

CISPUS CHALLENGE COURSE

COURSE

Mini Manual: 2023

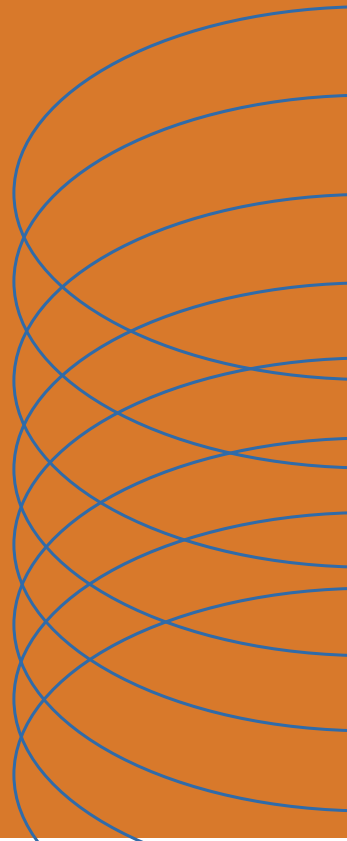




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SPOTTING

"SPOTTERS READY?"

"READY!"

"TRUSTING?"

"TRUST ME!"

STANDARD SPOT

Used to spot anyone who is ascending or descending, or moving along a cable traverse element. It is the spotting structure used often for any situation in which a participant may be unstable. A spotting command system must be established prior including a safe word. A minimum of three spotters must be present for this technique. Participants and facilitators may be spotters as appropriate.

SELF SPOT

Used when the group is engaged in an activity where individuals are connected in a way that provides stability and support to the group as a whole. Facilitators provide on-the-ground standard spot coverage. Group members may ask for additional spotting or be asked to assist with on-the-ground standard spot coverage. Participants and facilitators may be spotters as appropriate.

ZIPPER SPOT

Used to lift a person. Lifting using leg muscles, supporting critical areas, participant readiness and strength, and faller tendencies to jackknife or flail should be addressed. A spotting command system must be established prior including a safe word and how spotters and the participant will communicate changes in height. A minimum of seven spotters must be present for this technique.



TWO PERSON TRUST LEAN

This activity uses a standard spotting technique and a spotting command system that will be adapted and used in subsequent activities. The faller crosses arms in front of body and initiates commands. The spotter supports the faller as they lean backward a small distance towards the spotter and is then assisted back to center. Gradually, and using a progression of leans, small increases in distance are added as appropriately negotiated.

THREE PERSON TRUST LEAN

This activity uses a standard spotting technique. Two spotters are positioned to the front and back of a faller to promote an understanding of body weight and movement. Emphasize the difference between supportive spotting and enabling a faller to depend on spotters rather than developing balance, judgment and appropriate falling posture. This activity reinforces the spotting command system that will be adapted and used in subsequent activities and may be used to introduce or review concepts such as appropriate touch. Two spotters take a standard spotting stance in front of and behind the faller. The faller may fall forward, then be brought to center before falling backward, and brought back to center. The faller will select a controlled fall to the forward and back spotters before trying a slow, continuous forward-to-back motion. The faller crosses arms in front of body and initiates commands.

WILLOW IN THE WIND

The activity reinforces body weight and movement, supportive spotting, the spotting command system, appropriate touch, spotting posture, and introduces the standard spotting technique as a team. There should be a minimum of seven spotters and a maximum number of spotters to ensure that the circle is not too big. Larger groups can form into appropriately sized smaller groups. Form a shoulder-to-shoulder circle around the faller and assume the standard spotting posture. The faller initiates the motion by starting the spotting command system to the entire team to respond to and falling in any direction. The group smoothly passes the faller around or across the circle. The faller comes back to center when they use the designated safe word.

LEVITATION

This activity uses the zipper spotting technique. It prepares participants for lifting another participant. It is an appropriate lead-up to the Spider's Web or other lifting-type activities and reinforces the spotting command system that will be adapted and used in subsequent activities, as well as concepts like appropriate touch and co-spotting. Spotters lift or lower the body using a predesignated spotting command system. Spotters slowly lower the participant to a level that permits the feet to be lowered to the ground, and assist the participant to a standing position after the participant uses the designated safe word. The participant may close their eyes during this activity. Rocking and tilting should be avoided.

GRABBSS

GOALS

What are the client's goals?
What is the camp's mission and/or vision?
What are the participant and/or group goals?
What goals does the facilitator have of the group?

READINESS

Is the group ready?
Is everyone wearing challenge course appropriate attire (weather appropriate clothes, loose jewelry, closed-toed shoes, etc)?
Does everyone have access to water?
Are you as the facilitator prepared?

AFFECT

How is the group and/or individual participants feeling?
Hungry? Tired? Indifferent? Excited? Nervous? Bored? Annoyed?
What is the overall vibe?

BODY

Are they physically ready to perform the task at hand?
Are they tall enough? Strong enough? Etc.
Do you have enough participating to safely complete the task?

BEHAVIOR

How is the group interacting?
How are they treating each other?
Does the group need a break or change in space/pace?
How are individual participants acting?

SETTING

Are you facilitating inside or outside? Is the space large enough for your activity?
What is the weather like?
Are there outside distractions or hazards?
What is the cultural background/demographics of your participants?

STAGE OF A GROUP'S DEVELOPMENT

Forming?
Mini-norming?
Storming?
Norming?
Performing?

NAME GAMES

ALL MY NEIGHBORS WHO

MATERIALS Polydots (per participant)

Have the group stand in a circle so they can't touch the people on either side of them and hand each person a polydot to stand on. The facilitator stands in the middle and says "Hi, my name is (insert name)" to which the group responds "Hi (insert name)." The person in the middle then follows up with the phrase "All my neighbors who..." and finishes the statement with a description of something they like or do (i.e. ...like the color red, ... like pizza, ...snowboard, etc). If what they said apply to someone, they have to find an open polydot that is not directly next to them and they can't return to theirs. The person left without a polydot starts the next round. If someone ends up in the middle (3) times they can switch with someone on the outside that has never been in.

ADJECTIVE NAME GAME

MATERIALS None

Have the group stand in a circle. Have the person introduce themselves with their name and an adjective. The group responds with "Hi (insert adjective and name)." The next person will introduce those that went before them and then themselves the same way. This continues and then the last person will introduce everyone in the circle and then add theirs.

ANIMAL NAME GAME

MATERIALS None

Have the participants stand in a circle and one by one introduce themselves with an animal that starts with the same letter as their first name (i.e. Hi, I'm Aaron Alligator). After each person introduces themselves, the entire group in a choral response greets them. After everyone has introduced themselves see if anyone can repeat everyone's name and animal.

IMPULSE NAMES

MATERIALS None

Have the group sit or stand in a circle. Have each participant individually practice saying their name out loud and see how fast they can say it coherently. Starting with the person to the left of the facilitator, have them say their name as quickly as possible after the facilitator says "Go!" Then, the next person will say their name and so on until it gets back to the facilitator. See how fast the group can do this without interruption!

INITIALS

MATERIALS None

Have the group stand in a circle. The activity will start by asking a participant "What do you like (insert name)?" The participant will then respond, but their answer must match the first letter of their name. After answering, that participant will then ask another in the same question. The activity goes on until all have answered and then a new question will be asked!

LOOK DOWN, LOOK UP

MATERIALS None

Have the group stand in a circle and quickly introduce themselves. The facilitator will say "look down, look up." When the facilitator says "look down," everyone looks down at their toes. When the facilitator says "look up," everyone looks up and looks at the eyes of another person. If that person is not looking at them, then nothing happens. However, when two people are looking at each other they throw their hands in the air, say the other person's name, and switch spots in the circle. Keep going around until most have moved. If someone doesn't know another person's name, simply ask them what it is!

NAME JIVE

MATERIALS None

Have the group stand in a circle. Have you a person introduce themselves with their name and a dance. The group then responds with “Hi, (insert name)” and does their dance. The next person in the circle will introduce the name and dance of those that went before them and then add their own to the pattern. This continues until the last person who then has to introduce everyone and their dance and then add their own. see if anyone else can also name everyone in order and their dances!

NAME JUGGLE

MATERIALS Throwable Object(s)

Have the group stand in a circle. Have the group go around and say their name. Then, toss a throwable object to a participant while saying their name (can't be the person on the other side of you). Each object tossed must go to each participant before making its way back to the facilitator. See how fast the group can do this while saying names. To add some extra challenge, have the group toss and then shuffle the person that they just threw it to!

NAME KNOT

MATERIALS Webbing Loop

Have the group stand in a circle, each with their hand(s) on the webbing loop. The knot will start at the facilitator and they will choose who to pass it to by saying that person's name. As the knot is past the group chance that person's name. That person then calls out the name of another person in the group. The knot is passed again as the group chants their name. This continues until all participants have been called. To up the challenge, have the group pass the knot in alphabetical order and see how fast they can do it!

NAME LINEUP

MATERIALS None

Have the group introduce themselves so everyone gets an idea of names (hopefully folks are paying attention if this is the first time). Next, have the group get in alphabetical order by first first name without talking. Or, allow them to speak but they can only say a word that rhymes with their name that doesn't start with the same letter as theirs.

NAME STRETCH

MATERIALS None

Have the group stand in the circle. Then have each person introduce themselves with a stretch that looks like the first letter of their name. After a person introduces themselves with the stretch, everyone in the group attempts the stretch and repeats that person's name. Make sure that if the group stretches out one side to even it out and stretch out the other side!

NAME WOMP

MATERIALS None

Have the group form a circle and ask for a volunteer to start in the middle. Hand them a pool, they are now the “womper.” People in the circle put one hand out at waist height, palm up. Someone starts the activity by naming a person in the circle. The person that's in the middle attempts to “womp” (hit lately) the named person's hand before they can name another person in the circle. If the “womper” hits their hand before another name is called that person is in the middle. People can also get into the middle by pulling back their hand or saying the name of the “womper.”

PEEK-A-WHO?

MATERIALS Tarp

Divide your participants into two equal groups and have the groups faced each other. Hold a barrier up between the groups to prevent peaking. Ask each group to quietly select one person to stand directly in front of the barrier. On the count of “peek-a-who” (1, 2, 3) drop the barrier. The first person to name the individual standing in front of them “captures” that person for their side. The barrier goes back up and the activity continues until all players are on one side.

STORY OF YOUR NAME

MATERIALS None

Have participants partner up and share a bit about their name first and/or last (e.g. how they got it, what they like about it, history, etc.). After, have the pairs share out cool finds to the group and see if there are any commonalities among group members!

ZIP-ZAP-ZOOM

MATERIALS None

Have the participants stand in a circle with the facilitator in the middle. The facilitator then walks up to anyone in the circle and says "zip," "zap," "zoom," or just points at them. If they say "zip" the participant must name the person to their right, if they say "zap" the participant must name the person to their left, if they say "zoom" the participant must say their own name, and if they just point at them they must stay silent. If the person messes up they switch places with the person in the middle and the activity continues.

GET TO KNOW YOU GAMES

60 SECOND INTERVIEW

MATERIALS None

Have participants partner up with someone that they don't know (or don't know well). Have each person introduce themselves to their partner the facilitator will give each person in the partnership 60 seconds to talk about themselves while the other actively listens. The person can share whatever they like (as long as they are comfortable with it being shared to a larger group) such as their family, interests, pets, etc. After 60 seconds the person that was actively listening will then have 60 seconds to talk about themselves. Once the full time is up, each person will introduce their partner to the group recounting as many details as they can remember!

CATEGORIES

MATERIALS None

Have the participants stand in a circle. The facilitator will then ask questions (i.e. favorite genre of music, favorite part of the sandwich, favorite mode of transportation, ultimate vacation destination, etc.) and the participants will make groups based on their responses. Once in those groups participants will introduce themselves and share why they chose that answer. Play a few rounds as participants get to know more about their counterparts!

COMMONALITIES

MATERIALS None

Form random groups with your participants and have them find one thing they have in common and report back to the large group. After, mix up the groups and have them find something that they have in common that hasn't previously been said. Play this a few rounds so participants can start finding commonalities amongst themselves!

CONCENTRIC CIRCLES

MATERIALS None

Have participants form two circles, an inner and outer circle facing one another. Have the participants introduce themselves to the person in front of them (if there is an odd number, have the facilitator jump in). The facilitator uses these circles to facilitate conversations within the partnerships by having them answer random questions (i.e. if you could have one superpower what would it be, if you could have anything come out of your bellybutton on demand without it hurting what would it be, etc.). Switch up the partners after every question by having one circle to rotate a number of spaces either left or right (have them skip, bunny hop, crabwalk, etc. to add some silliness).

DICE BREAKERS

MATERIALS Inflatable Dice

Have participants get into groups of three and hand them an inflatable die. Designate a question, or group of questions to choose from, to a number on the die. Have each participant roll and then they can answer individually or have everyone in the group answer. You can change the questions based on your group; if this is their first time meeting be sure to choose low risk questions to help them build rapport.

BACK-TO-BACK

MATERIALS None

Have everyone pair up and stand back-to-back. The facilitator then asks a question, allows a few seconds to reflect and then calls out “face-to-face” at which point the pairs face each other and share their responses. As conversations close the facilitator calls out “back-to-back” at which point those pairs stand back-to-back again. The facilitator asks another question, lets the participants reflect but when the facilitator calls out “face-to-face” the participants find a new partner to discuss with. Continue this for a few rounds so participants can chat with multiple people.

MUSICAL SHARES

MATERIALS Phone & Speaker (optional)

Have participants stand in a circle with enough room for them to move around and dance. Play a song, such as “Happy” by Pharell Williams and have them dance and walk within the circle. When the song stops use the theme from the song to ask questions (i.e. “What food makes you the happiest?” Or “What is something that makes you happy?”) that participants discuss with those around them. Continue playing different songs and asking different questions based off those songs’ themes. Invite participants to suggest songs and engage in the activity!

MINGLE

MATERIALS Pool Noodles (half the number of participants)

Have participants stand in a circle and hand half of them a pool noodle. When the facilitator yells “Mingle!”, participants will walk around randomly singing “Mingle, mingle, mingle!” to the tune of “The Cha-Cha.” The facilitator will then yell out two body parts (i.e. knee-to-knee, elbow-to-elbow, nose-to-nose, etc) at which point someone with a pool noodle needs to find someone without one and balance the noodle between the body parts called out. Once balanced, the facilitator will ask a question for the pairs to answer. Once conversations come to a lull the facilitator will yell “Mingle!” again, partners will shake hands and thank each other for the conversation and walk around again waiting for the facilitator’s next instructions.

ONE GOTTA GO

MATERIALS Cones (3-4)

Set up 3-4 cones about 10’ apart. Then, give participant three or four similar items (each designated a cone) and have them pick which one they would get rid of by walking to that area (i.e. “One gotta go...cake, pie, or ice cream.”). Once decided, ask the participants why they choose that one as the one that’s gotta go! Invite participants to come up with their own for the group to decide.

THIS OR THAT

MATERIALS Webbing or Rope

Create a line with webbing or rope and have all your participants stand on that line to start. Give participants two options and have them pick which one they prefer. Whether it's figuring out who likes apple juice or orange juice or picking between pineapple on pizza or no pineapple on pizza, the options are endless. Invite participants to share their ideas!

TWO TRUTHS AND A LIE

MATERIALS None

Have participants get into pairs. Participants pick two things that are true about themselves and one thing that isn't true and their partner tries to figure out which is the lie. After, the partners find two things that they have in common and come up with one lie. They then share these with the larger group and the group tries to figure out what the lie is.

WHERE DO YOU STAND?

MATERIALS Cones (2)

Place 2 cones 20-30' apart and have your participant stand between them. The facilitator will then make a statement (i.e. "I like watching sports," "I like being outside," "I like video games," etc.) and the participant will line up between the cones relative to their level of agreement to the statement. Participants will then chat with those next to them their reasoning for that decision. The facilitator will then make another statement and the activity continues. Invite participants to come up with some statements for added engagement!

WRAPPED AROUND MY FINGER

MATERIALS None

Have participants stand in a circle and ask for a volunteer (or have the facilitator starts). That person will wrap the webbing around their finger while they tell the group about themselves (i.e. family, hometown, hobbies, dreams, goals, etc). They continue sharing until the webbing is completely wrapped around their finger. Once they reach the end, another person in the group takes that tail end and starts telling the group about themselves as the webbing wraps around their finger and unwinds from the previous. Be sure the webbing is long enough to allow each person to share for about a minute.



ENERGIZERS

BIRDIE ON A PERCH

MATERIALS None

Have each participant partner up. Make concentric circles with partners facing each other. Have the inner circle be the perch and the outer circle be the birdie. Next, have the circles walk opposite directions while singing “I don’t wanna be a birdie, I don’t wanna be a perch, I just wanna be a duck! Quack! Quack! Quack! Quack!” to the tune of “I Don’t Wanna Be a Chicken.” The facilitator will yell either “birdie on a perch” or “perch on a birdie” and the partners must find their counterpart while getting the feet of first person called off the ground as fast as possible. See how many different ways partners can get their counterparts feet off of the ground!

BUZZ RINGS

MATERIALS Buzz Rings

Have the facilitator get the Buzz Rings spinning. Then, have participants pass the Buzz Rings while keeping them spinning. If they stop either have the facilitator restart it or have participants try. See if the group can pass the Buzz Rings without letting any stop or even restarting those that did stop!

CAT & MOUSE

MATERIALS None

Have participants form a circle in pairs with one pair in the middle. Have each pair on the outside hold hands while standing about 1-2’ apart. One person in the middle will be designated the cat and the other the mouse. When the facilitator say “Go!” the cat will chase the mouse throughout the circle. If the mouse attaches to a pair by grabbing the hand of one of the pairs on the outside the person they are not holding hands with now becomes the mouse for the cat to chase. If the cat tags the mouse, they switch roles and the chase continues!

CLAP, JUMP, SPIN, RUN

MATERIALS None

Have participants stand in a circle with the facilitator in the middle. Once settled have the facilitator join in the circle and the pass of the pattern starts. The pattern will start on the facilitators right where that person claps, the person to their right then jumps, the next person then spins, and the final person will run to anywhere in the circle. Wherever they land the pattern starts over with the person to their right. As the participants get the pattern have it then travel both directions (left and right of the person) and watch the chaos ensue!

EVOLUTION

MATERIALS None

Have everyone get in a circle to start. Everyone will start as an egg (squatting position) and can only evolve by winning rock, paper, scissors. An egg can only play with an egg, chicken with chicken, etc. As an egg, if you win you then become a chicken (arms under armpits making chicken noises). If a chicken then wins, they become a dinosaur (arms above head and growling). A dinosaur will then battle another dinosaur to become a human (act like yourself as you walk around). If a human wins, they become a superhero (superhero pose) flying around the others observing the scene. If you lose at the chicken or dinosaur stage, you devolve to the level below you (eggs just stay as eggs). But, if you lose as a human you devolve all the way to an egg.

GIANTS, WIZARDS, ELVES

MATERIALS Cones (10-12)

In this elaborate game rock, paper, scissors two teams of participants face off against one another and try to get everyone on their team. Create a rectangle boarder with a middle line and divide the group into two equal teams. Each team decides whether they all want to be a giant, wizard, or elf. Once ready they step up to the line and when the facilitator yells “Go!” they will act out the character they chose – giants put their hands above their heads and growl, wizards get in an athletic stance stretching their arms out in front of them while making magic sounds, and elves squat putting their hands on their heads like ears while squeaking. Giants beat wizards by squishing them, wizards beat elves by casting a spell on them, and elves beat giants by tripping them. Whichever group beats the other, chases the other group back to their safe zone while trying to tag them. Anyone that gets tagged joins the other team and the rounds continue until all are on one team. In the event of a tie, teams will go back and choose a new character.

HANDSHAKES

MATERIALS None

Have participants partner up with someone and create a unique handshake to them (encourage creativity). Then have participants find a new partner and create a new handshake with them. Have them partner up with a few people creating unique handshakes with each. Then, have participant find their first partner and see if they can perform the handshake they created with them without confusing it with the others. Test them with each partner.

HEROES & VILLAINS

MATERIALS None

Have participants silently choose someone in their group to be their villain and someone different to be their hero. What the facilitator says go, it is the participants job to run around in the designated area while keeping the person they designated as their hero between them and the person they designated their villain. After a few minutes of running around, have participants choose a different hero and villain. It is okay if two or more participants choose the same hero and/or villain, it just adds to the fun!

HOG CALL

MATERIALS None

Have your participants partner up and come up with a call-and-response (i.e. Spongebob-Squarepants, Peanut-Butter, Tik-Tok, Scooby-Do, Jasmine-Aladdin, etc.). Once everyone has come up with a call-and-response have the group create a circle, arms width apart, with partners opposite each other in the circle. When the facilitator says “Go!” the participants will close their eyes and put their hands up in front of the like bumpers, while yelling out one part of their call-and-response trying to find their partner in the crowd. Once everyone has found their partner, have everyone get a new partner and try again!

KNEE TAP TAG

MATERIALS None

Have the participants make a circle elbow-to-elbow. This is the boundary for the game. In this game of tag everybody is it. There are 3 gameplay positions. The first position is the “comfort position.” Participants are in this position when they lean over and put their hands on their knees. If they are in this position, they cannot move but they also cannot get tagged. If they want to move around, they must go into the “challenge position” where they are just standing up without their hands on their knees and moving around. When they are in this position they can either tag people by gently tapping them on their knees or help people get out of the “help me” position. If some gets tagged, they go to the “help me” position. When in this position participants are standing with both hands up forming a goal post. To get out of this position, they must get a high five from two different people. Once they get a high from two different people, they are back in the game! Play a few rounds and see who your taggers are and who are your helpers!

LOOSE CABOOSE

MATERIALS None

Have participants get into groups of four and stand individual lines with their hands on the shoulders in front of them. Have the groups walking around and following the commands that the facilitator gives them. If the facilitator says “Switch!” the participants at the front and back of each line switch positions. If the facilitator says “Change!” the middle participants change spots. If the facilitator calls out “Rotate!” each line rotates 180 degrees. When the facilitator calls out “Loose caboose!” all groups disperse as participants find new groups of four.

MUSHROOM TAG

MATERIALS None

Everybody’s it! If you get tagged, you squat where you were tagged and are out (for now). However, if the person who tagged you gets tagged then you pop up and are back in the game!

PATTY CAKE WRESTLING

MATERIALS None

Have participants get into two lines facing a partner about 2’ apart. Have participants’ feet shoulder width apart and parallel to their partner. Have partners press palms together and try to make the other person lose their balance by adding or releasing pressure. After a minute or so, have one line rotate so everyone is with new partners. This is a great introduction into spotting to show the importance of an athletic stance!

QUEEN BEE

MATERIALS None

Ask for a volunteer who leaves the circle briefly with their eyes closed and facing away from the circle. Then have the remaining participants choose a Queen Bee. This person makes a motion that the group imitates. Once the Queen Bee has been chosen the volunteer returns to the circle and stand in the middle. They are observing the group and trying to determine who the Queen Bee is within three guesses. The Queen Bee continues to change motions with the group imitating the changes. A new Queen Bee and volunteer are selected after three incorrect guesses or a correct guess.

SAFARI

MATERIALS None

Participants stand in a circle with one person in the middle. The person in the middle closes their eyes and the circle reorders themselves around them. The participant then spins around (eyes still closed) and points to one person in the circle. The person in the middle then picks an animal and the person they pointed to has to imitate the animal's noise. The person in the middle has three guesses to figure out who is making the noise. If they guess correctly, they switch spots, but if not they are in for another round and try again. If they guess incorrectly three (3) times then they pick someone else to be in the middle.

SNORT

MATERIALS None

Have everyone get into a circle and instruct the participants to open their mouth and cover their teeth with their lips. They have to remain like this the rest of the game and if they show their teeth, they're out. The facilitator will start by looking at the person either to their right or left and snorting like a pig at them without uncovering their teeth while trying to make the person laugh or smile to uncover their teeth. That person will then snort at the person to their left or right trying to make them laugh or smile to uncover their teeth. Last person standing wins! You can replace the snort with the word "pterodactyl" and dinosaur motions/sounds.

STUFFIE BASEBALL

MATERIALS Stuffie

Divide participants into two equal groups. One group is on offense and the other is on defense. The group on offense throws or kicks a stuffie as far as possible and then has one person run laps around their team counting how many revolutions they get. At the same time, the group on defense retrieves the stuffie lines up and then passes it over their shoulders and under their legs until everyone has gotten it. Once the last person gets it the team yells "Stop!" to let the other team know to stop counting and then that person throws or kicks the stuffie and the groups switch positions. Only play a few rounds and whichever group got more revolutions wins!

TRIANGLE TAG

MATERIALS None

Have participants get into groups of four. Have three people form a triangle by holding hands – designate one as the tag-ee and the others as the guards. The fourth person is outside of the triangle trying to tag the tag-ee without going through the guards. Swap roles if the tag-ee gets tagged or every minute, or so.

VROOM!

MATERIALS None

Have participants stand in a circle and hold the hands in front of them like they are holding a steering wheel. The facilitator will start by turning their wheel left or right and saying “vroom!” Whoever they turn their wheel towards and choose to continue going in the same direction by turning their wheel and saying “vroom!” or turning their wheel the opposite direction and saying “skert!” If a participant says the wrong word based with the wrong direction of the motion, they must drive around the circle saying “vroom!” until they get back to their original spot. The person to their right will restart the game.

WAH!

MATERIALS None

Have participants stand in a circle. The facilitator will start by making eye contact with someone in the circle, pointing to them with their palms pressed together and arms stretched out and yells “Wah!” That person then presses their palms together and throws their hands over their head and yells “Wah!” while the people on either side of them make a downward chopping motion also saying “Wah!” The person that was pointed out now continues the game by making eye contact with someone else in the circle, pointing at them with both hands and yelling “Wah!” as the pattern continues. If a person messes up their motion or hesitates, they must run around the circle and find a new place as the game continues.

WHAT ARE YOU DOING?

MATERIALS None

Have participants stand in a circle and ask for a volunteer. That person starts doing any action of their choosing (i.e. riding a bike, running, brushing their teeth, grocery shopping, etc.). The next person in the circle looks at them and says, “(Insert name), what are you doing?” The original person says something different than the action they are doing. The person who asked them must do that action. This continues around the circle as many times as the group wants.

ZOMBIE

MATERIALS None

Have the group stand in a circle, close their eyes, and hum a tune in their head as the facilitator goes around and taps someone on their shoulder to be the zombie. Once picked the facilitator will ask the group to open their eyes. The goal is for the zombie to infect everyone in the group without getting caught. The group will go around shaking each other’s hands and the zombie will infect people by scratching the inside of the other’s hand while shaking. If infected, that person counts to 3 slowly in their head and fakes a dramatic death. If someone has an idea of who the zombie is they will yell “I have an accusation, will someone back me up?” If no one does then nothing happens and people continue walking, but if someone says yes then on the count of 3 the two people point to who they think is the zombie without talking first. If they both point at the zombie, then the humans win. If they both point at different people then they both fake a dramatic death, even if one of them pointed at the correct person. The activity continues as the zombie tries to infect people.

LAWN INITIATIVES

3 WORD PHRASE

The group must collaborate to make a three (3) word phrase. This activity focuses on compromise and collaboration.

MATERIALS

None

SET UP

Area clear of hazards

Have each participant pick three (3) words

RULES

Words can be anything

Words do not have to make a sentence

Words must be appropriate

Participants partner up, share their words and then agree on three (3)

Pairs then partner up with another pair, share their words, then agree on three (3)

This continues until the entire group comes together to then agree on three (3)

SAFETY BRIEF

There is an emotional risk of partners unable to come to a compromise - have participants revisit the full value commitment and/or change the number of words to four (4) to ease the compromise

GRADIENTS/VARIATIONS

Instead of words, have participants pick three traits they value in someone, three people they want to meet, or three places they want to visit

A-FRAME

The group must transport a person using the A-Frame. This activity focuses on trust, communication, and problem solving. Self spotting, standard spotting, and spotting command system is used as appropriate.

MATERIALS

A-Frame

Cones (4)

SET UP

Inspect A-Frame, hardware, and ropes

Set up boundaries

Area is clear of hazards

RULES

Person riding in the A-Frame must have three points of contact

The frame must have one point of contact with the ground at all times and may not be dragged

Participants must hold ropes at the knots and may not wrap it around their body

SAFETY BRIEF

There is a physical risk of person falling off A-Frame - have person practice self spotting or facilitator spotting using the standard spot

There is a physical risk of rope burn - make sure participants do not wrap the rope around their body

GRADIENTS/VARIATIONS

Add obstacles to make travel distance more challenging or have group take a zig-zag path instead of a straight line

ALL ABOARD

The group must stand on the platform or tarp holding their balance for a designated time. This activity focuses on boundaries, decision-making, and problem-solving. Self spotting is required and standard spotting is used as appropriate.

MATERIALS

Platforms of varying size or tarp

SET UP

Inspect platforms or tarp

Area is clear of hazards

RULES

Participants must have at least one foot in contact with platform or tarp

No stacking or lifting of participants

SAFETY BRIEF

There is a physical risk of person falling - have person practice self spotting or facilitator spotting using the standard spot

There is a physical risk of jammed fingers - participants should not interlock fingers when supporting one another

GRADIENTS/VARIATIONS

Have the group in complete activity multiple times using smaller boards or folding the tarp smaller to increase difficulty, have the group do the activity without their voices, or require both feet to be in contact with the boards/tarp

BACK TO ONE

The group must pass balls without dropping any. This activity focuses on planning, communication, and inclusion.

MATERIALS

Ball pit balls (per participant)

SET UP

Area is clear of hazards

Give each participant a ball pit ball

Participants must first toss ball to self without dropping it

Participants then partners up with someone and they attempt to throw the ball to each other without dropping it

Pairs then partner up with another pair and attempt to toss the balls to each other without dropping

The groups continue growing until the whole group attempts to trade ball pit balls

RULES

If any ball drops the entire group must restart

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants be a designated distance apart at all times as they throw to each other, have participants name movies, singers, foods, countries, etc. every time they throw a ball, or ban participants from throwing to the same person twice in a row

BULL RING

The group must transport the ball using the transportation device. This activity focuses on communication, problem-solving, and team roles.

MATERIALS

Cones (2)
Ball(s) (of varying sizes)
Bull Ring

SET UP

Set up a starting cone with the Bull Ring on it and ball balanced on top
Set up an ending cone at least 20' away
Area is clear of hazards

RULES

Every string must be occupied
Participants must hold the strings at the knot
The group must restart if the ball hits the ground or put it back on the Bull Ring without touching it

SAFETY BRIEF

There is a physical risk of rope burn - make sure participants hold string at the knot and do not wrap it around their body
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have some participants close eyes or have voices off during activity (some or all), split the group into 2 groups and have two Bull Rings running simultaneously switching spots, or have the group pass the Bull Ring through an obstacle such as a hoop/Spider's Web/Boxing Ring

CARD FLIP

The group must flip the cards over in ascending order. This activity focuses on planning, collaboration, and communication.

MATERIALS

Cones (2)
Playing Cards

SET UP

Lay a suit of playing cards out of order face down
Set boundary line
Area clear of hazards

RULES

Everyone must participate
Only one participant may cross the line at a time

- Once a participant has crossed the line, no one can verbally communicate

If a participant flips over the wrong card in the order it must be placed back face down and they go back to the start
If a participant flips over the correct card it stays face up, they return to the starting line, and the team can look for the next card

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary
There is a physical risk of slipping when running - facilitator makes sure ground is flat and dry and that participants only fast walk

GRADIENTS/VARIATIONS

Have all playing cards face down together in a group and have participants collect full suits of cards, split group into teams and have each focus on one single line of cards, or have all voices off for the entirety of the activity

CHICKEN TOWER

The group must build the tallest self supported tower that can balance a rubber chicken on top. This activity focuses on planning, collaboration, and inclusion.

MATERIALS

PVC Pipe
PVC Pipe Connectors
Rubber Chicken

SET UP

Set bag of materials on flat surface
Area clear of hazards

RULES

Structure must be self supported
No stacking or lifting of participants to build

SAFETY BRIEF

There is a physical risk of the structure falling on participants - facilitator spots using the standard spot as necessary
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Give the group a time limit or split up participants into teams to increase competitive edge

THE CLOCK

The group must move a full rotation around the circle in complete synchronization. This activity focuses on communication, team roles, and problem-solving. Standard spotting used as appropriate.

MATERIALS

Polydots (per participant)

SET UP

Set up polydots in a circle equidistant apart
Area clear of hazards

RULES

Participants cannot verbally communicate
Participants must move a designated number of spaces in complete synchronization or they must restart

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary
There is a physical risk of falling - have facilitator provide standard spotting as appropriate

GRADIENTS/VARIATIONS

Give a “combination” for participants to unlock (i.e. 6 left, 3 right, 4 left) or have the polydots placed in different shapes different shapes (i.e. square, figure 8, etc.)

CONEY ISLAND

The group must transport the balls from cone to cone using PVC pipes.
This activity focuses on planning, communication, and trust.

MATERIALS

Balls (3-4)
Cones (3-4)
PVC Pipe (per person)

SET UP

Cones set up in a triangle at least 10' apart
Ball balanced on each cone
Give each participant a PVC pipe
Area clear of hazards

RULES

Every person must participate
Balls can only be moved if they have a minimum of two (2) participants transporting it
Balls cannot touch any part of a participants body, only the PVC pipes
If any ball drops the entire group must restart

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants' voices off and/or eyes closed, every time a ball is dropped the cone that ball started on must be moved one foot farther away, or if a participant's PVC is in contact with a ball they cannot move their feet

COUNT OFF

Participants must count to a designated number as a group. This activity focuses on patience, communication, and making space for others.

MATERIALS

None

SET UP

Area clear of hazards
Have participants circle up

RULES

Participants must have their eyes closed or face away from the group
Participants can't say anything but numbers
Participants can't say a number at the same time or they must restart everyone else has gone
Participants can't say consecutive numbers

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants only say odd/even numbers, have participants count backwards, or allow a designated number of attempts

ELECTRIC FENCE

The group must pass their team over the elevated rope. This activity focuses on planning, support, and inclusion. Use of standard spotting, zipper spotting, and a spotting command system is used as appropriate. A spotting sequence is required prior to participation.

MATERIALS

Rope

SET UP

Tie rope so that it is 3-4' off of the ground

Area clear of hazards

RULES

Any participant that is not a part of the zipper spot or lift is spotting using the standard spot

- Any participant in the air must have a minimum of three (3) spotters

Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting

Participants may not jump over the rope

No body part may be under the rope

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting

There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down

There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go over

GRADIENTS/VARIATIONS

Have each participant choose the height of the rope for themselves prior to starting or have anyone who touches the rope restart

GROUP JUGGLE

The group must pass an object in a certain pattern as fast as possible. This activity focuses on planning and communication.

MATERIALS

Stuffie(s) and/or Ball(s)

SET UP

Have participants stand in a circle

Area clear of hazards

RULES

The ball must start and end with the facilitator

Each participant can get the ball once and only once

Participants cannot pass the ball to the person directly on either side of them

Toss the object to another participant, not at them

SAFETY BRIEF

There is an emotional risk of blaming or failure - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Add extra throwables going different directions, time how long it takes to get through the pattern, have participants step either left/right/sideways/diagonally and throw from those new positions, or have participants continually moving around an area while tossing object(s)

HEAR WHAT I SAY

The group must follow the instructions given to them. This activity focuses on listening, support, and inclusion.

MATERIALS

None

SET UP

Have the group stand in a circle

Area clear of hazards

RULES

Participants must follow directions as instructed

- If the facilitator says “Hear what I say. Say what I say. Do what I say” the participants must say and do the motions as instructed
- If the facilitator says “Hear what I say. Say what I say. Do the opposite” the participants must say the motion as instructed while doing the exact opposite
- If the facilitator says “Hear what I say. Say the opposite. Do what I say” the participants must do the opposite motion while say the correct instruction
- If the facilitator says “Hear what I say. Say the opposite. Do the opposite” the participant must say and do the opposite motion of what was instructed

SAFETY BRIEF

There is a physical risk of participants bumping into one another - have participants spaced out to provide minimal bumping

There is an emotional risk of blaming or failure - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants complete multiple instructions at one time or have participant's complete instructions while seated

HELIUM HULA HOOP

The group must lift and/or lower the object to a designated height without losing contact. This activity focuses on communication and patience.

MATERIALS

Hula Hoop

SET UP

Have groups stand in a circle shoulder to shoulder

Area clear of hazards

RULES

Every person must participate

The hula hoop must balance on top of each participants pointer finger(s)

If any participant loses contact with the hula hoop the group must restart

SAFETY BRIEF

There is an emotional risk of blaming or failure - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have monkeys from Barrel of Monkeys balanced on the hoop during the activity and if one falls off the group restarts or have the group complete it with voices off and/or eyes closed

HOOP PASS

The group must pass their entire team through the hoop(s). This activity focuses on communication, support, and planning.

MATERIALS

Hula Hoop

SET UP

Have the group stand in a circle

Area clear of hazards

RULES

Every participant must go through the hula hoop

Time starts when the first person goes through and ends when the last person goes through

SAFETY BRIEF

There is a physical risk of participants tripping - make sure the hoop is large enough for every participant to fit through comfortably

There is an emotional risk of body shaming - allow participants to choose how they participate and have a hoop large enough for every participant to fit through comfortably

GRADIENTS/VARIATIONS

Have participants go through the hoop in a specific order (i.e. birthdays, height, time they work up this morning, etc), don't allow the hoop to touch the ground, require participants to stay connected, or add a rope between participants that they must hold while going through hoop

IMPERFECT CUBE

The group must build a cube with materials given and travel through it as a group. This activity focuses on planning and communication. Standard spotting is used as appropriate

MATERIALS

PVC Pipes

PVC Connectors

Bucket

SET UP

Set bucket and components on flat surface

Area clear of hazards

RULES

Every person must participate

The contents of the bucket cannot touch the ground

Once built participants must pass through the cube

SAFETY BRIEF

There is a physical risk of falling - have facilitator spot using the standard spot and establish a safe word

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have each participant enter and exit the cube through a different side, have participants remain connected as they travel through the cube, or have the cube hanging from a tree branch on the rope and transition to a lift and carry

KEYPUNCH

The group must tap the numbers in ascending order. This activity focuses on planning and communication.

MATERIALS

Numbered Polydots

Rope

Cones (2)

SET UP

Create a circular rope border

Place numbered polydots in random order in border

Set starting line about 10' away

Area clear of hazards

RULES

Every person must participate

Only one person can be in the border at a time

Time starts when the first person crosses the line and ends when the last person crosses

Numbers must be tapped in ascending order

A designated amount of time is added for each mistake made

SAFETY BRIEF

There is a physical risk of tripping - facilitator makes sure ground is flat and dry and remind participants that they can only fast walk

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have the participants put the numbers in order, give the participants a designated number of attempts, or have the numbers flipped over at the start of each round so they cannot see the numbers

KNOTTED ROPE

The group must untie all the knots in the rope. This activity focuses on planning, support, and communication.

MATERIALS

Rope

SET UP

Tie a knot in the rope for how many participants you have

Have participant place a hand on the rope

Area clear of hazards

RULES

Participants hand on the rope cannot move on or from the rope

Every time a hand moves on the rope or is removed a new knot is tied

SAFETY BRIEF

There is a physical risk of rope burn - participants cannot wrap rope around their body

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have the rope not allowed to touch the ground, allow the hand to move along the rope but not be removed, have participants place their dominant hand on the rope

LEAKY PICKLE

The group must untie all the knots in the rope. This activity focuses on planning, support, and communication.

MATERIALS

Rope

SET UP

Tie a knot in the rope for how many participants you have
Have participant place a hand on the rope
Area clear of hazards

RULES

Participants hand on the rope that cannot move on or from the rope
Every time a hand moves on the rope or is removed a new knot is tied

SAFETY BRIEF

There is a physical risk of rope burn - participants cannot wrap rope around their body
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have the rope not allowed to touch the ground, allow the hand to move along the rope but not be removed, have participants place their dominant hand on the rope

LINE OF COMMUNICATION

The group must work together to pile like objects together. This activity focuses on communication.

MATERIALS

Blue Ball Pit Balls (3-5)
Red Ball Pit Ball (3-5)
Yellow Ball Pit Balls (3-5)
Cones (4)
Eye covers (3-5)

SET UP

Set boundary lines
Spread ball pit balls throughout area
Area clear of hazards

Participants will be broken into three groups: talkers, seers, doers

RULES

Seers are outside of the area giving nonverbal directions to the talker
Talkers are facing away from the area watching the seer to give verbal directions to the doer
Doers are in the area with an eye cover on following the directions
Doers can only carry one object at a time
After each ball is stacked everyone changes positions

SAFETY BRIEF

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate
There is an emotional risk of being uncomfortable not seeing - revisit challenge of and by choice as appropriate

GRADIENTS/VARIATIONS

Have doers pick up pool noodles and try to hit the other doers with it or stack pool noodles on same colored polydots

MAGIC TARPET

Participants must flip over a tarp without stepping off. This activity focuses on trust, planning, and problem-solving. Standard spotting is used as appropriate.

MATERIALS

Tarp

SET UP

Lay tarp on the ground
Area clear of hazards

RULES

If a participant steps off you must restart
Any participant off of the ground must have a minimum of three (3) spotters

SAFETY BRIEF

There is a physical risk of person falling - facilitator spotting using the standard spot as appropriate
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants complete activity with voices off or have participants complete while remaining connected at all times

MAKE-A-SHAPE

Participants must make predetermined shape(s) with webbing or rope. This activity focuses on communication, planning, and problem-solving.

MATERIALS

Webbing or Rope

SET UP

Have participants stand in a circle and hold webbing or rope
Area clear of hazards

RULES

Participants' hands may not be removed from the webbing/rope but may move along it
When participants are satisfied with their shape, place it on the ground

SAFETY BRIEF

There is a physical risk of rope burn - make sure participants are not gripping rope too tight while moving or wrapping it around their body
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have the participants complete with voices off and/or eyes covered or don't allow participants to moved hands once they have been placed

MASS PASS

Participants must pass as many balls from one bucket to the other in a designated time. This activity focuses on communication, planning, and goal setting.

MATERIALS

Buckets (2)

Foam Balls

Webbing

SET UP

Create a square with webbing

Place buckets on opposite corners

Place foam balls in one bucket

Area clear of hazards

RULES

Each side of the webbing square must be occupied

Each participant must touch each ball once and only once before it can go in the opposite bucket

Participants may only hold one ball at a time

If a ball drops it must restart before ending in the opposite bucket

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have a bucket at each corner and require each ball to go into each bucket before ending once and only once, have the group set a goal for how quickly they can complete this activity or have everyone stay either inside/outside of webbing square at all times

MIRROR, MIRROR

Participants must match their partner. This activity focuses on communication and working with others.

MATERIALS

Tarp (optional)

SET UP

Hang tarp to form barrier

Partner up participants and have them come up with three (3) distinct poses

Line participants up with partner on either side of tarp

Area clear of hazards

RULES

If partners poses don't match they retry or go to the back of their line

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have, participants go from duos to trios to groups of four while still trying to ALL match poses or add extra poses to the original three (3)

MOONBALL

Participants must keep the ball in the air for a designated number of hits. This activity focuses on goal setting, inclusion, and communication.

MATERIALS

Inflatable Ball(s)

SET UP

Have participants stand in a circle
Area clear of hazards

RULES

If the ball hits the ground the group must restart
Participants cannot hit the ball twice in a row
Participants cannot kick the ball

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants keep one foot glued to the ground at all times so they can only pivot, have participants call out who they are hitting it to or have participants travel to a certain point while hitting the ball

NIGHT AT THE MUSEUM

Participants must discover the changes their counterpart made. This activity focuses on observation and attention to detail.

MATERIALS

None

SET UP

Area clear of hazards
Select individuals to be museum guards and the rest are exhibits
Have exhibits choose a goofy pose they can hold for an extended period of time and change three (3) to five (5) things on them

RULES

Changes must be noticeable to the average person
Guards may not touch the exhibits

SAFETY BRIEF

There is a physical risk of person falling - have participants in poses they can hold for an extended period of time comfortably
There is an emotional risk of discomfort of being visually examined - front load when explaining rules and encourage silly poses to help set the tone

GRADIENTS/VARIATIONS

Designate a certain amount of time the guards can examine the exhibits, give the exhibits a designated amount of time to make changes or create a barrier around the exhibits to create a distance at which guards must examine

OVER & OUT

Participants must get under and out of the rope circle without using one's hands. This activity focuses on problem solving and planning.

MATERIALS

Rope or Webbing Loop (12'-15')

SET UP

Place rope/webbing on ground
Have participants inside circle
Area clear of hazards

RULES

Participants cannot use their hands
Once the rope/webbing is off of the ground it can't touch the ground until everyone is out

SAFETY BRIEF

There is a physical risk of person falling - facilitator spotting using the standard spot as appropriate
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants remain in contact with the rope at all times, have participants get back in the circle after getting out, or have participants complete the activity not using one of the body parts they used to get out

PENS

Participants must solve how to have a designated number of stuffies in each hoop. This activity focuses on problem solving and planning.

MATERIALS

Hula Hoops (4)
Stuffies (9)

SET UP

Set materials on the ground
Area clear of hazards

RULES

Each hoop must hold an odd number of stuffies

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Require each hoop to have an even number of stuffies in them or have participants only have certain tasks they can do (i.e. talker, doer, seer)

PEOPLE TO PEOPLE

Participants must balance pool noodles as a group based on directions given. This activity focuses on problem solving, inclusion, and communication.

MATERIALS

Pool Noodles (per participant)

SET UP

Give each participant a pool noodle

Area clear of hazards

RULES

Pool noodles must be balanced between body parts that facilitator calls out without touching the ground

- Example: Nose to nose - noodles must be balanced between noses of different participants; Elbow to knee - noodles must be balanced between a participants elbow and another participants knee

The entire group must be connected to one another

SAFETY BRIEF

There is a physical risk of person falling - facilitator spotting using the standard spot as appropriate

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants connect with a different person each time or have participants answer questions during each round

PERFECT CUBE

The group must build a cube with materials given and travel through it as a group. This activity focuses on planning and communication. Standard spotting is used as appropriate

MATERIALS

PVC Pipes

PVC Connectors

Bucket

SET UP

Set bucket and components on flat surface

Area clear of hazards

RULES

Every person must participate

The contents of the bucket cannot touch the ground

Once built participants must pass through the cube

SAFETY BRIEF

There is a physical risk of falling - have facilitator spot using the standard spot and establish a safe word

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have each participant enter and exit the cube through a different side or have the cube built with the bucket tangled in ropes in the middle and have participants untangle the bucket from the ropes without anything touching the ground

PIPELINE/MARBLE ROLL

Participants must transport an object using plastic halfpipes. This activity focuses on problem solving, planning, and communication.

MATERIALS

Plastic Half Pipes (per person)

Bouncy Ball

Marble

Ping Pong Ball

Bucket

SET UP

Set starting and ending location

Give each participant a plastic half pipe

Area clear of hazards

RULES

Object must move by rolling in the half pipe

Participants may not touch the object and it may not touch the ground

When the object is in your tube your feet can't move

SAFETY BRIEF

There is a physical risk of person falling - facilitator spotting using the standard spot as appropriate

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Require the ball to never stop moving, create a path the participants must follow with rope or webbing, replace half pipes with pool noodles or have participants travel through a low course element

POLAR PLUNGE

The group must travel through each circle simultaneously and without breaking any rules. This activity focuses on communication, planning, and leadership.

MATERIALS

Three (3) ropes (ranging from 20' to 40')

Fourteen (14) polydots

One (1) hula hoop

Four (4) cones

SET UP

Create three (3) concentric circles with the ropes from largest to smallest with the hula hoop in the middle

Spread seven (7) polydots evenly in the outer circle, four (4) in the next circle, and three (3) in the next

Set up a square 5' away with the cones

RULES

Participants can only step on the polydots

The outer circle can only hold an odd number of participants (or zero), the next circle can only hold an even number of participants (or zero), the third circle can only hold an odd number of participants (or zero) and the hula hoop can have 0/1/2 participants

Once participants enter the hula hoop they go to the coned zone, if a participant steps out of the coned zone they must restart

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants complete this activity completely silent

POSSIBILITY PROMENADE

Participants must walk differently than everyone else a designated distance. This activity focuses on problem solving and inclusion.

MATERIALS

Cones (4)

SET UP

Set boundary lines

Area clear of hazards

Have participants start on one side of square

Once at the other side, have participants pair up and walk differently while connected than every other pair

Have participants get into groups of three (3) working with people they haven't previously and walk differently while connected than every other group

Continue this process until you end up with two (2) large groups

Have two (2) large groups create a moving production that moves that the other group must attempt to guess

RULES

Participants must walk differently than everyone else or they must restart and try again

Final productions must involve everyone and be moving

SAFETY BRIEF

There is a physical risk of person falling - facilitator spotting using the standard spot as appropriate

GRADIENTS/VARIATIONS

Have participants walk all at once or one person at a time or require the final products to have a designated number of moving parts

PUZZLE BOARDS

Participants must connect all of the pieces of the puzzle. This activity focuses on problem solving, planning, and inclusion.

MATERIALS

Puzzle Boards

Answer Sheet (for facilitator)

SET UP

Area clear of hazards

Boards placed on ground

RULES

All Puzzle Boards must be used and connected

Every notch in the Puzzle Boards must be occupied

SAFETY BRIEF

There is a physical risk of crushed fingers - make sure participants are communicating when they are moving the Puzzle Boards

There is a physical risk of a participant getting hit - make sure participants are communicating when they are moving the Puzzle Boards

GRADIENTS/VARIATIONS

Have participants use the completed Puzzle Boards as a portable Troll Stroll or give the participants a designated amount of time to complete it over multiple sessions

ROPES IN A BOX

Participants must jump every rope three (3) times. This activity focuses on problem solving, planning, and inclusion.

MATERIALS

Ropes (of varying length)
Box (with latched lid)

SET UP

Have participants stand around the initiative
Area clear of hazards

RULES

Time begins when the box is opened and ends when the ropes are in the box and its closed

Everyone must participate

Every rope must be jumped three (3) times

Ropes must be jumped in size order

SAFETY BRIEF

There is a physical risk of person falling - facilitator spotting using the standard spot as appropriate

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Limit the number of times each rope can be touched/moved or require each participant to jump each rope three times

SHRINKING CIRCLE

Participants must get their feet into a hula hoop by a designated time. This activity focuses on problem solving and inclusion.

MATERIALS

Hula Hoops (per participant)

SET UP

Spread out hula hoops on ground

Area clear of hazards

Have participants wander around hula hoops until a trigger word is said where participants must get their feet in a hula hoop by the end of a countdown

Have participants wander again and remove a hula hoop as they do

Continue this process of getting in hula hoops and removing them until there is one left

RULES

Participants must get their feet in a hula hoop by the end of a countdown or it is removed if it is unoccupied

SAFETY BRIEF

There is a physical risk of person falling - facilitator spotting using the standard spot as appropriate

GRADIENTS/VARIATIONS

Have participants start with one less hula hoop than participants, have participants in pairs where one is in charge of guiding the other to hula hoops or require hula hoops to be close enough together so participants have to jump from one to another without stepping outside of it

SILENT LINEUP

The group must reorder based on instructions given by the facilitator silently. This activity focuses on problem solving, communication, and inclusion.

MATERIALS

None

SET UP

Area clear of hazards

RULES

Participants must line up based on instructions given by facilitator (i.e. lineup in alphabetical order without talking, line up by birthday without saying the month or day, or line up in alphabetical/size order of their favorite animal using only that animals sound)

SAFETY BRIEF

There is a physical and emotional risk of inappropriate touch - make sure participants are not just grabbing group members and moving them

GRADIENTS/VARIATIONS

Set up and line of polydots or hula hoops where participants can only step on or in those areas while moving or have participants line up while holding a rope and not letting it drop

SPACE RESCUE

The group must retrieve their item without touching the ground outside of the circle. This activity focuses on problem solving, support, and trust. Use standard spotting as appropriate.

MATERIALS

Rope or Webbing

Objects (per participant)

SET UP

Area clear of hazards

Make circle with rope/webbing large enough to fit participants

Have participants pick an object, lay down outside of the circle with their feet in the circle, and place item above head on ground

Have participants get back in the circle

RULES

Participants must retrieve their object and only their object

Participants cannot touch the ground outside of the circle

SAFETY BRIEF

There is a physical and emotional risk of inappropriate touch - make sure participants are not just grabbing group members and moving them

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants think of a goal they want to accomplish and assign it to their object or require participants to only be allowed to use a method of retrieval a designated amount of times

SPHEROID

The group must pass a rope through the element without it collapsing.
This activity focuses on problem solving, communication, and planning.

MATERIALS

Hula Hoops (6)

Rope

SET UP

Area clear of hazards

Balance six (6) hula hoops so they make a sphere

Lay rope around the structure

RULES

Everyone must participate

Rope must pass through every hole in element and rope must occupy every opening before being removed

If hula hoops collapse the group must restart

SAFETY BRIEF

There is a physical risk of rope burn - make sure participants are not gripping rope too tight while moving or wrapping it around their body

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Require all participants to have a hand on the rope at all times, have the participants answer a question after every hole the rope passes through, or have rope tangled in the structure before they get their and their objective is to untangle it without it collapsing

STATIC ELECTRICITY FIELD

The group must traverse a designated distance while remaining physically connected. This activity focuses on communication, problem-solving, and planning.

MATERIALS

Cones (4)

SET UP

Area clear of hazards

Boundary lines set

RULES

Participants must remain in contact at their hands and feet

If a break in connecting occurs the group must restart

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate

GRADIENTS/VARIATIONS

Have participants balance a pool noodle between them rather than staying connected, add obstacles to path that participants must get over or have group traverse backwards.

STUFFIE RESCUE

The group must rescue the stuffie using the materials provided. This activity focuses on communication, problem-solving, and planning.

MATERIALS

Stuffies (2)
Webbing (6)
Rope Boundaries (2)
Bucket

SET UP

Area clear of hazards
Set boundary lines
Place bucket in innermost boundary with stuffies on top or in it
Lay out webbing outside of boundary lines

RULES

Participants may not step within the boundary lines
If the stuffie drops between the boundary lines the group must restart
Stuffie may not be thrown
Boundary lines may not be moved

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants retrieve the bucket along with the stuffed animals or require participants to use every piece of webbing during the rescue

SWAMP BOARDS

The group must traverse a designated distance with boards. This activity focuses on planning, support, and trust. Use of self spotting is required and use standard spotting as appropriate.

MATERIALS

Cones (4)
Swamp Boards

SET UP

Area clear of hazards
Set boundary lines

RULES

Participants must cross as a group
Swamp Boards cannot move once placed on the ground (i.e. dragged or slid)
If a participant touches the ground they must restart

SAFETY BRIEF

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate
There is a physical risk of crushed fingers - ensure participants are communicating when boards are being moved and when they are stepping
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants stay connected at all times while traversing, have each participant choose one word or value and they can only use that word to communicate the duration of the activity or add obstacles to their path

TANGRAMS

The group must create shapes using the materials given. This activity focuses on communication, inclusion, and planning.

MATERIALS

Tangrams
Tangrams Reference Shapes (for facilitator)

SET UP

Lay out shapes
Area clear of hazards

RULES

All participants must participate
All Tangrams must be used for each shape

SAFETY BRIEF

There is a physical risk of crushed fingers - ensure participants are communicating when boards are being moved
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have a limited number of participants able to see the image at a time and they must describe it to the rest of the team or have participants have an allotted amount of time to complete the activity and see how many shapes they can create

TANKS

Pairs of participants must guide their partner to eliminate opponents. This activity focuses on support and communication.

MATERIALS

Cones (4)
Stuffies
Eye covers (per participant)

SET UP

Area clear of hazards
Set boundary lines
Area filled with stuffies
Have participants pair up and decide roles
The tank operator cannot see and is being guided by the driver to pick up stuffies and throw them at other tank operators

RULES

The tank driver cannot physically move the tank operator
The tank driver may block stuffies
If a tank operator is hit the roles switch

SAFETY BRIEF

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate
There is an emotional risk of being uncomfortable not seeing - revisit challenge of and by choice as appropriate

GRADIENTS/VARIATIONS

Have obstacles added to the playing area that the participants must avoid or once hit have participants leave the playing area until another partnership is hit and then have them switch partners

THAT'S ENOUGH!

The group must support their group member as they lean using webbing. This activity focuses on communication, support, and trust. This activity requires a spotting command system. Use standard spot as appropriate.

MATERIALS

Webbing Loops (2-3)

SET UP

Area clear of hazards

RULES

Participants must establish a spotting command system

Participants not holding onto the webbing must spot using the standard spot as appropriate

Spotters will cross the webbing in front of participants chest to support lean

When participant has leaned as far as they want, they say "that's enough" and the group brings them back to their feet

SAFETY BRIEF

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate

GRADIENTS/VARIATIONS

Have participants share out people back home who they lean on before leaning, have participants share out challenges they hope to lean into or have participants leaning over a small hill to seemingly up the challenge

TRUST CIRCLE

The group must support one another as others lean in and out. This activity focuses on communication, support, and trust. Use the standard spot as appropriate

MATERIALS

Webbing Loop

SET UP

Area clear of hazards

Webbing loop tied together with water knot

RULES

Participants must hold onto the webbing with both hands

Participants must communicate who is leaning in and out (to successfully support each other, participants must alternate who is leaning in and out and needs an even number - facilitator can participate as appropriate)

SAFETY BRIEF

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Invite participants who are leaning back to close their eyes as they do so or as the group leans have the participants share out what trust means to them popcorn style

TRUST WALK

Participants must guide a partner a designated distance. This activity focuses on communication, support, and trust.

MATERIALS

Eye covers (per participant)

SET UP

Area clear of hazards

Have participants pair up and decide who is being guided first while wearing an eye cover

RULES

Partner must guide them using only their voice

Partners switch when they are ready

SAFETY BRIEF

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate

There is an emotional risk of being uncomfortable not seeing - revisit challenge of and by choice as appropriate

GRADIENTS/VARIATIONS

Have participants use code words instead or left, right, slow, stop, etc., have participants use touch rather than their voice to indicate where to go or have participants line up in a conga line as one person guides the entire group

TURNSTILE

The group must travel through the rope while it is spinning without breaking any rules. This activity focuses on planning, communication, and problem-solving. Self spotting is required.

MATERIALS

Cones (2)

Rope

SET UP

Set boundary line to start behind

Area is clear of hazards

RULES

Participants must figure out the following rules

- Participants cannot touch the rope
- Participants must travel one at a time
- Participants must travel through the rope without an empty turn

Participants will know a rule has been broken if the rope stops spinning or is dropped by the facilitator

SAFETY BRIEF

There is a physical risk of getting hit by the rope - have participants start behind boundary line

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants come to a consensus before they are able to ask a rule, have participants travel through as a single/double/triple after they figure out the first set of rules or have participants create rules they must follow

TURTLE CROSSING

The group transport themselves using the materials given a designated distance. This activity focuses on trust, communication, and problem solving. Self spotting is required. Standard spotting and spotting command system is used as appropriate.

MATERIALS

Polydots or Foamboards - a.k.a. "turtles" (per participant)

Cones (4)

SET UP

Area clear of hazards

Boundary lines in place

Each participant is given a "turtle"

RULES

"Turtles" must be in contact with a participant at all times or it is lost

"Turtles" may not be dragged once placed on the ground

If a participant touches the ground the group must restart

SAFETY BRIEF

There is a physical risk of falling - have participants practice self spotting and have facilitator use the standard spot as appropriate

There is a physical risk of crushed fingers - hand participant communicate when they are moving

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants remain connected during the entirety of the activity or double the distance and place extra "turtles" (one extra per participant) at the halfway point

TROLLEYS

The group must stand on the trolleys as a team and walk a designated distance together. This activity focuses on trust, communication, and support. Self spotting required and use the standard spot as appropriate.

MATERIALS

Trolleys (1 per 4 participants)

Cones (4)

Stuffies (per trolley)

SET UP

Boundary lines set

Area is clear of hazards

Trolleys placed at starting location

Stuffies placed 20'-30' from trolleys

RULES

Participants must not wrap rope around body

If a participant steps off the team must restart

Each trolley must pick up a stuffie

Each trolley can only hold one stuffie

SAFETY BRIEF

There is a physical risk of rope burn - make sure participants do not wrap rope around body

There is a physical risk of falling - have participants practice self spotting

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

If a participant steps off have them choose if they want to lose sight or restart, the second time have them then lose their voice (plus sight still) or restart or have them change positions for each step off

WHERE'S MY STUFFIE?

The group must retrieve a stuffie without being detected. This activity focuses on planning and communication.

MATERIALS

Cones (2)

Stuffie

SET UP

Area clear of hazards

Set starting line

Have facilitator stand 30' from line with stuffie behind them

RULES

Participants can only move when the facilitator's back is turned

If participant moves when facilitator is looking they must go back to the start

If facilitator guesses who took the stuffie the whole group restarts

Stuffie cannot be thrown

SAFETY BRIEF

There is a physical risk of slipping and falling - choose a flat ground that isn't slick and have participants do a fast walk

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants attempt to rescue multiple stuffies or have participants discuss what went wrong and how they can adjust and plan better after each attempt

ZAP PIT

Participants must guide a partner through a field of obstacles. This activity focuses on communication, support, and trust.

MATERIALS

Cones (4)

Objects (stuffies, ball pit balls, polydots, etc)

Eye covers (per participant)

SET UP

Area clear of hazards

Set boundary lines

Field filled with obstacles

RULES

Partner must communicate from outside of the field

If a participant touches an obstacle they must restart

Partners switch (if comfortable) once they get through

SAFETY BRIEF

There is a physical risk of falling - have facilitator spotting using the standard spot as appropriate

There is an emotional risk of being uncomfortable not seeing - revisit challenge of and by choice as appropriate

GRADIENTS/VARIATIONS

Have participants complete a challenge as they traverse (i.e. group like colored ball pit balls, place a noodle on a polydot, etc), have multiple groups go at the same time or have folks direct them through something other than standard directions (i.e. touch, animal sounds, etc)

ZOOM

Participants must lay the images in order. This activity focuses on communication and problem-solving.

MATERIALS

Zoom Images

SET UP

Area clear of hazards

Give each participant Zoom card(s)

RULES

Participants may not share their cards, only describe them

When participants think their card is next they place it face down on the ground

Participants may only reorder their cards

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have the participants complete this activity without use of their voice or do not allow participants to move images once placed down on the ground

LOW COURSE ELEMENTS

BOXING RING

Pass members of the group or objects through the various levels. This is an up & over element. This element requires the use of the zipper spot and a spotting command system if passing group members through. A spotting sequence is required prior to participation.

SET UP

Inspect trees, hardware, and bungee
Inspect knots aren't at risk of coming undone
Area is clear of hazards

RULES

Any participant that is not a part of the zipper spot is spotting using the standard spot
Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
The participant should be lifted and passed facing up and feet first

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Only allow one participant to go through each opening, have half the group start inside and the other half outside as they all try to switch positions or before starting have participants associate the openings with goals they wish to achieve as an individual or team

THE CORRAL

Pass members of the group or objects through the various openings. . This is an up & over element. This element requires the use of the zipper spot and a spotting command system if passing group members through. A spotting sequence is required prior to participation.

SET UP

Inspect trees, post, bungee, and hardware
Inspect hoops for cracks
Inspect knots aren't at risk of coming undone
Area is clear of hazards

RULES

Any participant that is not a part of the zipper spot is spotting using the standard spot
Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
The participant should be lifted and passed facing up and feet first

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Only allow one participant to go through each opening, have participants complete Bull Ring or Pipeline through the element, use only the hoops to enter and exit the element, or have participants facilitate Mass Pass requiring each ball to go through each hoop

FOUR WINDS

The group must lift their group members onto the platform. This is an up & over element. Use of standard spotting and a spotting command system is required. A spotting sequence is required prior to participation.

SET UP

Inspect trees, hardware, cable, and platform for abnormalities
Ensure platform is clear of debris
Check for knot at end of rope
Area is clear of hazards

RULES

Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
There must be a minimum of three (3) spotters per participant in the air (max of 2) using the standard spot
Any participant not participating in the lift or lower must be spotting
Participants are spotting until the participant is on the ground
Participant must be spotted into the element

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is a physical risk of the platform swinging - if you have enough participants have a participant hold it steady
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Have participants share one word in how they experience the person they just lifted or participants may only lift 3 others (or less) and then they can only spot

GERBIL'S WHEEL

The group must pass their group members over the wheel. This is an up & over element. Use of standard spotting and a spotting command system is required. A spotting sequence is required prior to participation.

SET UP

Inspect trees, hardware, cables, and horizontal pole for abnormalities
Inspect wheel for abnormalities and ensure it spins freely
Area is clear of hazards

RULES

Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
There must be a minimum of three (3) spotters per side of the element using the standard spot for each participant in the air (max of 1)
Any participant not participating in the lift or lower must be spotting
Participants are spotting until the participant is on the ground
Participant being lifted and lowered must always be facing the element

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Require group members to only be allowed to lift 3 people (or less) and then they can only be a spotter, have participants make a continuous pass of people being connected at all times while being passed over the element or once a participant has gone over the element they may only help spot

GIANT'S FINGER

The group must attempt to remove and/or return the tire from the post. This is a stacking element. Use of standard spotting and a spotting command system is required. A spotting sequence is required prior to participation.

SET UP

Inspect pole for exposed screws, splintering, cracking, or wiggling
Inspect tires are clear of water and debris in them
Area clear of hazards

RULES

Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
There must be a minimum of three (3) spotters using the standard spot for each participant in the air providing 360 degrees of protection
Participants must be lifted and lowered facing the post
Any participant not participating in the lift/lower or picking up the tires must be spotting
Participants are spotting until the participant is on the ground

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Group must remove a designated tire (i.e. bottom or middle), group must complete this activity in silence as to not wake the giant, or participants are not allowed to touch the post or have the tire touch the post

HIGH TIRE

The group must pass their group members through the tire. This is an up & over element. Use of standard spotting and a spotting command system is required. A spotting sequence is required prior to participation.

SET UP

Inspect trees, hardware, cable, and tire for abnormalities
Inspect tire is clear of debris and water in it
Area is clear of hazards

RULES

Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
There must be a minimum of three (3) spotters per side of the element using the standard spot for each participant (max of 1) in the air
Any participant not participating in the lift or lower must be spotting
Participants are spotting until the participant is on the ground

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Treat this element like a lift & carry and have participants use a zipper spot to get their team through, have half the group start on each side and exchange sides, once an individual has gone through they cannot help in lifts, limit the number of lifts each person can perform, or limit the number of times the tire can be touched

ISLANDS

The group must move from one island to another using boards of different lengths. This is a construction element. Use of self spotting is required. Use of self spotting is used as appropriate.

SET UP

Inspect decks for warping or cracking
Inspect boards for cracking or splintering
Area is clear of hazards

RULES

If participants touch the ground the group must restart
If a board touches the ground in the element, the board must go to the start
Boards must overlap each other by six (6) inches with the shorter board (support board) underneath providing leverage
A minimum of two (2) person body weight must be used to stabilize the support board

SAFETY BRIEF

There is a physical risk of crushed fingers - have participants communicate when they are moving boards
There is a physical risk of falling off - have a minimum of two participants stabilizing the support board and boards overlapping by six (6) inches
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through, revisit the full value commitment as appropriate

GRADIENTS/VARIATIONS

Split participants between any number of platforms and require each platform to be have all different people at the end or each participant must visit each island, start each platform with a unique supply of resources (i.e. stuffies, ball pit balls, polydots, etc) that must be taken to other islands, have participants walk between islands with their eyes closed (standard spotting required for this)

LILY PADS

The group must use the materials given to them to figure out the pattern to cross the element. This is a construction element. Use of self spotting is used as appropriate.

SET UP

Inspect blocks for cracks or chips and ensure stable
Inspect boards for cracking or splintering
Area clear of hazards

RULES

Participants must restart if they touch the ground
If a board touches the ground the board must go to the start
Boards must overlap each other by six (6) inches with the shorter board (support board) underneath providing leverage

SAFETY BRIEF

There is a physical risk of crushed fingers - have participants communicate when they are moving boards
There is a physical risk of falling off - have a minimum of two participants stabilizing the support board and boards overlapping by six (6) inches

GRADIENTS/VARIATIONS

Split the group in half starting with their own materials, require all participants to be off the ground or over halfway before participants can exit, add rule that once boards are placed they can only move sideways or forwards but never backwards, require that people cannot move backwards but only forwards, have participants collect items from the ground while crossing, require participants to bring all supplies used with them, or have participants carry an item with them while limiting how many times each person can touch it

LOW TIRE

The group must pass their group members through the tire. This is a collective element and an up & over element. Use of standard spotting, zipper spotting, and a spotting command system is required. A spotting sequence is required prior to participation.

SET UP

Inspect trees, hardware, cable, and tire for abnormalities
Inspect tire is clear of debris and water in it
Area is clear of hazards

RULES

Any participant that is not a part of the zipper spot is spotting using the standard spot
Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
The participant should be lifted and passed facing up and feet first

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Have participants do an initiative through the element (i.e. Pipeline, Bull Ring, Stuffie Rescue, etc), allow participants to use spaces around tire to travel through, have group go through while staying connected at all times or add a rule where participants can't touch tire while going through

LOW V

Participants must support one another as they walk down the cable as far as they can. Use of standard spotting, zipper spotting, and a spotting command system is required. A spotting sequence is required prior to participation.

SET UP

Inspect trees, hardware, and cables
Area is clear of hazards

RULES

A minimum of two (2) spotters are required outside of the cable using the standard spot
Any participant that is not a part of the standard spot is spotting using the zipper spot between the cables
Participants cannot interlock fingers as they lean in, instead they can hold cupped hands or place palm to fist

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go
There is a physical risk of falling off - have participants practice self spotting
There is a physical risk of jammed fingers - participants should not interlock fingers when supporting one another

GRADIENTS/VARIATIONS

Have participants complete this with their eyes closed or have participants set a goal distance to travel and set a marker

MAJESTIXX

The group must use the materials given to them to rescue the object from the enclosure. This is a collective element.

SET UP

Inspect poles and hardware for cracks or wiggling
Inspect bungee for fraying and knots are not coming undone
Inspect PVC and stuffies for abnormalities
Area is clear of hazards

RULES

Only PVC pipes may touch the object
If anything touches the bungee cord, poles, or hardware the group must restart
At least two (2) points of contact must be on the object at all times
Everyone must participate

SAFETY BRIEF

There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Have participants choose the level they want to pass the object through, require different participants to be moving the object at each level, allow only the end of the PVC pipe to be touching the object, have participants choose which object they would like to rescue (ball pit ball is the hardest) or require more than two (2) points of contact on the object

THE MAZE

The group must find the correct pattern to get through the maze. This is a collective element.

SET UP

Inspect wood rounds for rot, cracking or splintering
Area is clear of hazards

RULES

Everyone must get through the maze without making a mistake
Only one participant is allowed in the maze at a time
The path will never skip a round - it will be a continuous route forward, backwards, or diagonal
If a participant makes a mistake they must exit the maze and restart

SAFETY BRIEF

There is a physical risk of participants tripping - require participants to have both feet on each round before confirming if it is correct or not and allow only one person in the maze
There is an emotional risk of failure and blaming others - revisit the full value commitment as necessary

GRADIENTS/VARIATIONS

Require that if anyone is in the element that no one can speak, have the rest of the group look away while a participant is in the element, have participant in the element have their eyes covered so their group must guide them, don't allow the use of outside materials, or have each path a participant chooses be correct and debrief how whatever they pick as their path is correct

THE PENNY

The group must balance the deck for a negotiated amount of time. This is a collective element. Standard spotting and self spotting is used as appropriate.

SET UP

Inspect under deck is clear of obstructions and on pivot

Ensure on nails or screws are exposed

Area clear of hazards

RULES

Only one participant may enter the deck at a time

No jumping on the deck

One foot must be in contact with the deck at all times

Participants not on the element must maintain a distance of one foot away unless entering

SAFETY BRIEF

There is a physical risk of falling off - have participants remain a foot's length from the edge and practice self spotting

There is a physical risk of crushed toes - have a border around the deck not to cross until stepping on

There is an emotional risk of body shaming when participants are determining how to balance the deck - explain how this activity is about distribution, not weight

GRADIENTS/VARIATIONS

Have partners balance the element and share affirmations as they are balanced, have participants complete Group Juggle while balancing the element or have participants opposite each other change places without it touching the ground (or touching a predetermined number of times)

PROUTY'S LANDING/NITRO CROSSING

The group must transport their entire team to the platform by swinging on the rope. This is a collective element. Use standard spotting, self spotting, and a spotting command system as appropriate.

SET UP

Inspect trees, hardware, cable, rope, and platform for abnormalities

Weight test rope

Ensure buoy is fully inflated

Remove debris from platform

Area is clear of hazards

RULES

Participant may not touch ground between platforms

Participants must swing from behind the starting line

Participants must swing sitting or standing on the buoy

Participants must use a spotting command system and spot group members swinging in

SAFETY BRIEF

There is a physical risk of falling off of the rope while swinging - have facilitator using the zipper spot as appropriate

There is a physical risk of swinging into participants - have a spotting command system in play and participants using the standard spot

GRADIENTS/VARIATIONS

Have participants transport a spillable substance and fill a bucket on other side to designated line, add hula hoops as a landing zone but only allow a designated number of feet in each, have participants swing while balancing an object on a cone, have participants scoop up objects as they swing, provide "turtles" as an alternative to cross or split the group in half and have them switch sides

RAGING GONDOLA

The group must trade platforms via the gondola using the materials at hand. This is a collective element. Use of self spotting is required. Use of self spotting is used as appropriate.

SET UP

Inspect platforms, tracks, gondola and ropes

Test attachment points

Area is clear of all hazards

RULES

Only one participant is allowed on the gondola at a time with 3 points of contact

Participants cannot wrap rope around body

Gondola must be locked to platform when entering and exiting

SAFETY BRIEF

There is a physical risk of crushed fingers - have participants communicate when they are moving

There is a physical risk of falling off - have participants on gondola maintain 3 points of contact at all times and make participants aware of border on platforms

There is a physical risk of rope burn - remind participants to not wrap the rope around their body

GRADIENTS/VARIATIONS

Have participants complete this activity silent, have participants only use the materials they brought with them rather than the ropes provided, or place a bucket of water on one platform and an empty bucket on the other and have participants fill the empty bucket

ROLLING LOG

The group must support one another as each participant walks the length of the log. This is an individual element that requires standard spotting and a spotting command system.

SET UP

Inspect log and support for cracking and splintering

Ensure at least 6" of overhang of the log on each side

Ensure log isn't slick

Area is clear of hazards

RULES

There must be a minimum of three (3) spotters per side of the element using the standard spot for each participant (max of 1) on the log

Participants are spotting until the participant is on the ground

SAFETY BRIEF

There is a physical risk of falling off - have a spotting command system in play and participants using the standard spot

There is an emotional risk of being pressured - have participants decide how they want to participate and be supported prior to stepping on the log

GRADIENTS/VARIATIONS

Have participants choose the level of support they want while traversing the log (physical touching or standard spotting), have participants traverse with their eyes covered, have participants spotting share one word of how they experienced the individual on the log as they walk or have participants share what they are leaving behind before getting on the log and what they are taking away from this experience before getting off

SPACESHIP

The group must support a participant as they traverse the cables. This is an individual action element. Standard spotting, self spotting, and a spotting command system is required on this element.

SET UP

Inspect trees, hardware, cables, and platform for abnormalities
Weight test all cables
Remove debris from platform
Area is clear of hazards

RULES

Participants must enter the element where a cable meets a tree
Each participant on the cable must have a minimum of three (3) spotters using the standard spot providing 360 degrees of protection and an additional spotter on the platform that they are leaning their hands into
No interdigitating fingers
Participants must spot until the participant on the cable is on the ground

SAFETY BRIEF

There is a physical risk of falling off a cable - have participants go through a spotting sequence

GRADIENTS/VARIATIONS

Have participants choose how many cables they want to travel around, have participants stick with one spotter they are leaning into or be passed among individuals on the platform as they traverse, have participant on cable close their eyes as they traverse, have two participants traverse the cables in opposite directions or have participants transport an object(s) around as they traverse and see how many rotations they can make or how many objects they can collect

SPIDER'S WEB

Pass members of the group or objects through the various openings. This is an up & over element. This element requires the use of the zipper spot and a spotting command system if passing group members through. A spotting sequence is required prior to participation.

SET UP

Inspect tree, ropes, and hardware for abnormalities
Adjust holes to desired size
Ensure knots are tied so they do not come undone
Area clear of hazards

RULES

Any participant that is not a part of the zipper spot is spotting using the standard spot
Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting
The participant should be lifted and passed facing up and feet first

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting
There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down
There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Once an opening has been used it is now closed off, have participants pass a rope through the element while it occupies every hole simultaneously, don't allow participants to touch the rope as they pass through, have participants do an initiative (i.e. Pipeline, Turtle Crossing, etc) or have participants answer debrief questions for each touch of the rope(s)

STATIONARY LOG/TEAM SHUFFLE

The group must reorder based on instructions given by the facilitator without stepping off of the log. This is a collective element that requires self spotting.

SET UP

Inspect log for cracking, splintering or rot
Ensure log is not slick to stand on
Area clear of hazards

RULES

Participants must reorder themselves without stepping off based on instructions given by facilitator

SAFETY BRIEF

There is a physical risk of falling off and pulling off other participants - have participants practice self spotting and give a warning if stepping down

GRADIENTS/VARIATIONS

Have participants get in order based on birthday without say the month or year (this includes saying numbers or saying numbers using your hands), have participants choose their favorite animal and get in order based on size and communicating using only the sound of that animal, allow the group to have one mulligan (step off without consequences), require that the whole group restarts if someone steps off, require participants who step off to go to a designated side of the log or have participants reorder based on time they woke up that morning, last time they drank water, most recently used the restroom, etc (the possibilities are ENDLESS!)

SWINGING LOG

The group must stand up on the log without stepping off. This is a collective element that requires self spotting and standard spotting as appropriate.

SET UP

Inspect trees, cables, log and hardware for abnormalities
Ensure log swings freely and isn't slick
Area is clear of hazards

RULES

If a participant touches the ground the group must restart the task
If sitting participants should be straddling the log with one leg on each side
Participants must stay between the two (2) vertical cables

SAFETY BRIEF

There is a physical risk of falling off and pulling off other participants - have participants practice self spotting and position facilitator to provide adequate spotting using the standard spot

GRADIENTS/VARIATIONS

Have participants start by all lifting their feet while sitting a designated amount of time, have participants stand up in a specific order (height, birthday, time woke up, etc), don't allow participants to touch the cable for assistance, have participants create a goal for how many participants they can get standing in a designated amount of time or have participants traverse along the log (use of standard spotting required)

TEAM BEAM

The group must lift their group members over the beam. This is an up & over element. Use of standard spotting and a spotting command system is required. A spotting sequence is required prior to participation.

SET UP

Inspect trees, hardware, cables, and beam for abnormalities

Weight test beam

Area is clear of hazards

RULES

Participants must share their plan of lifting and lowering the participant with the facilitator prior to starting

There must be a minimum of three (3) spotters per side of the element using the standard spot for each participant (max of 2) in the air

Participants on the beam should cross their feet under the beam

Participants must be lifted and lowered while facing the beam

Any participant not participating in the lift or lower must be spotting

Participants are spotting until the participant is on the ground

SAFETY BRIEF

There is a physical risk of participants being dropped - have participants go through a spotting sequence and explain their plan prior to starting

There is an emotional risk of being dropped - have group establish a safe word to use when they are uncomfortable or want to be put down

There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Have the group predetermine an order to go over the beam before seeing the element, have participants send objects (i.e. water, rope, balls, etc) instead of or in addition to the group, once participants have gone over they are unable to assist with lifts but can continue spotting or have participants give affirmations to the individual on the log

THROUGHWAY

The group must use the materials provided to build a path through the element. This is a construction element that requires self spotting.

SET UP

Inspect posts, bungee, boards and crates for abnormalities

Inspect posts for wiggling

Add monkeys to bungee

Adjust bungee to desired heights

Area is clear of hazards

RULES

Participants may not touch the bungee cords or ground inside the element

Boards may not touch the ground inside the element

Boards must overlap each other by six (6) inches with the shorter board (support board) underneath providing leverage

A minimum of two (2) participants weight must be used to stabilize the board(s)

SAFETY BRIEF

There is a physical risk of crushed fingers - have participants communicate when they are moving boards

There is a physical risk of falling off - have a minimum of two participants stabilizing the support board and boards overlapping by six (6) inches

There is an emotional risk of body shaming - have participants choose their own challenge and not require every participant to go through

GRADIENTS/VARIATIONS

Require participants to restart if they or the materials touch the ground in the element or bungee, have a consequence if a monkey falls (i.e. they lose their voice, someone loses their sight, etc), lower upper bungee to create a maze, require participants to bring all the materials they use or split the group in half and require them to switch sides

TOWER OF TIRES

The group must restack a set of three tires on a new post using a pulley system. This is a collective element.

SET UP

Inspect trees, hardware, ropes, and posts, and tires for abnormalities
Ensure tires are clear of debris and water and stacked from largest to smallest

Attach ropes to top tires making sure gates are closed and aren't cross-loaded

Area is clear of hazards

RULES

Only one tire may be moved at a time

Tires may only be placed on posts

Tires must be stacked from largest to smallest

A larger tire is never allowed to be stacked on a smaller tire

Participants must keep their hands at least 6" from the staple

No one is allowed in the stacking area while tires are being moved

SAFETY BRIEF

There is a physical risk of rope burns - tell participants not to wrap rope around their hand

There is a physical risk of participants pinching their hands if they get too close to the tree - have participants remain behind boundary line

GRADIENTS/VARIATIONS

At each tree have a doer who pulls the rope but can't see the element as well as a seer who sees the element but can't talk and a talker who tells the doer what to do based on what the seer tells them, allow nobody to talk but the captains who have a designated number of words, add an object at the top of each post that the group can't knock off or they must return that tire, or have participants stack the tires on a specific post

TRIANGLE TENSION TRAVERSE

The group must support a participant as they traverse the cables. This is an individual action element. Standard spotting and a spotting command system is required on this element.

SET UP

Inspect trees, ropes, cables and hardware for abnormalities

Uncoil rope and weight test

Weight test cables

Area is clear of hazards

RULES

Participants must enter the element at the tree trunk that the handlines are attached to

Max of two (2) participants traversing the element at a time

Each participant on the cable must have a minimum of three (3) spotters using the standard spot providing 360 degrees of protection (participants are most likely to swing into the tree so place spotters appropriately)

Participants can't wrap the rope around their body

SAFETY BRIEF

There is a physical risk of falling off - have participants go through a spotting sequence, make participants aware of where they may swing, and assign a participant to manage extra rope

There is a physical risk of rope burn - remind participants to not wrap the rope around their body

GRADIENTS/VARIATIONS

Have two (2) participants traverse in opposite directions and have to cross paths on the cable (spotters switch participants), assign each section a time of the year and have participants share what they are excited and/or nervous about, or have participants choose how far they want to traverse

TROLL STROLL

The group must move from one end of the cable system to the other without touching the ground. This is an individual action element. Self spotting is required on this element and standard spotting is used as appropriate.

SET UP

Inspect trees, hardware, cables, and ropes for abnormalities
Weight test ropes and cables
Area is clear of hazards

RULES

Participants can't touch the ground
Group must remain within three (3) trees or two (2) cables
Participants can't wrap the rope around their body

SAFETY BRIEF

There is a physical risk of falling off - have participants practice self-spotting and have facilitators use the standard spot as appropriate
There is an emotional risk of blaming others - remind participants of the impact of individual action and revisit the full value commitment
There is a physical risk of rope burn - Remind participants not to wrap the rope around their body

GRADIENTS/VARIATIONS

Have each tree be a checkpoint that participants (or whole group) restarts at if they step off after their entire team passes it, require participants to remain physically connected throughout the activity, have participants choose sections that they want to traverse with spotters, have participants carry an object throughout the entire activity that they are "rescuing," set the element up so that each cable is a month of the school year, or give participants objects (i.e. hula-hoops or polydots) to place as safe zones to step down throughout element

WHALE WATCH

The group must balance the deck for a negotiated amount of time. This is a collective element. Standard spotting is used as appropriate.

SET UP

Inspect deck for warping, splintering, cracking, and exposed screws
Test that deck is on pivot at the fulchrum
Area is clear of hazards

RULES

Participants must enter and exit one at a time from the fulchrum (middle post)
If the deck touches the ground, the designated number of times, the group must restart and exit the deck
Participants may not jump on the deck
Participants must stay within the border on the deck
Participants must stay outside the painted rocks unless entering the deck

SAFETY BRIEF

There is a physical risk of falling off - Have participants remain within border
There is a physical risk of crushed toes - Have participants stay outside of rock border
There is an emotional risk of body shaming - Explain how this activity is about distribution, not weight

GRADIENTS/VARIATIONS

Have participants rotate on the deck (180 or 360 degrees) while remaining balanced, place a rolling object on the deck that the participants can't let roll off, place a ball on one end and a webbing loop on the other and have participants roll the ball into the loop by pivoting the deck, place a bucket of water on one end and an empty bucket on the other and have participants fill the empty bucket while balancing, or have participants toss and object while remaining balanced.

DEBRIEFING

EXPERIENTIAL LEARNING THROUGH REFLECTION

WHAT?

Describe the experience.
Describe a good idea you heard.
What did you see? What did you feel?
How did your attitude affect the outcome of this experience?
Describe an important interaction that helped the group.
Describe something you saw in yourself or someone else.

SO WHAT?

What do you think was the purpose of this activity?
How could it have happened differently?
Describe how effective communication affects relationships.
Describe how leadership (good or bad) affected the outcome.
How did your communication style impact the results?
In what ways did the problem solving ability of the group impact the results?

NOW WHAT?

What did you learn about others that will be helpful later?
How can you apply this in your life?
What is one thing you may do differently in the future?
How will this experience change the way you communicate/work with others?
Describe some similarities from the real world you saw in your behavior here.



TRUST AND SUPPORT

What did it feel like to have your physical safety entrusted to the group?
What are the similarities and differences in the way you supported each other here and the way you support others at home/work/school?
What impact does trust have in your relationship with others at home?
What is the relationship between managing risk and establishing a support system?

COMMUNICATION

What were some effective forms of communication you used? Ineffective?
How were differences of opinion handled?
Was there a time when you had an idea but didn't share it? Why? What could the group have done so you would have felt comfortable sharing?
How did we ensure everyone knew what was happening?
How could we improve our communication to improve our problem solving skills?

FOLLOWING OTHERS

Do you consider yourself a good follower? Was this an important role?
What type of leader was easiest to follow?
Did the way people gave you feedback make a difference? Explain.
What is difficult about being a follower?

COOPERATING

What are some specific examples of how the group cooperated today?
What are the rewards of cooperation?
What can you do personally to promote a cooperative environment at home/work/school?

PROBLEM SOLVING

Have you noticed any patterns in the way you solve problems? Are these patterns productive or not?
What effect did time spent planning have on the process?
How well did you execute your plan?
How committed were you to the plan?
What would need to change to make your ability to solve problems better?
Was there a repeatable process that we can apply to the next activity to be successful?

TEAMWORK

How effective were you in completing the task?
What are the characteristics of a good team? What about a bad team?
Which characteristics did we have more of?
How did we develop our plan of action? Did everyone share the vision?
What is the benefit of having a shared vision?

MAKING GROUP DECISIONS

How did the group make decisions?
Were you satisfied with how the group made its decisions?
Did you come to a consensus? Explain.
Were decisions made by the group, an individual, or was it different at different times? Why was this?
What is the best way for this group to make decisions?
What does this reveal about how we deal with challenges?

LEADERSHIP ROLES

Who assumed leadership during the day?

What were the behaviors that you would describe as describing leadership?

How did the group respond to the leader, or to these behaviors?

When and how did the leadership role change during the day?

Was it tough or easy to assume a leadership role in this group? Explain.

What would it take for you personally to be a leader and be comfortable in this role?

SELF STATEMENTS

Did you criticize or put yourself down at all today? Why did you do this?

Do you usually get upset with yourself when you make a mistake or do not achieve what you think you should?

What could you say to yourself to counteract the put-down?

What are some ways in which you were successful during the activity?

What types of messages were you sending yourself when you were successful?

How can you increase your positive self-messages in the future?

FEEDBACK

What are some examples of feedback you received today?

Did how the feedback that was given make a difference in the way you perceived it?

How did you express appreciation for one another?

What are some things you appreciated that you did not express?

Do you usually give compliments? Why or why not?



EXPERIENTIAL PROCESSING TECHNIQUES

VISUAL

Sees to learn.
Likes images.
Takes notes.
Looks around when loses interest
Struggles with spoken directions.

AUDITORY

Hears to learn.
Likes listening to instructions.
Good at talking slowly and explaining.
Starts chatting when loses interest.
Struggles with outside noise.

READING & WRITING

Studies to learn.
Likes to read and write things down.
Big on note taking.
Loses interest if they don't have a pen and paper to take in information.
Struggles with diagrams and disorganized presentations.

KINESTHETIC

Moves to learn.
Likes hands-on experiences.
Remembers best when done itself.
Starts fidgeting when bored.
Struggles with sitting still.

ONE WORD WHIP

Ask participants to share how they are feeling, how the experience went, or other focus questions but have participants sum the answers up in one word. This technique is good for quick check-ins and getting feedback from every person during short breaks. The more this technique is used with a group, the more comfortable and effective participants will be at summarizing their thoughts/feelings. This technique is not good for groups who need extensive processing or large amounts of input.

WEATHER REPORT

Ask participants to describe how they are feeling or what they thought of the experience in terms of a weather report (i.e. "we had a storm roll in but then the sun came out near the end of the day" or "Things were a bit foggy and confusing"). Facilitators can use follow-up questions and ask participants to forecast what kind of weather they want to experience or what weather they expect in the future.

THE SOLO EXPERIENCE

Provide each participant with a 15-20 minute solo time to reflect on the activities. Facilitators can give participants tools for reflection such as a journal, art supplies, a reading, or a quote or provide them with nothing at all. Designate time to share some or all of the reflections as a group.

IMAGE CARDS

Scatter image cards on a surface and allow participants to examine the cards. Ask participants to pick up one or more cards that describe their experience or the group during the activity or the day. Have participants share the image cards and describe why they chose them.

DYADS/SMALL GROUPS

Have participants split into dyads or small groups for reflective debriefing. Facilitators can provide the groups with questions, quotes, or other materials to prompt discussion. Participants can struggle with debriefing and sharing with a large audience. Small groups offer a less intimidating environment for reserved students to contribute and share in discussions.

APPRECIATIONS AND CONGRATULATIONS

In a large group, give participants the chance to thank someone or the group itself for something they did or that happened during the day. Other debriefing tools and techniques can be incorporated to enhance the experience (i.e. Body Parts - Have participants pass around the "hand" and ask who they would like to give a hand to or the "smiley face" and ask what someone did to make them smile). This technique is ideal for the end of the day or after large group activities.

CONCENTRIC CIRCLES

Facilitators have participants pair up and have the pairs gather together. One person from each pair forms part of an inner circle and the other person forms an outer circle. Partners from each circle face each other and facilitators ask reflection questions for each pair to discuss. Facilitators then instruct one of the circles to rotate a certain number of people in a direction (i.e. inner circle moves three partners to the left). Facilitators ask a new question and participants discuss with the new person across from them. Repeat the process as needed for time and energy levels.

BODY PARTS

This technique uses cards depicting different human body parts. Facilitators can associate questions with each body part to prompt discussion. The body parts can be placed in a central locations for participants to select themselves or facilitators can pass the body parts to participants to better direct the discussion. Example questions include:

HEART - What were you feeling during the activity? What keeps pumping you up? Was there a good circulation of ideas?

BRAIN: What did you think about that? Does anyone have any other thoughts? Did the group think ahead?

FOOT: What new ground did we walk today? What will be you next step? Did group members find a balance of what worked for them?

HAND: What will you take away from this experience? How did you help others during the activity? Do you want to give a hand to someone?

STOMACH: What is your gut reaction to what was said/what happened? What affected you deep inside? What took guts for you to do?

EYE: What did you see? What goal do you have your eye on? What changes would you like to see in the future?

EAR: What did you hear? How are we doing at listening?

NOSE: What stunk about the experience? Do you sense a change in the group?

SPINE: Who was the backbone of the group? What support did you give? What support do you need? How could you be more flexible next time?

BONE: What strengths do you/does the group have? How do you need to lean on each other?

LIGHT BULB: What ideas were there? What was illuminated for you?

GLOBE: How does that behavior affect your community? What environmental factors affected your decisions?

SMILEY FACE: What positive things should we keep going? What made you happy? What did you like? How has your attitude changed?

FEELINGS CARDS

This technique uses large emotion cards to help participants process feelings about their experiences. Each card lists an emotion and has accompanying illustrations to help describe that emotion. The cards can be placed in a central location and participants can select the card that best describes their feelings. Some prompting questions can include: How did you feel during the activity? How do you feel when _____ happens?

QUOTES DEBRIEF

This technique uses postcards with different quotes to help participants process their experiences. Facilitators spread the postcards out and give participants time to read the quotes. Participants can then select a quote that they identify with and share the quote and their thought process with their peers in large or small groups.

DOMINO DEBRIEF

Facilitators pass out a domino to each participant. Participants can also select their own domino from a facedown pile. Facilitators ask a question of the group, and each participant pairs up with someone who has the same number on their domino. The pairs discuss the question together and can share their observations with the larger group if desired.

SKITS

Split participants into small groups and have each group prepare and perform a 2-minute skit depicting an event from the day such as the group's greatest challenge or a favorite moment. Skits can show different perspectives and help the group celebrate each other.

KNOT PASS

Facilitators use a long piece of nylon webbing and tie the ends together in a knot. The piece should be long enough that the entire group can comfortably hold onto the circle that is formed. Facilitators have each participant grab onto the circle and ask the group a question. Participants rotate the webbing circle and the knot will travel around the group. If a participant wishes to answer the question, they will stop the knot in front of them. Facilitators repeat the process as needed for good discussion.

BACK TO BACK

Facilitators have everyone pair up and stand back-to-back. The facilitator then asks a questions, allows a few seconds to reflect and the calls out “face-to-face” at which point the pairs face each other and share their responses. As conversations close the facilitator calls out “back-to-back” at which point those pairs stand back-to-back again. The facilitator asks another question, lets the participants reflects but when the facilitator calls out “face-to-face” the participants find a new partner to discuss with. Continue this for a few rounds so participants can chat with multiple people. Time limits for responses and partner searches can be set to manage the group.

SILENT ACTING

Facilitators ask participants to express how they are doing or what they are feeling through movements rather than words. Facilitators can have participants move as individuals or small groups. This technique works especially well with small groups in situations where acting would be far outside some participants' comfort zone.

ALL MY NEIGHBORS

Facilitators have the group stand in a circle so they can't touch the people on either side of them and hand each person a polydot to stand on. The facilitator stands in the middle and says “Hi, my name is (insert name)” to which the group responds “Hi (insert name).” The person in the middle then follows up with the phrase “I'd like to get know all my neighbors who felt/saw ____” and finishes the statement with a description of something participants likely felt or saw during the activity. If what the facilitator said applied to someone, they have to find an open polydot that is not directly next to them and they can't return to theirs. The person left without a polydot starts the next round. If someone ends up in the middle (3) times they can switch with someone on the outside that has never been in.

INDEX CARD DEBRIEF

Facilitators write our different debriefing questions on as many index cards as participants. High functioning groups could develop and write out their own questions. Each participant takes a card and finds a partner to discuss the questions with. When participants finish discussing their questions, they switch cards and find new partners to discuss with. When facilitators are satisfied with the amount of discussion, they can call the group together to share any worthwhile observations or reflections that were discussed.

PROCESSING DICE

Processing dice allow participants to control their own debriefing experience. Participants roll a processing die that has debriefing questions assigned to each number. Each person rolls the die and answers the question assigned to the number they roll. Facilitators can decide generic questions before the program or can choose more specific questions for the group and the activity.

QUESTION BALL

Facilitators use a ball with debriefing questions written or printed on the surface. Facilitators toss the ball to each participant, and the participant answers one of two debrief questions that are under their thumbs when they catch the ball.

JOURNALING

Facilitators give participants paper and a writing utensil and instruct each person to go be alone and write down their reflections about the previous activity/activities. Journal time can be varied in length and can be done multiple times throughout a program. Facilitators can leave reflection open-ended or can give participants a question or topic to reflect upon. Reflections can be shared with the group as desired.

ART

Similar to journaling debriefs, facilitators provide participants with art supplies like paint, markers, etc. and instruct each person to use the supplies to describe their experience. This activity can be done multiple times throughout a program, and the art can be shared with the group as desired.

WRITING AND RECORDING

This technique works well for shorter activities and activities during which participants are likely to say meaningful statements related to learning outcomes. During an activity, the facilitator write's down everything that the group says with the exact words used. During the debrief, the facilitator reads back parts of the dialogue to shed light on the group's communication methods. Facilitators can also use audio or video recordings to capture the experience and show participants what they looked and sounded like during the activity. The facilitator can then ask questions and have the group reflect on what they notice about their communication methods.

TIMELINE DEBRIEF

Facilitators lay out a long strip of butcher paper and draw a timeline of the day's activities. Participants then write down specific important/memorable events on the timeline. Once finished, participants can share what they wrote down and why.

POSITIVES AND DELTAS

This technique can be used as a check-in tool or a more expansive debrief at the end of the day. Facilitators ask the group for positives: "What are X (number) of things that you feel the group is doing well?" Then the facilitators ask the group for Deltas: "What are X (number) of things that you feel you or the group need to start doing or do differently?" Facilitators can ask these questions of the entire group or have the participants split into smaller groups to discuss and then share out the small group's answers. Writing the answers down on a large paper can be impactful and allow participants or chaperones to take the observations home at the end of the program.

SCALE OF 1-10

Facilitators place numbered polydots from 1-10 on the ground in numerical order and ask a question of the group (i.e. On a scale of 1-10 how would you rate your communication/frustration/etc.?). Participants then stand on the number that corresponds with their answer, and the facilitators can ask participants to share why they chose their particular number.

LETTER CARDS

Facilitators lay out cards with the letters of the alphabet on them. Facilitators then ask a debriefing question of the group, and participants choose a letter card that begins a word that best describes their answer (i.e. "Describe how you felt about the activity." - Participant chooses the F card because they felt frustrated). Facilitators can ask participants to share their letter, word, and reasoning with the group.

DEBRIEF WHEELIES

The debrief wheels come in three different colors and have different types of questions printed on each color of card:

Orange cards ask questions about "What happened?"

Green cards ask questions about "Why is this important?"

Blue cards ask questions about "How can I use this information?"

Facilitators place the debrief wheels in 3 piles according to color and instruct participants to choose a card from the Orange pile first.

Participants then find a partner and share their responses to the questions on their respective orange wheel cards. Participants then exchange cards with their partner and find a new partner to repeat the sharing process.

After a few exchanges with Orange wheel cards, facilitators have participants swap out for Green wheel cards and repeat the process.

After a few exchanges with Green wheel cards, facilitators have participants swap out for Blue wheel cards and repeat the sharing process a third time.

After a few exchanges with Blue cards, the group comes back together and can share things that they observed or learned.

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And probably many more as knowledge has been shared over the years.

HAVE AN ACTIVITY TO ADD?

Email us and we will add it to our next addition!



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