



CONFIDENCE COURSE INSTRUCTOR'S GUIDE

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Drawings by Krista Trostle



Table of Contents

Instructional Goals	4
General Guidelines and Operating Procedures	4
Confidence Course Activities	5
Inclement Weather Activities	5
Sequence of Activities and Safety	6
Group Processing	7
Confidence Course as a Human Relations Activity for Staff	8
Activities at Skycroft and Camp Letts	9
Descriptions of Activities	10
** TRUST CIRCLE (ESSENTIAL) **	10
ALL ABOARD	10
ALLIGATOR CROSSING	11
BALANCE BEAMS	11
BOSUN'S CHAIRS.....	12
CABLE COOPERATION.....	12
CANAL CONUNDRUM	13
COOPERATION	14
DOUBLE DIPPER.....	14
ELECTRIC FENCE.....	15
FIDGET LADDER	15
FUNNEL TUNNEL.....	16
GIANT SPIDER'S WEB † <i>Modify for sixth grade students.</i>	16
HAND SCRAMBLE	18
HULA-HOOP PASS.....	18
MAGIC CARPET† <i>Modify for sixth grade students.</i>	19
MARCHING MACHINE.....	19
MAIL CALL.....	20
MOON WALK	20
NAME GAME	21
PASS AND GO BALANCE BEAM.....	21
REACTOR RELOAD	22
ROLY-POLY	22
SILENT LINE-UP	23
SWINGING BALANCE BEAM.....	23
TEAM JUGGLE ("KOOSH" BALLS)	24
3-D SPIDER'S WEB	24

TIRE MOUNTAIN	25
TIRE TRAVERSE	26
TRAFFIC JAM.....	27
TRIANGLE TRAVERSE † <i>Modify for sixth grade students.</i>	27
TURNSTILES	28
UP AND OVER	29
WALL.....	30
WELCOME ABOARD.....	31
WHALE WATCH.....	31
Indoor Confidence Course Ideas	33

Instructional Goals

The instructional goals for students participating in the Confidence Course are to:

- Take part in activities which promote a positive self-image and cooperative, helping behavior among group members.
- Increase self-confidence and a feeling of accomplishment from one's efforts and achievements.
- Increase awareness of how one's physical and mental abilities can be vital resources for helping others and for group success.
- Develop and use initiative, resourcefulness, leadership, imagination, and creativity in dealing with mentally challenging situations.
- Promote feelings of trust, caring, and good fellowship among group members.
- Increase strength, agility, balance, and coordination in dealing with physically challenging situations.

General Guidelines and Operating Procedures

As an instructor on the confidence course, you are responsible for providing your group with as successful an experience as possible. You can accomplish a great deal toward this goal by being aware of what directions and precautions you need to take as an instructor and knowing what's expected of participants. First and foremost, you must ensure the physical safety of each person. If you are safety conscious and emphasize safety from the beginning, you will minimize the possibility of injury and instill confidence in the group. A feeling of physical security will allow each member and, in turn, the group to operate more freely and, perhaps, venture more in situations where they normally would hold back.

The following guidelines will help you provide for the safety of your group.

- **Groups will adhere to the ratio of 1 certified instructor to 10 participants.** This ratio was established based on recommended guidelines.
- Establish the fact that safety is important and that you will not allow anyone to do something which might injure self or others. Emphasize that there is no running or jumping on any event. (*There is one* limited exception to this, and it is explained in the description of the WALL.)
- Ask group members to remove their articles of jewelry (dangling earrings, bracelets, etc.) and items from pockets (combs, brushes, keys, and pencils) that could cause injury.
- Check the area in which each event will take place. Remove rocks, branches, glass, and other objects that are potentially dangerous.
- Check all ropes and cables for signs of wear or vandalism before using.
- Demonstrate individual events and simulate a fall or two to emphasize the need for alertness and the importance of spotting.
- Be sure spotters are properly placed and that they are paying attention to the task at hand. All participants who are not actually doing the event should be spotting.
- Point out the difference between spotting for a person and actually holding on and providing support. The feeling of accomplishment is much greater if an event is done without physical support.
- Be aware of the effects of weather on events that may become slippery and dangerous, e.g., balance beams or tire traverse. Skip these if their safe use is questionable. If you are uncertain if an event is safe, a good way to decide is to do it yourself with a spotter in position.
- Avoid activities that are dangerous because they are beyond the group's ability. Stop an event if the group is getting out of hand or not paying attention. Do not get carried away by the group's enthusiasm. Always use good common sense.
- Avoid the idea that the events are competitive. The objective for each event is to have everyone succeed.
- Have participants count off for individual events. Start with a different number sometimes.
- Allow the group time to solve the problem on its own. You may already know a better way but you will minimize the group's feeling of achievement by imposing your solution.
- Be a good model in all that you do from picking up litter to providing encouragement.

Confidence Course Activities

Initial group activities:

Trust Circle
Name Game
Mail Call

Group activities requiring cooperation and team work but small amount of trust:

All Aboard	Hand Scramble	Team Juggle
Alligator Crossing	Hula Hoop Pass	Traffic Jam
Canyon Crossing	Marching Machine	Turnstiles
Canal Conundrum	Reactor Reload	Welcome Aboard
Chute Out	Roly-Poly	Whale Watch
Double Dipper	Silent Line-up	3-D Spider's Web

Group activities requiring a high amount of trust, communication and team work:

Electric Fence	Magic Carpet	Wall
Giant Spider's Web	Moon Walk	

Activities involving few people and requiring communication and cooperation:

Cable cooperative	Cooperation
Pass and Go Balance Beam	Triangle Traverse

Individual activities promoting self-confidence and/or trust in others:

Balance Beam	Tire Mountain
Bosun's Chairs	Tire Traverse
Electric Fence	Up and Over
Swinging Balance Beam	Funnel Tunnel

Individual activities requiring high degree of self-confidence and/or trust in others:

Fidget Ladder

Inclement Weather Activities

Confidence course activities may continue during bad weather, UNLESS thunder is heard or lightning is seen, as long as the weather does not inhibit providing a safe environment for the participants. In case of bad weather during your group's confidence course time, there are many events and activities that may still be used and/or modified; and there are many activities that can be used indoors.

Note: All events need to have the proper precautions taken to ensure absolute safety.

Outdoor Activities that may be used with caution during inclement weather:

All Aboard	Reactor Reload
Alligator Crossing	Traffic Jam
Giant Spider's Web	Trust Circle
3-D Spider's Web	Whale Watch
Marching Machine	

Indoor Activities

Cooperation	Mail Call
Hand Scramble	Silent Line-up
Hula-Hoop Pass	Team Juggle
Name Game	Mushroom Patch

Sequence of Activities and Safety

Properly conducted activities on the Confidence Course promote trust and caring among group members and provide opportunities for personal growth. For this to occur, it is necessary to plan carefully not only the specific events but also the sequence. The instructor's role is to provide physically safe and challenging experiences and do whatever is necessary to assure psychological success.

Some group activities seem to foster group spirit better than others. It is important that the day's activities begin with such events. This leads to the group's support for individual members later when they are trying an event by themselves.

Two common mistakes are to move into the individual events too quickly, and to spend too much time on them. This is often a detriment to the growth of the total group. Generally speaking, using three group activities for every individual activity works well the first time on the course. The 25 percent of the time spent on individual events should be scheduled near the end of the total experience. The reasoning behind this 3-to-1 ratio is that during the group activities, the whole group is pooling its resources toward one common goal, everyone is involved, and the group is being united. On the other hand, an individual event requires the other members of the group to wait their turn. While the rest of the group is waiting, they are spotting and, ideally, are vicariously sharing in and supporting the performance of the one active member. This support is strongest when groups have had a chance to solve problems jointly and consequently empathize with each other. By starting with a series of group activities, the students have the opportunity to build group identity that promotes group support for individual members.

Typically, groups start with an initial group activity, such as the Name Game, followed by the Trust Circle. Whether or not the Name Game is used, the Trust Circle should always be the first physical event undertaken. This is because it not only begins to develop trust and confidence among group members but also teaches them spotting techniques they will need to use in many subsequent events. The Trust Circle should be followed by group events requiring little mutual trust and, eventually, by events that require a great deal of trust. During the time of minimum skill, low-trust events, the instructor must evaluate the group in terms of what event to move to next. If, in the instructor's judgment, the group cannot safely meet the demands of a particular event that would naturally follow, then that event should be deferred until the group can safely undertake it. No event should be attempted unless the instructor feels that the actual risk is virtually nil.

The instructor must know the individual events thoroughly in order to evaluate which ones are suited to the group's level of readiness. For example, the Wall, a physically demanding event, should never be the first group event because the members are generally at a low level of group identity and the instructor has not had enough experience with the group to evaluate their ability adequately. In order to establish the desired foundation of trust and cooperative behavior, the sequence of events must be carefully planned and carried out.

Exit Card Assessment Question: To determine what your students have learned after their Confidence Course experience, you can use this exit card question. Materials are found at each site to collect this data.

**Now that you have completed the confidence course, how would you define communication?
Journal connections can be found on our website to help students reflect on their experiences.**

Group Processing

A confidence course experience is almost always looked back on as fun. Frequently, students also remember specific things they learned. A day of confidence course activities overflows with opportunities to learn and a good instructor will take advantage of them. It is easy for students to see the things that have happened that have been fun but frequently may be unaware of their, or a group member's, role in many of the successes of the day. For that reason, it is important for the group leader to take time to help the group maintain an appropriate level of self-awareness. This can be done by processing the day's experiences as a summary activity at the end of the day or, better yet, as an ongoing process throughout the day.

The leader can help the group process its experiences in stages throughout the day by stopping periodically and allowing participants to work through their experiences verbally. The needs of the group determine the frequency of discussion sessions. Groups that are having a rough time may need to stop at each step in an activity while other groups may need only a wrap-up at the end of the day. The leader's responsibility is to help group members become aware of what the group is doing and what each individual's role has been, not to be the director or the reporter of progress. As with any learning experience, students will remember more if they discover it for themselves.

Getting the participants talking about the activities can be done many ways. Sometimes their excitement runs so high that it's difficult to get them to stop talking. The first guideline here is to provide an atmosphere in which each member feels safe. Group members will not risk sharing their feelings until they feel relatively secure. For that reason, discussions are often slow to start. As the helper, the leader provides for the group's security by laying out ground rules for discussion in much the same manner as rules for physical safety. Here are suggestions:

- All discussions take place in a circle so each person can see all other group members. One person speaks at a time. The group leader determines who speaks next.
- The group leader has the responsibility to follow the discussion and redirect or stop it if it becomes destructive.
- Everyone has the right to express feelings. This should be done in positive terms so as not to be viewed as a put-down.

The leader/helper must remain in control to maintain the necessary assurance of safety. The amount of structure imposed will vary from group to group. The leader needs to evaluate the group initially and decide on the level of structure. It is much easier to begin with a high level of structure and loosen up than vice versa.

A simple way to get discussions started is to have each group member make a positive statement about the previous activity. It can be as specific as a statement of another person's contribution. In any case, every person should participate. A person can be allowed to pass initially but should come up with an idea before the group goes on. To help out, it is sometimes feasible to allow other group members to make suggestions. Another way of getting started is to have members list in order the steps they took to accomplish the task given them in the preceding event.

As the group becomes accustomed to these discussions, the leader will probably have less to do to get things started as members take the initiative. If discussion rules are enforced, more risk taking will occur and more meaningful things will be said. It is possible, at this point, perhaps to allow the group to deal with sensitive issues such as how to involve a reluctant or fearful person, what kinds of feelings evolve when one person takes over, or what to do when a person fails.

Discussions that help individuals become more aware of what is taking place within the group increase the potential for learning. Every group is different and the group leader must evaluate and provide support as necessary. The overriding concern, however, is always safety, both physical and emotional for all participants, to encourage them to venture in activities and discussions.

Confidence Course as a Human Relations Activity for Staff

The Montgomery County Board of Education requires that one and one-half days be devoted annually by all staff members to human relations issues and activities.

The Confidence Course provides a vehicle for school and office staffs to participate in a series of activities that can be used to stimulate and improve human relations. Because of the variety and number of activities available, the confidence course can serve a wide spectrum of audiences and objectives. Even though the majority of users of the course are students between the ages of 11 and 17, there are many activities that can be used by any age group. It is very easy to alter the sophistication of certain activities to accommodate diverse participants. The physical difficulty of some events also can be modified to suit the ability and interest of the group.

The Confidence Course activities that lend themselves to human relations experiences are basically group oriented. They are designed to encourage and foster group interaction and to promote feelings of trust and caring among group members. Participants are exposed to situations where they may develop and use initiative, resourcefulness, leadership, imagination, and creativity. This occurs by providing each group with a series of problems or challenges to work through. These problems require the group to work together to arrive at a solution that can be reached only after the group has processed ideas posed by different members. Solutions always involve every group member and the physical manipulation of props and/or group members. It is not unusual for a group to have to cope with some frustration and initial failure, or attempt several solutions, before achieving success.

Because these activities are carried out at the Smith Center and the problems the groups encounter do not relate directly to the problems that arise during the regular work day, the problems are non-threatening. This allows all participants to feel safe and become involved. Inhibitions that exist are often forgotten and group members find themselves learning new things about colleagues, and making new friends of people they have worked with but known only superficially. Moving to a neutral site and working with new problems often allows group members a chance to see a different side in a person who has earlier caused them problems or created negative images. Many times people who have not gotten along or been able to relate well in a work situation find their opinions changing and realize that it really is possible to work together with a seemingly difficult person in order to reach a common goal. The Confidence Course allows for a tremendous amount of flexibility in planning for a group. Activities can be set up to be general enough for an entire staff or specific enough to meet the needs of a small working unit. Smith Center personnel can help a school plan for activities that fit its staff's needs and desires.

For more information, contact the supervisor of outdoor environmental education programs at the Smith Center, 240-740-1404

Activities at Skycroft and Camp Letts

The following activities are available at Skycroft and Summit Lake and are the only activities at those sites that are covered by MCPS’s Confidence Course Certification.

Permanent Installations

<u>Skycroft</u>	<u>Camp Letts</u>
Wall All Aboard Up and Over Whale Watch Fidget Ladder Spider Web Welcome Aboard Pass & Go Balance Beam	Welcome Aboard (“Tarzan Swing”) Whale Watch Spider Web (Vertical) Spider Web (Horizontal-Charlotte’s Web) Triangle Traverse (Tension Traverse) Balance Beam All Aboard (“Swamp Crossing”) Swinging Balance Beam

Activities Available at All Sites

- Trust Circle
- Hand Scramble
- Alligator Crossing
- Marching Machine
- Traffic Jam
- Reactor Reload
- Team Juggle
- Mail Call
- Turnstiles
- Hula Hoop Pass
- Name Game

Warning: If you use a piece of equipment that is not on this list and a student is injured, you are liable.

Descriptions of Activities

**** TRUST CIRCLE (ESSENTIAL) ****

Participants stand in a tight circle, facing in, with one person in the center.

Performance Objective: To stand in the center of a circle, fall, be caught, and then be moved around the circle by the members of the group.

Instructions to Participants:

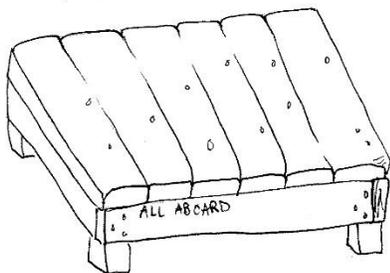
- One at a time, participants will stand in the center of the circle with feet together, arms folded, body rigid, and then fall back. Members of the group will catch you and then **gently** push you in another direction where other members will catch you.
- Form a tight circle.
- In the circle, place your hands about chest high with palms forward. Stand with feet apart, one in front of the other.
- The person in the center may start with eyes open but, after feeling some confidence in the group, should close them.
- This will be repeated until all members of the group have a chance to be in the middle long enough to develop confidence and trust in other members of the group. The instructor decides how long each person should stay in the circle.

Safety Procedures and Teaching Hints for Instructor

The instructor should demonstrate what is expected of other participants and see that everyone is following directions properly.

- Do not allow the participant in the middle to start until you are sure everyone is ready. Have them say, "**FALLING!**" or "**SPOTTERS READY?**" before starting.
- Make sure the person in the middle remains rigid and keeps their feet together. If the person has difficulty falling, have the group move closer, even touching the person if necessary and then move back as confidence builds. Or, have the unwilling participant fall towards you to get the feeling of falling.
- Do not allow the person in the middle to be passed around too quickly.
- Maintain a serious attitude within the group. Stop the activity if the group stops following directions or gets silly. This event sets the tone for all subsequent activities and it is most important that it be properly conducted.
- In stressing the importance of conducting this event properly, you might explain that its secondary purpose is to learn spotting techniques that will be needed in carrying out other events.

ALL ABOARD



This event has one 2' x 2' board or a tree stump of about the same size not more than 1' high.

Performance Objective: To get all the participants on the board or stump for at least 10 seconds.

Instructions to Participants:

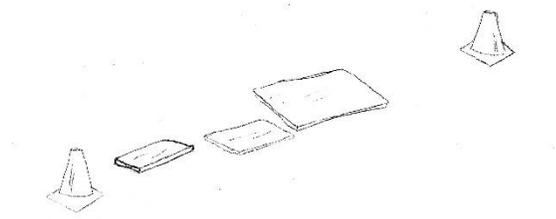
- All participants must get on the stump at one time and be stable for 10 seconds.
- Instructor will determine the length of time and count the seconds aloud beginning when all feet are off the ground.

- Everyone must be in contact with the stump. Carrying participants and stacking bodies is not allowed.

Safety Procedures and Teaching Hints for Instructor:

- If not on the board, members of the group will spot as other members get aboard, after which the instructor has the sole responsibility for spotting.
- Members should be instructed to step down carefully and quickly at the end of the event. Also, participants should be cautioned to step down carefully after losing their balance so as not to cause the whole group to fall.

ALLIGATOR CROSSING



This event consists of two square plywood boards that are placed 25' apart to represent the banks of an alligator-infested swamp. Boards of different lengths (1.5', 2', and 2.5') are used to represent supplies of food, tents, and medical equipment.

Performance Objective: To transport the group, all at one time, across the "swamp" using only the boards.

Instructions to Participants:

- The entire group must cross at one time, using the boards.
- The boards, or supplies, must also be transported from one side to the other.
- Participants must be in contact with a board at all times while in the swamp. If anyone falls or steps into the swamp, the group must start over.

Safety Procedures and Teaching Hints for Instructor:

- Do not allow participants to climb onto shoulders or backs.
- Watch the group closely to determine the best place to spot to prevent the group from falling if balance is lost.
- The activity may be altered to best suit the group. The swamp may be widened or narrowed depending on the group's ability. Add a board if the group is too large (nine or more).

BALANCE BEAMS

The beam is a zigzag in three sections, 24' long and 1.5' off the ground.

Performance Objective: To traverse the length of the beam without falling off.

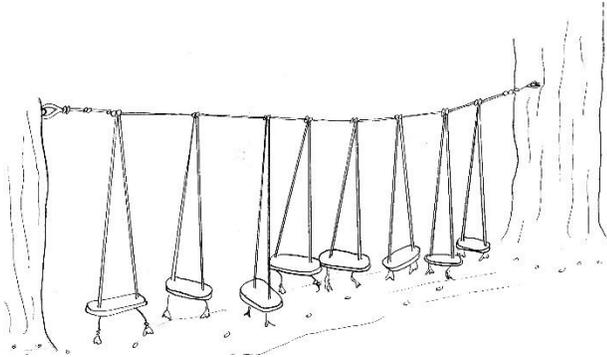
Instructions to Participants:

- Each participant must walk upright from one end of the beam to the other.

Safety Procedures and Teaching Hints for Instructor:

- Instructors should assist the participant getting on and off the beam. Do not allow jumping on or off the beam.
- Spotters should be on each side of the beam and should stay with the participant as they move along the beam.
- To make the zigzag balance beam more challenging, two participants can begin at opposite ends and pass each other without stepping off. Remind spotters not to pass but to return to the starting point with the other participant.

BOSUN'S CHAIRS



This event consists of pre-drilled wooden blocks (3-1/2" x 12" x 1-1/2") suspended by a rope hanging from a cable, 8' to 10' high, that is attached to two trees. There are from six to ten blocks which vary in distance from the ground.

Performance Objective: To travel from one end of the event to the other using only the Bosun's chairs.

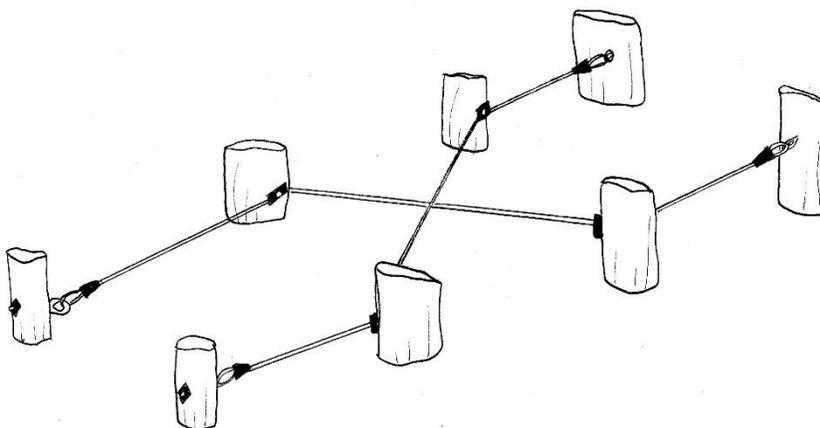
Instructions to Participants:

- Each member must traverse the Bosun's chairs, standing in them.
- Hands should be used to hold onto supporting ropes but not the cable.
- Spotters should keep hands in front of themselves at all times for their own protection.
- They should be extremely alert and prepared at all times to spot or protect themselves from flying Bosun's chairs and/or feet.

Safety Procedures and Hints for Instructor:

- Half of the team should spot in front of the participant on each side, and the other half of the team should spot in the back on each side, moving with the participant.
- Spotters may assist participants on and off chairs. As the participant leaves a chair, hold it to prevent injury to spotters.
- Instructor may shorten this event by reducing the number of chairs used.
- Only one participant should cross at a time.

CABLE COOPERATION



This event consists of eight posts about knee-high with two steel cables strung from one to the other in a particular pattern.

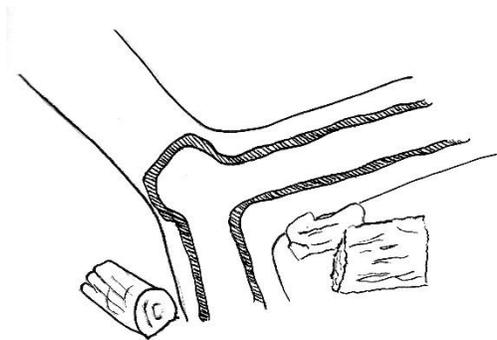
Performance Objective: For two persons to stand on cables with only hands touching and walk sideways from one end of the cables to the other as far as they are able.

Instructions to Participants:

- Two persons walk along the cables opposite each other and stand on the posts at the wide end.
- Start at the end where the cables are closest together, lean forward and touch only the person's hands. Don't lock fingers with your partner but keep palms flat.
- Participants should lean forward with their entire bodies, trusting their weight to their partner. This is essential at the wide end of the event.
- If you fall, get on again in the same place and continue from there.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should stand behind each participant.
- You should spot from the middle of event ahead of participants. Another spotter should follow participants on inside of cables.
- Standing on the posts at the end is easier to accomplish if participants push off firmly from each other at the count of three. Demonstrate this if participants have difficulty.
- At the wide end, spotters should position themselves to catch the participants if they fall inward.

CANAL CONUNDRUM

This event consists of a 2 foot wide path painted on blacktop. Total length is about 25' with a bulge in the middle.

Performance Objective: To exchange places at either end of the canal without passing each other anywhere except in the wide water section.

Instructions to Participants:

- Divide the group in half with each half standing at one end of the "canal" facing the other half.
- Thinking of each person as a separate boat, each sub-group will exchange places with the other sub-group.
- The only place "boats" can pass is at the wide water section of the canal.
- Only one "boat" can be in the wide water section at a time.

Safety Procedures and Teaching Hints for Instructor:

- No spotting is necessary, but remind participants to stay in the canal as they discuss a solution.
- If the group is having difficulty, ask, "What could be accomplished if one boat were in the wide water area and all the other boats moved to one end?"
- Instructor should clarify the meaning of conundrum (riddle or puzzle).

COOPERATION

Participants sit back to back with arms linked at the elbows with their partner(s).

Performance Objective: To go from a sitting position to a standing position with different numbers of participants.

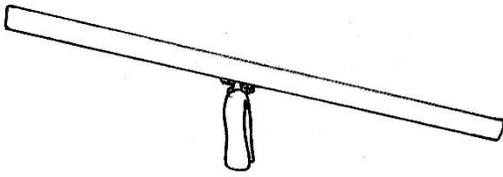
Instructions to Participants:

- The object is to sit back to back, link arms at the elbows with the person behind, then rise to a standing position.
- Feet should be close to the buttocks and firmly planted on the ground.

Safety Procedures and Teaching Hints for Instructor:

- Participants should remain sitting upright while executing this event with backs firmly pressed together.
- Partners must be of equal size and weight. Do not allow either person to lift the other.
- More than two people may participate in this activity. A new member may be added to the set each time the activity is performed, going from groups of two to groups of three, then four, etc., until the entire group tries to stand at one time.

DOUBLE DIPPER



This event consists of a 2"x12"x12' board attached in the center to a 2' fulcrum (like a seesaw).

Performance Objective: To get half of the participants (up to six) to stand on the board and balance it for at least ten seconds.

Instructions to Participants:

- The object of the event is to balance the board with half of the group on it for ten seconds. The other half will spot.
- Step onto the board and get everyone on before trying to balance the board.
- The instructor will count the seconds aloud starting when the board appears to be balanced with the group on it.
- Get off the board slowly at the low end only after the instructor gives you a signal.

Safety Procedures and Teaching Hints for Instructor:

- Spot from one end of board where, if necessary, you can control it and see both ends. When the board appears to be balanced, start counting aloud with the number *two*.
- Do not hold the board except when the event is completed and participants are getting off.
- Position half of the participants around the perimeter of the board as spotters.
- **Remind participants not to jump off the board.** The whole group should move to the low end and walk off carefully after the activity is finished.
- If the group is having difficulty, suggest that only one person move at a time.

ELECTRIC FENCE



This event consists of cotton string secured between two trees 3 - 4 feet above the ground, and a sturdy 8' pole.

Performance Objective: To transport a group over an "electrified" wire or fence, using only themselves and an 8' pole.

Instructions to Participants:

- All members of the group must go over the fence, landing gently on the other side--**no jumping**.
- No aids are to be used except the pole and members of the group.
- An "**electric field**" extends from the wire to the ground and cannot be penetrated.
- The two support trees holding up the fence cannot be touched.
- If participants touch the fence they are "**electrocuted**" and must attempt the crossing again Any person touching someone who touches the fence must also return for another crossing.
- If the pole touches the fence, all those in contact with the pole are "**electrocuted**" and must attempt another crossing.

Safety Procedures and Teaching Hints for Instructor:

- Make sure that the electric fence is made of cotton string that breaks easily.
- Spotters should be on each side of the fence.
- The spotters on the finishing side of the fence may assist people coming over the fence *after* they have crossed the fence.
- Jumping, running, pole vaulting, or throwing the participants over the fence is not allowed.
- You can best supervise this activity by standing near the fence on the finishing side and spotting the participants on both sides of the fence. It may be necessary to temporarily stop the event if there are not enough spotters on either side of the fence

FIDGET LADDER

NOTE: MUST BE REQUESTED IN ADVANCE AND SET UP BY SMITH CENTER STAFF.

THIS IS AN ADVANCED ACTIVITY

This event consists of a hammock-shaped rope ladder 18' long with rungs about 1' apart It is suspended between two trees, one end 2' above the ground, the other 9', and attached so it can swivel.

Performance Objective: To climb from the low end to the high end of the ladder.

Instructions to Participants:

- The object is to stay on top of the ladder and climb to the top rung.
- Use only hands and feet to climb on the ladder, placing them at the end of rungs.
- If the ladder does flip, spotters will steady it and assist participant in getting back on.
- When dismounting, participant should choose which side to roll off and then roll gently in that direction.

Safety Procedures and Teaching Hints for Instructor:

- Steady the ladder while the participant is getting on. The instructor should spot at the participant's head and keep a hand loosely on the ladder to keep it from flipping.

- A few falls are generally experienced before a participant gets a feel for the ladder.
- Spotting is not feasible, or necessary, at the low end of the ladder but spotters should be placed on either side of the upper half of the ladder. They should stand sideways with arms extended toward the ladder with palms upright. Caution spotters to be alert for flying feet.
- Keep in mind that this can be a very difficult and frustrating activity and should be attempted only with a good humored group which may not feel sufficiently challenged by many of the other activities.
- Difficulty may be increased by tightening the rope at the lower end of the ladder.

FUNNEL TUNNEL

This event consists of a funnel-shaped cargo net suspended from a 15' high platform.

Performance Objective: To climb the inside of the funnel and emerge from the top.

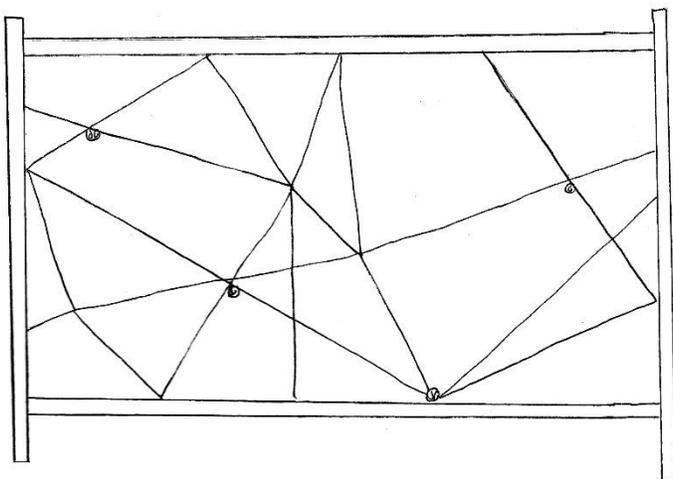
Instructions to Participants:

- Participants will climb inside the funnel and emerge from the top onto the platform.
- Group is to spot around the funnel Two members can be at the top to help spot climber as he/she emerges.
- Once the climber is up about 3 feet, 4 group members are to reach through the funnel, grab the bottom rope across from them and pull tightly to themselves This will 'seal' the bottom in case the climber slips/falls.
- Climbers need to take care as they emerge from the funnel and get set on the platform.
- Climbers come down stairs and help spot.

Safety Procedures and Teaching Hints for Instructor:

- Caution climbers to have 3 points of contact (2 hands/one foot; 2 feet/one hand) at all times.
- Spotters keep eyes on climber at all times.
- Instruct climbers to use their legs to stand instead of arms to pull.

GIANT SPIDER'S WEB † *Modify for sixth grade students.*



This event consists of light string intertwined to form a "web" between two trees 6' apart. The web has various sized "holes" with bells attached at various points.

Performance Objective: To move participants through the web without ringing the bell that would awaken the 'giant spider.'

Modification: Sixth graders may use this with MINIMAL LIFTING. Only those openings that are chest high or lower should be used and extreme care and direction should be given to participants. Bottom openings might need to be used twice.

Instructions to Participants:

- All participants must pass through the web one at a time without ringing a bell.
- If a bell rings, group must start over.
- Each hole may be used only once.
- Trees may not be touched.
- No one may go over or under the web.
- Participants should help each other through the web without touching strands. Once through, they may not return to the other side.

Safety Procedures and Teaching Hints for Instructor:

- Supervision in the beginning is best done from the side opposite the group; then from the other side when half the group is through.
- All participants should help in spotting or supporting the person going through the web.
- The group should decide which holes each participant will use and then count off the order in which each will go through the web.
- Instructor may decide that holes may be used more than once.
- The instructor should always support and spot the neck/upper torso any time a participant is lifted from the ground.
- When lifted from the ground, a participant must enter a hole feet first.

HAND SCRAMBLE

Participants stand in a tight circle placing both hands in the center to link with other members thus forming a knot.

Performance Objective: To untangle a small circle of people and form a large circle without losing contact with hands.

Instructions to Participants:

- Face inward and form a tight circle.
- Place your right hand inside the circle to join with another person's right hand (shake hands).
- Place your left hand inside the circle and join with a person other than the one whose right hand you are holding.
- The group has to untangle itself without losing contact between hands. This can be done by going over or under arms.
- Hands must remain in contact but they can be pivoted.

Safety Procedures and Teaching Hints for Instructor:

- Advise participants to reach over the top with their left hand.
- When a participant steps over arms, steady the person stepping and caution to move slowly.
- Pay close attention to moves being made by participants to prevent wrists, elbows, and shoulders from being twisted Encourage participants to anticipate how one move affects subsequent moves.
- To determine if one large circle can be formed, designate one person to squeeze the right hand of the person whose hand is being held They, in turn, should squeeze the left hand of the person whose hand they are holding, etc When the left hand of the person starting is squeezed, one large circle can be formed if all hands have been squeezed.
- If there is an odd number of people, join the leftover right hand and the leftover left hand.

HULA-HOOP PASS

This event consists of a circle of participants holding hands, and 2 or more Hula-hoops.

Performance Objective: To have participants pass the Hula-hoops all the way around the circle without letting go of hands.

Instructions to Participants:

- Participants arranged in a circle holding hands.
- Participants need to pass the Hula-hoops completely around the circle, ending at the starting point.
- For an added challenge:
 - Participants cannot use fingers.
 - Have Hula-hoops go in different directions.

Safety Procedures and Teaching Hints for Instructor:

- Have student support each other as they figure out techniques for passing.
- Have students take care not to smack each other as they pass Hula-hoops.

MAGIC CARPET† *Modify for sixth grade students.*

Participants line up in two rows facing each other with forearms extended to support one person in a prone position.

Performance Objective: To lie backwards on the hands of the group and be elevated and moved in a circle.

Modification: Sixth graders may not lift participant above chest level.

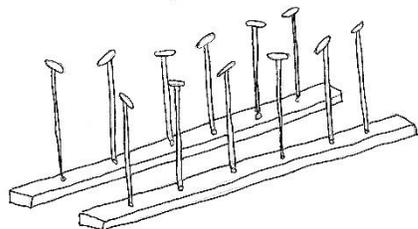
Instructions to Participants:

- The group should form two lines facing each other about two feet apart.
- The instructor will select one person to stand at the end of the line with their back to the group.
- As the person leans backward, the people in the two lines should extend their hands, lift the person from the ground to an elevated position over their heads, and walk in a clockwise circle.
- When the person has been taken 360 degrees, stop, and lower participant to the ground, feet first.

Safety Procedures and Teaching Hints for Instructor:

- After each person has been raised in the air, stand at the end of the two lines where you can support the participant's head.
- Start with a lightweight person and, as confidence builds, select heavier ones.
- For especially heavy people, it may be beneficial to arrange the lines with the strongest participants in the middle or upper end of the line where more weight is concentrated

MARCHING MACHINE



This event consists of two boards, 8' long with seven to ten ropes with peg handles attached about one foot apart on each board.

Performance Objective: To move together as a group from one point to another with no feet touching the ground.

Instructions to Participants:

- Using the two boards, the group must march from one point to another.
- Everyone must stand with one foot on each board facing the same direction.
- Feet must be in contact with the boards at all times.
- All ropes and handles must be held.
- If there are more participants than handles, use extra participants as spotters.

Safety Procedures and Teaching Hints for Instructor:

- Spot from the front in case the first person falls. A second spotter is very helpful at the rear of the machine.
- One can adjust the length of the rope by winding it around the handle, **not around the wrist.**

MAIL CALL

This event is an excellent whole group warm-up activity. It consists of markers for participants to stand on. Participants are arranged in a circle with one participant in the center.

Performance Objective: To get participants moving and to become more familiar with other members of the group.

Instructions to Participants:

- Have participants arrange themselves in a circle, standing on their marker.
- Instructor starts off activity in the center.
- Participant in the center chooses something in common with the other participants and says: "Anyone who is/has..., you've got mail."
- If the category fits a participant, they must leave their marker and find a new one to stand on. They cannot move to the marker on either side of them unless that marker is the only one left, nor can they return to their own marker. The goal is to find a new marker.
- Participant who does not find a marker is the new center person and chooses a new category.
- No pushing, diving, sliding.

Safety Procedures and Teaching Hints for Instructor:

- Caution participants about running into each other
- Discuss with participants the types of categories – those with visible components (clothes color, sneakers, glasses, etc.) and those without visible components (siblings, movies liked, sports, travel, etc.) Those categories without a visible component will give participants insight into each other and let them learn things that they cannot know just by looking at each other.
- If participant has already been the center person, choose a member of the group who has not been in the center.

MOON WALK

This event consists of a 10' wooden A-frame with the bottom bar one foot from the ground. Ten 15' ropes are attached to the top.

Performance Objective: To "walk" a teammate that is standing on the bottom bar of the A-frame using ropes attached to the A-frame.

Instructions to Participants:

- All participants but one will take a rope and position themselves around the A-frame, holding it upright.
- Each participant, one at a time, will stand on the bottom bar of the A-frame as her teammates "walk" it forward five steps.
- All ropes must be held. None should be dragging.

Safety Procedures and Teaching Hints for Instructor:

- Spotting is best done near one leg of the A-frame and slightly to the rear.
- Members of the team may switch places on the ropes if it is determined that extra strength is required in a critical position.

NAME GAME

Participants are in a circle facing each other.

Performance Objective: To be able to name all the members in a group.

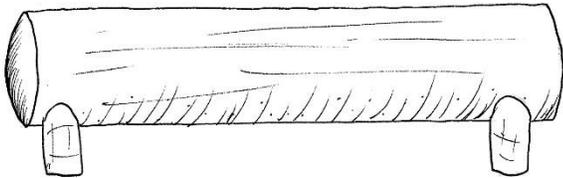
Instructions to Participants:

- The object is to learn the names of everyone in the group.
- Form a circle facing in, either sitting or standing.
- Beginning with the instructor, everyone says their name and a word to associate with it (Jeff the ref), a country or state (Maryland Maude), an animal (Harry the hawk), or anything of your choice.
- Continue around the circle until all participants have had a chance to introduce themselves and repeat all names and associations of the people before them. The instructor should repeat all names at the end.

Teaching Hints for Instructor:

- Introduce yourself first with appropriate word association.
- If anyone in circle can't rhyme their name or think of an association, have the rest of the group help out.

PASS AND GO BALANCE BEAM



This event consists of a horizontal pole about 12" in diameter and 30' long secured on posts two feet above the ground.

Performance Objective: For two members of the group, starting from opposite ends of the beam, to walk toward each other, pass near the center, and continue to the other end without falling.

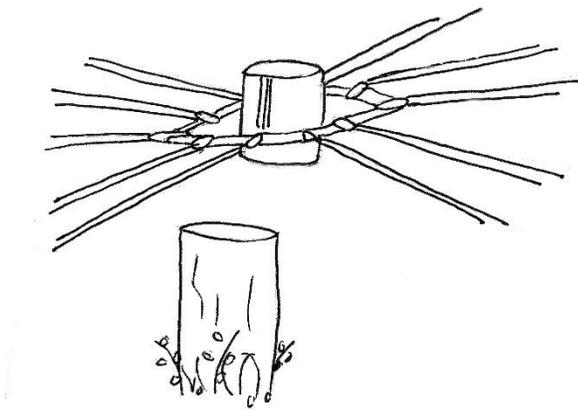
Instructions to Participants:

- Starting at each end of the beam, two participants will walk to opposite ends of the beam.
- Participants must use only each other for help in passing.
- Participants' feet must not touch the ground--if they do, the participants must begin again.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should be on each side of each participant and move along with them.
- Participants should be helped on and off the beam.
- ***As participants pass each other on the beam, each set of spotters should remain in place***, returning with the other participant to the same end of the beam.
- Let each set of participants decide the best method of passing each other on the beam.

REACTOR RELOAD



This event consists of two pedestals, each one foot high and placed 9' apart. A large can is placed on each pedestal. One can is at least half full of "radioactive" water. An octopus-like device, with ten arms made of rope, is attached to an expandable inner circle made of a bicycle inner tube. Each arm is 6' long with a handle on the end.

Performance Objective: To transfer the "radioactive" water from one container to the other without spilling any or getting within 5' of the water, using only the octopus-like device.

Instructions to Participants:

- The team must use the octopus-like device to lift, carry, and pour the water from one can into the other without spilling any.
- Form a circle with each member of the team holding at least one arm of the octopus-like device. No arms should be left dangling.
- Hands must remain on the handles throughout the event.
- Do not stand within 5' of the can of "radioactive" water.
- Participants may change their positions as long as they remain 5' away from the can.
- The empty can should be put back on the empty pedestal and released at the end of the event.
- The octopus-like device should be left with arms spread out in a circle on the ground for the next team.

Safety Procedures and Teaching Hints for Instructor:

- Encourage participants to consider how they are going to accomplish each aspect of the event before beginning.
- If water is spilled, refill the can and begin the event again (A large bucket of water is kept nearby to refill the can when necessary.)
- Small round objects can also replace water as "radioactive" fuel.

ROLY-POLY

This event consists of one 4'x8' sheet of plywood with five holes cut into the wood large enough for five large balls to settle. There is a short wooden lip around the plywood sheet.

Performance Objective: To maneuver the board until each of the five balls is balanced in a hole.

Instructions to Participants:

- The entire group must lift the roly-poly board off the ground.
- By raising and lowering edges of the board, the group must maneuver the balls until all five are lodged in holes.
- All group members must have both hands on the edge of the board.
- You may not touch the balls with any part of your body or blow on them.
- If any ball falls off, the instructor will replace it.
- Begin with one ball and, as the group gets the knack of how to do it, place the other four balls on the board.

Safety Procedures and Teaching Hints for Instructor:

- Encourage the group to communicate and cooperate. A little movement can make the ball roll fast.
- As the group gets involved, participants may have a tendency to keep raising the board and, eventually, the shortest people will be left out. Remind them to lower the board if this happens.

SILENT LINE-UP

This activity has students line up silently.

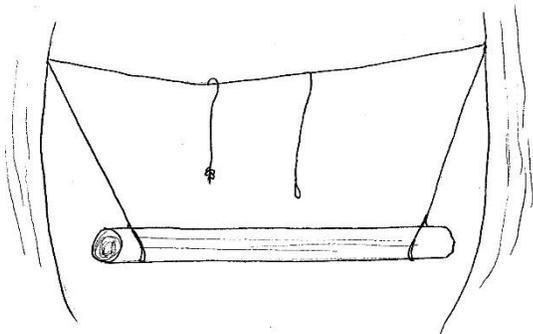
Performance Objective: To have students line up without communicating verbally.

Instructions to Participants:

- Participants are to line up without making a sound, and cannot mouth words/letters/numbers, etc.
- Participants can use any resources they have with them.

Safety Procedures and Teaching Hints for Instructor:

- Variety for line-up: alphabetical, birthdays, home street name, etc.
- For more difficulty – don't tell them which is the beginning and ending point; let them figure it out – silently!

SWINGING BALANCE BEAM

This event consists of a horizontal log 10" to 12" in diameter, 10' to 14' long and 1' to 2' off the ground suspended between two trees by ropes.

Performance Objective: To walk from one end of the beam to the other without falling off.

Instructions to Participants:

- Each member of the group will attempt to walk the beam from one end to the other. Ropes are available to enhance stability if needed.
- At the end of the event, slowly step off the beam.
- Half of the team should be spotting on one side of the beam and the other half of the team should be on the other side, moving along the beam with the participants. Spotters must be sure to stay with the participant.

Safety Procedures and Teaching Hints for Instructor:

- The participant should be spotted while getting on and off the beam. No jumping on or off the beam is allowed.
- Spotters should be careful not to interfere with the swinging beam or get between the beam and the tree.
- You should assist with spotting and be sure to keep spotters moving with the participant.
- If the beam is moving too much, you should stop it from swinging.
- When the participant gets off the beam, you should stop the beam from swinging.

TEAM JUGGLE (“KOOSH” BALLS)

This event consists of koosh balls tossed around a circle in a set pattern.

Performance Objective: To toss koosh balls around a circle in a set pattern without dropping them.

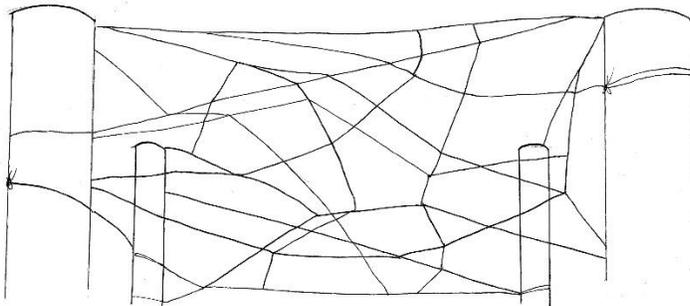
Instructions to Participants:

- Have participants form circle by holding hands and stretching out.
- Have one participant choose another that they are going to toss a koosh ball to.
- Have that participant then choose another, etc., until all participants are chosen and the last one chooses the participant who began. (No one is chosen twice.)
- Instruct group that a simple underhand toss and two-handed catch is the easiest way to complete the task.
- Group tosses the ball around the circle in the pattern chosen, ending with the first participant who hands it to the instructor.
- If the ball is dropped, start over.
- Once one ball is tossed around the group successfully, have group do two; then three; etc.
- If a ball is dropped, start over with that number of balls.
- No participant may have more than one ball at a time.
- All balls must be out before one can return to the first participant.

Safety Procedures and Teaching Hints for Instructor:

- Remind group that a simple underhand toss and two-handed catch is the easiest way to be successful.

3-D SPIDER’S WEB



This event consists of string intertwined to form a "web" between 4 trees/poles. The web has various sized "holes" with bells attached at various points.

Performance Objective: To move whole group, one at a time, into and then out of the web without causing a bell to ring that would awaken the 'giant spider'.

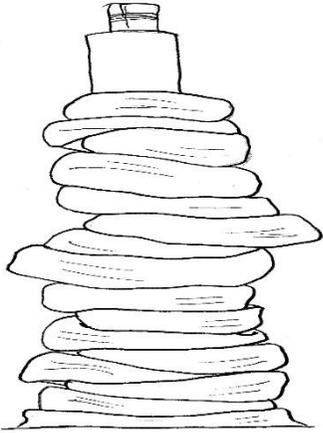
Instructions to Participants:

- Whole group must be in web before anyone can exit.
- Participants enter the web from any side.
- One participant moves at a time.
- If a bell rings, group must start over.
- Each hole may only be used once.
- Participants cannot use tree/poles for support.
- Participants should help each other through the web without touching strands
- Participants must exit from another side than that one entered from.

Safety Procedures and Teaching Hints for Instructor:

- Instructor may decide that holes may be used more than once.
- Variation: participants may only enter on one side, and may only exit another.

TIRE MOUNTAIN



This event consists of a 10' pole secured vertically in the ground. Tires are stacked over the pole all the way to the top. A "treasure" supplied by the teacher/school is located in a can at the top.

Performance Objective: To climb to the top of the stacked tires and retrieve one of the pieces of treasure without revealing what the "treasure" can hold.

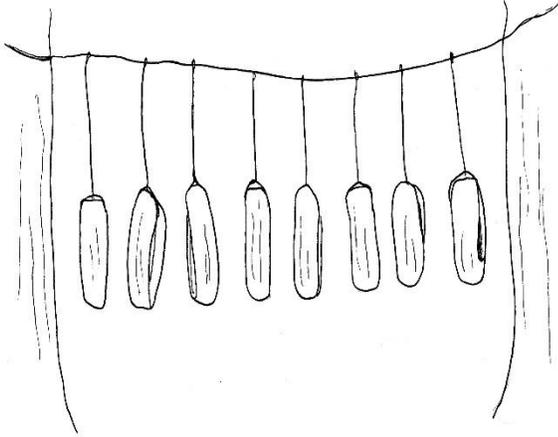
Instructions to Participants:

- The object of this event is to climb to the top of Tire Mountain one at a time.
- Once at the top, you must retrieve one of the pieces of treasure and climb down without revealing what it is.
- Climb down all the way to the ground **No jumping is allowed.**

Safety Procedures and Teaching Hints for Instructor:

- Do not allow this activity to begin until you have checked the top tires to see that they are secure.
- Instruct the participants to have three contact points at all times: two hands and one foot or one hand and two feet.
- Spotters should keep arms up, move with the climber, and be ready to break a fall.
- You should be standing directly behind participants, spotting and encouraging others to keep their attention on the climber.
- Encourage students to climb different "faces" of the mountain.
- If "treasure" is candy wrapped in paper, remind participants not to litter.

TIRE TRAVERSE



This event consists of used car tires attached by cables to a horizontal cable 12' high, stretched between two trees. The tires are spaced 3' to 4' apart and approximately 3' to 4' above the ground.

Performance Objective: Using only the tires, proceed from the starting point to the end.

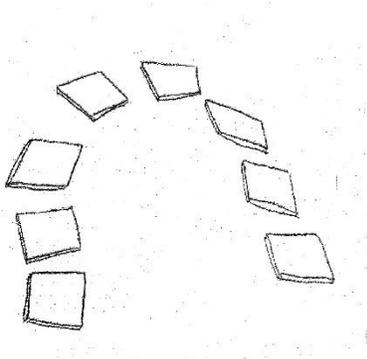
Instructions to Participants:

- One at a time, each participant will attempt to go from one end of the string of tires to the other without touching the ground.
- The horizontal cable may not be used.

Safety Procedures and Teaching Hints for Instructor:

- Spotters should be stationed on each side of the participant, some in front and some alongside.
- Be sure to spot the participant while climbing on and off the tires.
- Spotters should be alert to protect themselves from the swinging tires.
- Three different methods of traversing the tires may be used: stepping across the inside edges of the tires, stepping on top of the tires, and crawling through the tires.
- Caution participants to be careful not to get their feet stuck in the tires when using the first method.
- Another way to use this event is to have each participant sit on a tire and then attempt to pass an object, weighing about five pounds, from one end of the line of tires to the other. Only one hand may be used to pass the object. The other must be used to hold on to the rope.

TRAFFIC JAM



This event has seven to eleven one foot square plywood boards placed in a curved line at irregular intervals, ranging from 1' to 2'.

Performance Objective: For all students to exchange positions on the boards.

Instructions to Participants:

- All members stand on a square facing the middle square which is left empty
- Everyone on one side of the empty square must move to the other side of the empty square and vice versa.
- Two people should exchange places at one time with the help of other participants.
- Not more than two feet may be on the same square at the same time.
- If a participant touches the ground, or if more than two feet are on the same square at the same time, everyone must return to their original square and start again.

Safety Procedures and Teaching Hints for Instructor:

- Be sure there is one more square than there are participants. Remove extra squares.
- This is a good activity to use at the beginning of the course because it is low risk but begins to build trust by allowing a small amount of body contact when people are passing each other.
- If the group has to start over several times, have participants choose new squares so the same participants won't be monopolizing the action.

TRIANGLE TRAVERSE † *Modify for sixth grade students.*

This event consists of 1/2" cable strung around three trees to form a triangle Two balance ropes are tied to one tree and are long enough to be held by the participants as they traverse all three sides of the triangle.

Performance Objective: To walk on the cable around the triangle, passing participant who started in the other direction.

Modification: Sixth grade students should complete only the first 2 legs of the triangle.

Instructions to Participants:

- The object of this event is to walk on the cable, around the triangle, using the rope to help keep your balance.
- Two at a time participants will start on opposite sides of the tree with the ropes attached to it and begin walking.
- When participants come to the trees, they may use them to go behind or in front of them.
- As you move around the triangle, you will meet the other participant and work out a way to pass. Passing must take place on the middle leg of the triangle.

- A really important part of this event is spotting. At all times, there must be a spotter on each side of the cable. When the participants pass, the spotters should stay where they are and then spot for the other person as they return to the starting place. Spotters may not hold onto the participants to help them walk but may encourage them verbally.

Safety Procedures and Teaching Hints for Instructor:

- Make sure spotters are alert and placed appropriately. All participants should spot. Demonstrate how to walk on the cable and take a couple of controlled falls to test spotters while giving instructions.
- More than two spotters per participant should be used if available. The third spotter should straddle the cable between the participant and the starting tree, being careful not to trip on the cable.
- Stand in the middle of the triangle near the base of the tree where ropes are attached so you can follow the action of both participants and be ready to back up spotters in an emergency.
- If both participants are having difficulty, stop them before either attempts the last, and most difficult, leg of the triangle. Require them to do it one at a time. This gives an opportunity to back up each set of spotters.
- Be sure participants hang ropes on hooks at the end of the event

TURNSTILES

This event consists of a 20' rope for spinning as participants run from one side to the other.

Performance Objective: Group needs to get the group from one side of the spinning rope to the other, one participant at a time.

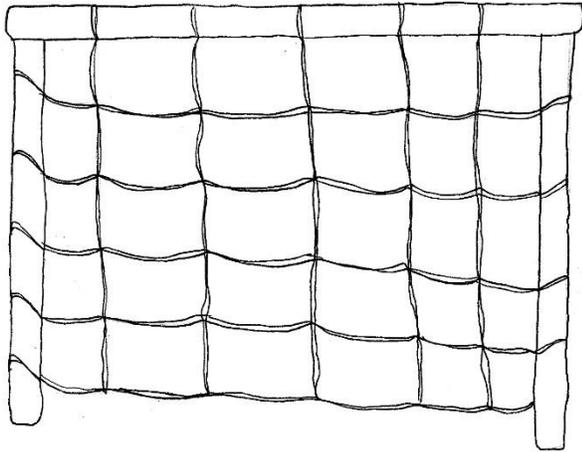
Instructions to Participants:

- All participants must go through the "turnstile."
- Once a participant goes through the "turnstile," another must go through in each turn of the rope.
- If the rope makes a rotation without a participant going through, the whole group must start over.
- If more than one goes through in a rotation, the whole group must start over.
- If the turning of the rope is impeded by touching a participant, the whole group must start over.

Safety Procedures and Teaching Hints for Instructor:

- Conduct this activity on level ground.
- No diving or sliding.
- Set a distance that participants have to get past so that participants don't run into each other.
- When group goes back to start over, have them go around the spinners.
- Once the team accomplishes the first task, give them a more difficult task. Ideas: 2 at a time, 3 at a time, half and half, whole team at once.

UP AND OVER



This event consists of two 10' vertical telephone poles 10' apart; secured horizontally by a third telephone pole. A cargo net is attached in the middle of the poles.

Performance Objective: To climb up one side of the net as far as you can, or to go over the top pole, and climb down the other side.

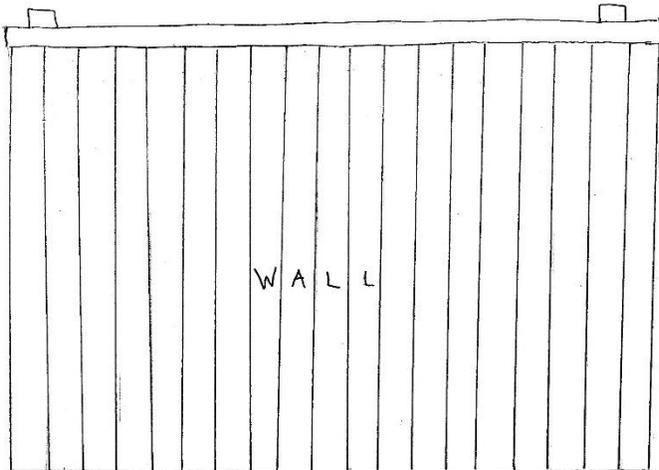
Instructions to Participants:

- Each participant will climb up one side of the net, go over the top pole, and climb down the other side.
- The two side poles should not be used for help in climbing.
- The rest of the group will divide in two, with half on each side of the net to spot for the person climbing.

Safety Procedures and Teaching Hints for Instructor:

- Emphasize the importance of keeping eyes on the climber at all times, especially while crossing over the top of the net.
- This event is best directed from the ground. You should move so as to be on the same side of the net as the climber, backing up spotters.
- If the participant is having difficulty getting over the top, suggest using the side, where the net is closer to the top pole.

WALL



This event consists of a wooden wall approximately 8' or 10' high and 8' wide. Horizontal planks are used in the back as steps. The 8' wall is used for 6th graders and the 10' wall is used for adults.

Performance Objective: To get all the members of the group over the wall.

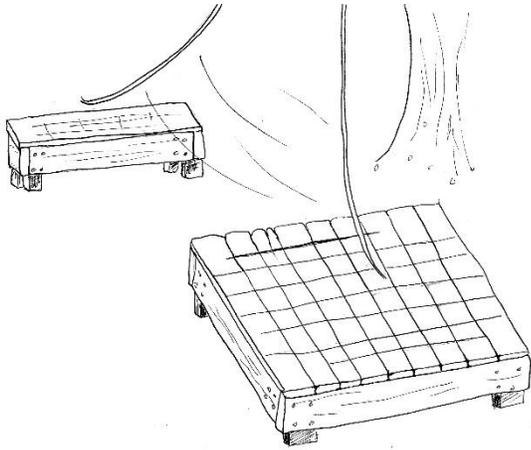
Instructions to Participants:

- Starting in front of the wall, all members must go up and over the wall. Before the group begins, show the backside of the wall and explain how to descend.
- A participant who has gone over the wall cannot walk back around to assist others but may be used to spot.
- No aids are allowed in getting over the wall. Clothing may not be removed and used as a sling.
- The sides of the wall may not be used for assistance.
- Jumping is allowed, but ONLY from a standing position at the BASE of the wall.
- In descending the wall, a participant must use each step to climb down
- **Jumping down is not allowed.**
- There may be no more than two people on top of the wall helping others in the group. This number does not include participants who are in the process of going over.
- To assist a climber, no one may lean over the wall unless they have their feet flat on the back step and are firmly anchored.
- A participant's head may never be lower than the rest of the body

Safety Procedures and Teaching Hints for Instructor:

- Supervise this activity by backing up the spotters. Everyone not actively assisting the climber should be spotting.
- A new climber should not start up the wall until the preceding one is safely down the other side.
- You may want to provide some subtle physical assistance getting the last person over the top.

WELCOME ABOARD



This event consists of two platforms (each 3' square) with a rope suspended from a cable 15' high. The bottom of the rope is two feet from the ground with a loop at the bottom.

Performance Objective: Each member of the group will swing from one platform to the other and remain until each group member has been "**welcomed aboard.**"

Instructions to Participants:

- Everyone must get from one platform to the other by using the rope.
- Participants may not step off either platform.
- Once participants swing to the other platform, they must remain standing on that platform until all members arrive. If participants fall off, they must return to the original platform and go again.

Safety Procedures and Teaching Hints for Instructor:

- Spot between the platforms by following each participant to the receiving platform and remaining behind the person until securely upright. This avoids the possibility of a backward fall.
- Encourage those who have difficulty supporting their weight with their arms to stand in the loop while swinging across. Caution participants that the loop will tend to 'grab' their foot making dismount difficult. This will require assistance from others in the group and should be demonstrated. Participants should assist by supporting the individual until the foot has been successfully removed from the loop
- You may want to allow participants to swing back to the original platform if their enthusiasm leads them to request this.
- You can help build team spirit by having everyone on the second platform say, "**WELCOME ABOARD,**" in unison as each group member arrives.

WHALE WATCH

This event consists of an 8'x13' platform **balanced on a fulcrum**. The platform is approximately 12" off of the ground.

Performance Objective: To get all of the participants on the 'boat' and balanced for at least 10 seconds

Instructions to Participants:

- Have group divide into 2 equal groups (as close as possible); have one go to one end of the platform, other group to other end.
- Participants must enter from the ends of the 'boat', not the sides.
- If the 'boat' touches the ground at any time, group must start over.
- All participants must get on the 'boat' and it must be balanced for 10 seconds.

Safety Procedures and Teaching Hints for Instructor:

- NO FEET OR HANDS UNDER EDGE OF PLATFORM!
- Participants may not jump or dive.
- Participants MAY stabilize the platform with hands or feet – but only on the top.
- Have participants use caution when exiting the ‘boat’ (Exiting from the side at the center is safest).

Variations:

- **Let Me See Your Whales:** After balancing, group switch sides, keeping the platform balanced.
- **Where’re the Whales:** Participants stand around the edge of the platform and make a 360 degree rotation, keeping the platform balanced.
- **Walk the Plank:** All participants move to the center and then move towards the ends until all participants are within 18” of the ends.
- **Abandon Ship:** Everyone must ‘abandon ship’ while keeping the platform balanced.

Indoor Confidence Course Ideas

Each site has a set of this equipment and directions for the following activities:

Equipment:

1 Tarp

Ropes

Blindfolds

24 Disc marker cones

Plywood Boards

Tarp Over

Have all participants stand on the tarp. Instruct the group that they will need to flip the tarp without using their hands or touching the floor.

Shapes

Each participant hold a section of the rope. Tie the two ends of the rope together. Instruct the group that they will need to create shapes without letting go of the rope. Call out shapes for them to create.

Knot Easy

Tie one end of the rope to a solid, non-moving object. Have each participant hold a section of the rope. The group must tie a knot in the rope without letting go of the rope. The knot must be before the person that is closest to where the rope is tied.

Mushroom Patch

Have the participants pair up. Place the mushrooms (foam discs) in an area. Have one person in the pair stand on one side of the mushroom field with a blindfold on and the other person stand directly across from their partner. The partner with the blindfold must cross the mushroom patch without stepping on the mushrooms while listening to their partner for directions. All blindfolded partners will cross at the same time. If the student touches the mushroom while attempting to cross, they must start over. Once the cross is successful, have the other partner try to cross.

Alligator Crossing

This event consists of two square plywood boards that are placed 25' apart to represent the banks of an alligator-infested swamp. Carpet squares are used to represent supplies of food, tents, and medical equipment.

Performance Objective: To transport the group, all at one time, across the "swamp" using only the boards.

Instructions to Participants:

The entire group must cross at one time, using the boards.

The boards, or supplies, must also be transported from one side to the other.

Participants must be in contact with a board at all times while in the swamp. If anyone falls or steps into the swamp, the group must start over.

Safety Procedures and Teaching Hints for Instructor:

Do not allow participants to climb onto shoulders or backs.

Watch the group closely to determine the best place to spot to prevent the group from falling if balance is lost.

The activity may be altered to best suit the group. The swamp may be widened or narrowed depending on the group's ability. Add a board if the group is too large (nine or more).

Traffic Jam

This event has seven to eleven carpet squares placed in a curved line at irregular intervals, ranging from 1' to 2'.

Performance Objective: For all students to exchange positions on the boards.

Instructions to Participants:

All members stand on a square facing the middle square which is left empty

Everyone on one side of the empty square must move to the other side of the empty square and vice versa.

Two people should exchange places at one time with the help of other participants.

Not more than two feet may be on the same square at the same time.

If a participant touches the ground, or if more than two feet are on the same square at the same time, everyone must return to their original square and start again.

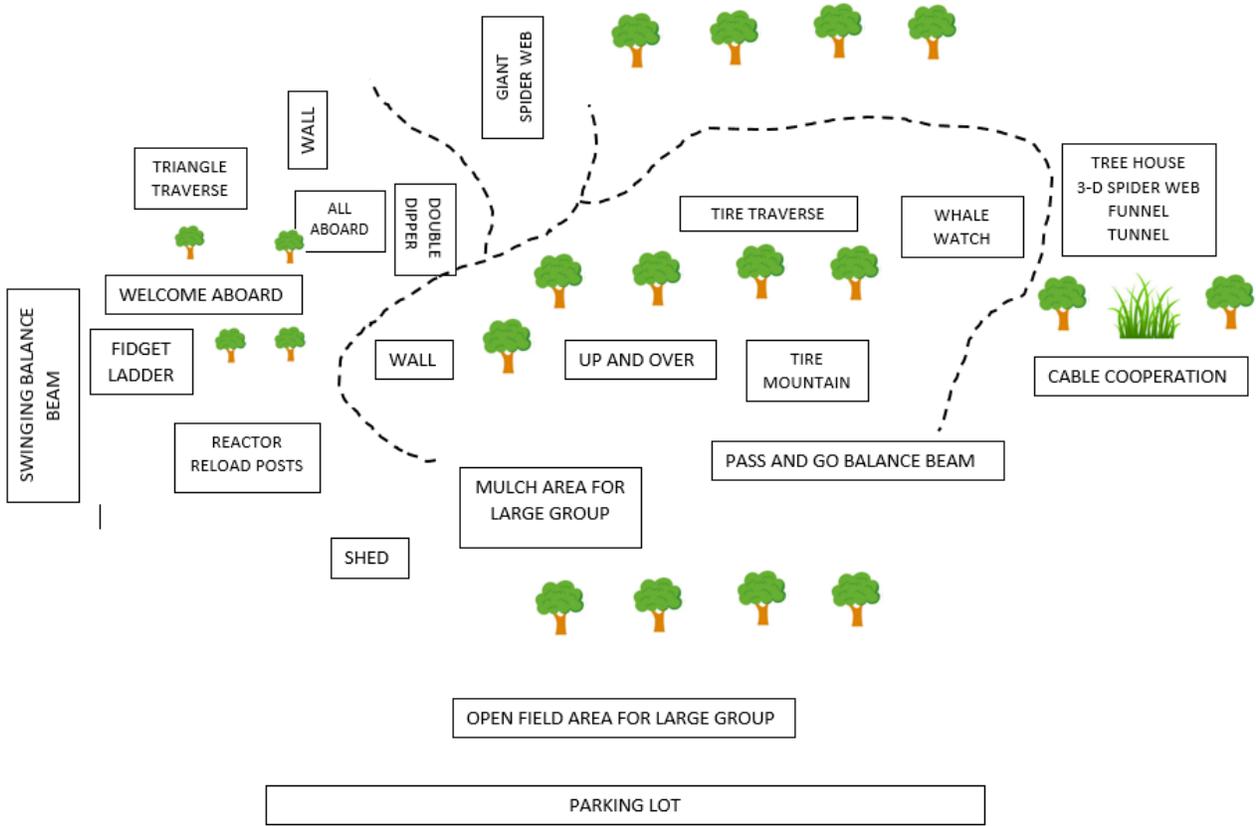
Safety Procedures and Teaching Hints for Instructor:

Be sure there is one more square than there are participants. Remove extra squares.

This is a good activity to use at the beginning of the course because it is low risk but begins to build trust by allowing a small amount of body contact when people are passing each other.

If the group has to start over several times, have participants choose new squares so the same participants won't be monopolizing the action.

CONFIDENCE COURSE- SMITH CENTER



CONFIDENCE COURSE- SKYCROFT

