

LEARN NAMES
✓ EXPECTATIONS
BALANCE BROOM
STAND OFF
HUNKER HANSEER
STAND UP
TANGLE

CLOCK
2013 GROUP
TIRE TISS
THREE/FOUR POINTER
ALL ABOARD
SHEPHERD WALK
TIRE SWAMP/BOMB
WALL
BEAR CLAW
SWINGING LOG
FLEA HOP
ELECTRIC FENCE
YURT CIRCLE
LAP GAME

ALTERNATIVES

WILD WOOLSEY
AUSTRALIAN TROLLEY
ROCK/PAPER/SCISSORS
SKIN INTO SNAKE
PARACHUTE GAMES
TOBOGGAN RACE

EQUIPMENT

2 BROOMS
2 CRATES
ROPE
BOMB
CHALK
BAILING TWINE

PROBLEM SOLVING

What problems did we encounter
in solving the tasks why didn't
we solve the tasks?

Did we use the best method for solving?
How could the problem been solved more
rapidly?

GROUP FUNCTIONS

Did everyone participate?
Who led the groups? (Different leaders)
Who helped to work out tasks?
Did everyone assist?
What kind of contributions were made?

INDIVIDUAL FUNCTIONS

Did you enjoy your experience?
How did you feel in the group?
Did you make contributions?
What would you do differently?

EARNED?

ABOUT SELF? ABOUT OTHERS? ABOUT WORKING TOGETHER?

DDAG

LUTHERAN OUTDOOR MINISTRIES CENTER

STRESS CHALLENGE COURSE

The Stress/Challenge Course is an exciting way to develop a sense of community in your group. The leader's role is to give instructions regarding the task to be accomplished at each station. It is the responsibility of the GROUP to determine HOW THE TASK CAN BEST BE ACCOMPLISHED. The leader does not generally participate beyond the point of initial instruction. In addition, it is the leader's responsibility to see that safety is a concern. Following are the locations of the Stress/Challenge stations and SUGGESTIONS for possible tasks to be used at each. The leader may choose to consider additional creative uses of the course which would best serve the specific nature/needs of his/her group.

TIRE POLE Location: behind the administration building

Task: To get the tire off and on the pole (in either order) using only the people in the group.

ALL-ABOARD ROCK Location: grassy triangle in front of the dining hall

Task: Using the rock, get the entire group off the ground for five seconds.

To get to the next section of the course, head from the All-Aboard Rock, past the dining hall, past the dairy barn, to a wide trail directly S.E. of the dining hall. Once on the wide trail, take the first trail on the right, up a steep hill.

TIRE SWINGS Location: at the top of the steep hill

Task: Get the entire group from one end to the other without touching the ground between the tires. The leader should identify starting and landing positions at a challenging distance from the first and last tires. Anyone touching the ground must go back to the beginning.

UP AND OVER WALL Location: directly past the tire swings on the right

Task: Get the entire group over the wall on to the platform. WARNING: Care should be taken so that participants do not fall off the platform. Depending on the age of the group, the leader may allow help from the people on the ground.

SWINGING BALANCE BEAM Location: directly past the wall on the left

Task: Get the entire group from one end of the beam to the other. If anyone falls they should go back to the beginning. We suggest that leaders (or others in the group) act as spotters on either side of the beam. Their role is not to assist the beam walker but rather to guard against a fall.

STATIONARY BALANCE BEAM

Location: take the path branching to the right

Task: Get the entire group from one end of the beam to the other (from one tree to the other). The trees are boundaries; assistance may be given at each end but not in the middle. Alternative task: Get the entire group over the beam as if it were a wall or hurdle. Again, we suggest that leaders act as spotters.

FLEA HOP

Location: around the bend of the trail

Task: Participants "hop" from post to post (lowest to highest.) Individual participants may choose to do a trust fall from the last post. To do a trust fall, the participant crosses his/her arms across his/her chest, closes his/her eyes, and falls into a cradle of arms made by the other participants. The cradle is formed by two lines of individuals facing each other and locking wrists. (For more details, please consult an LOMC staff member.) It is suggested that children below the sixth grade level not do a trust fall. Leaders should plan to act as spotters.

MAZE

Location: between Stationary Beam and Flea Hop

Materials needed: blindfolds for all the participants

Task: Participants are blindfolded and told to locate an object tied to the maze wires, or a person holding on to the wire. The object or person is located once everyone is blindfolded. Participants remain quiet throughout. The participants follow the maze wires around until they find the object or person, then remain there, holding onto the object or person once found and until everyone else finds it.

ROPE BRIDGE

Location: follow the path to the right, around the meadow, to a path on the right leading back into the woods.

Task: Get the entire group across the cable. Walk on the bottom cable. Hold the middle cable. Leaders should determine whether this task is appropriate for his/her group based upon age/size of participants.

After crossing the cable bridge, follow the path out into the meadow. Follow the edge of the woods around to the right and you will come to Meadows Village.

TROLLEY

Location: behind the administration building

Task: All the participants (12 maximum) are to move the trolley over a poisoned yogurt area (arbitrary distance, 10'-25') utilizing the two 4"X4"X12' lumber with ropes through them. The ropes are to hold onto in order to "walk" the trolley with everyone on it. Rules and penalties should be employed to make sure that no part of the participants' bodies, clothes, shoes, etc., touch the noxious yogurt.

TRACK WALK Location: behind the administration building

Task: Two participants, one on each piece of lumber, are to move from the near-end to the far-end by holding onto each other. They will need to place their weight against each other as they walk sideways down the lumber. Spotters are needed in case participants start to fall.

The next three obstacles are to the east of Hill Road about 50 meters north of the driveway into Barber House. Take the path that starts on the road. The Meat Grinder can be seen from Hill Road.

MEAT GRINDER Location: about 50 meters east of Hill Road on path

Task: All participants should get over the cable roll with the help of each other. The person going over should grab onto the spool ends while others turn it. When the person gets to the top, the spool should be stopped so the person can turn around for coming down. Spotters are needed on both the up and down sides.

NITRO CROSSING Location: just past the Meat Grinder on path

Task: Each participant must swing across the "trip poles" with a container of "nitro" water without spilling it. They are to use the rope for swinging. Participants are not allowed to touch the ground between the "trip poles" or to knock down those poles, otherwise they start again. The participants are not allowed to walk between the "trip poles" in order to get to the swing rope.

REBIRTH Location: just past Nitro Crossing on path

Task: The group tries to get each other through the suspended tire. The participant going through the tire may not touch the tire except where his/her body comes in contact with it in the center. That participant may not hold onto the tire. Once a person is through, she/he must stay on that side of the tire. The last person through receives no aid in getting up, but can be helped coming down. A feet-first entry is not advised for females with loose blouses if the group is coed.

LABYRINTH Location: by the administration building

Task: Group maneuvers board to roll a ball from start to finish without letting the ball drop through the holes. Choose the type/size of the ball based on the skill/age of the participants.

TRIPOD WADDLE Location: by administration building

Task: One person stands on the tripod. Eight persons hold onto the ropes and spread out around the tripod. Work together to "walk" the person on the tripod. Spotters should stand near the tripod in case the person on board begins to fall off.

Please consult with the LOMC staff if you have questions or concerns about any part of the course you intend to use. No part of the course may be used without first checking with the LOMC staff and without approved supervision.

REFERENCES available in the LOMC Resource Center for use at LOMC:

Rohnke, Karl: Cowstails & Cobras

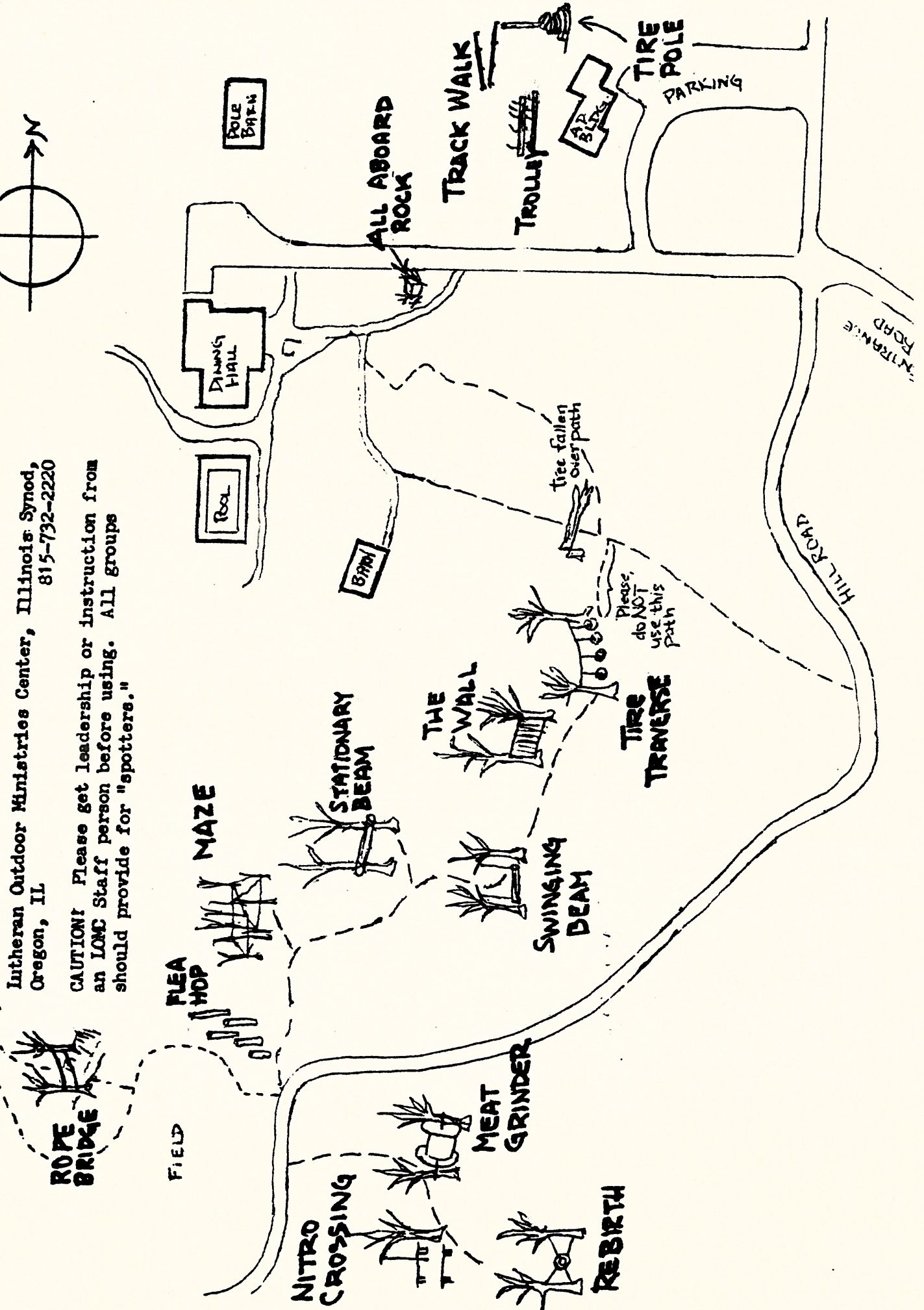
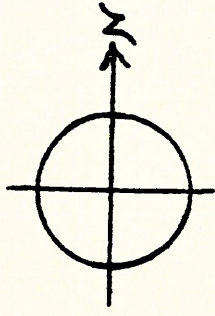
New Games Foundation: The New Games Book

New Games Foundation: More New Games!

STRESS-CHALLENGE COURSE

Lutheran Outdoor Ministries Center, Illinois Synod,
Oregon, IL
815-732-2220

CAUTION! Please get leadership or instruction from
an LOMC Staff person before using. All groups
should provide for "spotters."



What is your "place" in the group?

Questions

How did you feel about acting?
What do you know about each other?

How did you work together?
How did people participate?

Who were leaders? How?

Did you appreciate/ respect their leadership?

What roles did each person play?

Were you pleased with yourself?

Were you pleased with others?

How do you feel about your "place" in the group?

Does this experience remind you of other things or events in the past?

What problems were encountered?

How were problems handled/ solved?

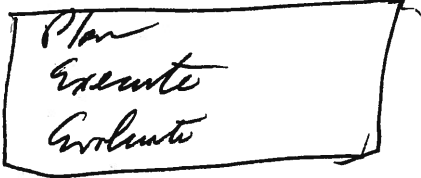
Do you think there could be better solutions?

What have you learned about working together?

How do you perceive yourself?

How do you perceive others?

Learn Names
Review Expectations
Establish Schedule



Activities

1. Brown
2. Pole/Ties
3. 4 printer - 2 groups
4. All aboard
5. Goat Guide
6. Swirly Ties
7. Wall
8. Flea Mfg
9. Bean Class - 2 groups

Stand off
Hooker
Horse

Typhoon
Trolley

Lupine

Rank -

- a. Getting job done
- b. Showing care for others
- c. Leadership
- d. Fellowship
- e. Communication
- f. Cooperation
- g. Athletic

Disco

Questions

How did you feel about activities?

What do you know about each other?

How did you work together?

How did people participate?

Who were leaders? How?

Did you appreciate/ respect their leadership?

What roles did each person play?

Were you pleased with yourself?

Were you pleased with others?

How do you feel about your "place" in the group?

What is your "place" in the group?

Does this experience remind you of other things or events in the past?

What problems were encountered?

How were problems handled/ solved?

Do you think there could be better solutions?

What have you learned about working together?

How do you perceive yourself?

How are you perceived by others?

HONONEGAH HIGH SCHOOL
STRESS/CHALLENGE ACTIVITIES

Opening Activity - Warp Speed

In sub-groups (9-10 people), form a circle. Person A, in possession of person of the tennis ball, tosses the ball to another person (Person B) in the circle while calling the name of Person B. Person B tosses the ball to Person C while calling the name of Person C. The game proceeds like this until the last person to receive the ball tosses it Person A. **Remember the order in which the ball was passed around the circle.** Now the challenge. Repeat the ball passing, in the same order, to see how fast the ball can be moved from the first person to the last. Try to beat the other sub-groups in your group.

Activity Area 3

Location: Follow the road up the hill and around the left-hand curve at the top. Follow the road for approximately 25' from the top, looking for a path on the left hand side of the road. Follow the path past the sign that says "Authorized Use Only." The Meuse is straight past the barricade at the top of the hill.

General Safety Information:

Spotters should be used any time a member of your group is lifted off of the ground.

Remember that what goes up, must come down. Beware of objects that are lifted/thrown/tossed up in the air. They have to come down somewhere and its best if no one is underneath them when they do.

Other safety information is noted with specific activities.

Activities:

A. Meuse

The group must safely cross the saber-tooth beaver filled swamp in 20 minutes or less. Your only props are 3 boards and the piece of rope available. Passage can only be made staying on high ground (the concrete blocks) and avoiding all contact with the swamp water (high phosphoric acid content). Should team members or props come in contact with the water, you must return to the departure point and start over.

B. Tripod Waddle

One person stands on the tripod. Others in the group hold onto the ropes and spread out around the tripod. Work together to "walk" the person on the tripod. Spotters should stand near the tripod in case the person on board begins to fall.

C. Nitro Carry

The object is to fill the tin can on the far side with Nitro water (from the jug) on the near side. The only way across is via the rope. The nitro must be carried in the plastic mug. Participants may not touch the ground between the trip poles or knock the trip poles down; otherwise they start again. Participants are also not allowed to walk between the poles to get the rope.

D. Meat Grinder

The object here is simple - everyone in the group needs to get from one side of the spool to the other by going over the spool. Once someone has "made it" they are not allowed to return to the other side to help others. Helpers may only hold the cable spool and may not touch the person going over. It is very important to have spotters on both sides of the spool to catch anyone falling.

E. Electric Fence

The rope you see is electrified and you need to escape the stampeding bulls. Your only hope is to get everyone in the group over the electric fence without touching it. For safety only one of the rope is connected to a tree. Members of the group should take turns holding the other end loosely, so that if anyone falls on the rope, it gives. Hold the rope at the same height as the tied end. Please don't throw the lighter members of the group over - crash landings can be disastrous. Remember to use spotters when lifting people.

HONONEGAH HIGH SCHOOL
STRESS/CHALLENGE ACTIVITIES

Opening Activity - Warp Speed

In sub-groups (9-10 people), form a circle. Person A, in possession of person of the tennis ball, tosses the ball to another person (Person B) in the circle while calling the name of Person B. Person B tosses the ball to Person C while calling the name of Person C. The game proceeds like this until the last person to receive the ball tosses it Person A. **Remember the order in which the ball was passed around the circle.** Now the challenge. Repeat the ball passing, in the same order, to see how fast the ball can be moved from the first person to the last. Try to beat the other sub-groups in your group.

Activity Area 2

Location: Follow road up the hill. At top of hill take path to the right that leads into the woods past sign that says "Authorized Use Only"

General Safety Information:

Spotters should be used any time a member of your group is lifted off of the ground.

Remember that what goes up, must come down. Beware of objects that are lifted/thrown/tossed up in the air. They have to come down somewhere and its best if no one is underneath them when they do.

Other safety information is noted with specific activities.

Activities:

A. Swinging Log

The object of this event is for participants to move from one end of the log to the other. Safety notes: 1) Spotters should be used to guard against participants falling. 2) No one should stand or walk between the log and the trees at either end. A quick look at the tree trunks will show you why. 3) Beware of the log swinging out if a participant falls from it. Spectators should stand back.

B. The Wall

You are being chased by a band of angry aborigines and your only escape is over the wall. To survive you must get all the members of your group up and over. Sorry - no using the sides of the wall to climb up. Safety note: please have no more than two people at a time on the platform on the back of the wall. Once a person is over the wall and climbs down from the platform, they are no longer eligible to help the rest of the group.

C. Tire Traverse

Your mission, should you choose to accept it, is to drop the bomb (milk jug filled with sand) on the opposite side of the moat filled with flesh eating monsters. Your only access across the moat is via the suspended tires. Good luck. Safety note: please do not place your feet inside the tires (between the tire walls).

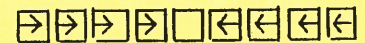
D. Labyrinth

By maneuvering the board, the group is to move the ball from start to finish following the painted path.

E. Traffic Jam

Divide into two groups. The object is to have the groups exchange places on the markers; the group on the left should end up on the right and vice versa.

To begin, one group stands on the markers to the left of the middle marker, the other group to the right. Both groups face the middle unoccupied square. Using the following moves, participants on the left side must end up in the places on the right side.



Legal moves:

1. A person may move into an empty space in front of him/her.
2. A person may move around a person who is facing him/her into an empty space.

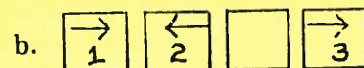
Illegal moves:

1. Any move backwards.
2. Any move around someone facing the same way you are.
3. Any move which involves 2 people moving at the same time.

Thus,



Here 1, or 2 may move into the empty space.



Here 1, may move into the empty space.

**HONONEGAH HIGH SCHOOL
STRESS/CHALLENGE ACTIVITIES**

Opening Activity - Warp Speed

In sub-groups (9-10 people), form a circle. Person A, in possession of person of the tennis ball, tosses the ball to another person (Person B) in the circle while calling the name of Person B. Person B tosses the ball to Person C while calling the name of Person C. The game proceeds like this until the last person to receive the ball tosses it Person A. **Remember the order in which the ball was passed around the circle.** Now the challenge. Repeat the ball passing, in the same order, to see how fast the ball can be moved from the first person to the last. Try to beat the other sub-groups in your group.

Activity Area 1

Location: Around the office building.

General Safety Information:

Spotters should be used any time a member of your group is lifted off of the ground.

Remember that what goes up, must come down. Beware of objects that are lifted/thrown/tossed up in the air. They have to come down somewhere and its best if no one is underneath them when they do.

Other safety information is noted with specific activities.

Activities:

A. Tyrolean Trolley

Participants are to move the trolley (7 people/trolley) over a poisoned yogurt area, utilizing the 4"x4"x9' boards with ropes through them. Participants stand on the boards and hold the ropes in order to walk across the designated area.

B. Tire Pole

The task here is to get a tire off and on the pole using only the people in the group.

C. Track Walk

Two participants, one on each board, are to move from the narrow end to the wide end while touching each other. Spotters should be used in case participants start to fall. Also, participants should not lock fingers.

D. All Aboard Rock

Using the rock, get all the members of the group off the ground long enough to sing "Row, Row, Row Your Boat."

Object: To get 7 members of your group from the starting line to the finish line using only 4 points of simultaneous contact with the ground. No props may be used. All 7 participants must be in contact with each other as you progress across the field. This event can also be done with 2 groups of 5 participants having only 3 points of contact. Try a race.

E. 4-Pointer

$$\begin{array}{r}
 350 \overline{) 20500} \\
 \underline{17500} \\
 30000 \\
 \underline{28000} \\
 2000
 \end{array}$$

$$\begin{array}{r}
 350 \overline{) 17400} \\
 \underline{14000} \\
 34000 \\
 \underline{35000} \\
 25000
 \end{array}$$

1. Authority over all creation -

Food chain - closed
Community - Game,
Predators / herbivores.

2.

Address -
Saint / Sinner

4. Microcosm - 50ft. period -
P. 96.

The
Struggle/Challenge

3. All Aboard - possible application - magic spreading.

Pole + ~~line~~

Tie ~~over~~ everyone's legs together + they are to walk. - use straps or
bandanas - not rope. Depending on the amount
of struggle the leader gives input.

Number off everyone - they are to arrange themselves. Not talking. Blindfold
Can be done w/ animals - largest to smallest animal

Sun ceremony - Survival Service - Easter -
Balance ~~on~~ ^{on} head

Oranges - Symbol of Sun.
Peel away like sun rays.

morning

Take on div heat - ~~put~~ ^{put} carefully
Another div to person on left + right.
Near water - ~~to~~ ^{to} splash on faces

Sunbird

Evening

Mozzic ~~pot~~ ^{pot} - Sings

Bring stick to fire -

3 people ~~are~~ ^{are} inner ring -

Concentration circle:

hand for
clinging

People in inner ring - ~~do not~~ ^{do not} are to think of
Something good that happened during week. Kid then

Throw stick in fire.

2nd group. Repeat now I feel...

Complete sentence

Sharing Conyfin
p. 87 ff.

3rd group -
p. 88

Mozzic Kettle - unique ~~to~~ that it
can hold anything or you can take
anything Conyfin individually ~~verbally~~
Here they

Awareness stick - p. 224

Bibliography:

- ① Teaching Through Adventure: a practical approach
\$4.95? by Mary Seidman, Alan Sentkowski, Mary Smith
& Bob Lentz.

Project Adventure

Box 157

Hamilton MA 01936

} ordering
address.

- *② Cowstails & Cobras: a guide to rope courses,
\$6.95? initiative games & other adventure activities
by Karl Rohnke

Project Adventure

Box 157

Hamilton, MA 01936

- ③ The New Games Book
\$4.95 Ed. by Andrew Fliegelman

Doubleday & Co. Inc.

Garden City, New York

Know your ropes (course)

Tips can minimize the impact of heavy program use

by Robert L. Rubendall, Jr.

The first long-term evaluations on the use of ropes course facilities are being compiled, and as designer/builders we will use these observations to help shape the future of adventure. One of the areas we will study most closely is the impact these courses have on the local environment. The techniques used to construct a course greatly influence the ability of the forest to withstand the rigors of heavy program use. The following discussion is focused on some of the most crucial aspects of an environmentally sound ropes course installation.

Tree girdling is the encircling of the trunk by a restrictive loop of cable or rope. Since the yearly growth of the tree increases the circumference within the loop, there comes a time when the tree will actually grow around and absorb the cable. This situation prevents any visual inspection of the belay cable and creates decay and a weak point in the tree. Thus, long after the ropes course is cut down, its impact will remain.

Drilling holes to insert polyurethane pegs or lag bolts is another serious encroachment on the tree's integrity. Bark does for a tree exactly what skin does for our bodies. When an opening is made in either one, the chance of infection is great. Infestation in the form of insects and bacteria can cause irreparable damage to an otherwise healthy tree.

Soil compaction is by far the most noticeable and devastating result of concentrated activity in a small wooded area. The spongy humus layer of soil, composed mainly of decaying organic matter, normally allows rainwater to soak into the root systems of the trees. The soft, leaf-covered forest floor also traps the water and prevents it from running off. However, if the soil is subjected to constant foot traffic, such as during a ropes course program, it becomes compacted and dense, no longer allowing water and nutrients to reach the roots. This can naturally be fatal to the trees. In addition, water

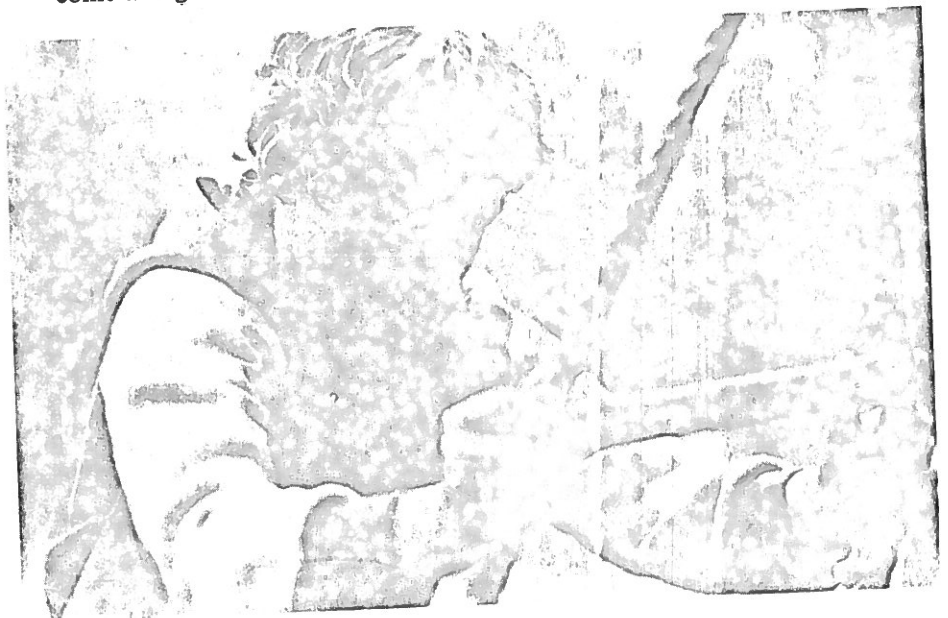
running off the hard-packed soil can cause severe erosion and drainage problems.

If we are to be responsible outdoor leaders and teachers, we must demonstrate a healthy respect for the land to our students. Where can this attitude more appropriately be exemplified than in the ropes course facility? It is here that the students first and most thoroughly witness man's potential impact on the natural environment, and we must, therefore, take the necessary precautions to plant the seeds of conservation in their minds. Here are a few suggestions for planning a proper facility:

- Evaluate every potential site according to the trees' vitality and the possible effects of high use on them.
- Monitor the yearly growth of anchor trees, and adjust cable loops to allow for circumferential expansion.
- Use a "portable" anchor system whenever possible. This involves the use of a nylon belt to attach the cable around the trunk.
- Use wood blocks or other suitable padding between the cable and the bark.
- Do not overtighten cables with a come-along.

- Cover with shellac the inside of any freshly drilled holes in a tree. This will seal out possible infection.
- Spread a thick layer of wood chips (obtainable free from town forest departments in some cases) around the areas in which people will be walking. This is especially important around ground-level activities.
- Scatter the various activities over a sizable area of woods to reduce the amount of traffic in any one place.
- Be prepared to relocate an activity or section of ropes course when evidence of overuse is observed.
- Remember that a ropes course is never a permanent installation and must be totally removed when no longer functional.

With these considerations in mind, we can continue with confidence to provide the unique personal growth opportunities of the ropes course experience. Without proper concern and responsibility toward the environment, our most genuine efforts to provide a meaningful program would be for naught. In our search for more and more dynamic forms of adventure, let us not forget our need to be responsive to the delicate balance of nature. □



ANNA BERLIN

Robert L. Rubendall, Jr. works for Treeline, Inc., equipment outfitters in Middleton.



WILD WALK

The intent is to provide an experience that would help the group to see the environment not as something they are outside of, but as something they are a unique part of. The ideas came out of "The 24 Hour Experience" and "Acclimatization".

GREEN SECTION:

The walk begins from the Ad Building and proceeds up into the Hogan area. Behind Hogan D begins the Briar Walk. The idea is to pick your way very carefully, excluding paths, down to the Tent and Traylor area through the briars. At T & T, follow the treeline until you enter a thicket of small trees near the edge of Gayle Creek. Here the idea is to build some kind of a bridge to cross the creek. There are many places along Gayle Creek where there are fallen trees to cross and recross the creek. As you follow the creek you need to be on the North side of the creek as you approach the North West end of the pond in order to cross at the dam. Once across the dam you are standing at the edge of the bean field.

BLUE SECTION:

This section begins by walking or jogging through the bean field, crossing over to the cornfield. Enter the cornfield and continue walking down a row until you run out of cornfield. You come out in some trees, kind of mid-way between Railroad Ridge and Stony Point. Here is a good opportunity to "snake-walk" through the brush. When you reach a trail, follow the trails that go around Stony Point to the north-west side.

ORANGE SECTION:

This is a good time for a backwards snake walk. In the tall grass in front of Stony Point and before you get to the tree house, this might be a good location to play some sort of game such as partner tag. Proceed to

(over)

tree house, climb up ladder and down rope. Head toward Levi's Cave. Do some rock climbing on the side facing the dorms. Twenty yards south-east of Levi's Cave is the bottom of a small ravine and is part of a hashing course. Follow the ravine up toward Timbers.

RED SECTION:

You'll come out at the Timbers Fire Ring. Move up to the Hocker Field. Here there is enough space to play virtually any game you wish, I chose Caterpillar, Diminishing Load, with an extra activity like a Trust Run. Move onto the grassy field, heading in the direction of Meadows. The next activity is the Rope Bridge at the top of Milkhouse Ravine. Proceed down the ravine trail, turning left just after you cross the bridge. There are 2 rock formations here, ideal for rock climbing, Finish the Wild Walk by rolling or tumbling down the hill between Hillside and the pool.

This is a winter camping orientation. It is by no means thorough or complete enough to be used as a guide for winter camping. The information presented is to be used as an overview intended to make others aware of the rudiments of winter camping and some health and safety concerns.

- I. Site Location
 - A) Elevation - reasons for high or low, away from rain off
 - B) Weather - wet, dry, cold, warm, snow, etc.
 - C) Protection - out of wind
 - D) Obstacles - type of ground, trees, rocks

- II. Fire Building
 - A) Reasons for - warmth, cooking
 - B) Types of construction
 - 1. cooking - quick, longer lasting
 - 2. regular, long burning, campfire
 - C) Location - above or below ground
 - D) Safety and extinguishing
 - E) Stoves

- III. Clothing
 - A) Types and materials
 - B) Layering
 - 1. How much to wear and when
 - 2. Sleepwear

- IV. Cold Weather Dangers
 - A) Hypothermia
 - 1. What is it
 - 2. Warning signs
 - 3. Treatment
 - B) Frostbite
 - 1. What is it
 - 2. Warning signs
 - 3. Treatment
 - C) Food and Liquids
 - 1. Dehydration
 - a. lowered body temp.
 - b. alcohol
 - c. warning signs
 - 2. Food
 - a. food groups
 - b. suitable types
 - c. carbohydrates

Jack

Challenge Trail

<u>Module</u>	<u>Location</u>	<u>Activities</u>
1.	Volleyball Court (S. of Hickman)	* Rubber Tree Bear Claw * Tossing the Sheet
2.	Pioneer Village (N. of Gulley)	Tree House * Australian Trolley * Tossing the Cedar * Terman Swing
3.	Campfire (near Rock River)	Water Bowling Contest Monster * Stamp
4.	Fireplace	* A-mazing Electric Fence Strange Islands Electric Tunnel. * Good beginning game

- Instructions will be provided at each module
- One adult will stay at each module - for scoring & instructing
- Another adult will accompany each student group through all 4 modules
- 30 minutes at each module and 15 minutes travel time between each module. (Total time: 3 hours)
- Activities between each station are provided. See adult at each module for instructions.



Instructions

1. Stumps: How many people can you get off the ground using the stumps. You have one minute to talk about it before you begin.
2. Strange Islands: 3 plywood islands. Entire group occupies the 3 islands. Shortly after a warning from the observer one or 2 islands may sink, requiring quick transfer of people to remaining island(s). Sinking islands may rise again at discretion of observer.
3. Water Boiling Contest: Split group into 2 teams. They are to get the water boiling in their pail as soon as possible. You may restrict matches and kind of stoves. Note: no breaking off of live trees.
4. Tug-of-War: 2 large ropes hanging from trees with a knot of rotation. Move entire group from one log (yellow) to the other log (yellow) and show part of all game. That entire log is infected with some eating alligators. If a group member is in 'and', whole group must get out over.
5. Trust Circle: One person (with eyes closed & arms at their sides) is placed in the center of a circle of people. Holding on to feet of others & body stuff, he falls backward & is moved around circle by group members. Group members take turns.
6. Tree House: How many groups can be suspended by log and ropes at once? (held in slightly curved). Ground cannot be used. Groups must be over again. (You can add a great big log in center!)

7. Trust Fall: One student stands upon a stump approximately 1 metre high. He will fall backward into the arms of the group. The other students (at least 8) stand on level ground to act as catchers. Ask faller to close eyes during fall. Faller should be very stiff, not bend and keep arms at his side. Take turns!

8. Bear Paw: Given a piece of chalk, the group attempts to make a mark as high as possible on a tree. The group is not allowed to use the tree as a wall to rely on, but simply as a support. (Nothing is wrong with that). (A class will draw a mark as high as they can to mark of their own and encourage other smaller boys from other classes to try).

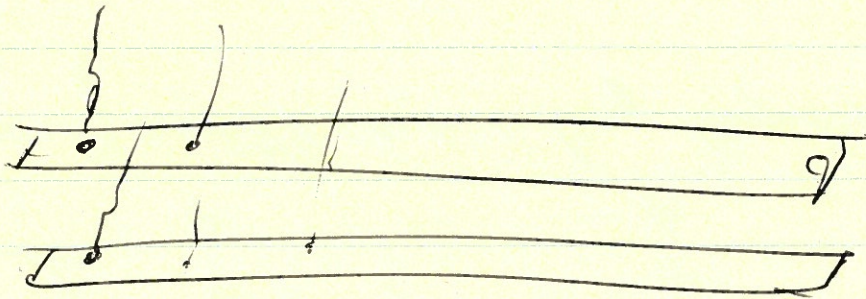
9. Electric Storm: The group who caught them quickly and quickly. This is a very simple game and is best played in a circle to catch 'lightning' like electric storm. It is played on a field or in a ground. Only the person who 'catches' the lightning can take any other person. If you have any of the 4 players, you have a group member.

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Hacking - pink ribbon / blue ribbon - around 10 meters of blue ribbon.

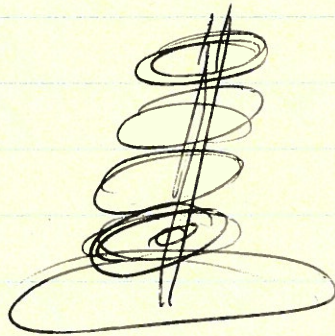
Electric fence - give a steady pole, - rope: dist high.

Australian Trolley - 2x4's - 8 ft long.
Holes in board 1 1/2 ft apart



Object. Stand on boards - hold rope + move as gyp.

Rubber Tree - old trees -



Food - get off + put rubber.

Sea Lion - chaulk - tall tree

Tossing Sheep - Paper bag

Tree House - Rope -

Tanzan - rope hanging ~~the~~ tree

Monster - 4 contact pts on ground. ^{active} ~~ring~~ gap for gap.
Move from pt to another.
of contact pts over half of # of gaps.

Stamps - How many people can you get off the ~~off~~ ground using the stamps. NOT - How many on the stamps.

A-maryns

(Berkshire) - you must be after
 the blind fold -
 think we are to learn as individuals.
 That is never given - find gap then find
 way out

Heart based and - false
 Memphis
 type number - special number 1/2 - very
 5 minutes
 Search and search - design

Strong feelings - 3 yrs I played under sq.
 Jerry's group - one who spoke
 (underwater) by stroke
 I'm (Plaster)
 The tunnel
 4 pieces of ~~wood~~ 2 1/4 - each 1' long - length ~~of~~ cord.

ENVIRONMENTAL STUDIES AROUND YOUR SCHOOL, HOME, ETC.

The following are a few ideas to get you started thinking about the environment and its problems, which you can do even if you have no money for field trips, no outdoor school program, and limited equipment of any kind.

The ideas are only suggestions -- you will think up others of your own

1. HOW FAR IS IT FROM YOUR HOME TO SCHOOL?

- a) by the shortest way?
- b) by the longest way?
- c) by the quickest way?
- d) by the safest way?

How do you come to school -- why do you come this way?

2. MAPS

- a) make a map of your bedroom, your house, your classroom, your school
- b) map something invisible: -something in the walls. (wires, pipe
-something in the streets. (sewer pipe
water pipes)

c) People Maps

Map the flow of people in and around the school.
Map teacher paths, student paths, girl paths, boy paths.

3. TIME AND AGE

- a) Find the youngest and oldest thing in the school.
- b) Rank the things people find in order - youngest to oldest
How did you determine age?
- c) How do you feel about young things/old things?
- d) Make a collage of young things/old things.

4. YOUR LIVING SPACE

- a) Map the places in your environment where you feel the most/least comfortable.
- b) Make the least comfortable places more comfortable.
- c) Make the most comfortable places less comfortable.
- d) Where would a bird/cat/person feel most/least comfortable?

5. CAUSE-EFFECT RELATIONSHIPS

- a) Go outside and find two things, one of which is responsible for the other.

6. INCREASE-DECREASE

Find something that is increasing/decreasing in number and prove it or list evidence.

What things always increase/decrease.

7. COUNTING

List some things that are impossible or difficult to count, and figure out how to count them.

- mice in a one-acre field
- water striders on a pond

8. YOUR LIFE SPACE

Find something you really dislike in the school (or your home, neighborhood, city, etc.) see what you can do to change it.

9. THE PERSONAL TOUCH

- a) Work in pairs, blindfold one and pass him objects to feel, hold, smell, etc. Have him communicate his feelings about the touch
- b) Take a "blindfold" walk with a partner and touch whatever you lead to. Communicate your feelings.
- c) Using any medium, express your awareness of texture, shape, mass, etc.

10. OTHER PERSONAL ENVIRONMENT SOUNDS

- a) List or record:
 - sounds I like
 - sounds I dislike
 - morning day or night sounds
 - summer sounds, winter sounds
- b) Make music from your sound collections.

11. TIME: PAST & FUTURE

Take a picture from a magazine, newspaper, etc. tape a piece of acetate film (from overhead projector roll) over top of the picture and draw how you think this picture would have looked in- the near past- the distant past - the near future - the distant future.

12. KITES, WINDS & WEATHER

- make a kite from found materials
- use your kite as a "wind detector"
- make a wind map based on your kite flights
- how does weather and wind direction relate (or does it?)

13. CHANGES

Go outside and find evidence that some living thing in your environment changes.

14. OPPOSITES

- Find things that represent opposite - ideas attitudes beliefs
- Find things that represent similar - ideas attitudes beliefs
- Make up opposite word pairs - find things in your environment that represent opposite word pairs.

15. MOVEMENTS

Go outside and find things that move and then move like they do.

16. INVISIBLE FORCES

Find things that are evidence for invisible forces in your environment and list them (or photograph them)

- cracks and potholes in roads and sidewalks
- cracks in walls
- slumping banks
- flaking or peeling paint

What forces do these items of evidence represent?

17. MOOD

Using any medium express how your schoolroom, halls, gym, home, bedroom makes you feel.

Which makes you feel happy/sad/bored/frightened? How could you change the mood?

18. ENVIRONMENT

Collect things you can find in your environment and create some art from them. (Be careful what you collect)

Have a piece to show:

- how ugly your environment is
- how beautiful it is
- how it makes you feel
- the joy of the environment
- the sadness of the environment
- how time changes your environment

19. POPULATION

Go outside and find evidence of a population or something.

- people, apartments, old cars, garbage dumps, parking lots, litter
- animals, footprints, droppings, eaten or browsed plants, bones.

20. RECYCLING

Take familiar objects from your environment and demonstrate a new use for them.

Take familiar objects and list as many new uses for them as you can

21. LOVE/HATE

Find things in your environment you love/hate. Why?

22. DO YOUR OWN THING

Go outside and do something that you really want to do.

23. COMMERCIALLY YOURS

Create a commercial for some aspect of your environment. Use an medium you choose.

24. PREDICT

Go outside and find a change that is predictable/unpredictable.

25. SHOW ME A MILLION

Go outside and find a million of something and prove it.

26. NOW YOU SEE IT

Make a list of ten things in the environment that can't be photographed..then photograph three of them.

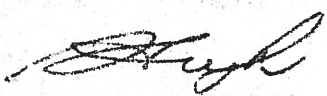
This list of activities has been taken from some of the environmental study cards available from:

Environment Studies
Box 1559
Boulder, Colorado 80302

The cost for 50 such cards is \$10.00. Also with these cards comes a booklet entitled Essence. The principles of the program are outlined in this booklet along with an excellent description of teaching approaches.

However, you may find the above list of ideas sufficient to get you "going" in the out-of-school environment.

Much success,


Hugh Phillips