



## Challenge Course & Teambuilding Manual

The Camp Ho Mita Koda Challenge Course consists of several “elements” (or obstacles), which provide personal challenge for each individual participant, while the group provides a safety system by working together as “spotters”.

### Teambuilding Program Goals

- To provide participants with a physically safe and emotionally safe environment.
- To provide participants with opportunity to practice and develop skills in working with a group including: Teamwork, cooperation, communication, goal setting, support, respect, trust, planning, decision-making, problem solving, leadership, and followership.
- To learn and practice the five key components of teamwork: C,C,S,R,T: Communication, Cooperation, Support, Respect, Trust .
- To provide opportunity for participants to develop improved self-image, self-esteem, and sense of self-worth.
- To provide opportunity for participants to develop increased confidence in their abilities to take risks, accept challenge, and pursue new experiences.

### Role of the Facilitator

In general, the role of the facilitator is to create an effective learning experience and assist the participants in the accomplishment of CHMK Teambuilding Program Goals as well as other group or individual goals as fitting.

The successful facilitator instructs, guides, motivates and brings clarity to learning, rather than controlling the group process.

### Facilitator Responsibilities

It is the responsibility of the facilitator to provide a positive learning experience and a physically and emotionally safe environment within which participants feel comfortable taking risks and confronting challenges by:

- being familiar with, following, and enforcing all safety procedures.
- being familiar with and performing the inspection of all equipment and structures for safety.
- being familiar with and ensuring the safe use of equipment by participants.
- being a positive role model.
- refraining from judging or criticizing participants.
- help the campers develop greater Communication, Cooperation, Respect, Support, and Trust
- prohibiting “cut-downs”, criticizing, judgmental comments or otherwise negative or destructive behavior among participants.
- informing participants of “challenge-by-choice” which allows participants to choose their own level of involvement in each element or activity.

## **Safety Procedures**

The facilitator must:

- perform a pre-use course inspection prior to any course program.
- be present during the entire program.
- clearly communicate safety rules and considerations for each course element.
- monitor course area and equipment throughout the program.
- ensure proper spotting for any activity where injury from a fall is possible.
- stop any activity immediately if there is danger of injury (hanging upside down, diving head first, throwing people, stepping on the middle of people's spines, standing/lifting incorrectly, twisting while lifting, incorrect spotting, etc.).
- cancel the course any time any environmental or weather condition could interfere with safety in any way such as lightning, high winds, extreme cold temperatures, dangerous ice, excessive rain, darkness.
- complete and submit an accident report after any injury or accident.

## **Other Safety Considerations...**

- There must be four spotters for any participant using an element (minimum group size is five, which may include facilitator).
- Groups over 15 are recommended to have an additional facilitator.
- Physical hazards discovered at any element must be removed or corrected (stones, sharp sticks, holes, broken glass, other sharp objects, bees).
- Prior to involvement in the course, participants should be encouraged to remove all jewelry (watches, earrings, rings, bracelets, necklaces, pins/broaches, headbands, etc.) and objects in pockets (pens, knives, keys) that might injure someone in a fall or become damaged. It may be advisable to remove glasses for some activities.
- To prevent hyperextension of the neck and spine, support the head and neck when lifting or lowering a horizontal body. Such lifts should not be above the extended arm's length of the shortest spotter, in order to maintain full contact.
- CHMK Staff does perform a thorough course inspection each session.

## **Spotting**

Spotting is the technique of breaking another individual's fall. It is a human safety net and the primary safety system provided for the participant(s) of a course element. This is accomplished by protecting the participant's head, neck and spine from injury when they fall, rather than actually catching them.

All participants must be taught proper spotting technique. The group may not use the courses until the facilitator is confident that the participants are effective spotters and take spotting seriously. The test of readiness is this: "Would I trust this group with my life?"

Falling off things is to be expected. Proper, alert spotting helps prevent falls from causing injury. Improper spotting technique can result in injury to the faller or the spotter.

Additionally, proper spotting builds trust within the group. People who trust their group are more apt to push themselves and "go for it." Accidents and near misses destroy trust and inhibit full participation and involvement.

## Spotting Instruction

Teaching spotting is one of the most important responsibilities of the facilitator. Careful instruction is required because beginning spotters often do not recognize or take seriously their importance.

Basic spotting techniques may vary for different elements in order to properly support the climbers body.

Spotting is taught through discussion, demonstration, practice, observation and correction of technique.

### Steps for teaching spotting

1. Explain to the group that spotting is the primary safety technique used on the course. Explain that the job of the spotter is to break the fall and protect the head, neck and spine from injury, not necessarily to “catch” the faller.
2. Demonstrate and explain proper spotting stance.
  - Hands “up and out”, ready to break fall and also protect spotter’s face.
  - Knees and elbows bent to absorb shock.
  - One foot forward and one foot back for stability. (You can reinforce this by letting someone attempt to push you over with your feet together and then with one back)
  - Mentally alert and concentrating on person to be spotted (“awake and aware”).
3. Ask group to demonstrate their spotting stance while you observe and provide coaching on proper technique.
4. Communication through a standard set of signals is used to coordinate the group’s spotting responsibilities.
  - Introduce the spotters contract. Then ask the group to practice calling it out a couple times with you.

**Climber:** “Spotters ready?”    **Spotters:** “Ready!”  
**Climber:** “Climbing!”        **Spotters:** “Climb On!”

- Demonstrate taking up the spotting stance in synchronization with the signal system, then ask the group to practice the stance and signals where they are standing as you continue to demonstrate. Ask them to shout loudly and be assertive and attentive.
- Now, pretend that you are the climber. Start the command system then act out climbing across the course. Ask the spotters to act out their part. Point out that the spotters may not stop spotting until the climber’s two feet are back on the ground.
- Stress that signals are a contract and a commitment. Do not say “Ready” if not ready and do not stop spotting once giving the “Ready” signal.

### General spotting guidelines and considerations.

- Facilitator must insure proper spotting at all times. Supervise spotters closely throughout the course, reminding them of proper technique as needed.
- Minimum of four spotters for each person off the ground.
- Spotting positions can be different in many situations. The facilitators must always be responsible for watching and controlling spotting positions and procedures.
- If the group is unable or unwilling to spot safely and properly the activity must be cancelled. Consider loss of individual’s turn or group starting over as consequences of improper spotting.
- Participants off the ground must always be spotted in a 360-degree circle to prevent falling in any direction. Spotters must be positioned where they would be most effective in preventing injury.
- Spotters should at all times keep their eyes and mind on the person they are spotting and be prepared to spot a fall at any moment.

- Spotters Contract should be used at all times to insure all are ready. Infraction of this always means starting over.
- If a participant needs a rest or is not ready for any reason, they must let that be known immediately and clearly before the climber begins. Shout “Stop!”
- Spotting begins before a person starts to climb anything and ends only after the person has both feet on the ground and is steady. Never assume that anyone is safe. Don’t rely on statements like, “I’ve got it!” or “Don’t worry!”
- Do not allow participants to free-jump off of any of the elements. To avoid sprained ankles, spotters should provide assistance for those dismounting.

### **Tips on Facilitating a Group**

- Be familiar with the equipment and the procedures and purpose of all the activities.
- Disruptive participants can be unsafe and may need to be asked to sit out of the element or course.
- Give clear instructions and answer questions to make sure everyone understands.
- Standing or sitting in a circle is a very effective way to communicate within the group. In a circle everyone is equal, and it is easy to make eye contact with each person.
- Help the group establish a goal(s) at the beginning of the course. Get buy-in and agreement from each participant. Refer to the goals throughout the course and revisit them at the end to see how they feel about their level of success and ideas on how to improve in the future.
- Group initiatives should be done in a progressive and sequential manner. The development of trust and skills is needed to perform the requirements of each initiative.
- The facilitator is encouraged not to volunteer solutions to initiatives when groups encounter difficulty. The most benefit is derived from the individual or group solving the problem on their own. The group interaction process is an important part of an initiative task.
- Participants who have experienced a specific initiative before should be encouraged not to give away the answer to the problem. The use of handicapping (e.g. blindfolds, mute, no hands, etc.) may be useful to develop a role that will be challenging to her/him while still allowing others to work through the initiative challenge.
- Encourage participants to ask for help from group if they want it. Encourage group not to help if participant would prefer personal challenge.
- It may be helpful to discuss steps involved in how to solve a problem. S.T.O.P. “Stop, Think, Observe, Plan.
- It can be helpful to briefly discuss each station before moving on. This can clarify learning and lead to greater group success (esp. Group Initiatives Course).
- It is important to be aware of and sensitive to different needs of individual participants.
- The facilitator must realize that genuine changes in behavior take time and these programs only provide a small opportunity for the participants to explore new territory.
- Remember group success can be achieved in many different ways. • Process a positive closure with the group.
- Use time wisely! Know time limits and constraints. Save time for processing.
- Most of all enjoy what you do!

### **Debriefing**

Debriefing provides opportunity for the group to reflect on the experience, to clarify and reinforce learning. It is an important step in transferring learning to other life situations.

Debriefing may be a brief review of basic concepts or a very involved group exercise, depending on time and the needs and age of the group.

To review, ask the group to identify what is a team? (a group of people working together to meet a common goal) What are the components of “teamwork”? (CCRST Communication, Cooperation, Respect, Support, Trust these are the main ones there are others.) Ask some simple questions such as: “What do you think about what you experienced today?” “How did it feel to be a team member?”, “Did you challenge yourself?”, “Were you able to do something you thought you could not?” etc.

More involved processing can be achieved effectively using the “what?, so what?, now what?” method. First discuss the facts of what took place during the course, then the effects or consequences of this, and lastly what has been learned and changes that can be made in the future. Follow this progression and do not mix categories in order to maintain clarity, highlight cause/effect relationships, and reinforce learning.

- To get started, go around the circle and have each participant describe part of what took place, in detail and progressing in order from beginning to end (the facts).
- Next discuss what happened as a result of “the facts”. Did things go smoothly or not, was the goal achieved, did people speak their minds, etc.?
- Then discuss what insights they have gained and how they can apply their learning to future situations.

### **Debriefing Tips**

- Be an active listener. The facilitator should focus attention on the person who is talking. Help them clarify and reflect their feelings, thoughts, ideas, and values. Ask thought-provoking questions.
- Never allow participants to judge or criticize themselves or others.
- Draw analogies to the real world. Try to transfer the experience to the participant’s everyday life.

### **Debriefing Questions (Examples for addressing specific topics)**

#### **COMMUNICATION**

1. Can anyone give an example of when you thought you communicated effectively with someone else in the group through verbal/nonverbal means?
2. How did you know that what you communicated was understood? Try to consider different types of feedback.
3. Which ways were most effective? Why?
4. Which ways were least effective? Why?
5. What did you learn about communication that will help you in the future to communicate more effectively?

#### **EXPRESSING APPROPRIATE FEELINGS**

1. Can you name a feeling you had at any point in completing this activity (mad, sad, glad, hurt, frightened or any of their derivatives)?
2. Have you ever felt this feeling in other situations? If so, when and where?
3. Did you feel safe in expressing your feelings in the group? If not, why?
4. Did you feel safe expressing your thoughts in the group? If not, why?

#### **LISTENING**

1. Who made suggestions for completing the activity?
2. Were all the suggestions made, heard? Explain.
3. Which suggestions were ignored or not acted upon? Why do you think this was so?
4. How did it feel to be heard/not heard if you made a suggestion?
5. Were you a good listener? What interfered with your ability to listen to others?

6. How could this interference have been overcome?

#### LEADING OTHERS

1. Who assumed leadership roles during the activity?
2. What were the behaviors which demonstrated leadership?
3. Did the leadership role shift to other people during the activity? Who thought they were taking the leadership role? How did you do it?
4. Why didn't some of you take a leadership role?

#### FOLLOWING OTHERS

1. Who assumed a follower role at times throughout the activity? How did it feel?
2. How did it feel to follow different leaders?
3. Do you consider yourself a good follower? Was this an important role in the group today? Explain.
4. How can you improve your ability to be a good follower in the future?

#### MAKING GROUP DECISIONS

1. How were group decisions made in completing the activity?
2. Did everyone in the group express an opinion when a choice was available? If not, why not?

#### COOPERATING

1. Can you think of specific examples of when the group cooperated in completing the activity/an activity? Explain.
2. How did you learn to cooperate?

#### RESPECTING HUMAN DIFFERENCES

1. How do differences weaken or strengthen the group as a whole?

#### RESPECTING HUMAN COMMONALITIES

1. How did this activity help you discover how you are similar/different to others?

#### TRUSTING THE GROUP

1. Is it easier to trust some people and not others? Why?
2. Have there been situations in other times in our life when you did not trust someone? When and why?
3. Once someone breaks your trust is it easy to regain it back?

#### CLOSURE

1. What did you learn about yourself today/from this activity?
2. What did you do today of which you feel especially proud?
3. What was the toughest thing you did today?
4. Was your behavior today typical of the way you usually interact/act in a group? Explain.
5. How can you use what you learn today in other life situations?
6. What would you like to say to the group members?
7. Identify three things you learn during the workshop that you can take with you and use in other situations.

## **Camp Ho Mita Koda Full Value Contract**

The Hand Full Value Contract is a quick way to create group values. This tool is particularly valuable to the Ropes Course Facilitator as it is a mnemonic device and it is easy to recall for both the staff and participants.

### **Little Finger–*Safety***

Represents the need for group and personal safety and to watch out for “the little guy/gal,” It reminds a group to watch out for each other over the course of the program. This person is self-controlled and ever-vigilant to monitor both behaviors and safety violations of others in the group.

### **Ring Finger–*Commitment***

This represents a commitment made to the group. Each person has made a commitment to do the best for the program and to support other group members.

### **Middle Finger–*Respect***

This represents the idea that a group will agree to not “discount” each other. This includes refraining from inappropriate language and respecting all members of the group. It is to remind the participants not to point the finger of blame on other participants but to give constructive criticism. Each person gives consideration to both personal and group goals by giving supportive and helpful suggestions.

### **Pointer Finger (Option #1)–*Critical Thinking***

This represents that each person is to be mentally “here” and will use sound judgment and imagination to solve problems and to ensure safety. Each person uses rational thoughts and creative ideas to help others succeed.

### **Pointer Finger (Option #2)– *Goal Setting***

This is a reminder to find direction by working toward goals and for the group to point out positive outcomes that the group notices. The person demonstrating this is focused on executing a plan and accomplishing the mission.

### **Thumb–*Support***

Each represents that the group needs to support one another. This person values all members and is considerate of others’ feelings.

### **Physical Safety**

At all times there will be an emphasis on the importance of physical safety for the group. Part of introducing each activity should include safety guidelines for participants. This includes spotting all participants as they move on any elements. It may also involve clarifying the rules regarding jumping, throwing, and so on. Group members are to use behaviors that are safe for themselves and for the group, and to speak up if they are not comfortable with something, or if another person is doing something (or is about to do something) that is dangerous.

## **Emotional Safety**

Although stress is fundamental to adventure activities, Ropes Course Facilitators use strategies that encourage and provide support to participants without pressuring them. Group support encourages a participant's willingness to challenge themselves, to take risks, and to realize personally that "success" is an individual reward that is celebrated by the group whether or not the event is "executed" fully or well. "Challenge by Choice" should be emphasized because everyone has a different level of comfort regarding emotional and physical challenges. Each participant is encouraged throughout the program to set their own challenges and goals. Goal setting helps to ensure that while individuals push themselves beyond their *Comfort Zone*, they are safely being challenged in their *Growth Zone* avoiding the *Panic Zone*.

## **Challenge by Choice**

While there are inherent risks in any activity or events, just as there are in every sport and outdoor program, ropes course programs must conduct activities in such a way that allow for both emotional and physical safety. Emotional and physical safety will be taught, emphasized, and assessed equally and will be the primary considerations foundational to every program.

All Ropes Course Facilitators and participants share the responsibility for safety. Everyone takes ownership of a safe program experience that is mentally and physically challenging.

Ropes Course Facilitators must realize that all participants have rights and they may choose their level of activity; however, each participant has a responsibility to the group as a whole. The notion of allowing each participant to choose his/her level of participation is called a "Challenge by Choice" Philosophy. This philosophy allows for participants to choose not to do something that they feel will endanger them emotionally.

The philosophy is not designed to create an atmosphere where participants can become apathetic opt or out of an activity for reasons other than emotional safety. In order to deter participants from not participating entirely and thus manipulating the philosophy, the participants have a choice as to their level of participation and cannot opt out entirely. Anyone who does not wish to participate in a particular way can be asked to take part a different role by being involved in planning, oversight, and lending a helping hand and/or encouraging word to others, thus still staying involved with the group.



## **Recipe Ingredients for Quality Programming at any Challenge Course**

### **THOROUGHLY PRE-PLAN ALL ACTIVITIES BEFORE THE SCHEDULED DATE.**

If/When the group is ready continue with initiatives and low elements, allowing yourself plenty of time for processing following each activity—that is the reason why they are here. Plan more than you actually need and omit activities when time is limited.

### **GET TO THE ROPES COURSE AHEAD OF YOUR GROUP.**

Do your equipment checkout, selection, and set-ups as far as possible in advance before your group begins to arrive. People who have felt rushed have made mistakes and then needed to use more time to correct the set-up.

### **TAKE CHARGE OF YOUR GROUP.**

Keep them with you and keep them busy. They will behave in the manner that you behave...in other words, put some energy and excitement into the activities, and do not sit down while activities are in progress. On the high elements, organize everyone into being spotters, anchors, rope tenders, etc. Supervise them actively to keep them involved in what is happening. Allowing a couple of people to sit down on the grass and observe is not what this is all about.

### **KNOW YOUR KNOTS, BELAY HOOKUPS, PROCEDURES, AND COMMANDS.**

Fumbling with a knot in front of a group can be embarrassing. You are the expert. A smoothly tied knot done correctly on the first try makes you look like an expert who knows what you're doing and builds confidence within your group. Practice, practice, practice your craft.

### **LET THE EVENT BE A LEARNING EXPERIENCE FOR YOUR GROUP.**

It is difficult to stand there and watch a group struggle with a problem that you have the solution for, but that is the purpose of an initiative or element. The group must struggle to work together to solve the problem and the result is that they learn something about themselves and each other. If you give away too much too soon, you have robbed them of that learning experience.

### **TAKE THE TIME TO PROCESS.**

If you feel you are running short on time, omit a game, initiative, or an element, but don't skimp on the processing time. Remember, you are there to facilitate group interaction and self-awareness; processing and reviewing are as important as the activities.

## Changing Punishment into Challenge

- **Set a time limit** – force a group to be efficient or to increase challenge or stress.
- **No one can talk** – If a group needs an increased challenge. This is also a good way to introduce nonverbal communications.
- **Designate a leader** – One individual is the designated leader. This provides that individual special support or encouragement to take leadership, and/or it gives that individual a chance to test his/her leadership style or skill. This rule would be appropriate for examining, comparing or testing leadership styles, or to give an individual extra support.
- **Group can talk for a set time limit** – Perhaps 3 (or maybe even 15) minutes and then they must complete the activity without talking. This forces the group to do pre-planning, which is good for groups that don't plan ahead. If a group tends to be overly analytical and to discuss a problem to death, this rule limits discussion thus getting the group moving and active. It helps a group to avoid “paralysis of analysis.”
- **Let the Group Decide** – Let the group identify and determine consequences for errors i.e. touching on the Spider's Web; (how obvious a touch, how many free touches, individual goes back, all go back, hole closes or not, etc.) This gives the group more ownership and greater accountability. It brings up good debriefing issues about quality, risk-taking, and honesty.
- **Only the women (or other cultural sub-group)** – Can speak or perform certain functions – if in previous activities, the males (or other sub-group) tended to be more assertive or more dominant than the women (sub-group).
- **People must complete task in same order they start in** – For example on the Team Wall, whoever helps someone up must be the next person to go up, that person is then at the top helping to pull the next 1 or 2 people up, then they must return to ground in same order that they went up. This is a way to spread out the important roles so each person can feel like he or she is making a significant contribution. Use this if a few people are dominating the vital roles.
- **Repeat Activity or Process** – Have the group repeat an activity and try to improve its time or effectiveness. Give the group a chance to put into practice what it has learned in a debriefing.
- **Use Metaphors** – You can relate some aspect of the event to an issue with which the group is dealing. Examples: You can talk about how quality at the spider's web (in terms of not touching the web) is related to quality or honesty at school, workplace, etc. At the Trust Fall, falling can represent letting go of something that is holding you back in life. In Willow in the Wind, the way you treat the center person is the way you would like to be treated.
- **Get the Overall Picture** – You can ask a couple of individuals not to participate and just be process observers. You can suggest certain things for which to look. (i.e. leadership, communication patterns, gender roles, etc.). Provide specific questions for them to respond to (ex. who talks first, whose ideas are acted upon, is anyone completely uninvolved, who talks to whom, etc.)
- **Handicaps** – Certain individuals have one broken arm or leg, or are blind, or can't talk, or can only ask questions, etc. – if those individuals tended to dominate in either leadership or "hero" roles. This also might be appropriate if the group as a whole needs a greater challenge. In a group with dysfunctional communication patterns here are some options:
  - o **Talking Stick** – Only the person with the talking stick (or some other physical object) can speak. Explain that as soon as whoever has the "stick" finishes his/her current thought, he/she must pass the stick to whomever asks for it.
  - o **Talk Backwards** – Person must state sentences backwards similar to Yoda from the movie Star Wars.
  - o **Talking Limit** – Each person has 2 or 3 toothpicks (or some other small physical object) and each time they speak they must put their toothpick into a pile. Once their toothpicks are gone they can no longer speak until everyone is out of toothpicks. This tends to bring in other people's ideas, especially once the

talkative individuals have used up all their chances to speak. If certain individuals are shy or non-assertive, this will ensure that they get a chance to share their ideas. Before someone states his or her idea or suggestion, he or she must repeat back (rephrase) the idea of the person who spoke just before him or her – if a group is not really listening to each other, this will help them do so.

### **Check the 3-E's**

It is the responsibility of the Ropes Course Facilitator to carry out the inspection of the areas that they will be using prior to arrival of their group to the ropes course. No matter how often the course is being used, the 3-E's should be inspected prior to use and during the activity. If the environment, element or equipment is not in working order, the areas should not be used until the situation is resolved.

#### **Environment**

Look for animals on, under, or around structure; this includes spiders, squirrels and birds, and insects such as ants and wasps. Make sure that area is clear of debris such as pinecones or fallen branches on which the participants could fall.

#### **Element**

Check the platform for stability looking for cracked or loose boards and protruding screws. Make sure that hardware is intact, and the wood is free from splinters.

#### **Equipment**

All equipment used must be inspected before and after use. This includes all low course equipment.

### **Presenting an Activity**

Prior to any high or low course activity the Ropes Course Facilitator should have a brief walk-through with the group. This time should be used to explain the activity with all of the necessary safety rules. The N.O.S.E. I.T. acronym guides the Ropes Course Facilitator (and the group) through the basic pre-activities briefing. (Because once you N.O.S.E. I.T. then the you KNOWS IT – get it...) The purpose is to give some basic introductory information about that particular activity, not tell them how to do the event.

After the briefing, the Ropes Course Facilitator's primary role becomes that of an observer. They locate themselves in an ideal place to supervise and maintain an active position. The Ropes Course Facilitator watches for the safety of the participants, ensuring that they are working within the established guidelines, and intervening if necessary. The Ropes Course Facilitators must be ready to move at any time, anticipating the possibility of a falls and staying close to participants, but not inhibiting their movements.

Throughout the activity, the Ropes Course Facilitator must address any safety concerns that arise. At the end of the activity the Ropes Course Facilitator should debrief the activity.

**Name**

**Objective**

**Set-up (Inspection) and Safety Precautions**

**Equipment Needed and/or Equipment Safety**

**Instructions**

**Tasks (if any)**

- Tasks of the Facilitator and/or
- Tasks of the Participants

**S.O.S.**

The S.O.S. Method is used to ensure that participants move in a deliberate manner when negotiating an element by getting on it, around it, or off of it. Reinforce it as often as needed to keep participants aware of trip hazards and to slow down movements when transitioning from the element to the ground and vice-versa.

Step ON...

Step OVER... ...SAFELY

Step OFF...

## CHMK LOW ROPES ELEMENTS

### **Trolleys:**

The objective of this element is to cross an area about 20' (ft.) square using two 4"x4"s which are 10' in length with our falling off. The beams are equipped with rope loops to be used as handles.

### **TP Shuffle:**

A 20 foot horizontal log laying on supports on the ground. The top may only be about 18" above the ground, yet it is a real challenge when the group has to balance on the log and then half must switch ends with the other half. And who knows what kind of restrictions the facilitator might impose on the group, or on those who end up touching the ground?

### **All Aboard:**

This element requires the entire group to stand with both feet on a 2' x 2' (ft.) wooden platform and remain off the ground for a minimum duration of 5 seconds or one song chorus. Change it up... 3 elbows, 8 feet, and head? 2 knees, 7 feet, and 3 elbows? Etc.

### **A-Frame:**

One person on the middle part of the A. The "rope team" needs to act as stabilizers and the whole team needs to walk from 1 point to another. Consider 1 or 2 people on each rope as stabilizers.

### **Spider Web:**

A web rope about 5' (ft.) high containing varying sizes of holes is stretched between two trees. Each participant must go through a different hole without touching the web.

### **Mohawk Walk:**

A cable is installed between 4 - 6 zigzagging trees 12" - 18" (inches) above the ground. The objective of this element is for the group or parts of the group to join hands, forming a human chain, and attempt to walk from one end of the cable to the other.

### **Whale Watch:**

Designed to help strengthen community through challenge, cooperation and communication, the low ropes is an ideal activity for youth or adult groups. The entire group must find balance on the giant seesaw. To increase the challenge, they must switch sides or move around a circle or all dismount without the platform touching the ground.

### **Bridge Out:**

Bridge segments must be used to get the group across the 'river'. Only 2 bridge segments are available for 4 openings.

### **Trust Fall (ONLY TO BE USED BY EXPERIENCED FACILITATORS):**

**This really does demonstrate the importance of trusting one another. It is a series of 3 platforms off the ground. From a standing position on the platform, a team member falls into the arms of 8 teammates. It sounds simple, but it is one of the most mentally challenging elements.**

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### ***NOTES FOR ALL ELEMENTS:***

- **Set the activity/challenge up through a fun, creative story.**
- **There are many way for facilitators to make things easier or more difficult. Be prepared!**
- **Make sure you are intentional and proactive with the planning and execution of your debrief.**
- **Consider a "Sherpa Walk" between elements or to enter the course. All participants are blindfolded. They can use you to communicate with them, but you cannot use words.**