue, Suite 300 Detroit, MI 48202 Phone (313) 577-4551 Fax (313) 577-5486
- Association for Challenge Course Technology (ACCT)** P. O. Box 970 Purcellville, VA 20134 Phone (540) 668-6634 Fax (540) 668-6634
Challenge course building information, standards, and professional networking.
- Association for Environmental and Outdoor Education** 253 Johnstone Court San Rafael, CA 94903 previously at 915 West Dunne Avenue Morgan Hill, CA 95307
- Association for Experience-Based Training and Development** 131 Village Parkway, Suite 4 Marietta, GA 30067 Phone (404) 951-2173
Experiential training with a corporate focus.
- Association For Experiential Education (AEE)** 2305 Canyon Blvd. Suite #100 Boulder CO 80303-5651 Phone 303-440-8844 FAX 303-440-9581 Internet: info@aee.org
Internet: aeelist@pucc.princeton.edu
Memberships are available for individuals and corporations. Information on experiential education for corporate, educational, institutional and small groups.
- Association for Quality and Participation** 801-B West 8th Street Cincinnati, OH 45203-1607 Phone (800) 733-3310 or (513) 381-1959 Fax (513) 381-0070
- The Association for Supervision and Curriculum Development (ASCD)** 1250 North Pitt Street Alexandria, VA 22314-1403 Phone (703) 549-9110 Fax (703) 549-3891
- Association for the Study of Literature and Environment (ASLE)** David W. Teague ASLE Secretary University of Delaware Parallel Program 333 Shipley Street Wilmington, DE 19801 Phone (302) 573-5463 Voice-mail (302) 571-5395 Internet: teague@strauss.udel.edu
- Association of Heads of Outdoor Education Centers** Pendarren House, Llangenny, Crickhowell, Powys, NP8 1HE United Kingdom Phone 01873 810694
- Atlantic Challenge** Box B Rockland, ME 04841 USA Phone (207) 594-1800 Fax (207) 594-5056 and also 357 Lakewood Dr. Midland, Ontario, Canada L4R 5H4 Phone/Fax (705) 526-0228
Internet: woodsken@hookup.net
An adventure and experiential education program based on Kurt Hahn's philosophies utilizing tall ships and maritime activities for international youth development.
- The Australian and New Zealand Association for Leisure Studies (ANZALS)** Centre for Leisure Research, School of Leisure Studies, Griffith University, Queensland, Australia
Internet: D.Coleman@hbs.gu.edu.au
- Australian Outdoor Education Council** GPO Box 1896R Melbourne 3001 Victoria Australia
Phone 61 3 9428 9920 Fax 61 3 9428 0313 Email: voea@netspace.net.au

- Big Bear Adventures** P.O.Box 5210-Dept B Whitehorse, Yukon, Canada Y1A 4Z1 Phone (403) 633-5642
Fax (403) 633-5630 Internet: bear@yknet.yk.ca
Hiking, biking and river trips in the Yukon wilderness of Canada.
- Bradford Woods** 5040 State Road 67 North Martinsville, IN 46151 Phone (317) 342-2915
Fax (317) 349-1086
The Outdoor Education Center for Indiana University, also has the National Center on Accessibility and the American Camping Association on site.
- Breckenridge Outdoor Education Center (BOEC)** P. O. Box 697 Breckenridge, CO 80424
Phone (303) 453-6422 Fax (303) 453-4676
Provides high adventure activities for persons of all abilities.
- British Sports Association for the Disabled** The Mary Glen Haig Suite, Solcast House, 13-27 Brunswick Place, London, United Kingdom N16DX Phone 0171 490 4919
- Camp America** 102 Greenwich Avenue Greenwich, CT 06830 Phone (800) 72STAFF
Providing international staff for your program needs.
- Camp Ohio** 11461 Camp Ohio Road St. Louisville, Ohio 43071 Phone (614) 745-2194
The state 4-H camp featuring two separate adventure courses (ground level and high-ropes) available to 4-H, educational, private and corporate groups.
- Canadian Assoc. for Health, Physical Education, Recreation & Dance (CAHPERD)**
1600 James Naismith Drive, Suite 809 Gloucester, Ontario, Canada K1B 5N4 Phone (613) 748-5622
Fax (613) 748-5737 Internet: CAHPERD@activeliving.ca
- Canadian Outdoor Leadership Training (COLT) Center** Box 2160 Campbell River British Columbia, Canada V9W 5C9 Phone (604) 286-3122 Fax (604) 286-6010
Outdoor education training from kayaking to climbing of Vancouver Island.
- Canadian Parks/Recreation Association (CP/RA)** 1600 James Naismith Drive Suite 306 Gloucester, Ontario, Canada K1B 5N4 Phone (613) 748-5651 Fax (613) 748-5854
Internet: cp@activeliving.ca
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- Canadian Rehabilitation Council for the Disabled** 45 Sheppard Avenue East, Suite 801 Toronto, Ontario, Canada M2N 5W9 Phone (416) 250-7490
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- The Center for Active Education** William M. Hazel, Director, P.O.Box 2055, Warminster, PA 18974-0006 Phone (215) 773-0885 Fax (215) 773-0885 Email: cenacted@aol.com
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- Coalition for Education in the Outdoors** Department of Recreation and Leisure Studies, State University of New York at Cortland, P.O.Box 2000, Park Center, Cortland, NY 13045
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- Colorado Outward Bound** 945 Pennsylvania Street Denver, CO 80203-3198 Phone (800) 447-2627 or (303) 837-0880
- Consortium for Problem-Based Learning** Northern Illinois University—Center for Governmental Studies DeKalb, IL 60115 Phone (815) 753-0926 Fax (815) 753-2305
- Cooperative Wilderness Handicapped Outdoor Group (C. W. HOG)** Idaho State University, Student Union Box 8118 Pocatello, ID 83209
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- Council for Environmental Education (CEE)** School of Education, University of Reading, London Road, Reading, Berkshire, RG1 5AQ United Kingdom Phone 1734 756061 Fax 1734 756264
- Council for Outdoor Education Training and Recreation** Muncaster Guest House, Muncaster, Ravensglass, Cumbria, United Kingdom
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- Council of Outdoor Educators of Ontario (COEO)** 1185 Eglinton Avenue East North York, Ontario, Canada M3C 3C6 1220 Sheppard Avenue East Willowdale, Ontario, Canada M2K 2X1
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