

# OUTDOOR SKILLS INSTRUCTION TEAM BUILDING



  
BOY SCOUTS OF AMERICA

**OUTDOOR SKILLS INSTRUCTION**  
**TEAM BUILDING**

## Introduction

The Boy Scouts of America is utilizing a methodology in all levels of program that helps adults understand how to work with youth. Tools are provided to help leaders encourage Scouts to solve problems and develop teamwork.

This training seminar is designed to be conducted in a twenty-four-hour time period. The seminar can be conducted in the city, at camp, or at any location you choose. It can be adapted to any location you desire.

This seminar can be used to build a council or district committee, strengthen a unit committee, or develop a summer camp staff.

This seminar may be administered by a variety of groups or individuals: the council/district training committee, troop committee chairman, camp program director, or camp director. The material is written such a way that it can apply to any particular group you want to involve in the training experience. The key is that it is a "hands-on" learning process. A group facilitator will participate in the experience. The staff will set up and provide the guidance necessary to make it successful. At the conclusion of the experience, a reflection process will take place under the direction of the group facilitator.

*This person must be skilled in many areas.* Qualifications will be discussed later. This seminar is extremely intense, both physically and mentally.

### Note to the user of this manual:

This manual is one in a series of skills manuals. Each manual may be used separately, or sessions may be mixed. Each manual covers a broad spectrum of topics. You will note that there are no time schedules listed. The training should be conducted according to the ability of the participants to complete the topics. These sessions may be conducted by any qualified Scouter. You are encouraged to recruit experts to assist in instructing. Use the outlines as guides to create a hands-on learning experience.

### Outdoor Skills Instruction Manuals

*Aquatics*, No. 33026

*Backpacking*, No. 33035

*Camping*, No. 33003

*Cooking*, No. 33567

*Rappelling/Rock Climbing*, No. 33027

*Survival*, No. 33029

*Team Building*, No. 33004

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# OBJECTIVES AND OVERVIEW

## Learning Objectives

As a result of this seminar, participants should be able to

- Develop individual confidence and personal growth.
- Develop group cooperation and interdependence.
- Improve living and learning skills.
- Strengthen their awareness of the environment around them.

## Getting Started

The first and most important task in preparing for this seminar is to *establish the goals for the group*. What is it you want to do? Many things will happen during the brief time in which the group is together. This training experience will have four phases:

- Anticipation by the participants
- Preparation by facilitator and participants
- Participation in the activity
- Reflection on what has happened

Each phase will help the individuals and the group grow. Each person will have items to accomplish both as an individual and as part of a group. Many Scouting skills will be used during this activity, including orienteering, knot tying, and pioneering.

## Sample Program

The following is a sample program. Your program will vary depending on where you conduct the seminar and how many people attend. Remember that the total time of this seminar is twenty-four hours. None of these stations should dominate in time.

1. **Initiative Game.** This is designed to develop and/or enhance the cooperation of the group. This game will increase the group's energy level. (*The twenty-four hours begins with this activity.*)
2. **Interpretative Location.** Depending on the site you selected, this will give the participants a background on the site's history and some ideas on how to interact with the environment around them.
3. **An Experiential Activity.** This "hands-on" activity is designed to get the participants to directly relate to their environment. This activity might be making Indian fry bread or something similar.
4. **Orienteering.** This should be a simple, brief review of map and compass techniques to help the participants brush up on their skills.
5. **Cultural/Natural Features Activity.** The trail that is followed needs to contain activities that relate to something "special" about the area. Have an activity that tests the participants' observation/investigation abilities.
6. **Mealtimes.** Food is critical to this seminar. It should be nutritious and provide a high energy level. Meal breaks are a time for reflecting and relaxing. Have someone give a brief inspirational reading for the group to discuss. A group journal should be available so that each participant can make an entry if desired. These should be scheduled when you feel the need to eat.

7. **Initiative Game.** This game should be more challenging than the first game. It should challenge the group both physically and mentally.
8. **Problem Solving.** This could be crossing a stream using only the materials that the group brought with it, or it might be overcoming another kind of obstacle. The challenge should be one that helps the group deal with stress and challenge for both group and individual development.
9. **Group Activity.** This event should be easy and fun. It may be a simple child's game. This activity is to relieve stress.
10. **Orientation on Night Hiking.** This is to prepare the group to travel at night, which would include safety procedures, animal behavior in your area, and sensory awareness of the sounds of the night.
11. **Nap 1.** This will be the first of a series of "catnaps" no longer than ninety minutes. These will be spaced throughout the seminar to rejuvenate the participants.
12. **Evening Interpretation.** This is done in an area from which you can see some distance. You can perform a simple star study, study the folklore of the area, study animals of the area, and so on.
13. **Solo Time.** This has been done successfully in Outward Bound programs for years. Each participant finds their own "personal" space and spends some time alone to reflect on how they are feeling now. This should last no longer than one hour, after which the group should re-form.
14. **Night Orienteering.** The participants should solve an orienteering problem. A leader should be selected in the group. You need to ensure that there is a brief explanation of night hiking and that the area selected is free of hazards.
15. **Sensory Awareness.** This focuses on the senses. Prohibit a group member from using one or more of the senses. Let the group then perform activities with this individual to develop trust. Each member of the group should try this.
16. **Nocturnal Sounds.** Each participant is asked to listen to the sounds of the night and to try to identify the sounds. Have participants think about why those sounds are being made and what is making them.
17. **Circle of Light.** This activity is done before the next nap. The group gathers into a circle, and each participant lights a candle and shares something important in his or her life.
18. **Nap 2.** After the circle of light, each participant finds an area in which to nap.
19. **Sunrise Celebration.** Anticipation of the sunrise creates excitement and joy. It is the beginning of a new day and the next step in the participants' lives. Have the group face east. A leader may read an inspirational message, and the group can make an entry in the journal.
20. **Problem Solving.** Create a more difficult problem for the group to solve. This may be crossing a stream, climbing over a wall, or another challenging task.

21. **Conservation Project.** At this time, have the group do a simple conservation project that does not need much equipment but that is meaningful to the area, something the group would have "pride of ownership" in.
22. **Wildlife Observation.** Each participant stakes out an area and observes what is within that area, makes notes, and shares with the rest of the group what he or she observes.
23. **Solo.** Each participant now takes one hour alone. This gives the participant a chance to reflect on the experience so far and on what he or she has accomplished personally.
24. **Initiative Game.** This is the final initiative activity and should be the most challenging. The group should complete this and reflect on the experience. Could the challenge have been achieved earlier?
25. **Final Reflection.** \* The group should return to an area near where the seminar began. Under the leadership of a seminar staff member, a final reflection is conducted. This gives the staff leader and participants the opportunity to share their feelings about the past twenty-four hours.

*A Final Note.* The program must be flexible. Participants should not be forced to do anything they do not want to do. The staff member who is with the group is a *facilitator*, not the *leader*.

\*See appendix for reflection process.

# THE GROUP FACILITATOR

## Leader Qualifications

The staff member or group facilitator who goes with the group must meet certain qualifications in order to guide the group. The facilitator needs to have experience in similar types of activities. Much of the Ethics in Action training will assist in preparing a person to facilitate a group.

In the field of experiential education, theories abound as to what makes a good leader.

1. **The Trait Approach.** This approach assumes that there is a set of common traits which, when developed, will allow an individual to serve as a leader in most situations.
2. **The Situation Approach.** This approach assumes that a leader's behavior may vary from situation to situation, each requiring a different leadership behavior.
3. **The Behavior Approach.** This approach assumes that a leader maintains a certain type of leadership style throughout the experience.
4. **The Shared Function of the Group Approach.** This approach assumes that for different situations, different leaders will emerge to help the group identify and execute the group task.

The last approach seems to be the one most commonly accepted and should be seen in the participants throughout the seminar. Any of the other styles might be seen, but the last one will be dominant. Each facilitator needs to be autocratic when vital situations arise. The group facilitator is ultimately responsible for the group and for the success of the program.

## Facilitator Characteristics

The facilitator should have the following eight key characteristics developed before working with a group:

1. **Social Interaction Skills.** Be able to help a group interact.
2. **Leadership Skills.** Have specific skills and educational tools to lead the group.
3. **Behavioral Understanding.** Know the physiological, psychological, and sociological characteristics of the group.
4. **Social Abilities.** Have the ability to make the seminar fun and exciting.
5. **Outdoor Skills.** Have the necessary skills to handle outdoor situations (i.e., camping, orienteering, pioneering, first aid).
6. **Knowledge of the Outdoors.** Be well versed in nature, especially in relationship to the area where the seminar is to be held.
7. **Supervisory and Administrative Skills.** Make things happen through the participants, and be able to evaluate the group and build them into a team for a successful experience.
8. **Personal Characteristics.** Have a healthy appearance, be confident, and acknowledge feedback from the group.



# PERSONAL AND LEADERSHIP QUALITIES OF THE GROUP FACILITATOR

## Personal Qualities

- Poise, bearing
- Cooperative attitude
- Self-discipline
- Tolerance
- Patience
- Concern for others
- Neat appearance
- Physical fitness
- Dependability
- Willingness to learn
- Pleasing voice
- Effective speech
- Integrity
- Promptness
- Self-confidence
- Enthusiasm
- Initiative

## Leadership Qualities

- Ability to realize objectives
- Understanding of participants' needs
- Ability to get along with participants
- Originality
- Resourcefulness
- Ability to gain confidence of participants
- Ability to analyze problems
- Ability to develop interest
- Ability to lead without dominating
- Ability to discipline
- Ability to inspire others
- Ability to lead informally
- Encouragement of participant leadership
- Ability to plan and organize
- Observation of rules and regulations
- Proper care of equipment and property
- Ability to use time wisely

## Outdoor Skills Needed by Group Facilitator

- Camping
- Environmental awareness
- Hiking and trail techniques
- Selection of personal gear
- Physical fitness
- Program behavior
- Survival
- Water safety
- First aid
- Food selection and preparation
- Orienteering
- On-trail activities
- Nutrition
- Pioneering
- Woods tools
- Weather awareness

## Leadership Methods of the Group Facilitator

1. **Problem Solving.** Problem solving allows participants to use a variety of methods to arrive at solutions. Problems may involve both individual and group situations.
2. **Inquiry Approach.** The inquiry approach is a selected set of questions and observations designed to elicit the expected results from the experience.
3. **Discovery Approach.** Discovery allows participants to draw their own logical conclusions.
4. **Direct Approach.** The direct approach allows individuals to act directly on a problem.
5. **Theme Approach.** The theme approach uses one subject to enhance a feeling or understanding.
6. **Teachable Moment.** A teachable moment occurs when a leader uses "spur-of-the-moment" or opportune situations in which to teach.

# STAFF

## Overview

Staff for this seminar should include one group facilitator to each six participants. Several staff positions are critical to the success of this seminar, as are the logistical support and planning done by the staff. The expected outcomes should be reviewed for some areas and the trail or path for the event planned well in advance. All compass bearings should be double-checked.

## Staff Positions

**Chairman.** The chairman is responsible for the entire program and for the supervision of the staff. The chairman should be an experienced leader.

**Assistant Chairman.** The assistant chairman is responsible for logistics and for meeting the needs of the participants. There may be additional staff to work with the assistant chairman.

**Group Facilitator.** The facilitator is responsible for accompanying the participants on the trail for the seminar. This person will also work with the participants in advance of the actual seminar.

# BEFORE THE SEMINAR

## Preparation

Preparation of the participants is key to the success of this event.

Two weeks before the seminar, you should conduct an orientation session for the participants. If you have several groups that will participate in the same area, you may want to invite all the participants to the same meeting and then break them into smaller groups later.

## Orientation Session Agenda

1. **Give welcome and introductions.** Introduce staff and participants. This introduction should include a brief background of each staff member, and participants should state why they are there.
2. **Get to know each other.** Do some simple initiative games to warm up the group. Let the group facilitator take over with the group.
3. **Introduce the concept.** Introduce what is going to happen and the anticipated outcome.
4. **Present audiovisual.** Do an audiovisual presentation of the area where the seminar is going to take place so that participants can get a feel for the area. This will begin to prepare them mentally as well as assist them in planning for the necessary personal gear.
5. **Review personal gear.** Review the gear needed by the group. Distribute health histories, equipment checklists, and maps to the location of the seminar.
6. **Define roles.** Define the role of the group facilitator and the role of the participants.
7. **Answer questions.** Answer any questions anyone has.
8. **Adjournment.**

## Site Selection

In selecting the location for your seminar, keep several things in mind:

- Variety of habitats and landscape areas
- Variety of terrain
- Range of cultural features
- Suitability of land for activities planned
- Maintenance of area
- Safety of area

After selecting the area, the staff should check all routes and actually run the course themselves so that they know what to expect during the time the seminar is operating.

## Other Considerations

For the participants to have the best possible experience, you should consider the following list of suggestions:

- Provide for all the basic needs (food, shelter, warmth, acceptance) before anything else.

- **Loneliness, uncomfortable rest periods, noise, and insects** may tend to prevent participants from having a truly positive experience.
- The group facilitator must show confidence and respect when handling situations. Participants may want freedom, but they still want to see standards upheld by fellow participants and leaders.
- The group facilitator must not become too close to any of the participants, as this will cause a breakdown of the group.
- Have a good first aid kit available at all times.
- Know the skill or activity you are teaching.
- When teaching a skill, demonstrate, ask questions, and let the participants practice it. Proceed slowly, as participants need to feel comfortable with their mastery of the skill.
- Display enthusiasm—it is catching!
- Stop an activity before it lags for participants.
- Choose activities that are suitable for participants' physical and mental abilities.
- Practice conservation.
- Stop periodically for rest; capitalize on this time as a teachable moment if necessary.
- Avoid technical names and information, as people really are not usually interested.
- When teaching a skill, be sure the whole group can see what you are doing.

# GROUP FACILITATOR SUPPORT KIT

## Necessary Items

Items that the group facilitator must carry are

- Maps of area
- Sketch of program activity sites
- List of participants
- First aid kit
- Emergency phone number
- Leader's log
- Natural history guide of area
- Group journal
- Writing instruments

## Personal and Participant Activity Support Material

- Extra clothing: wool socks, sweater, stocking cap
- Candles
- Space blanket
- Plastic bags
- Pack rain cover
- Maps
- Two metal cups
- Nature guidebook
- Pocketknife
- Leader's log
- Coil of twine
- Flashlight and extra batteries
- Garbage bags
- Folding saw
- Poncho
- Extra-high-energy food, GORP, soup, honey, fruit bar
- Toilet paper
- Small trail tarp
- Personal first aid kit
- Backpacking stove and fuel
- Initiative game material
- Water bottle
- Compass
- Waterproof matches
- Group journal
- Metal mirror
- Signal items, whistle, colored cloth
- Sunglasses

## **Other Items to Consider**

### **Personal and Group Sanitation**

The “cat hole” method of human waste disposal should be used. The individual locates a spot at least 200 feet away from open water or wetland. Clear back the leaves, grass, or pine needles, approximately 8 inches square. Use your heel or camp shovel to dig a shallow hole no more than 6 inches deep. Use only a minimum of toilet paper, and replace the ground cover over the waste.

### **Sleep and Rest**

Because you are out for twenty-four hours, your body needs to rest periodically. Encourage the participants to have plenty of rest before starting the seminar. The cat naps will be approximately one and a half hours long, starting at about midnight and 3 a.m. The participants can lay on a ground cloth and cover themselves with a poncho, using their day packs as pillows.

### **Mental First Aid**

This seminar may be intense for some of the participants. The group facilitator needs to be observant of signs that arise indicating the need for mental first aid. This can be done simply by following these steps:

- Get the participant to develop a realistic outlook of the crisis. Encourage the person to contribute more information by asking open-ended questions.
- Identify who in the group can give support to the person. Have someone stay close to the participant to prevent further confusion.
- Work with the participant to identify coping mechanisms, which include talking, physical exercise, food, and solo reflection time.

# PROGRAM EXPERIENCES AND ACTIVITIES

## Resources

Many resources are available to assist you in planning activities for this seminar. See the appendix for a list of books that can help you.

## Activities

**Group-building activities** should be planned based on the resources available at the seminar site. There might be stationary equipment already in place; for instance, a Project COPE course site might be available. If you are in a location where these items are not available, then you must carry with you all the supplies you will need. You should therefore plan the activities wisely.

**Conservation projects** may require some equipment to execute the job. If this is the case, you will either have to carry the necessary tools with you or have them already at your destination, ready to be used. Be sure that the work the group will do is challenging and meaningful. If tools are being used that are unfamiliar to the group, be sure proper instruction on their use is given.

**Challenge activities** should be just that, challenging and physical. The process should include individual and group action, decision making, and initiative. Activities should draw their strength from exposing participants to possible disaster and failure, not from comfort and security. Following are some points to keep in mind:

- Use experiences not encountered daily.
- Participants should discover something new about themselves.
- All activities should have controlled risk.
- Do not use gimmicks.
- These suggested rules should be well explained at the beginning:
  - The task should be clear.
  - The group should know when the goal has been reached.
  - A time limit can be put on the task.
  - Avoid competition; stress cooperation.
  - Everybody participates.

See Appendix for suggestions.

The **solo experience** should give participants time to reflect on their activities as well as on anything personal they wish to think about. These short periods away from the group provide time for participants to gather their thoughts and observe their surroundings. This separation usually strengthens the bonds of the group.

There are three basic rules for solo. First, there should be no talking or other distracting sounds; second, participants should not have direct visual contact with one another; and third, participants must obey the rules and expectations of the group facilitator.

Solos may be as short as ten minutes or as long as half an hour. You may have group solos, where no one talks for ten minutes while at a rest stop.



A **journal** may be kept by the group as well as by individuals. The group journal should be a bound book easily accessible and available to all participants, including the group facilitator. It is recommended that each person make at least two entries in the journal. Many more can be made. The group journal may contain simple sayings that occurred during the experience; accomplishments that took place; something that was seen in nature; poetry; sketches; weather conditions; and so on. The personal journal is kept by the individual participants and should reflect their own feelings and interests.

**Environmental interpretation** consists of guiding people to develop a personal sense of the processes of nature about them. It is designed to stimulate and excite participants to understand the meaning of the environment around them.

**Historical interpretation** is designed to tie the participants to the past. Every place has many links to the past. The challenge is to present the historical events, activities, and stories in a manner consistent with what really happened.

**Night experiences** can be very exciting. You will need to acquire “night eyes.” This can be done very simply. As darkness falls, a physical process starts to transform the human eye to employ optimum sight. This is done in the following manner:

1. Immediately, the radial fixers in the iris of each eye contract, and the pupils begin to dilate. This takes about fifteen minutes.
2. The retina takes on a purplish tinge as color-sensitive cones that adjust for daytime sight become dominated by the light-sensitive rods, which in turn dominate the periphery of the retina. This takes approximately forty-five minutes.
3. Three important physical changes take place as a result of the change to night eyes: poor color vision, difficulty in focusing on close items, and stronger peripheral vision.

If you use a red-covered flashlight, you will not scare night animals, and your pupils will stay adjusted to the night light.

# EQUIPMENT AND SUPPLIES

## Evaluate Needs

Personal equipment needs may vary, depending on the time of year the seminar is conducted. You may want to evaluate the clothing needs based on this consideration.

## Personal Gear (participants)

- Trail pack or day pack
- Two pairs of wool socks
- Long-sleeve shirt
- Rainsuit or poncho
- Cup, bowl, spoon
- Pocketknife
- Trail food
- Flashlight, red lens cover
- Personal first aid kit
- 50-foot length of  $\frac{1}{8}$ -inch nylon cord
- Camera
- Hiking boots, well broken in
- Long pants, baggy
- Windbreaker jacket
- Handkerchief
- Toilet paper
- Journal and pen or pencil
- Meals
- Garbage bag
- Water bottle
- Inspirational book of readings
- Ground cloth

## Food and Menu Planning

Diet is key during this seminar. Participants will burn twice as many calories as they normally do. This means they will need 3,000–4,500 calories for the day. Meals should draw from the basic food groups. Carbohydrates give quick energy and are digested rapidly. Fats provide the greatest source of food energy, but are characterized by a slower release of energy.

Meals should be simple, nourishing, and light. Mealtime should be relaxed, and it should not be stressful to prepare a meal. Participants will be eating three meals. They can plan the menu ahead of time, and each person can bring a component of the meal. Most of the items need to be prepared ahead of the seminar (for example, soups) so that only reheating is required. Keep it simple for everyone.

# Sample Menu

## Lunch

- High-protein crackers
- Salad of fresh greens, carrots, celery
- Cheese
- Peanut butter, honey
- Dried fruit
- Apples, oranges
- Oatmeal cookies
- Fruit drink

## Breakfast

- Bagels
- Hard-boiled eggs
- Dried beef jerky
- Oranges
- Juice
- Nut or fruit tart
- Hot tea, cocoa

## Dinner

- Vegetable soup
- Cheese
- Tuna or canned meat
- Rye crackers
- Carrots, celery
- Dried fruit
- Fruit-nut bar
- Hot tea, cocoa

## Trail Snacks

- GORP
- Walnuts
- Chocolate bits
- Rolled oats
- Hard candy
- Granola bars
- Candy bars
- Sunflower seeds
- Oranges, apples

# GROUP FACILITATOR CHECKLIST

## **Planning: Two to Three Weeks Before the Seminar**

- Establish goals and objectives.
- Conduct preprogram planning meeting.
- Select and research area.
- Select program sites.
- Plan menu.
- Arrange for equipment.
- Practice presentations.
- Hold group orientation.
- Double-check layout for seminar.

## **Planning: One to Three Days Before the Seminar**

- Organize equipment.
- Pack personal gear.
- Check out group gear.
- Hold final logistics meeting.

# GROUP FACILITATOR PLANNING SHEET

Program site \_\_\_\_\_ Date \_\_\_\_\_

Pre-seminar orientation \_\_\_\_\_

Morning of seminar, briefing, equipment distribution, logistics \_\_\_\_\_

Initiative game \_\_\_\_\_

Interpretative location \_\_\_\_\_

Experiential activity \_\_\_\_\_

Orienteering \_\_\_\_\_

Cultural/natural features activity \_\_\_\_\_

Mealtime\* \_\_\_\_\_

Initiative game \_\_\_\_\_

Problem solving \_\_\_\_\_

Group activity \_\_\_\_\_

Orientation on night hiking \_\_\_\_\_

Nap 1 \_\_\_\_\_

Evening interpretation \_\_\_\_\_

Solo time \_\_\_\_\_

Night orienteering \_\_\_\_\_

Sensory awareness \_\_\_\_\_

Nocturnal sounds \_\_\_\_\_

Circle of light \_\_\_\_\_

Nap 2 \_\_\_\_\_

Sunrise celebration \_\_\_\_\_

Problem solving \_\_\_\_\_

Conservation project \_\_\_\_\_

Wildlife observation \_\_\_\_\_

Solo \_\_\_\_\_

Initiative game \_\_\_\_\_

Final reflection \_\_\_\_\_

\*Insert other mealtimes into your schedule as they are needed.

# PERSONAL HEALTH AND MEDICAL SUMMARY

## BOY SCOUTS OF AMERICA

To be completed for all adults attending the seminar. Please print—all questions must be answered.

Name \_\_\_\_\_ Age \_\_\_\_\_ Sex \_\_\_\_\_

Home address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

In the event of an emergency, notify:

Name \_\_\_\_\_ Relationship \_\_\_\_\_ Phone \_\_\_\_\_

Name of personal physician \_\_\_\_\_

Phone \_\_\_\_\_ Insurance carrier \_\_\_\_\_ Policy no. \_\_\_\_\_

### Medical History (please check)

|                     |             |            |             |
|---------------------|-------------|------------|-------------|
| Asthma              | ___ Y ___ N | Diabetes   | ___ Y ___ N |
| Allergies           | ___ Y ___ N | Leukemia   | ___ Y ___ N |
| Convulsions         | ___ Y ___ N | Cancer     | ___ Y ___ N |
| Heart disease       | ___ Y ___ N | Hemophilia | ___ Y ___ N |
| High blood pressure | ___ Y ___ N |            |             |

Explanations \_\_\_\_\_  
 \_\_\_\_\_

#### Allergies:

|          |             |              |             |
|----------|-------------|--------------|-------------|
| Food     | ___ Y ___ N | Plants       | ___ Y ___ N |
| Medicine | ___ Y ___ N | Insect bites | ___ Y ___ N |

Explanations \_\_\_\_\_  
 \_\_\_\_\_

Any reason to restrict full activity, including horseback riding, long hikes, backpacking, strenuous physical games?  Y  N

List any conditions limiting full participation (physical or emotional) \_\_\_\_\_

Any reason for medicines to be taken at camp?  Y  N

List prescribed medicines taken regularly. (Bring ample supplies and directions for use.) \_\_\_\_\_

Any special equipment, such as orthopedic or handicap devices, glasses or contacts, dentures?  Y  N

Which? \_\_\_\_\_

Explain any "yes" answers and give all information needed to provide as safe and as full participation as possible.

### Immunizations

Date of last inoculation

- \_\_\_\_\_ Tetanus toxoid
- \_\_\_\_\_ Diphtheria
- \_\_\_\_\_ Polio
- \_\_\_\_\_ Pertussis
- \_\_\_\_\_ Mumps
- \_\_\_\_\_ Measles
- \_\_\_\_\_ Rubella

To the best of my knowledge, the information provided here is accurate and complete.

\_\_\_\_\_  
Signature of person completing form

# APPENDIX 1—RESOURCES AND BIBLIOGRAPHY

## Resources

American Rescue Systems  
P.O. Box 1776  
Zephyr Cove, NV 89448

Association for Experiential Education  
CU Box 249  
Boulder, CO 80309

Boy Scouts of America  
National Supply Division Distribution Center  
2109 Westinghouse Boulevard  
P.O. Box 7143  
Charlotte, NC 28241-7143

Bry-Dan Corporation  
P.O. Box 295  
Moraga, CA 94556

Carolina Chain and Cable  
P.O. Box 127  
Aberdeen, NC 28315

Crosby Clips  
P.O. Box 3128  
2801 Dawson Road  
Tulsa, OK 74101

Great Pacific Iron Works  
P.O. Box 150  
Ventura, CA 93001

Joslyn Manufacturing and Supply Company  
2 North Riverside Plaza  
Chicago, IL 60606

Lirakis, Inc.  
18 Sheffield Avenue  
Newport, RI 02840

Mar-Mex International  
P.O. Box 723126  
Atlanta, GA 30339

Mountain Safety Research, Inc.  
South 96th Street at Eighth Avenue South  
Seattle, WA 98108

Project Adventure, Inc.  
P.O. Box 100  
Hamilton MA 01936  
508-468-7981

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*Woods Wisdom, Troop Program Features*, No. 7262A

# APPENDIX 2 – INITIATIVE GAMES

## (Reproduced from the Project Cope manual)

### Blind Height Alignment

#### Object

To get the participants acquainted with one another and started on working together as a team.

#### Procedure

Blindfold each member of the group, and instruct them to align themselves according to height.

#### Rules

1. No talking is allowed.
2. Blindfolds must remain in place.

#### Equipment

Blindfolds

#### Variation

Do alignment from the center out, with the tallest person in the center, next tallest individuals on either side, and so on.

### Blind Square

#### Object

A group of at least eight participants holding onto a rope must form a perfect square while blindfolded.

#### Procedure

Use a large, relatively flat, cleared area for this activity. Participants form a circle while grasping the rope with both hands. Next, blindfold the participants. After the blindfolds are in place, ask the group to form a square. When they believe the square has been formed, the participants are to stand in place, drop the rope, and remove their blindfolds.

#### Rules

1. All participants must have at least one hand on the rope at all times after they are blindfolded.
2. Blindfolds must stay in place until the activity is completed.

#### Equipment

- Forty to seventy-five feet of rope, tied or spliced
- Enough blindfolds for all the participants

#### Variations

- Form a triangle.
- Form a pentagon.

### Body English

#### Object

The group tries to spell out the words to a well-known proverb by using their bodies as letters.

#### Procedure

Split a group of at least twelve participants into two groups. One group spells out each word of the proverb using their bodies. The other group tries to decipher what the first group is trying to convey. The two groups switch roles after each proverb is communicated.

#### Rules

The participants are not allowed to use their fingers for

#### Examples

A penny saved is a penny earned.  
That's water under the bridge.  
Haste makes waste.  
Here today, gone tomorrow.  
Out of the fire, into the frying pan.

### Carabiner Walk

#### Object

The entire group, clipped together with carabiners, is to make its way from point A to point B as quickly as possible.

#### Procedure

Each person ties a sling rope into knots around each of his wrists. Participants form a circle and, using their carabiners, clip into the wrist loops of the people on each side. They then move to the designated place.

## Rules

Participants must remain clipped together.

## Variations

- To increase the challenge, establish the course in a thickly wooded area, up a steep incline, or through some other obstacle.
- Use waistbands instead of wrist loops.

## Four-Way Tug-O-War

### Object

Four teams of up to fifteen players each hold ropes that are attached at one end to a center ring. On signal, each team tries to pull the center ring across a boundary.

### Procedure

Procure a hundred-foot length of quarter-inch polypropylene (or similar cord) and tie or splice the ends together to form a loop. Marking every twenty-five feet of this rope, change the circle to a square to designate the boundary. Stake out the square using tent stakes or large staples.

Since each of the four pulling ropes is only thirty feet long, it doesn't make much sense to put more than fifteen pullers on a rope — there just isn't room for more to pull efficiently. Split your group into four equal smaller groups and ask them to assume the pull position (whatever that means). Do not allow the last person to tie into the rope. As a matter of further safety, don't allow any knots to be tied in any of the ropes.

As the pull master (PM), take the four pulling ropes and set the center ring into the center of the boundary square so that the ropes are perpendicular to the four sides of the boundary rope.

The PM advises, "Take up the strain," at which time all pullers slowly begin to put pressure on the ropes. After a couple of seconds of holding the ring on center, as the pressure increases, the PM shouts, "Pull!" and steps quickly and nimbly back.

A win is achieved when a team pulls the center ring over the section of boundary rope that marks their part of the square. If the ring goes directly over any of the four right angles, it is a "no pull," and the teams begin again from a starting position.

Make sure you let the teams try this activity often enough so that team strategies can develop. It takes a couple of pull-offs for the teams to discover how brief alliances with the pulling teams to their right and left can sometimes produce victory for their team.

If you are the pull master, watch out when you yell, "pull," at the start, as rapid movement of the ring can result in a horizontal pull master.

If you plan to put together your own pull ropes, be sure to choose rope that is advertised as stronger than the estimated combined pulling power of the participants. Use metal thimbles for the splices and a 7/8"-diameter drop-forged ring in the center. Do not allow anyone to grab the ring or spliced thimbles during a contest, or broken fingers could result.

This activity can be exhausting, so don't count on a full period's participation.

## Frantic

### Object

Keep several tennis balls in constant motion for as long as possible.

### Procedure

Everyone in the group is given a worn-out tennis ball or two. On a smooth, flat surface bounded by walls, the group attempts to keep every tennis ball in motion. The activity starts upon a given command. Referees are used to spot balls that have stopped moving.

### Variations

- During the activity, additional tennis balls may be added, increasing the difficulty.
- The activity may be allowed to continue until the referees have spotted three balls that have stopped moving.
- The activity can be repeated to see if the group can improve by keeping all balls in motion for a longer time.

## Have You Ever?

### Object

This is an ice breaker. The answers to these simple questions lead to shareable stories that lead to other stories.

## Procedure

Ask the questions, then ask the participants to raise their hands to answer yes to a question. In this way, all the participants can see who has done what. Then call on one person to tell the story. Don't forget to add that raising hands is voluntary.

Don't try to figure out a reason for the sequence of questions; there is none. The questions are randomly listed with absolutely no psychological intent. They're just for fun. You can also make up your own list or series of questions to fit your audience.

## Have you ever . . .

- been in a parade?
- eaten two raw oysters?
- been bitten by a dog (broken skin)?
- broken an established school athletic record?
- been to a professional world championship game?
- performed CPR in an attempted life-saving situation?
- actually used the Heimlich maneuver in a life-threatening situation?
- developed and printed your own black-and-white film?
- free dived below thirty feet (no scuba gear)?
- swum fifty yards non-stop underwater?
- flown in a glider?
- operated a bulldozer?
- eaten tripe, cow's tongue, pig's knuckles, brains, calf fries?
- been within twenty-five feet of a bear in the wild?
- walked on stilts?
- written a letter to the editor?
- climbed a tree to rescue a cat?
- seen the rings of Saturn and/or the moons of Jupiter (not in a photo)?
- experienced an outdoor shade temperature of more than 110 degrees F?
- experienced an outdoor temperature of under 135 degrees F? (no wind chill)
- been in every state of the United States (all fifty)?
- built a fire on a frozen lake?
- slept on a frozen lake?
- made butter?
- made ice cream by hand (no electricity)?
- been to an opera?
- seen a stage play?
- been to a pro game in at least three major sports?
- sanded an entire hardwood floor?
- had your hair styled?
- refinished a piece of furniture?
- owned more than one cat at a time?
- forgotten a good friend's name during introductions?
- wallpapered a room?
- painted a house?
- seen a living amoeba?
- thrown an object more than 300 feet (not downhill)?
- eaten an entire meal with chopsticks?
- swum a mile in the ocean?
- seen a whale or shark in the ocean?
- been towed aloft on a parasail?
- played catch with a raw egg until it broke?
- traveled more than 1,000 miles continuously on a train?
- traveled more than 1,500 miles on a bus?
- stayed up all night studying?
- spun a hula hoop around your waist at least twenty times without stopping?
- written something that made you cry?
- inadvertently flipped a canoe in forty-degree (plus or minus) water?
- done over twenty pull-ups?
- slept in a water bed?
- been submerged in a submarine (not at an amusement park)?
- eaten dandelion greens?
- used a breath-activated animal call; e.g., crow call?
- worn a hand-tied bow tie?
- had a wart removed?
- seen a polar bear in the wild?
- seen a koala bear in the wild?
- had altitude sickness?
- carried a pack weighing more than sixty pounds for more than five continuous miles?
- cried because of a movie scene? a song? an aroma?
- read the following children's books—
  - The Black Stallion*
  - Black Beauty*
  - The Phantom Toll Booth*
  - Lad, a Dog*
  - Whitefang*
  - Superfudge*
  - The Lion, the Witch and the Wardrobe*
- had an IV administered?
- owned a BB gun?
- read a complete book by kerosene or candle light?
- eaten frogs' legs?
- colored your hair orange, green, purple, or blue?
- volunteered a day's work as a service (no pay)?
- been a participant (student) on a ropes course?
- participated as part of a real search and rescue?
- won a state championship (not necessarily athletic)?
- written a letter of more than ten pages?
- had heat exhaustion?

- had frostbite?
- treated someone with hypothermia?

## Inventor's Machine

### Object

Each group of three people will devise a human "machine" to move a designated distance.

### Procedure

The entire group will organize into subgroups of three. The rules of the activity are then given out.

### Rules

1. Only two legs and two arms of each group of three persons may touch the ground at any time.
2. Once a machine has covered the designated distance, that group will be given a "patent," and no other group may copy that exact machine.
3. Only one machine at a time will be allowed to move down the course.
4. If a machine breaks down en route, that group is placed at the end of the line.

### Variations

- The activity is done without verbal communication.
- Set up obstacles for each machine to go over or around.

## The Monster

### Object

A group of eight to twelve people forms a "monster" that must move a prescribed distance of fifteen to twenty feet.

### Rules

1. No more than half of the legs of the group and half of the arms, plus one, may touch the ground.
2. All group members must be connected to form the monster.

## Punctured Drum

### Object

Given a fifty-five-gallon drum with many holes in it, a bucket or large pot (or other container), and a fast-flowing or easily attainable source of water, the group is to fill the drum to overflowing.

### Rules

1. Only parts of the participants' bodies may be used to plug holes.
2. The fifty-five-gallon drum may not be moved.

### Equipment

Fifty-five-gallon drum  
 Large nail  
 Hammer  
 Bucket  
 Water source

### Variations

The number of holes must vary with the size of the group. For a group of twelve, use a large nail to punch 120 holes in the drum. For smaller groups, some of the holes may be plugged with tape.

## Tangle Knot

### Object

A group must create a human knot by grasping hands and then must untangle the knot they have created.

### Procedure

Ask the group of ten to thirteen people to form a tight circle. Each person extends both hands into the center of the circle and grasps the hands of two other people. When this is completed, explain the problem. Depending on the number of participants and whose hands they grasp, it is possible to end up with two or three separate circles.

### Rules

1. Hand-to-hand contact may not be broken to untangle the knot. Grips may change and palms may pivot on one another, but contact must be maintained.

2. When the knot is untangled, some individuals' arms may be crossed. This is an acceptable solution to the problem.
3. If time is running out, the problem can be simplified by breaking one grip and asking the group to form a single line instead of a circle.

## Texas Big Foot

### Object

A humorous low-key task that is bound to fail.

### Procedure

Ask the group to form a circle (with you included) with arms around each other's shoulders. Then announce that this activity is extremely hard to accomplish and that cooperation is essential to success and avoiding injury. Indicate that all the group has to do (in their present arm-over-the-shoulder configuration) is take three giant steps toward the center of the circle. To be successful, the final step must end with the group still intact and standing.

Count off the first step, then stop. Give encouragement and praise. Count the second step; no comments are necessary or useful at this point because of the laughter and convolution of the one-time circle. The final giant step invariably results in some participants falling down or complete disfiguration of the circle; i.e., failure to achieve the announced goal.

Admittedly a "lightweight" activity, this is a nice tone-setter toward sharing laughter and unself-conscious touching.

## Traffic Jam

### Object

Two groups of at least four participants are to exchange places on a line of squares, using only "legal" moves. All members starting to the left of center are to end up on the right and all members starting to the right of center are to end up on the left.

### Procedure

To start, have one group stand on the squares to the left of the unoccupied center square. The other group stands to the right. Both groups face the middle. Use a fair method to determine which side makes the first move.

### Legal Moves

1. An individual may move to an empty space in front of him.
2. An individual may move into an empty space around one person who is facing him.

### Illegal Moves

1. Any move backward is illegal.
2. Any move around someone facing the same way the mover is facing is illegal.
3. Two people moving at once is illegal.

### Equipment

Enough cloth, plywood, or cardboard squares for the group, plus one additional square.

### Setup

Place the squares in a straight line, with one more than the total number of participants. They should be placed an easy step from each other.

### Variation

Allow no oral communication.

### Variations

- Make the group start over if a crew member falls.
- Allow no oral communication.
- Put an obstacle or two along the prescribed course.

## Trust Circle

### Object

Each participant will learn proper spotting techniques to keep the person in the middle of the circle from hitting the ground.

### Procedure

Split participants into groups of seven to eleven individuals. Each of these groups forms a circle touching shoulders. Explain and demonstrate to the spotters the proper leg position — a shoulder width apart, with legs slightly bent at the knees. Arms should be straight out and slightly bent at the elbows, with fingers together. This is to prevent injury to fingers. It is important to explain the object of the task to the spotters. Their job is to catch the faller and either gently center him or pass

him to the next spotter. The next step is to instruct the faller on how to fall properly. Explain to the faller that he must fall stiff as a board. The faller should be told the importance of keeping his hands firmly to his sides. This prevents an accidental injury to spotters' eyes. Lastly, explain to the faller that he is to stand in one place as he falls, as if his feet were nailed to the ground. The person in the circle says, "Ready to fall." The spotters say, "Fall away." The person in the circle says, "Falling," and then falls.

### **Rules**

1. No action begins until signals are given.
2. No bantering between participants. This is a very serious learning situation.

3. If for some reason this event is stopped, and you begin again, use the proper starting signals.

### **Variations**

- Increase the size of the circle so the faller has a greater distance to fall before being caught.
- Have the faller use a blindfold.

*Note:* These are only a few initiative games that can be done. There are many reference books mentioned in the bibliography that contain hundreds of games.

# APPENDIX 3—DEBRIEFING THE EXPERIENCE / REFLECTION

The two key steps in the debriefing phase are *processing* and *transference*. We have prepared sample questions that will help novice staff members arrange the reflective sequencing of their debriefings.

## Processing the Learning

During the implementation step, the staff notes the many issues which arise as a result of the adventure experience. In *processing*, the staff is charged with the responsibility of guiding participants to reflect on the issues and experiences. Staff members do not comment on the occurrence of any one behavior, or on its appropriateness. Instead, they ask a sequence of questions (examples following) intended to bring up that issue for discussion and learning. For the processing of each issue topic, two types of questions are asked.

### Remember, Recall, or Review

Do you *remember* an example of excellent (poor) (issue topic)

Can you *recall* a particular time when (issue topic) was good (bad)?

Will you *review* a memory of when (issue topic) worked (didn't work)?

### Affect and Effect

What *effect* did you experience? What influence did it have on them? How did the occurrence make you feel? How did the occurrence *affect* the group?

This sequence of questioning is repeated for each issue topic. Then the staff moves on to the *transference* step before returning to process the next issue topic. Participants probably will not be ready to share their deep emotional thoughts. Initially, processing deals with positive occurrences. Get the group to talk about their feelings and opinions before delving into key personal disclosures. The staff may have to share personal information to establish the precedent. Remember that everyone should be afforded the right not to share their comments or innermost feelings and be certain that the guideline of no put-downs is followed.

## Transferring the Learning

Between the processing of each issue topic, staff members ask another pair of questions that facilitate transference.

### Summation

What is the moral of this story? What did you learn? Can you *sum up* what you have gleaned from our discussions (reflections)?

### Application

Do you see a connection between these learning activities and actual situations at home? Can you *apply* what has been learned here to on-the-job and family situations?

Michael Gass and Stephen Bacon, experts writing on the topic of transference in adventure programming, suggest that metaphoric transfer opportunities may be the most beneficial ones. Metaphors are present when occurrences during adventure experiences are similar, parallel, or analogous to occurrences in the clients' daily life at work, home, or play. The idea is that if success can be achieved in the adventure, the same strategies might be used to help in "real" life. Transference can be strengthened by explaining the concept of metaphoric transfer to the clients and by encouraging them to seek out their own metaphors during the debriefing, drawing parallels to their lifestyles.

The questions are only a guide for helping staff members become comfortable with their debriefing responsibility. In time, and with experience, their judgment will help them determine what to ask and how to ask it.

What personal beliefs were responsible for generating the feelings you just experienced? Did you suppress or express that feeling to others? If suppressed, how do you feel now? Would you like to feel differently in a similar situation? If so, how would you like to feel? What beliefs would you need to have in order to feel differently? Could you believe them? How do you feel about the conflict that may result from expressing certain feelings? What types of feelings (emotions or effects) are easiest (most difficult) to express? At times, do you find it



difficult to identify some feelings? If so, which ones? Are some feelings not appropriate to express to the group? If so, which ones? Does expressing appropriate feelings help or hinder the completion of the group task?

Can you think of examples of when you judged (or didn't judge) others in the group today? How does judging and not judging others affect the completion of the task or activity? Would deferring judgment be of some value in other situations? Please explain.

Who made suggestions for completing the activity? Were all of these suggestions heard? Please explain. Which suggestions were acted upon? Why were the other suggestions ignored? What interfered with your ability to listen to others? How can this interference be overcome? How do you know that what you communicated was understood? (Consider different feedback.) What could the communicators do differently next time to send or receive clearer messages?

Who assumed leadership roles during the activity? How did the group respond to the leadership? Did the leadership role shift to others during the activity? Who thought they were the leaders? Was it difficult to assume a leadership role with this group? Why didn't you become a leader? Is it easier to take a leadership role in other situations or with different group members? Explain.

How were group decisions made? Were you satisfied with how they were made? Explain. Did the group arrive at decisions through consensus? Who influenced or

made the decisions? Did everyone in the group express an opinion when a choice was available? If not, why not?

How are you different from others in the group? How do differences strengthen groups? When do differences in people prevent a group from reaching their common goals? In what instances does being different help or hinder the group members from reaching goals? What would this group be like if everyone were the same? How would you feel if this were so? How are you like some of the others in the group? How do similarities strengthen groups? Were these commonalities a help or hindrance to the group in completing their task? Explain.

Can you think of examples when trusting someone could not have been a good idea? What is trust? How does it happen? How do you increase your level of trust for someone? Close your eyes and hold up a number of fingers to indicate the amount of group trust you hold (using whatever scale you choose).

What new questions (concerns) do you have about yourself (others) as a result of today's discussion? What did you (others) do today that makes you feel proud (embarrassed)? Was your behavior today typical of the way you usually act in groups? Please explain. What beliefs about yourself (others) were reinforced (changed or stayed the same) today? Would you do anything differently if you were starting the activity again with this group? What would you like to say to the group members? What would you like to say about yourself?