

Character Challenge

Low Ropes Manual

C4 Team Member Facilitation Reference Guide

Initiatives are where the real group development and team building occurs. The group of participants is faced with a problem that they must overcome together. Initiatives cannot be completed from a single person's extraordinary effort (that doesn't stop people from trying). We've listed a bunch of initiatives that we like but by no means do you have to do them in the way we suggest here. If you have a creative idea for a new way to approach an initiative GREAT! However, any new ideas you try must be safe and in accordance with your local operating procedures.

A RECIPE for Great Initiatives

(i.e., what's happening in a successful initiative.)

1. Is it a FUN task? Intriguing, challenging and with an element of adventure?
2. Does its design require EVERYONE in the group to CONTRIBUTE and be involved in order to achieve success? (ALL PARTICIPATE)
3. Does it require PLANNING and coordination of some ACTION sequence involving physical movement? (EXPERIENTIAL)
4. Does the challenge call upon MENTAL, PHYSICAL, and EMOTIONAL talents and resources from the group? (HOLISTIC)
5. Can you ADJUST THE LEVEL of challenge mid-stream to fine-tune it to the group's dynamic goals?
6. Is the activity SAFE, including effective support systems in the group and allowing for you to interrupt if necessary to maintain that safety zone?

Facilitator's OUTLINE (steps) when Presenting Initiatives

(Prepped behind the scenes, before the group arrives:)

1. What **PROPS** (if any) are required? (i.e., Rope, bucket, blindfolds, etc.)

(The following is explained to the group after they have arrived):

2. What is the **NAME** of the initiative?
3. What is the **OBJECTIVE** of the initiative? (i.e., What action/event must be accomplished in brief terms?)
4. What is the **STORYLINE** to the initiative? (i.e., How can you present the challenge in a way that is pertinent metaphorically; Isomorphically? If the facilitator can be in tune with the parallel processing of the participant's own lives, s/he can assist in the creation of dynamics in the **initiative that are truly exciting** because they are so on target.)
5. What are the **GROUND RULES**? (i.e., How much time, what props are allowed, what conditions are ok, etc.)
6. What are the **SAFETY CONSIDERATIONS** if any? (i.e., No more than one person can cross at once, spotting is essential, two hands up at all times on the Wall, etc.)

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7. What **DEBRIEF/REFLECTION** questions would you offer that will guide the group to insights and create (transfer) commitment to action in their own lives?

5 Questions to Consider:

1. Did you notice?
2. Why did this happen?
3. Does it happen in life or in school?
4. Why, why, why why?
5. How can you use this?

As mentioned earlier, creating the proper sequence of activities based on the needs and makeup of the group is an important part of effective facilitation. It is also an important tool in protecting a group Physically, Emotionally, and Socially. Generally, we don't want to begin our adventure experience with the most difficult event of the day! By using tasks of increasing difficulty with a group, the leader has the opportunity to build confidence within the members of the team. Slowly moving from activities of low / no physical contact, low social commitment, and low emotional risk to activities with increasing amounts of each, we effectively help a group push their boundaries and comfort zones so that they can learn from their experience. Proper sequencing also helps the leader assess the group, get to know them, and helps the group accomplish their objectives.

Developing a good sequence

There are deep and involved models for sequencing, the discussion of which is beyond the scope of this manual. The simple concept to keep in mind is that individuals and groups need time to warm up to you as the facilitator, to the activities, and to each other. They need to move from "distance" to "proximity", and that happens through a series of activities that intentionally moves them along that continuum. Each group is different, and part of a facilitator's role is to assess the group in order to put together a proper sequence for them. However, some generalizations can be made about what makes a good sequence.

Generalized Sequence Template (Team Building and Low Ropes)

- Ice Breakers and Get Acquainted Activities (I): these activities help people get to know one another, learn names, and generally warm up to the group experience. At the outset FUN is a critical component. Moving around and being active is a good place to start.
- Low Level Team Building (L): these activities include activities that move the group toward working together to accomplish a specific goal or goals. These activities may involve some measure of physical contact as well as some emotional / social risk (i.e. being

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willing to look a little silly in front of the group), but in these activities the commitment is small.

- Higher Level Team Building (H): In these activities, physical, emotional, and social risk increase. The team is called upon to communicate effectively, support each other, give input / feedback, and be in physical contact that may include lifting, appropriately touching, and / or supporting each other.

Some activities can bridge categories simply by altering the rules or framing of the activity. The most important thing to remember in sequencing is that we move from distance to proximity, from easy to more difficult, from individual effort to group effort, from “me” to “us”. If you build your sequence on those simple concepts, you’ll never be far afield.

For an in-depth and more specifically developed treatment of sequencing, see the classic adventure learning text *Islands of Healing* by Jim Shoel, Dick Prouty, and Paul Radcliffe.

Facilitation Tips and Techniques

Techniques for Modifying Activities

Sometimes, based on what’s happening with a group, it is necessary to alter an activity.

Sometimes a group will blast through an activity that you were sure would challenge them, and others will surprise you by how difficult an activity is for them. Paying close attention to the group and how they are responding will help you assess whether an activity should be altered. However, there is the temptation to alter an activity too quickly in order to help a group succeed. Struggle and frustration is part of the learning process.

Making events easier:

Each event can be made easier: you may give a group an additional rope or allow a generous number of “mistakes” or falls off an event, move boundaries to make them smaller or closer, or allow participants to help in ways that would not usually be in the “rules.” Remember: You do not want to give people the idea that you are making things easier because they are inferior. It is better to start easy and modify the event to make it more difficult, than to start too hard and patronize them by making it easier.

Making events harder:

It is ok to modify an event to increase the difficulty because a group performs very effectively together. Examples include: reverse roles; make all or some of the group mute (a particularly good idea if some of the members have done the events before and “know the secrets”); make all or a few of the participants “blind” (use blind folds or ask them to close their eyes -honor system!); “handicap” by not allowing some members to use an arm or leg; add physical obstacles: have the group reverse or go backwards. Use your imagination!

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A creative way to approach altering an activity while it is underway is to utilize a technique made popular by ERi, called “Something Strange and Wonderful”. “Something strange and wonderful” is a tremendous tool. It seems that in the early days of challenge course programming anytime a group made a mistake during the course of an activity the only remedy was to begin again. That made for some frustrating times. Consider instead, something “strange and wonderful”. You can decide if a consequence is going to be “strange” or “wonderful”. Let the group decide if they want to begin again or take a chance with something “strange and/ or wonderful”. It can be anything you or the group decides. You can tether participants, give one or two a temporary case of laryngitis, give someone a free pass to the end of the activity, make talkers become listeners, or just about anything you can think of. Just remember to keep safety in mind.

Another great idea is to prepare “strange and wonderful” cards ahead of time. Write out scenarios on cards with an appropriate consequence. In keeping with the theme of “strange and wonderful” some of the consequences on the cards are more challenging (or strange) and some are less (or wonderful.) Explain that not all mistakes lead to bad things. Every once in a while a mistake can lead to a wonderful discovery.

Risk (to be applied on trust fall especially, but is applicable for all activities at Challenge Course

Look for the following risks throughout the activity, and be prepared to facilitate accordingly:

Social risk is present in the faller’s perception of his/herself within the group prior to, during, and resulting from the activity. Do they really care about me and want to hear what I have to say? How will they perceive me based on the information I share? What if I don’t fall “right”?—what will they think of me then?

Emotional risk is often connected to the individual’s emotional reaction to such things as his role within the group, prior history (empowering or disempowering) with the group, sensitivity to the information he is willing to share, and sensitivity to the information shared by others. Participants will occasionally hold back or step back from information that begins to evoke an emotional reaction. Some will share “too much” information—more than the group is ready to handle.

Physical risk at the challenge course exists from beginning to end. From the moment the participant begins the activity until she is safely back on the ground, potential for physical harm exists. The most frequent incidents reported during this activity occur during the physical fall and involve either the faller reaching out to protect herself while falling and accidentally striking one of her teammates in the head or face; or the receiving line failing to catch the faller, allowing

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him to fall through to the ground. Stories shared by participants who have experienced either of these reflect the degree to which they can be physically and emotionally traumatic.

Facilitator's Role

The facilitator's role throughout low elements is multi-layered and demanding. Factors to consider when determining whether to bring your group to Trust Fall include

- Is there a value placed on truly open and honest dialogue and vulnerability within the group?
- Who is in the group? What layers of authority or accountability are present?
- How do the group members appear to care about and interact with each other?

Observation and direction throughout the activity are essential. Remember:

- Be aware of levels of risk as experienced by participants and reactions to that risk.
- Focus on the participants engaging in dialogue with their faller. It is easy for the focus of the conversation to shift away from the faller to other individuals as they are reminded of their own experiences.
- Take note of the energy of the participants—are they staying actively and honorably engaged with the faller, especially as the activity progresses?
- Monitor the individuals and group continuously using visual, auditory, empathic, and intuitive listening. If anything raises a cautionary flag, you must intervene. Interventions will vary depending on the situation and should always seek to determine the source and depth of risk involved, as well as the best direction to pursue for both the individual(s) and the group.

Debrief and frequently includes in-the-moment facilitation, extensive debriefing following the activity is often not needed. This approach may last between four and five hours for a group of twelve, and time and energy may not be conducive to a long debrief. Throughout the activity, you can look for verbal and nonverbal cues to step in and facilitate in the moment. After each physical fall, assuming the fall and arrest happen without incident, you can invite a quick check-in about that experience. In the event of an incident, the facilitator should debrief the situation as soon as is appropriate and prior to moving on (if continuing the activity is in order).

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Balancing Act

Objective(s)	Life balance, change, competition, focus
Props	Rods or tent poles (about 1" in diameter & 3' long)
Set-up	<p>Ask 3-5 participants to come to the front of the group. Hand each a dowel rod. <i>"When I say 'go', each of you will try to balance the dowel rod in the palm of your hand, making contact with only one of the ends. Like this"</i> (give a quick demo) <i>"You may not hold the dowel with your fingers at all. In fact, your palm must stay perfectly flat while the dowel is pointed up to the ceiling. The class will judge whether or not the participants follow the rules. Whoever is able to balance the dowel longest goes to the next round. Ready, go!"</i></p> <p>When each round finishes, invite 4 more participants to join the remaining student in trying to balance the dowel. Do as many rounds as you want if the student interest is there.</p>
Debriefing Tips	<ul style="list-style-type: none">• Notice how the group achieves success. Generally, it is not with big, flashy movements, but rather small, controllable ones. Isn't that how we often achieve balance in our own lives?

Bends

Objective(s)	Cooperation and competition
Props	N/A
Set-up	Have each person partner up. Have partners shake right hands and continue holding on. Now with their left hands they grab their own left foot raised behind them. The goal is to get your partner to fall off balance, but you cannot let go of their right hand. Play for 20 seconds.
Debriefing Tips	<ul style="list-style-type: none">• How were you reliant with your partner?• Does it ever occur that your success or failure depends on the success or failure of someone else? Where?• Why does this happen?

Birdie on a Perch

Objective(s)	Fun, getting to know others, risk
Props	N/A

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<i>Set-up</i>	Have the group stand in a circle. Next, have every other person step into the middle of the circle and turn and face the person to his/her right. There should now be an inner and an outer circle facing each other. Outside person drops to one knee and partner gently sits on his/her knee. Have the group stand up. Inner and outer circles face opposite directions and connect with a permanent high five. Drop hands and say rotate forward (any number- 1 person forward, 2 people forward, etc.) Every once in a while, have the inner and outer circle face each other again and ask a basic question, "Favorite Movie", Best school memory, Best friend, Why are you here? (try to progress in depth with each question). Randomly following a question, yell "Birdie on a Perch". When this is yelled, the people on the outside immediately drop to one knee and their birdie rushes to find them. Make sure to rotate partners.
<i>Debriefing Tips</i>	

Big Momma

<i>Objective(s)</i>	Fun, following directions, taking risk, evolving
<i>Props</i>	N/A

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Set-up	<p>Split groups so that there are 4 per group. Introduce that there will be 4 characters. The first is “Momma Bear”. She is rough and tough and nothing gets by her. “McPappa” is....”Baby Nookky” is smooth and cute! And “Cousin Ray Ray” is well, everyone has a Cousin Ray Ray! have participants decide who they are.</p> <p>Round 1: Introduce Big Momma. Tell her that it is her job to assign a task to her group. The task can be anything as long as legal and safe. The entire activity must be introduced and completed in 1 minute. Remind the group of some possibilities: an exercise regimen, retrieve something, a cheer, or anything they can think of.</p> <p>Rounds 2-4: repeat process. (Build it up for Cousin Ray Ray “Remember, no one can take revenge on you!”)</p>
Debriefing Tips	<ul style="list-style-type: none">• Did any of the group members refuse to do a task?• Were you surprised that the group members did what you asked?• What made it ok for your group to do those things today? (possible theories: right atmosphere, no one is judging, not doing it is more of a risk)• Have groups discuss this question before discussing as a large group, “Would you have done this activity first thing? Why or why not?”<ul style="list-style-type: none">• This would not be a great first activity (especially in a group where students did not know each other a little and/ or other ice breakers have been used).• <u>Point out: This happened b/c the participants “changed the space/atmosphere?” Notice that Cousin Ray Ray typically did wilder things. We evolve. You need to ask yourself “What is the process to get your team or group to where they want to be by the end of the year?”</u>

Blind Buddy Walk

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<i>Objective(s)</i>	<p>For a group of paired individuals (one blind, one sighted), to be interdependent upon each other, using their heightened senses other than spoken language. Unlike a conventional blind walk, the sighted person's identity is likely unknown to the blind person, and they should be now at a peak level of willingness and skills to deal with their limitations. Music is likely an added feature to enhance the ambience. They should have a confidence about dealing with safety signals between each other, because of having been given some experience discovering HOW to communicate at least "YES/NO, STOP/GO" without actually saying those words between each other; thus a sense of eager anticipation for whatever experience the blind person will be introduced to, and a wise ability of discerning safe yet exciting experiences to present on the part of the sighted partner.</p> <p>This is a great activity no matter how large or small your group is. Once you have covered spotting and exposed your participants to the idea of caring for another person's well being you should consider doing this activity.</p>
<i>Props</i>	Blindfolds

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*Safety
Considerations
and Ground Rules*

For Facilitators:

- Actively review all spotting requirements with the group.
- Be clear on where potential dangers (i.e., hard/sharp objects) are so your protection/vigilance of your buddy in those areas (i.e., trees, ponds, gravel, walls, etc.) is increased.
- **For Sighted partners:**
- It is very important to have had experience "spotting" trust falls. Always stay focused on your Buddy and refrain them from doing anything injurious. You must keep your buddy absolutely safe - no matter what!

For both partners:

- Never get out of sight/sound of the facilitator or the music (if music is used).
- Start when you hear the music, finish and remove blindfold only when you hear three claps of hands. (Or beeps of car horn, etc.)
- Neither buddy can speak at all, one buddy will be unable to see.
- Buddy Walk cont...
- Communicate without speaking and risk creative ways of moving around the area.
- Line the sightless partners back up altogether so as to prolong the fun by having them then try to determine who their partner was...if they cannot figure it out within a prescribed period of time (1 minute), then have the sighted partner stand behind them.

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<i>Debriefing Tips</i>	<ul style="list-style-type: none"> • Introduce music as a background “soundtrack” to the experience. Change music 3 times. Play 3 short (3-minutes each) pieces of music (instrumental - upbeat - mellow - New Age - March from a movie theme) and then switch partners. • Go out and motivate your buddy pairs - lift them, carry them, dance with them, make animal sounds, drive them in a car, splash water, etc. • Try having blind participants unaware of who their partner is until after the activity. Increases the fun and the motivation / competitive spirit of both parties to outwit the other in great ways! • Discuss letting go of control, self-awareness, awareness of environment, ability and need to focus.
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Blindfold Rope Shapes

<i>Objective(s)</i>	Communication, leadership, letting go of control, saying what you mean, shared vision
<i>Props</i>	Dead ropes and blindfolds
<i>Set-up</i>	A short exercise that forces small teams to communicate when they can’t see one another or their progress. The challenge is to take a length of rope and lay it out on the ground to make a perfect square. Throughout the task all team members must wear blindfolds. 1-2 people in the group do not have a blindfold on and serve as the Team Leader.
<i>Debriefing Tips</i>	

Blindfold Sheepdog

<i>Objective(s)</i>	Trust, Listening, casting a vision, creative thinking skills
<i>Props</i>	blindfolds
<i>Set-up</i>	A shepherd gets chosen from the group and must direct all the sheep into the pen as quickly as possible using only noises. They cannot talk to the sheep nor touch them. The sheep needs to be blindfolded and placed at a start point. Between the start point and the pen (where the sheep need to be guided) will be a number of obstacles. Every time a sheep touches an obstacle they will be removed from the exercise and the achievement rate will be decreased. Provide the group about 3 minutes for them to establish a strategy.
<i>Debriefing Tips</i>	

Blind Polygon

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Objective(s)	to have a group form the shape of a polygon (triangle, square, etc.) with a rope they hold in their hands while blindfolded (but not mute).
Props	50' 1/4" rope
Set-up	<p><u>Gro Ground Rules:</u></p> <ol style="list-style-type: none"> 1. Have the group gather in a circle and hold the rope in their hands. 2. Ask each person to take and put on a blindfold. 3. The group may <u>not</u> let go of the rope or see what they are doing; however, they are free to speak. 4. Ask the group to make a square, triangle, pentagon, etc., specifying equal angles and outsides. 5. They may only use themselves and what they have with them. 6. They must use all of the rope given. <p><u>Optional:</u></p> <ol style="list-style-type: none"> 1. You may tell them to commit to a time period in which they will complete the task. <p><u>Safety Considerations:</u> Beware obstructions that may cause injury near the group; as they back up to shape the polygon will they be free of obstacles?</p>
Debriefing Tips	<p>What did you experience/think/feel?</p> <ol style="list-style-type: none"> 2. What did you think about the rules? 3. How closely did you adhere to the rules? 4. Given your constraints, what did you use to accomplish the task? 5. Did you experience frustration or discouragement? 6. Who makes the decisions in the house? Who ultimately gets the job done? 7. Were there any barriers to your empowerment?

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Count Off

Objective(s)	Count from 1-20 in consecutive order. Breaks ice, fun, problem solving
Props	NA
Set-up	<ul style="list-style-type: none"> ● Say “We are going to count from 1-20, but we are going to do it in a way that will make it a little challenging. ● The numbers must be said in consecutive order from 1-20 by all people in group. ● The group cannot discuss a strategy or point at people to indicate who should go next. ● While the numbers must be said in consecutive order, the group cannot say them in an organized pattern such as going around the circle. ● Each person in the group must say at least one number and no one in the group can say more than three numbers (group size of 8-12) ● If two people say the same number at the same time, the group starts over.
Debriefing Tips	<p>If group encounters difficulty:</p> <ul style="list-style-type: none"> ■ Use “3-4-5” strategy of one person saying multiple numbers consecutively. ■ Jumble everyone up. ■ Use your hand to gain attention before saying a number. ■ Group must complete task before moving on BUT- end when having fun. <p>Alternative- If group completes task too soon or for a change, have group close their eyes AND/OR turn around in their circle.</p>

Dollar Jump

Objective(s)	Things are sometimes harder then they appear. Perceptions.
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<i>Props</i>	Dollar bill
<i>Set-up</i>	Set a dollar bill on the ground. Say “ I have set a dollar bill on the ground here in front. Anyone can try to win it. All you have to do is stand in front of the bill, grab your toes, and then jump over the dollar while holding onto your toes. If you let go of your toes then you don’t get the dollar and someone else gets a try. Who would like to go first?”
<i>Debriefing Tips</i>	This activity looks really easy and turns out to be next to impossible. You may consider creating some build up. Questions to follow up could be, “How many times in life are we given a broad outline and think ‘this will be easy’ and then we find out it is more difficult than we thought? (high school, college, marriage, getting a job, raising kids, finding happiness)

Dunk & Sparkle

<i>Objective(s)</i>	Fun, Energy, meeting people, Ice Breaker for large group that does not know each other
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<i>Props</i>	N/A
<i>Set-up</i>	<p>The goal of Dink and Sparkle is for the group to be active and have some laughs before moving on to anything too in depth. For a group of people to become partnered (A&B), and then while “A” is spinning around 3 times and “D&S’ing”, partner “B” is hiding in a very small boundaried area – probably under a car/table or behind people. General hysteria usually reigns.</p> <p>Ground Rules: First of all this is a WALKING tag game. Trust us, you'll get tired enough walking around. Teach the group how to Dunk – (Simultaneously put hands on hips, bend at the knees and say loudly – “Dunk!”) and how to Sparkle – (put hands above head with arms arched in a typical ballerina pose, stand on tiptoes, and spin around 360 degrees, delicately, mincingly, and in a falsetto voice say – “Sparkle!” repeatedly). While A is Dunking and Sparkling 3 times around, B is making his/her getaway and trying to hide in the crowd. This game is best played in a little bit smaller area than you would normally play a tag game. That provides enough interference from the other players to make the game interesting.</p> <p>Variation:</p> <ol style="list-style-type: none"> 1. Have partners A and B link arms. They are now one unit and need to chase another set of players in the same fashion as when they were flying solo. If the pair that is “it” separates in order to tag their new partners it does not count. Similarly, if the pair being chased separates in order to avoid being tagged they are now the new “its”. This is a great variation to do after playing the original version for a few minutes. <p>Remember: . This is a walking tag game!!! Trust us, your participants will get tired enough just walking.</p>
<i>Debriefing Tips</i>	N/A

Do what I do, Do what I did

<i>Objective(s)</i>	Concentration, focus, energy, role-modeling, quick thinking
<i>Props</i>	N/A

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<p>Set-up</p>	<p>Have all participants stand where everyone can see you. “We’re going to see how well you can concentrate and focus today. I am going to begin an action. For example, I might put my hands out to the side and make small circles. (Demonstrate) You will not mimic my action yet. Just keep your hands at your sides. Once I change my action, you will do the action I am doing now. For example, when I change my hands from them being out to my side to a fly-fishing motion (demonstrate the new action), you will begin doing my first motion with the circling hands while I do my second motion of fly-fishing. Then when I change to another motion, you will begin the fly-fishing motion. You will always be one motion behind me. Ready to begin?”</p> <p>Begin with a motion and continue to change motions. Make any motion you want but it must be big enough for everyone to see. We prefer a noise as well. Options include:</p> <ul style="list-style-type: none"> ● “Catch it, shoot it!” (shooting a basketball) ● “Stteeeeerrrrriiiiiikkkkeeee 1!” (Baseball ump) ● “1-2-3-4” (jumping jacks) ● “Hula” (modeling hula hooping) <p>Be creative and fun. We like to end with a clapping motion and then take a bow while participants remain clapping- it gets a good laugh.</p>
<p>Debriefing Tips</p>	<ul style="list-style-type: none"> ● Gets people focused. The slight delay makes people think about just the activity. It is also potentially powerful to discuss role-modeling. For an extra challenge, create more delay (IE doing the 3rd move vs. the 2nd)

Dream Team

<p>Objective(s)</p>	<p>Collaboration, Communication, Focus, Competition</p>
<p>Props</p>	<p>1 or more balloons or athletic balls (basketball, etc.)</p>
<p>Set-up</p>	<p>Split the group into teams of 3-4 people each. Say, “Your group is assigned a very basic task. You must lift this ball (balloon) as high as you can and hold it there for 5 seconds. There are only two rules. One, you must have your arms locked onto your partners’ shoulders. (this keeps the group from being able to use their hands) and two, the ball (balloon) must stay in contact with one of your teammates the entire time.</p>

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<i>Debriefing Tips</i>	
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Equilibrium

<i>Objective(s)</i>	To balance the teeter-totter with the entire group on board.
<i>Props</i>	none
<i>Set-up</i>	<p>Instruct everyone to get onto one side of the platform (with it is still resting on the ground).</p> <ul style="list-style-type: none">• Adjust people until the platform is balanced and stays balanced for 10 seconds. <p>Safety Considerations:</p> <ul style="list-style-type: none">• Warn participants on the ground not stand under or near the ends of the platform- it will break their feet easily if they get caught under weighted board.• Avoid rapid movements, this will cause platform to rock back and forth quickly.• If you do fall off- move away from platform <p>*You may need to provide suggestions to help with success. One suggestion would be to have everyone find a place and sit down.</p> <p>Balance of Life: Before doing the event, ask participants to think about balance in their own lives.</p>

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Debriefing Tips	<p>Common Stories: Whale Watch: The group is boarding a ship to go whale watching. The goal is to have all the passengers board the ship and then maintain a balanced boat for at least 10 seconds. A ground touch means hitting a reef with whatever appropriate consequence your leadership skill deems necessary.</p> <p>Options Variations: This activity lends itself to giving the group a progression of several of the variations.</p> <ul style="list-style-type: none"> • WHOA (The Whale's on the Starboard Side): A 50/50 divided group standing on opposite ends attempts to change ends without letting the platform make contact with the ground-or least amount of touches. • Debrief around influence of small group of people or even how 1 person can change the shape or motion of entire group with a small action. • What aspects are they balancing? How balanced do they feel? Do a round to share these if appropriate. • How do people get "out of balance" in life? • How important was working as a team on this event? Could you do it by yourself?
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Etch-a-Sketch

Objective(s)	Letting go of control, working together
Props	Paper for each person, pen or pencil for each person
Set-up	<ul style="list-style-type: none"> • Have students partner up and sit across from each other. • Have each partnership decide who is letter "A" and who is letter "B". • Provide a pen/pencil to the "A" group. • Provide a piece of paper to letter "B" group. • A will hold the writing utensil steady, in one position, with the tip on the paper and their elbow/forearm in contact with the table. • B will draw a picture by moving the paper underneath A. The only thing B can say is to A to "lift" or "drop". "Lift" means that A should raise the writing utensil off the paper and "Drop" means that A should bring it back down to the paper. • Quietly tell A a simple object to draw (race car,
Debriefing Tips	<ul style="list-style-type: none"> • Have students partner up and give them about 1-2 minutes to share their lifestory with their partner. Don't wait too long but give them a little time. Then bring the group back together and ask if 3 or 4 of them would be willing to share a part or all of their story with the large group. • Emphasize risk, listening skills, respect

Eyeball Tag

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Objective(s)	Fun, Energy, taking care of others, competition
Props	Chair for each student
Set-up	<p>Chair circles of 10 to 15</p> <p>Do this: Have students sit in a circle of chairs with one student standing in the middle (or you standing in the middle for explanation and to have some fun with them).</p> <p>Say this: I'm in the middle and I want to one of you the opportunity to be in the middle because it is a great place to be. So here is how you can get that opportunity. Look around at the other people sitting in the circle. As you do this, attempt to lock eyes with one person. Once you have locked eyes with a person, you will change seats with him/her. As you set up to switch seats, I will try to grab one of the unoccupied seats. If I am able to get an open chair, whoever is left without a chair is now the person in the middle.</p> <p>Everyone can do this at the same time, so there will be a lot of movement. Be careful and take care of one another. Getting the open chair is the goal, but not a life and death situation. Remember, if you don't get a chair, one will open up really soon. Let's start!</p>
Debriefing Tips	<p>Safety concerns! You may want to make the rule that a hand on a chair occupies that chair.</p> <p>Also, remind them that this is a "challenge by choice" activity. If they don't want to participate, all they have to do is not lock eyes with another person.</p>

Fireball

Objective(s)	Honor
Props	Ball
Set-up	<p>Players are not allowed to make any vocal noises. Players are not allowed to move except to catch or throw. Players are not allowed to make a bad catch or bad throw. Explain:</p> <p>"This is a game of honor. Honor is not easy to achieve. It is held in the minds of others about you, from watching what you do. In this game a fact is a fact; a bad throw is a bad throw, a bad catch is a bad catch and a noise is a noise. Others will see this and judge you for your choices. Their interpretation may be more important than yours. In the end however, you must decide."</p> <p>If a rule is broken, the player must step back from the circle and put their hands behind their back. Ask if they need any clarifications and when they ask questions, respond "Its up to you and only you"</p> <p>Continue to play until there are only 2-3 players. Again, do not judge the activity, only play with them.</p>

Character Challenge

Low Ropes Manual

<i>Debriefing Tips</i>	<ul style="list-style-type: none">• Was it difficult to decide when to step back?• How did you decide to step back?• Did you think someone else should have stepped back but didn't?• Were there individual interpretations of the rules? Why?• Does it happen in life where people define rules differently?• How could that impact people's interactions?• Is this black or white or gray?• Lastly, discuss with the group the topic of honor. Try to elicit group discussion.
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Grab It!

<i>Objective(s)</i>	Communicating Vision
<i>Props</i>	A foam or paper ball for each pair

Character Challenge

Low Ropes Manual

<p>Set-up</p>	<p>Have everyone get a partner. Have the partners find a space where they can throw the ball back and forth, with approximately 3’-5’ between them.</p> <p>Say this: “Now that you have a partner, decide which of you will be the “grabber” for the first round. The other partner is the thrower. The grabbers should stand with their backs to the throwers about 3’-5’ apart. The throwers will toss the ball into the center of the grabber’s backs. The goal is for the grabbers to catch their ball without seeing the throwers release it-keeping their eyes forward. I will give you a few different ways to try this: First, throwers will toss the balls without saying anything, and the grabbers will just do their best to catch the ball. Grabbers you will not know when the ball is coming, but do your best to catch it anyway. Do not turn around and look at the throwers at anytime. Note how many successful catches your partnership makes in the next 60 seconds. Ready, go!”</p> <p>Do this: Let students try this method for a minute. Most of the grabbers will not be able to catch anything. If necessary, remind them not to turn around.</p> <p>Say this: “Time’s up! This next time the throwers will toss the balls saying “now” as they toss them. Grabbers will then know when the balls are being released. Lets see how many you can catch in the 60 seconds. Ready, Go!”</p> <p>The groups might be marginally better. Some may still struggle.</p> <p>“Time’s up! OK, for this round, the throwers will toss the balls saying “now” exactly when they think the grabber should catch the ball. Lets see how well the grabbers can catch this time. 60 seconds starts now!”</p> <p>“Time’s up! How’d everyone do?” Allow for a little discussion. Then have them switch roles.</p>
<p>Debriefing Tips</p>	<p>Activity can be frustrating. They really want to turn around to see the ball. Emphasize listening to the thrower and trying their best. In theory, pairs will improve each round. Help them understand how this relates to creating goals and visions. The more clearly we communicate to others what is expected and what we hope to achieve, the more likely they are to accomplish them.</p>

Hand Slap

<p>Objective(s)</p>	<p>Predictable behavior competition anticipation assumptions and observation</p>
<p>Props</p>	<p>N/A</p>
<p>Set-up</p>	<p>Do this: have each student get a partner in either sit or stand facing each other.</p> <p>Say this: Now that you are facing your partner, one partner will place both hands, palms up, towards your partner. The other partner will place both hands, palms down, on top of your partners palms. Everybody set? Okay, ready, set, go!</p> <p>Do this: Let them play for about 30 seconds to a minute. Observe their behavior. Very likely the vast majority of the group play the game “slapped hands” some may not play or may play a different game, which is ok. Students may ask questions about what are supposed to be doing. Just smile and wai for the processing to give them more information.</p>

Character Challenge

Low Ropes Manual

<i>Debriefing Tips</i>	To keep this activity is simply placing the partners in the appropriate set up, then giving them the “go signal, and observing what happens. Whether students play “slapped hands” or do nothing, you can have a very effective conversation about expectations and structure. One of them “maxims” we often use of this activity is “structuring determines behavior”. Because students are placed in familiar structure, most of them behave predictably. Where else does this occur? Why does this happen? How can you use this?
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Human Calculator

<i>Objective(s)</i>	Perspective, problem-solving, Achieving Excellence
<i>Props</i>	See under “do this”

Character Challenge

Low Ropes Manual

<p><i>Set-up</i></p>	<p>Do this:</p> <ul style="list-style-type: none">• Clear an area approximately 10x20.• One leader takes students a bit away from playing area to explain rules.• The other leader puts the paper numbers 1-40 in random order all around the box, facing up so that they can be read. <p><u>Instructions:</u></p> <ul style="list-style-type: none">• Your job as a group is to go and with your hand, touch each number in consecutive order.• Each person must touch at least one number and no one can touch another number until everyone has touched one. You may not remove the numbers.• Your score will be determined by the time it takes you to complete the task and any infractions added together.• One infraction costs the group 10 seconds so 12 infractions would result in 120 seconds of added time. Other groups are recording their score, so lets do our best.• AN INFRACTION IS BEING IN THE BOX AT THE SAME TIME AS ANOTHER PERSON.• The time begins when the first person crosses the start line (designated invisible line or threshold of the doorway) and ends when the last person has crossed that line going out.• Once the group has completed the process once, give them their total time, including infractions, and then given them some time to plan for their second attempt...the second time will usually be improved because of few infractions, but may be worse in initial time because of taking more time and being more careful in strategy. <p>***This is key*** Use the language “box” and this becomes the area of infraction (from the taped line on the floor and the plane that extends up to the ceiling on all four sides). Infractions will occur when students are leaning in pointing out the numbers to other students and crossing over corners in a hurry. Be strict about keeping infractions, but during the first round you would not necessarily need to announce it while the round is going on.</p> <p>Human Calculator cont...</p>
<p><i>Debriefing Tips</i></p>	<ol style="list-style-type: none">1. Did you notice that when you took more time to plan and pay attention to detail that you were more successful in the challenge and did it in less time?2. Why did that happen?3. Does that happen in school sometimes, where if you take more time in planning that it will pay off in the long run?4. Where?5. What does it mean to be excellent? Is it doing things in the fastest time, or doing it better even if it means taking more time?6. What are three things that a person can do to have a chance at achieving excellence?7. What one thing do you need to start doing in order to be excellent in one area of your life?.

Character Challenge

Low Ropes Manual

Human Sculpture

Objective(s)	Human Sculptures (also known as Human Clay) is an icebreaker group game that involves posing people into large human sculptures based on predefined topics. Two versions exists: a competitive version based on a guessing game, and a version that is more about coming up with a creative interpretation.
Props	N/A
Set-up	<p><u>Size of Group:</u> Groups of at least three. Ages 12 and up.</p> <p><u>Directions:</u> Guessing Game Version. The facilitator should announce a category (e.g. famous movies or famous songs—the more specific the better). All players are then divided into smaller groups and one team leader is given a pen and paper. Each group brainstorms an idea that goes along with the topic and each team leader must write down the idea on a sheet of paper and turn it in to the leader, who checks that the idea is appropriate for use. Each group then creates a sculpture using their bodies. Every member of the group should comprise some part of the entire sculpture. After a predefined time limit (for example, five minutes), each team looks at each other’s sculpture. Each team is allowed two guesses for what the other team has formed. Whatever group guesses the other group’s sculpture the closest is the winner.</p>
Debriefing Tips	

Helium Stick

Objective(s)	Leadership, communication, followership, teamwork
Props	Helium Stick
Set-up	Have group make two lines facing each other. All people take pointer fingers and point towards the person standing across from them. The Helium Stick is then used to sit flatly on the top of their fingers. Make sure that everyone’s fingers are flat and no one is grabbing the stick at any time. Fingers must remain UNDER the stick. A critical aspect is that all fingers remain in contact and no one pulls the stick down. If at any point fingers come out of contact the helium stick must be returned to the original starting point. It is key to make participants follow this rule. Notice how the stick begins to “float” like its full of helium!
Debrief	Observe how group responds to adversity, differences in communication styles, Leadership, Followership, working under pressure

Character Challenge

Low Ropes Manual

Interference

Objective(s)	This teambuilding game - called "Interference" - helps a group explore effective communication and planning.
Props	3 separate messages. Attempt to develop messages that are appropriate to the group that is participating
Set-up	<p>This game works best with a minimum of 15 people. Create three equal size groups and position them in the playing area.</p> <p>"Group A" will be the message senders. "Group B" will be the message interferers. "Group C" will be the message receivers. You'll lead three rounds so everyone gets to play each of the three roles.</p> <p>Staff should keep groups far enough away so that the messages are not too easily understood. A key to this activity is for you to create 2 lines: 1 line where the message senders are and 1 line where the receivers are. They can move on their line but they can't cross over it or go closer to the group they are communicating with</p>
Debrief	This is a powerful game and can help a team reveal important truths about communication as well as the challenges that can prevent good communication from occurring

Human Knot

Objective(s)	Trust, Comfort Zone, Problem-Solving
Props	N/A
Set-up	<p>The human knot is best done with a group of 6-12 people. If a group is larger than 12 have them divide into two smaller groups. So have your group stand in a circle shoulder to shoulder. First have them reach in their right hand and grab the hand of someone across the circle. They should not grab the hand of either person next to them. Then, have everyone reach in with their left hand and grab a DIFFERENT person's hand. Now, without letting go they must untie the knot.</p> <p>General Tips:</p> <ul style="list-style-type: none">• Even though they can't let go of their hands to help complete the challenge they may adjust their grips if they are in an awkward position.• Emphasize to the group that if anyone yells stop or wait the group should freeze where they are because they are hurting someone and that needs to be corrected immediately.
Debriefing Tips	

Improv ABC

Character Challenge

Low Ropes Manual

Objective(s)	Risk, Quick Thinking, Group Improvement
Props	N/A
Set-up	<ul style="list-style-type: none"> ■ Have groups (8-12 participants) stand in a circle ■ Have first person ask the person to their right “What are you doing?” ■ Person answers with 2 words. The first word is a verb and 2nd word is a noun. ■ Pattern is alphabetical. For instance, first person might say, “Accentuating bananas” or “Alleviating bunyans”. ■ Go around circle. Next time around, remind everyone it has to be something new. ■ After about 10 minutes, debrief.
Debriefing Tips	Ask: What was your best combinations? How many of you felt that the group improved over time? How did that change? (have groups discuss these questions among themselves.)

Life story

Objective(s)	Getting to know others, risk, empathy
Props	Paper for each person, pen or pencil for each person
Set-up	<ul style="list-style-type: none"> ● Have students take a piece of paper and fold it “hotdog” style in half. Then they should make 2 more folds. It should end up looking like 6 squares on a piece of paper. Have them number their squares #1-#6. ● Ask the following questions and provide about 45 seconds for each student to draw a picture of the answer. ● #1 Draw a picture of your favorite childhood toy ● #2 Draw a picture of who your hero is but try to have it be someone other than your mom or dad. ● #3 If you could go to any concert, who would it be and who would you bring with you? ● #4 Draw a picture of your greatest accomplishment ● #5 Draw a picture of your dream job ● #6 Draw a picture of something that you have fear of.
Debriefing Tips	<ul style="list-style-type: none"> ● Have students partner up and give them about 1-2 minutes to share their lifestory with their partner. Don’t wait too long but give them a little time. Then bring the group back together and ask if 3 or 4 of them would be willing to share a part or all of their story with the large group. ● Emphasize risk, listening skills, respect

Love Tag

Objective(s)	Fun, Energy, meeting people, Ice Breaker for large group that does not know each other
Props	N/A

Character Challenge

Low Ropes Manual

<i>Set-up</i>	<p>Love tag is another variation to your basic game of “Stuck in the Mud”. Again, you should have boundaries set up ahead of time. First, select an “it” (or 2 if it is a large group). Their objective is to try and tag everyone in the group. If a player gets tagged they are then stuck in the spot where they were tagged. The only way to be unfrozen is to have another player come up to you, give you a big hug and yell “I LOVE YOU [Insert name here]!!!”. Once again, it would be a good idea to have a certain time limit in mind for each round.</p> <p>If everyone is tagged the “its” win the game! Once the time limit is reached, select a new “it(s)” and begin again</p>
<i>Debrief</i>	N/A

Lycra Tube

<i>Objective(s)</i>	Varies
<i>Props</i>	Lycra tube
<i>Set-up</i>	<p><u>AROUND THE WORLD:</u> With the group standing inside a very loose Lycra Tube, have a single participant back up, stretching the Lycra Tube in the process. This participant will now roll to the right completely around the inside perimeter of the Lycra Tube, until they reach their original starting position. The next person to the right then begins their journey. Encourage participants to stand near the center of the tube, so that they do not contact the person rolling around the perimeter. This activity has been known to make some participants dizzy. Proceed with caution and encourage participants to stay in control during their journey around the tube.</p> <p><u>THE GIANT ROLL:</u> This activity is the same as Around the World except that all participants roll at the same time and in the same direction. Encourage participants to keep adequate space between themselves to minimize contact during this activity.</p> <p><u>4x4 CROSSOVER:</u> No questions about it, this is “the activity” to do in a Lycra Tube. It is also the most energetic activity and one that requires some appropriate safety considerations.</p> <p>Begin with 4 participants of nearly the same weight in the Lycra Tube, equally spaced around the perimeter. Assign two opposite participants to be partners for Group 1, and the other two opposite participants to be partners for Group 2.</p> <p>Begin by asking Group 1 partners to back up. As they do, they pull the Lycra Tube tighter. The Group 2 partners now walk forward, almost touching right hands, changing places with their partners, and begin backing up. Walk this section of the activity at least four times before speeding up the cross overs. This cross over process continues indefinitely. As each group backs up, the Lycra Tube gives a firm push forward to the other group. The harder each group backs up, the stronger the push forward to the other group.</p> <p>This particular activity requires an awareness of other group members, so that all participants are able to stay in control at all times. It is critical that group partners remember on which side to cross with their partners.</p> <p><u>Safety Tip:</u> Proceed through the first few steps at a walking pace, before attempting these same movements at a faster pace. Also, ask participants to hold up their right hands about shoulder high, during each passing event. This simple reminder really helps participants remember on which side they are to pass their partner. Equal weight participants are encouraged, because this activity has been known to launch some lightweight participants that were joined by heavyweights.</p>

Character Challenge

Low Ropes Manual

Debrief	A variety of metaphors can be used with the Lycra Tube. The tube can represent the boundaries of the group, the limits of understanding, the norms of a society, a surface to bounce ideas off of, a support system, a wave of excitement, and a vehicle for trying something totally new.
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Machines

Objective(s)	Large group ice breaker, contribution, team roles
Props	N/A
Set-up	<p>Machines is a great game because there is not a lot of structure to it. It relies on the creativity of the facilitators and participants to construct a unique machine using only their bodies. The only rules are each person must come up with a motion and a sound to accompany that motion. And of course, everyone must be a part of the machine. So, have one person go into the middle of the circle. Whenever another participant or facilitator feels inspired they may enter the circle and become a part of the machine with their own unique action and sound. That continues until all of the participants are a part of the machine.</p> <p>Once everyone has become part of the machine you should let the machine run for a minute or so to allow the final person who entered the machine to really participate.</p> <p>Variations:</p> <ol style="list-style-type: none">1. Divide your participants into two smaller groups. The goal for each group is to choose a machine and try to recreate that machine using only their bodies. So once each group has a machine and all of the participants have been assigned parts to that machine they present their machine to the other group and see if the other 1 group can guess what they are. So, for example, if the group is a washing machine, you will have someone be the door, someone could be the buttons, people could be the clothes, soap, and someone could even be the person doing the laundry!
Debriefing Tips	

Character Challenge

Low Ropes Manual

Magic Carpet

Objective(s)	Trying to problem-solve how to turn a tarp completely over without any participants touching the ground.
Props	Tarp
Set-up	Toxic grass and the map to where you are going is on the back side of the rug you are standing on... or this is metaphor of turning over a new leaf in life and starting over. Use a story that works for you. Some like to have the Magic Carpet be flying 100' above the ground (keeping everyone on is key) Notes: The size of the tarp is dictated by the size of the group. The tarp should be a little smaller than double the size of the group. If they step off they must either start over or receive some type of handicap. The easiest way to do it is to start at a corner and fold it over the top of the rest of the tarp so that you have turned a square into a triangle. Continue to pull that corner so that is now past the edge of the magic carpet. Once it is back over the grass people can start stepping onto it, which will free up the rest of the tarp to be flipped.
Debriefing Tips	Comfort zone, using scarce resources, overcoming limitations, obstacles in communication (if facilitator put on limits)

Magic Mines

Objective(s)	Handling distraction/Healthy coping strategies, importance of trust
Props	Orange cones, plastic plates, balls
Set-up	Group breaks into partner groups. One partner is blindfolded right away. Set up minefield with props listed above. Be sure to set them up after the individuals have blindfolds on. Line up all team members together and instruct them that they must get their partner across the magic mine without touching any of the obstacles. They will all be talking at the same time and music will be playing. The first team to reach the designated location is the winner.
Debriefing Tips	<ol style="list-style-type: none"> 1. What was your greatest challenge? 2. What is difficult with the other teams talking and the music playing? 3. What are distractions that you face daily? 4. How can you positively handle those distractions or stress that you face? 5. What happens when you do not overcome a challenge and how do you handle it? 6. Was it easy or difficult to trust your partner? 7. What affects your trust level with others? 8. What helped you focus and how can you apply this to your daily life?

Character Challenge

Low Ropes Manual

Mouse Trap

Objective(s)	Trust, Following Directions, Communication
Props	Mouse Traps (half as many as the total group size)
Set-up	<ul style="list-style-type: none"> • Make sure that your group understands that participation in this activity is purely voluntary; if they don't want to participate then they should not be (or feel) pressured to do so. Allocate observer/ feedback roles to anyone not wishing to take an active role, so that they can still add value to the activity. • When the group is clear about the rules of engagement, explain that there are 4 stages to this activity: • 1 Leader demonstrates how to set a mousetrap. Give time for all students to try this out. <i>This requires high level of supervision!</i> • Show the group how to safely un-set a trap by placing your hand directly on top of the trap, pushing down, and then taking your hand off the trap. • This step can be a shocker for some; they may find it hard to believe what you're doing. Allow for a few minutes for students to try it. Link Leader will set the trap between each one. • For the final step, explain that you will need a volunteer to disarm a trap, then explain that you will be coaching them (where the trap will be located) because their eyes will be closed! • <i>Pacing is important; don't rush this activity. If you are not going to have the time to finish the entire activity, its better to not start.</i> • Speak clearly and confidently; this is not the time and place for jokes (by you or anyone else).
Debriefing Tips	<ul style="list-style-type: none"> • Did you notice how much trust was needed by _____? • What were the other outcomes that could have occurred? • What are the factors that are needed to be fully successful in this activity? (Trust, strong communication (both listening skills & giving directions), letting go of control, focus, strategy, problem solving, etc.) • Do those things tie into achieving excellence? How?

Name Tag

Objective(s)	Tagging group members to learn names and have fun
Props	NA

Character Challenge

Low Ropes Manual

<p><i>Set-up</i></p>	<ul style="list-style-type: none"> • Now that we have everyone’s name down, we are going to challenge you to remember them quickly. In a moment, one of us will step to the middle of the circle and when we do, we want all of you to cheer your most enthusiastic cheer. Let’s practice (allow everyone to yell and cheer, have them try a 2nd time if they need a bit more volume) • State: after one of us is in the middle, everyone in the circle will put their hand up like this (demonstrate palm facing up) We will call out one of your names. Whoever we call must state their own name, and then someone else’s name in the circle. • When that person is called, they must state their own name, and then someone else’s name in the circle. • The objective for the person in the middle is to tag that person before they are able to do so. • Now there are a few ways that you will have the opportunity to go to the middle. • 1. If the person is tagged before they are able to say their own name and someone else’s. • 2. If a person in the outside circle flinches or pulls their hand out of the way. • 3. If a person in the outside circle says the person’s name who is in the middle. • Let’s practice. I will go first to demonstrate.
<p><i>Debriefing Tips</i></p>	<p>If group encounters difficulty:</p> <ul style="list-style-type: none"> ■ Was anyone nervous to go in the middle? Why or why not? ■ Was there pressure to perform well? How did that influence your ability to remember names? Does pressure every affect your decision making in school or life? ■ Group must complete task before moving on BUT- end when having fun. <p>Alternative- If group completes task too soon or for a change, have group close their eyes AND/OR turn around in their circle.</p>

Old MacDonald

<p><i>Objective(s)</i></p>	<p>Fun, taking risks, trust, inclusion, creating safety</p>
<p><i>Props</i></p>	<p>N/A</p>

Character Challenge

Low Ropes Manual

<p>Set-up</p>	<p>Have participants stand in a circle of at least 10. “Everyone put your hands out in front of you with both palms facing up towards the sky. Lift your right hand up, move it over to the right and place it down on the palm of the person standing to your right. I am going to start a tap that we will send around the circle.</p> <p>As a staff, take your right hand cross it over your body and TAP the person to your left. Then, pull your hand back and the person you just tapped taps the person to their left and so on. Tell them “We are now going to add a song to this tap. We’ll keep sending it around so be sure to put your right hand back into the palm of the person to your right after you tap. Once the tap gets going, I am going to start singing a song. I think you’ll recognize it so sing along if you know it!</p> <p>Start the tap and begin singing Old MacDonald. The group sings and send the tap around. Place whoever the song ends on (the last O of e-i-e-i-o) in the middle of the circle. (Speaking to the person in the middle) “OK, since the “O” landed on you, you have the opportunity to celebrate. The normal celebration is that you get to spell your name with this giant imaginary pencil. Just strap it on your back (demonstrate) and write on the ground!” But since you didn’t know that and were’nt prepared, we won’t expect you to do that this time. So instead, give yourself a high five.”</p> <p>Send the person back to the circle. Now have the entire group practice spelling their name with the giant pencil. Staff does this too and have fun with it! It is essential that C4 staff participate in order to create safety. (if you need more safety, you could allow them to write it with their toe)</p> <p>Explain “ OK, now we are going to begin again. The person on whom the tap landed last will start the tap this time. I will call out the animal. The only other rule is that you can not intentionally slow the tap down. You must move it on as fast as possible. “</p> <p>Play 3 or 4 rounds (with larger groups have more than one tapper or break group into several smaller circles.)</p>
<p>Debriefing Tips</p>	<ul style="list-style-type: none"> • Feels like high risk when in reality it is a low risk activity. Benefit of group experiencing something to this degree is high!

One Minute Frenzy

<p>Objective(s)</p>	<p>Fun, Energy, meeting people, Ice Breaker for large group that does not know each other</p>
<p>Props</p>	<p>N/A</p>
<p>Set-up</p>	<p>This is a perfect big group have as many people meet as many people as possible type game. We do not guarantee anyone will remember the names of the people they meet. As mentioned, the goal of this activity is to meet as many people in one minute as you can. When the game begins, anytime someone makes eye contact with another person, they must shake their hand and introduce themselves. For example, “Hi, my name is Jeff!.....Hi, my name is Sean!”. (That counts as one meet and greet). Throughout the minute, people should be keeping a running tally of how many people they have been introduced to. If later in the game Jeff and Sean make eye contact again they MUST introduce themselves again but it does not count towards their total number of introductions. When the minute is up, depending on the size of the group you are performing this activity with, you could ask “Raise your hand if you met at least 10 people...20...30...” Then amusingly as the last question ask, “ How many people have absolutely no idea how many people they just met?”</p>
<p>Debriefing Tips</p>	<p>Focus on comfort zone, or simply taking risk- if you debrief at all.</p>

Character Challenge

Low Ropes Manual

Penny on a chin or Balancing Budgets

Objective(s)	Fun, chaos, identifying challenges, strategy
Props	Penny for each participant
Set-up	<p>Option #1 Give each student a penny and have them find a partner. They must hold the penny between their lip and chin without using their hands. Have them stand back to back. On the count of three they turn and face each other. The first one to drop their penny is out and must sit down. The winner then finds a new partner and moves on. Go until someone wins. Find new partners and eliminate to final couple. If there is a tie, both have to sit down. Play fun music, starting and stopping each round.</p> <p>Option #2 Give each person one penny. Instruct them to place the penny on their chin when they hear the music start. They cannot hold the penny with their hand. They must try to get as many pennies off others' chins as they can. They get to keep the pennies they get from others and tally them at the end. If a penny drops, the person can pick it up and try again. Once a penny is removed off an opponent's chin, they can still play the game by trying to get other pennies. The person with the most pennies and the person that kept their penny on the longest length of time wins. Keep in mind that everyone should be taking care of each other.</p>
Debriefing Tips	<ol style="list-style-type: none"> 1. How did strategy help in this challenge? 2. How did you balance and what was your focus? 3. What was the greatest challenge during this activity? 4. What are the greatest challenges you face as a team, group, etc? 5. How can you find focus amidst chaos or challenges? 6. Competition vs. collaboration 7. How can you balance the mission of your team or group and the demands placed on you?

People, Tigers, Traps

Objective(s)	Great Warm-Up, can be used to break group into pairs, 4s, 8s or half and half
Props	N/A
Set-up	<p>Divide into groups of 2. Pre-Teach all motions. "There are three moves in this activity. First, we have people. What do people do? They say, 'Oh Yea!' (when you say this, give two thumbs up signs. Practice this with the group and have them get enthusiastic!). The second move is a tiger. What do tigers do? They go "raar!". Tigers give a fierce growl! Traps reach out and say "gotcha". People set the traps, traps catch tigers and tigers eat the people. Alright, everyone back to back. Best out of three! Go!</p> <p>A unique twist is to have pairs get into groups of 4, then groups of 8, 16, and so on until you get half on half.</p>

Character Challenge

Low Ropes Manual

Quick Draw

Objective(s)	For students to add numbers quickly. Quick Thinking, problem-solving under stress, strategy, fun!
Props	N/A
Set-up	Form two parallel lines. It works best to have the pairs line up in two lines, facing each other. Both partners have their hands behind their backs. On the count of 3, each person puts out one hand, with 0-5 fingers extended. Both people try to add the total fingers and blurt the total first. Participants may look to you for permission to continue. Direct them to continue on their own. After 30 seconds, have one line slide down one spot. Repeat. Repeat again. On the 3 rd rotation, instruct group to include both hands. After another 30 seconds, have lines rotate so that they are with someone new. Repeat process. Continue repeating (as long as group is having fun).
Debriefing Tips	<ul style="list-style-type: none"> • Was the activity easy or difficult? Why? • What did you as a participant have to have in order to be successful? (skills, quick thinking, etc.) • Give an example of a time in life where you have to use strategy. Is it important to plan or just “wing it”? • What made it more difficult than just doing the math on a piece of paper (pressure of another person) • Is there pressure that you face in school or in life?

Reserving Resources

Objective(s)	Priorities
Props	Plastic Plates
Set-up	Break group into teams of 6 to 8 people. Give each team one or two plates less than the number of people in each group. Teams gets one minute to devise a plan to get from point A to point B. They must use the plates to transport their team without stepping off the plates. Encourage creativity and ask them to complete the activity without talking (once they start moving across). The group that gets to point B the fastest wins.
Debriefing Tips	<ol style="list-style-type: none"> 1. How did you develop a strategy to transport your team? 2. What did you do that worked well or didn't work? 3. Did you change strategies after watching the other teams? 4. How can you change strategies at work or on a team? 5. What resources do you have that can help you be successful? 6. How did it affect you not to talk? Were you more or less efficient? 7. What things do you not have control over at work, school, etc? 8. This activity is about collaboration and participants are close together. How would a former conflict impact your ability to succeed in trusting your team? 9. How important is flexibility and creativity for your team and how can you use it?

Character Challenge

Low Ropes Manual

Robot Master

Objective(s)	Leadership, control, communication, fun
Props	N/A
Set-up	<p>Have participants get into groups of 3. A group of 4 will work if necessary. “In your group of 3, determine who A, B, and C are. Each of you will get a turn as Robot Master, you will be able to move your 2 robots around for 1 minute. I will now demonstrate how you move your robots around. Would like to volunteer to be my robot?”</p> <p>“First, have your robot bring his or her arms and hands up into the bumper position to give them a little front end protection. Now</p> <ul style="list-style-type: none"> • One tap on the top of the robot’s head moves it forward. • One tap in the middle of the robot’s back moves it backward. • One tap on the robot’s left shoulder turns it 90 degrees. • One tap on the robot’s right shoulder turns it 90 degrees to the right. • Two taps on the robot’s head stops the robot. • Make sure to set boundaries. <p>Have group repeat commands. “Now that you understand the commands, person A will have the first chance to be Robot Master. Position your 2 robots however you want to start them. You have 1 minute to move your robots. Ready, Begin!”</p> <p>Repeat the process for B and C.</p>
Debriefing Tips	<p>Activity reveals a lot about group. Key points:</p> <ul style="list-style-type: none"> • “How was your turn as Robot Master like how you are as a human being? (some may reveal a “dark” side) A good thing to notice is if any of the Masters purposefully rammed their robots together. • What is it about control that causes some to lose their compassion? • Don’t simply buy into “having fun”- dig deeper. • How many times are injustices done in the name of “fun”

Say it. Do it.

Objective(s)	Actions matching words, hypocrisy, honor
Props	N/A

Character Challenge

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Set-up	<p>Have students stand facing you. Demonstrate all of the following instructions with matching motions.</p> <p>Say: “Stand where you can see me. I will point my arms in a direction (remember to demonstrate). Up, down, or to one side or the other. When I point in any direction, you will mirror me by pointing in the same direction. So if I point up, you point up and say “up”. If I point down, you point down and say, “down”. If I point to the side, you point to the side and say the direction YOU are pointing to. Ready to start? Lets try it”</p> <p>Go through the above motions, moving a little faster as they get the hang of it.</p> <p>Say: “OK, you’re ready for the next challenge. For this round, when I point a direction, you will point the same direction as me but say the opposite direction For example, if I point down, you would point down but say “up”. Let’s play.”</p> <p>Play the 2nd round, starting slowly, then gradually speeding up.</p> <p>Say: “Alright, now for the last challenge. For this round, you will point the opposite direction I am pointing and say the direction I am pointing. If I point down, you point up and say “Down”. Ready?”</p> <p>Play round 3 for a few times.</p> <p>Say: “Now that you understand the rules, I am going to up the ante on you. We are going to play each round, starting with the first one and progressing. This time though, if you make a mistake, you must sit down, eliminating yourself from the game. Let’s start with round #1.”</p> <p>Quickly review each round and play through each round. Do not play judge at any time.</p>
Debriefing Tips	<ul style="list-style-type: none">• Difficulty in multi-tasking• Conversation on how group judged their own actions• Were they honest about their mistakes?

Sherpa Walk

Objective(s)	<p>The Sherpa walk is a cool way to encourage two participants to really step into a leadership role and to guide their group mates on a blind journey. Before blindfolding the group have them select two people to be group leaders. As a facilitator you should stay out of this process. Once the leaders are chosen have the group put on their blindfolds. Once they are blind the participants should have their hands placed on each other's shoulders. The leaders are now going to guide the rest of their group. The main catch is that the guides can neither speak nor touch any of the other participants. The rest of the blind participants are free to speak.</p>
Props	Blindfolds

Character Challenge

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<i>Set-up</i>	<ul style="list-style-type: none">• Remind the participants that as blind people they should not do anything that could put themselves in danger like, letting go of the person they are holding on to and wandering off aimlessly.• Use a story to help keep people interested. Something along the lines of, "You were all traveling in a plane across the Himalayan Mountains when your plane had to make an emergency landing in a snow field. Unfortunately for you it is the worst snow storm in Himalayan history and you can't even see 6 inches in front of your face. As you were trying to navigate yourselves to the nearest phone you came across some native Sherpas who have agreed to help. They cannot, however, speak English and their religion forbids them from touching you, so they will not be able to lead you by hand. Some other means of communication will be necessary to safely make your way out of the storm to a phone and safety."• Let your group leaders choose the path their group will follow but suggest some obstacles that they can lead the group into like steps, or over a bench, under something etc.• Remind the participants that they are free to talk to each other only the guides are mute.
<i>Debriefing Tips</i>	<ul style="list-style-type: none">• Lack of Control• Awareness & Focus• Trust & Following leadership

Character Challenge

Low Ropes Manual

Sixty Four Squares

Objective(s)	Problem Solving, perseverance, overcoming obstacles, risk
Props	8x8 outdoor turf with 64 squares, the key to know where the safe path is.
Set-up	<p>Presentation:</p> <ol style="list-style-type: none"> 1. Have group stand around 3 sides of turf (you stand on finish line side) 2. As you begin to tell the story (you can create one- the premise is that you have to get your entire group safely across the river/poison/etc. but there is only one path), walk around the turf to the side they will start on. Use the board to demonstrate the activity and to set up the story. Remember the “world record” is 12 minutes and 4 seconds. 3. Weave the following rules into the story: <ul style="list-style-type: none"> -Participants must step on the 1st row of squares. -They may move only to a square that is adjacent to the one they are on (they can go sideways, diagonal, up, down, backwards, forwards) -Once they hit a “dead end”, the participant should return on the safe path -If a person does not return on the safe path, a 1 minute penalty is enforced. <p>Play:</p> <ol style="list-style-type: none"> 1. First participant takes the first step on the board; if it’s a safe square (footprint), facilitator makes no sound and if its unsafe (X), the facilitator makes a sound. If the square is safe, the participant continues on until he/she hits an unsafe one. 2. Team continues to go in order so that all participate. 3. If after 5 minutes they are struggling, you may want to give them a clue (IE remembering what squares are safe by marking with a pine cone, stick. Etc.) 4. Once a participant makes it, they can lead the others through as well.
Debriefing Tips	Debrief can focus on what the Xs represent in their lives. Strategies to overcome obstacles, what they noticed about how the activity went (as a facilitator: watch for participants looking to other group members, apprehension in taking risks for some people, its ok to make mistakes, many times individuals will start but by the end they are working as a team)

Slipped Disc

Objective(s)	Bonding as a team, communication, working as a unit
Props	Frisbee, plastic plate, or metal cover
Set-up	<p><u>Directions:</u></p> <ol style="list-style-type: none"> 1. Everyone forms a circle on hands and knees with heads facing inward. 2. An object, such as a Frisbee, plastic plate, or metal cover, is placed in the middle of one person’s back. <p>The object of the game is to pass the object around the circle, from back to back, without using hands.</p> <ol style="list-style-type: none"> 3. If the object falls, it is picked up by hand and placed on the back of the last person who had it. The game continues until the disc is passed successfully around the entire circle.

Character Challenge

Low Ropes Manual

<i>Debriefing Tips</i>	

Slice & Dice

<i>Objective(s)</i>	Risk, Quick Thinking, Group Improvement
<i>Props</i>	Large, safe space, preferably on flat ground
<i>Set-up</i>	<p>A dramatic trust activity for a large group. Group forms a gauntlet, arms out in front. As a person walks down the gauntlet, people raise their arms. Build up to people down running the gauntlet through a sea of chopping arms!</p> <ul style="list-style-type: none">• A dramatic finale type trust activity for a large group.• Seems crazy or impossible, but it works.• Large group (>30) forms two lines, facing one another, creating a corridor or gauntlet.• Participants put out their arms straight in front. Arms should intersect, overlapping by about a hand with arms of people opposite.• The first person peels off and walks down the corridor. In order to let the person pass, people raise and then lower their arms, creating a Mexican wave effect - a ripple through which a person is walking.• The person then joins in again at the end of the line.• Next person, peels off, walks, down, and so on.• As the group gets more confident, invite people to walk fast, run, and then sprint down the gauntlet (people generally take great care to raise their arms in time). <p>At some point, or for the finale, have people chop their arms up and down, only pausing to allow the gauntlet-runner through. It works!</p> <p><i>*Keep in Mind*</i> Group must be mature. Prepare expectations fully and clearly. Do not accept inappropriate behavior that could reduce trust levels.</p>
<i>Debriefing Tips</i>	Focus on group trust.

Stage Show

<i>Objective(s)</i>	Ice Breaker, Get to know others
<i>Props</i>	N/A

Character Challenge

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Set-up	Have your group get into a large circle. The facilitators will ask a series of questions that all begin with the phrase “Have you ever...?” Then you will fill in the rest of the question. For example “Have you ever...been to Fenway Park?” Everyone who has been to Fenway will then walk through the circle waving and find a new spot in the circle. While people are waving through the circle everyone else should be clapping. Here are a few more examples. “Have you ever...” ...Built or helped build a house? ...Pulled an all-nighter talking with friends? ...Talked your way out of a traffic ticket? ...Been to Europe? ...Accidentally put your cell phone through the washing machine? ...Gone to the grocery store planning to buy only 1 or 2 things then walk out with a shopping cart full of groceries? ...Counted the number of licks it takes to get to the tootsie roll center of a tootsie pop?
Debriefing Tips	

Stuck on You

Objective(s)	Teamwork, Change, Communication, Leadership
Props	A large space, with a sufficiently clear area to allow the team/s to move between two distinct points. A roll of cling film per team and a timer.

Character Challenge

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<p><i>Set-up</i></p>	<ol style="list-style-type: none"> 1. A hilarious illustration of team bonding in which teams of six are literally bonded together by a cling film waistband. They then have to race against the clock across the room with the intention of improving their time with each attempt. Introduce this as a very light hearted activity in which the team/s will have an opportunity to assess and improve upon their performance 2. Tell the teams that they will have to move as one unit between point A and point B in as short a time as possible 3. Tell them that to ensure they stay 'bonded' as one unit they will be held together by a cling film belt, tightly wrapped around their waists 4. Give the teams 5 minutes to discuss their strategy, advising them that at the end of this time they should be in position ready to be 'bonded' 5. When applying the cling film do so at waist height of the mid-sized participant, make the belt sufficiently tight so that it will not fall when the team starts to move. Make the belt several layers thick 6. Reiterate the position of the start and finish lines and set the teams off against the clock 7. Advise the teams of their times giving them a minute to catch their breath and agree their on strategy for the next attempt. 8. Repeat several times until the teams achieve their best time.
<p><i>Debriefing Tips</i></p>	<p>Team rises and falls with as a whole. No one person is more responsible for outcome. Ask each group to share the strategy they adopted for the exercise Ask what was missing from their strategies Ask the team to assess the effectiveness of their communication Identify times when similar communication occurs in the workplace</p>

Swab the Deck

<p><i>Objective(s)</i></p>	<p>Ice Breaker, Get to know others</p>
<p><i>Props</i></p>	<p>N/A</p>

Character Challenge

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Set-up	<p><u>Size of Group:</u> Should have large group to play. This activity works well for mixed ages of youth and adults.</p> <p><u>Object of Game:</u> This is a memory and cooperation game.</p> <p><u>Directions:</u> There are five commands for playing this game: Command 1: Swab the Deck! (individuals make the motion of swabbing the deck while saying “swab, swab, swab”) Command 2: Light House! (two people step together back to back with their right arms extended in front of them saying (Beep, Beep, Beep as they spin in a slow circle) Command 3: Man over Board! (two people grab hands around a third individual who stands in the middle and calls out, “Man over board”) Command 4: row the Boat! (Four people get in a single line and pretend to be rowing a boat while saying, “Row, Row, Row..”) Command 5: Eat some Grub! (Five people get in a circle and pretend to be leaning over a table eating grub while saying, “Grub, Grub, Grub..”) The group leader will call out one of these five commands in any order. Participants work together to form the correct number of people for the command. If you are unable to make a group to complete the task then you are eliminated. The game continues until only two people are left.</p>
Debriefing Tips	

Tag Sequence

Objective(s)	Movement, problem solving, strategy, rapport, physical contact, unlimited
Props	N/A
Set-up	Form pairs. If a person can't find one, have them move to the front.
Partner Tag	<p>Have participants partner up. Designate an A & a B in the partnership. All partnerships are going to play tag at the same time. Emphasize walking. Make sure appropriate size boundaries have been set. Explain the following rules:</p> <ol style="list-style-type: none"> Person A is “it” and person B is trying to escape A. When you say “go” B starts walking away from A and A turns in place two times. Once A has turned two times, A starts walking after B. When A is able to tag B, becomes “it”, turns in place two times and A walks away and B gives chase.
Group Partner Tag	Have partners (from above tag game) partner with another partnership and compete against each other. Partnerships must remain connected (either arm-in-arm or holding hands). Instead of spinning two times, each partnership spins once. If wanting to establish groups of 8, play one more round so that it is now 4 vs. 4.

Character Challenge

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<i>Knee Tag</i>	Assign partners (or allow them to find their own). Demonstrate: Standing in front of their partner, they should place their hands in front of their own knees. This is the “guard” position. The objective is going to be to take their partners knees as many times as possible in a short round. 2 nd round: Notice that some of them were pretty defensive and did not allow much movement. For the 2 nd round, participants can move 1 leg at a time back. 3 rd Round: This time they will begin with their partner but are free to move around and tag any UNGUARDED knee keeping track of the tags. 4 th Round: Periodically shout out “Hands-up”/”Hands Down” which forces them to move around while lifting and lowering hands. **Note: this game is more rigorous than it appears!
<i>Hospital Tag</i>	Everyone is “it”. If you get tagged in either arm or in either leg, you lose the ability to use it. This is a quick game where you will end up having people only using one arm or potentially one leg. Play a few rounds. Facilitator can use as opportunity to discuss boundaries, physical challenges, etc.
<i>Conversation Tag</i>	<p>Do this: Have everyone stand in a large circle, standing shoulder to shoulder. Say this: “Each of you choose a unique pose that you can walk around with. For instance, your pose could be as simple as a peace sign or flexed biceps. Your pose could if you like. (you could flap your arms) Next, you will name your pose- “Peace, “Strong Man”, “Bird” and so on. Your Pose needs to be completely unique. So, strike your pose and look around the room to make sure no one has your’s. If so, adjust your pose. (Give the group 30 seconds to do this) Okay, now that everyone has a pose, here is what is about to Conversation Tag cont...</p> <p>happen. When I say “go”, each of you will try to appropriately tag as many people as possible moving at the maximum speed of a fast walk. When you tag someone, you must shout out the name of your pose, which then converts them to your pose. Once tagged, you immediately adopt the pose of the person who tagged you. Eventually only one pose will survive! Whose will it be? Ready, set, go!”</p> <p><u>Emphasize:</u> Only fast walking!</p> <p><u>Tips:</u> Virtually limitless variations. Facilitator could break large group into smaller groups and have each of those groups develop one pose per group. The facilitator can play with the numbers to see how that affects the rate of change among different poses.</p> <p><u>Debrief:</u></p> <ol style="list-style-type: none">1. Who won that round? How were you able to win? Did you have a strategy?2. How many people started with that pose? Notice that the power of one person was able to make a huge difference. Point out that any ONE person can influence a large group of people by the choices that they make.3. Point out that many things change in our life and get participants to look at how ideas or attitudes can spread.

Character Challenge

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<p><i>Triangle Tag</i></p>	<p>Objective: Tag person in middle or on end of triangle. Key Concepts: Protection, peer pressure, friendship, fear</p> <p>To begin, make groups of four to five people. One person will be it and will stand off to the side. The others will join hands and form a circle. While the "it" is off to the side, they will select someone in their circle to protect. When play begins, the person who is "it" will try to identify and tag the person in the circle. The other players will twist and turn to try to protect the person in the middle from being tagged. The circle must always remain intact. If the protected person gets tagged, the roles can be switched so everyone gets a chance to be it. You can play with 3 people forming a triangle or 3 people surrounding a person.</p> <p>Debrief:</p> <ul style="list-style-type: none"> ● Explain the emotions/feelings that went along with being chased. ● Were you in control of the situation? Why or why not? ● What was the roll of the “defenders”? Were they successful in what they did? ● Could have they improved? How? Are there people in your life that try to “block” or “defend”? Who are they? Are you one? ● What might the ”blockers” be defending people from in real life? ● Think about the “hunter”. What are the types of things in life or in school that “hunt” people? How can they be avoided (by being pro-active, planning, choosing positive friendships, etc.)
<p><i>General Tag Debriefing</i></p>	<ul style="list-style-type: none"> ■ What did they notice about partner tag? ■ What types of challenges did they experience? ■ Did they develop any strategies? ■ How are strategies important in life? Why?

Team Juggling

<p>Objective(s)</p>	<p>Balancing multiple challenges, communication, teamwork, efficiency</p>
<p>Props</p>	<p>4-6 juggling balls</p>
<p>Set-up</p>	<p>Your group should be in a circle. Have the group go around and say their first name and have them tell the group what it means. If they don't know what it means, ask them a basic question like “Tell us where you were born”.</p> <ul style="list-style-type: none"> ● Assign sequential numbers to each of them going around the circle and have them notice who is standing to their left and right. Staff is always number 1. Have them reorder their circle, making sure they are not standing next to the people whose number comes before or after theirs. Have each person say their name and their number (remember staff starts and is number 1) ● Have them do this again but this time pay special attention to who comes before and after. Next, have them say the person's name that comes AFTER them. Do this twice (looking for the 2nd time to be quicker and smoother than the first) ● As a staff (#1), gently toss the ball #2, #2 to #3 and so on. ● For the next round, Add a 2nd ball with person #4 ● Play 2-3 more rounds noticing the dynamics and stress that is involved. ● Keys to remember: Toss ball underhand, Stop while having fun

Character Challenge

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<p><i>Debriefing Tips</i></p>	<ul style="list-style-type: none"> • Before adding the last ball, facilitator should ask: <ol style="list-style-type: none"> 1. What are we doing that is helping us to be successful? 2. How are these actions similar to what it takes in life or at work? (what kinds of things do you juggle in life: work, school, sports, relationships, hobbies, etc.) • Add the last ball and try to set a time and beat it. Either try it twice or discuss not reaching goals the first time, etc. • The debrief on Team Juggling can go several different directions depending on the type of group, level of maturity, skill, etc.
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Telephone Charades

<i>Objective(s)</i>	Obstacles to communication, gossip, positive culture
<i>Props</i>	N/A
<i>Set-up</i>	<p>Size of Group: 6-10 people.</p> <p>Object of Game: An icebreaker/stationary game in which a person acts out an action only for the next person in line, who in turn acts out for the next person. The action becomes mutated and usually very funny, as the last person in line tries to guess what the original clue was.</p> <p>Directions: Charades or “Charades Down the Line” is an icebreaker/stationary game that is a hilarious blend of telephone down the line and charades. This group game is fairly simple to play. Select six to ten participants and ask them to leave the room. The audience chooses an action that is specific, silly, and obscure to act out (e.g. “a football player’s romantic first date”, “washing an elephant”, “going skydiving”, etc.) Once the clue has been decided, bring in all the participants and instruct them to face the right side. The moderator reveals the clue to the first person, who taps the second person on the shoulder and acts out the topic using charades rules (no talking allowed, no noises). The second person then taps the third person and acts out his or her understanding of what was acted out. This continues until it reaches the last person in line, who must guess what the action is. This game is funny because the action mutates and changes based upon each person’s interpretation of what is going on, often leading to confusion and silly motions.</p> <p>*Make sure to have people at the beginning of the line that will “go big” because whatever the action is will shrink by the end!</p>
<i>Debriefing Tips</i>	<ol style="list-style-type: none"> 1. Did you notice how much fun everyone was having? Why did this happen? (group was participating, taking a risk, being engaged) 2. Did you notice how the message always changed? Why did this happen? How do messages change at BHS? Is there anything you can do about this? (Discuss: Definition of gossip and ramifications) 3. How does your participation at BHS impact the school and its culture? 4. Why is school spirit important? (Give your own examples and reasons to add to the discussion)

Three-Six-Nine

<i>Objective(s)</i>	Balancing responsibilities, prioritizing, observation, caring
<i>Props</i>	N/A

Character Challenge

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<p><i>Set-up</i></p>	<p>Have group stand randomly in open area. They will play three rounds of activity.</p> <p>Say: “Each of you, without giving any indication, pick 1 person in the group that you will keep 3 feet from you at all times while you wander around the open area greeting and speaking to others. Do not let the person know that he/she is your “3 foot person”. When I say go, create that 3 foot distance with your 3 foot person you chose and maintain it as slyly as possible.</p> <p>Again, have students wander around speaking and greeting one another for a minute or so.</p> <p>Say: “Don’t reveal your 3 foot person yet. Keep that person and add a “6 foot person”, who you will keep at a 6 foot distance at all times. Continue maintaining the 3 foot distance with the 3 foot person. Do not reveal who either of these people are.”</p> <p>Again, have students wander around speaking and greeting one another for a minute or so.</p> <p>Say: “Don’t reveal your 3 foot or 6 foot person. Keep those people and add a 9 foot person, who you will keep at a 9 foot distance at all times, all the while maintaining the appropriate distances from your 3 foot person and your 6 foot person. Do not reveal who any of these people are. All 3 people are to maintain simultaneously.”</p> <p>Give the students a minute or so to wander around and converse with others. By this point it will be virtually impossible for people to maintain the appropriate distance from all 3 people.</p>
<p><i>Debriefing Tips</i></p>	<p>We all have 3-6-9 activities in our life: priorities that we want to keep focused on in different ways.</p> <ul style="list-style-type: none"> • How do you take care of all of your responsibilities equally? • How do you decide what to focus on at any one moment? • What type of balance do you achieve? <p>Note that students were probably make a series of choices and shifting decisions regarding the correct distances at the right time.</p>

Thirty Questions

<p><i>Objective(s)</i></p>	<p>Time Filler between elements, get to know you activity</p> <p>Use the following questions randomly. Participants indicate a number but do not get to see questions ahead of time. Participants can opt to “pass” if they choose but they must choose a different question and only get one pass.</p>
<p><i>Props</i></p>	<p>Question list</p>

Character Challenge

Low Ropes Manual

<p><i>Set-up</i></p>	<ol style="list-style-type: none"> 1. If you could have an endless supply of any food, what would you get? 2. If you were an animal, what would you be and why? 3. What is one goal you'd like to accomplish during your lifetime? 4. When you were little, who was your favorite super hero and why? 5. Who is your hero? (a parent, a celebrity, an influential person in one's life) 6. What's your favorite thing to do in the summer? 7. If they made a movie of your life, what would it be about and which actor would you want to play you? 8. If you were an ice cream flavor, which one would you be and why? 9. What's your favorite cartoon character, and why? 10. If you could visit any place in the world, where would you choose to go and why 11. What's the ideal dream job for you? 12. Are you a morning or night person? 13. What are your favorite hobbies? 14. What are your pet peeves or interesting things about you that you dislike? 15. What's the weirdest thing you've ever eaten? 16. Name one of your favorite things about someone in your family. 17. Tell us about a unique or quirky habit of yours. 18. If you had to describe yourself using three words, it would be... 19. If someone made a movie of your life would it be a drama, a comedy, a romantic-comedy, action film, or science fiction? 20. What do you do for fun? 21. What would be your ideal vacation? 22. What is the most memorable activity you did with your family as a child? 23. What quality do you appreciate most in a friend? 24. What is one characteristic you received from you parents that you want to keep, and one you wish you could change? 25. What is a good thing happening in your life right now? What makes it good? 26. If you knew you couldn't fail and money was no object, what would you like to do in the next five years? 27. It's a very hot and muggy day. You desperately want something very cool and refreshing to quench your thirst and revitalize your body. What would you drink -- either make your own or store-bought. 28. What do you consider to the most valuable thing you own: when you were a child/teenager/now? 29. What's the kindest act you have ever seen done (either to/by you or another)? 30. If you could have any job in the world, which one would you want? 31. What were your best/worst subjects in school? 32. What are you most talented at?
<p><i>Debriefing Tips</i></p>	<p>Focus on group trust.</p>

Toss Around

<p><i>Objective(s)</i></p>	<p>To get the group to know each others names and to work together as a group.</p>
<p><i>Props</i></p>	<p>Objects you can SAFELY toss around</p>

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<i>Set-up</i>	<p>Explain that as a group we are going to toss an object across the circle to another person in our group and call their name before tossing the object. No person can be used twice and every person needs to be included. Start with an easy to toss ball and complete the task. Start with a small foam ball and add a small plastic ball, a koosh ball, a small nerf football, and end with a (surprise) rubber chicken. Then ask the group if they think they can do it faster than they just did. Have them try and time them. Do they think they can beat that time? Do it again. Then tell them you are going to add a second object and see if they can keep their best time. Have them do this a couple of times and then bring out another object to add to the mix. Use as many objects as the group can handle and end with a funny object... like the rubber chicken.</p> <p>This game brings lots of laughter and can be debriefed on what was easy, what was hard, what was the optimum number of objects, etc. Compare this to a task that a group takes on.</p>
<i>Debriefing Tips</i>	

Travel Log

<i>Objective(s)</i>	Move a piece of PVC from point A to point B (pvc has a steel weight inside to make it more challenging)
<i>Props</i>	Long PVC & 18" control sticks

Character Challenge

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Set-up

- This is a group problem solving & communication exercise
- This activity involves moving a "Travel Log" about 5' long that

includes a steel weight inside. The trick? Each participant has only one short length of PVC each and the weight inside the long tube makes it challenging to balance.

- Can be done with children of upper primary age, teenager

and adults in a variety of settings both indoors and outdoors.

Choose this activity when you need to energize the group into a team, or to emphasize the importance of each member's actions in a team.

Directions:

- As facilitator, you can control how hard or easy to make this

task. You can take them over obstacles, down stairs, around trees, etc. If, for example, the group is in the forming stage, put only one minor obstacle in the path and create opportunity for fairly instant experiential success of teamwork. If the team is functioning cohesively, make the obstacle course longer and harder and more physically challenging in order to deepen their experience of what they can achieve together.

- Brief the participants on the start line and the finish point

distinctive container is helpful), and give them any extra rules you may wish to add to the task, such as: every person must carry the marble at least once; participants need to take turns in a certain order; or both feet must remain on the floor at all times-get creative if you want to add challenge.

- Give the group their materials and a few minutes of

planning time.

Allow the group several attempts if you have the time and they have the motivation, or keep it to one attempt and draw out the key points in the debrief. It doesn't have to be a race but can be.

Variations

- Challenge the group to see how fast they can get the Travel

Log through the obstacle course. Time the group, and ask them to "tender" for how fast they think they can really do it. Then give them another go. Requires debriefing.

- For added problem solving under pressure, do not give the

pipes and marble to the group during planning time.

- Frame the activity in terms of a new project which the team

needs to respond to both efficiently and effectively, for example: a new client with specific needs; a tender to be put together by a deadline; or a marketing strategy idea that needs to be put into action.

Character Challenge

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Who's Most Important?

Objective(s)	Importance of all team members, forming judgments, perspective
Props	5 x 8 card with a job title on it (Corporate CEO, custodian, Doctor, Attorney, Soldier, Parent, Student, Professional Athlete)
Set-up	<ul style="list-style-type: none"> • Bring 6-8 volunteers to the front of your area and have them stand shoulder to shoulder. • Hand them each a 5 x 8 card with a job title on it (see supplies). Ask them not to at the card until you tell them. (Hint: Give thought to who you give which title to, treating people with respect and compassion) • Remind the entire group that they are just representing the card and it has nothing to do with their own identity. • Read the following to them: <p><i>When I ask you to begin, please look at your card. Then hold it up so that the class can see it. Please arrange your group according to importance in our society. We need the rest of the group to watch in silence to allow us all to hear the comments made by participants.</i></p> <p><i>Please begin...</i>(as they work on this, remind the remaining group to pay attention and make observations)</p> <p>When the group has arranged themselves, ask the person at the beginning of the line why they are there? Why are they most important? Ask the person at the other end of the line why they are there?</p> <p>Have 2 or 3 people from the audience rearrange the group according to his/her opinion and explain his/her thinking.</p>
Debrief	<ol style="list-style-type: none"> 1. Did you notice that everyone had a different opinion as to importance of people? 2. Why did that happen? 3. Does that happen at school/work/etc.? 4. Is one human being more important than another just by what they do? 5. How do we come to believe that one person/group is more important than other? 6. How do people respond differently depending on how they are treated? 7. What are better ways we can treat people so they will feel better about who they are. <p>Have the group stand again in front.</p> <p>Now take the line of people, bring the two ends together to form a circle. Ask them if they can see why the group should be a circle and what effect it would be if we could form circles instead of hierarchies.</p> <p>Discuss hierarchies for understanding if necessary.</p>

Willow in the Wind

Objective(s)	For a group of people standing in a circle to gently catch and pass a person falling from the center. Develop trust and begin at the 2 nd phase of sequencing.
Props	N/A

Character Challenge

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<i>Set-up</i>	<p><u>Safety Considerations and Ground Rules:</u></p> <p>For Leader:</p> <ul style="list-style-type: none">• If you as the facilitator do not believe the group is at a level where they can handle this activity you should not attempt it. Or, if you are trying the activity and the group is having trouble and you fear for a fallers safety you should stop the activity.• Don't be afraid to shift people around the circle if you believe it will make the activity safer.• Actively review all spotting requirements with the group.• Be sure area is clear of hard/sharp objects.• If you see a participant not paying attention don't assume they will be paying attention in time to catch the faller. <p>For Group:</p> <ul style="list-style-type: none">• Each participant should have their rockers on and bumpers up!• No one person should catch the faller. Each time the faller falls, there should be three sets of hands out to catch him/her. So that should be the person the faller is falling directly towards, and the person to the right and left.• The spotters should not pass the faller around. Place the faller back in the center and let the faller fall in whichever direction they like. <p>For Faller:</p> <ul style="list-style-type: none">• Keep your body stiff as a board. No butt fudging!• Cross your feet to allow a better axis for rotating around the circle.• Stand directly in center. <p>Wind in the Willow cont...</p> <ul style="list-style-type: none">• When given a go-ahead by group leader go through the same commands you did in previous spotting activities. <p><i>*Special Note*</i> New team members should observe a lead staff facilitator this activity a minimum of 5 times before leading.</p>
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<p><u>ALTERNATIVE WILLOW IN THE WIND ENDING</u></p>	<p>The goal for this alternate ending is for the facilitator to illustrate ways to increase group trust by raised awareness of the possibility of unknown outcomes. In addition it really hammers home the idea of doing what is necessary to keep someone safe through learning different spotting techniques.</p> <p>The way it works is after the faller has finished the normal amount of “fall time”, innocently ask if he/she would like a higher challenge. Do not tell them what the challenge will be; it will simply be a surprise for them-thus the higher challenge of committing to something without knowing what it is!</p> <p>Wait to offer this alternate ending until several people have already done the usual Willow activity. This is really used more as a big finish then a routine ending for everyone.</p> <p>Assuming the person says yes (if they do not, it won't be hard to find someone who will!), then leave a guide with the faller who will essentially distract them from your next phase-the planning and safety practicing out of ear and eyeshot. Sometimes the faller will stay blindfolded, which helps.</p> <p>Suggest a simple levitation raise of the faller, followed by a slow clockwise or counterclockwise moving of them. It is exceedingly important to practice how to do this with someone in your remaining group. Teach folks how to lift (using legs, not backs, only lifting as high as the shortest person can reach). Also, it is important to cover placement of people in positions along the faller's body. Put people in positions that make the most sense. Keep in mind the torso is the heaviest part of the body and that someone needs to always be taking care of the head.</p> <p>Check to make sure everyone is capable and willing to perform a lift. You will of course need enough people to do this-5-6 is usually a minimum. Keywords here are PRACTICE, COMMUNICATION of intentions, and ANTICIPATING hazards, CREATIVE MOVEMENT experiences.</p> <p>When returning to the faller, begin as though still in the W in W mode, but be sure that all know what the signal will be that</p> <p>Wind in the Willow cont...</p> <p>indicates you are now shifting to the new way of catching the person...try to do this without verbal cues-the trust rewards are much greater.</p> <p>Other fun ways of FINISHING the Willow in the Wind include carrying them a short distance, placing them on playground equipment, or a ladder, inside cars, trotting with them. The key is practicing what you will do with someone before doing it.</p> <p>This really builds a team unity because everyone needs to LOOK and LISTEN to what is being planned.</p>
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Trust Fall

<i>Objective(s)</i>	Importance of all team members, forming judgments, perspective
<i>Props</i>	N/A

Character Challenge

Low Ropes Manual

Set-up

- A trust fall from a height is a great way to wrap up the spotting sequence. The way it works is a participant steps up onto a sturdy object that is 3-6 feet tall. Picnic tables, large rocks, truck tailgates, or ladders are some examples of objects you can use for a fall from a height. Just make sure the place you select is stable and able to support the largest person who might be falling! The ultimate goal for the group is to have someone fall from a height and successfully catch them (and optionally pass them the length of the group, so all are involved in some way) and safely lower them to the ground.
- The spotting position for this activity is slightly different from the other spotting activities. For falls from a height you are still going to use your rockers but instead of having bumpers the participants are going to “zipper up”. Start by having your participants get into two parallel lines facing each other. When the facilitator asks the group to “zipper up” all of the spotters should put their rockers on and spotters should alternate their arms. Literally think of the arms like a zipper. Person A at the front of the line puts out the arm closest to the faller. Then Person B who is standing across from Person A puts out their closest arm next to the arm Person A is already holding out. Then A puts their other arm next to B followed by Person B putting their other arm out. Each spotter's finger tips should be next to the elbows of the person across from them. This process continues all the way down the line. Have the last pair of people turn and face the faller extending their arms to catch the head and neck area. Once the line is properly set up and lined up with the faller the facilitator enthusiastically asks the group “Group how do you feel!?!?!?” Equally as enthusiastic the group replies “I feel good! HUH!” When they say “HUH!” they should lean their heads and shoulders back but keep their feet and hands in the same position (as best as possible). That creates plenty of space for the diver/faller to dive/fall without knocking anyone in the head. Then the faller begins the same

Trust fall continued...

- communication protocols for other spotting activities.
- Once the faller has fallen and is caught, they will still need to be lowered to the ground feet first and stood up.
- Safety Considerations and Ground Rules:
- **For Instructors:**
- Check for unsafe ground cover; i.e., broken glass, dead limbs, stumps, etc.
- Inspect stumps, rock, platform, or other surface for sturdiness.
- Present the task & actively review spotting requirements with the group.
- Never be the first person to fall.
- Only do this activity when a group (and you) are "ready". If you are new to doing this, never attempt without a trained and experienced facilitator (in this event) and much experience on your own. Seeing a variety of outcomes is essential to your good judgment in facilitation of it.
- Make sure all jewelry, wrist-wear and pointed items in clothing, as well as hats and glasses, if necessary, are removed from all participants.
- Before first fall, place the strongest people in positions where the torso of faller will impact.
- As facilitator you should stand next to the ladder or object the participant is falling from to make sure the zipper is set up correctly and to comfort the faller to help them keep balance so they do not fall prematurely.
- Facilitator moves to the head of the faller during the fall and remains there during any lifting, rocking, bouncing, etc.
- The decision of how high is "too high" is important. Always work up gradually (warm up) to an increased height to prepare spotters and faller. Between five and six feet is max and will only work if the faller and group are both holistically ready for the event. Start at about waist high (2.5-3 feet), and work your way up as confidence and skills dictate.

Character Challenge

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	<p>For Catchers:</p> <ul style="list-style-type: none">• <u>Do not grasp wrists.</u> 2. Attention is focused on the faller at all times.• Spotters communicate with the fallers and let them know when they're ready. <p>For Faller:</p> <ul style="list-style-type: none">■ Use the same falling position used for other spotting activities. NO BUTT FUDGING!• Remind fallers to stay stiff, arch back a little, leading with their head. Beware <u>sits</u>, <u>pikes</u> and <u>flailing arms</u>.
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Two Falls (Trust)

Objective(s)	Further development of risk and trust
Props	

Character Challenge

Low Ropes Manual

<i>Set-up</i>	<p>This approach to the Trust Fall includes two falls, one metaphoric and one literal. The first “fall” happens when a participant stands on a platform (the faller) about three to four feet above the group and enters into a dialogue with his group members. No literal fall happens here, but most elements of a physical fall (being/feeling vulnerable, entrusting oneself to the group, letting go, being caught) are present.</p> <p>The first fall begins with two or three questions to prompt the discussion. These questions might include a combination of the following:</p> <ul style="list-style-type: none">• Why have you chosen to be a member of this group?• What gifts/strengths do you bring to this group?• What is your greatest fear/ concern about your role/effectiveness in this group?• What is the greatest liability you bring to this group?• On a scale of 1 to 10, how effective have you been within this group so far and why?• Describe your level of commitment to this group.• What is one thing that this group really should know about you in order to best be able to support/work with you? <p>If the Trust Fall is being facilitated in the context of personal workshop versus a group/team development workshop, these questions can be more personal in nature.</p> <p>As the participant shares information, group members are encouraged to listen actively and engage in conversation with the faller. The facilitator coaches and models effective clarifying, empathizing, challenging, and receiving, and empowers the participants to employ these skills.</p> <p>Once the dialogue has reached an appropriate ending point (note that participants can be encouraged to continue the dialogue beyond this activity), then the group shifts to the second fall—the actual fall and catch. The participant’s experience of the first fall is often mirrored in the second fall (how well did she feel heard, honored, empowered to speak, challenged to speak her truth, and so on?). In this approach the second fall is highly symbolic of the vulnerability shared and relationship built during the first fall.</p> <p>The second, physical fall happens when the faller agrees to fall back, in a prescribed manner, into the arms of several of her participants. Once caught, the receiving line is often encouraged to quietly hold her for a moment, then gently bring her back to ground.</p> <p>During this second fall, you must pay attention to both the faller and the receiving line, looking for verbal and nonverbal cues of readiness or apprehension. Since the physical risk increases significantly during this fall, you must be aware of both the individual and group energy.</p>
<i>Debrief</i>	TO BE PROPERLY PREPARED TO FACILITATE TRUST FALL, TEAM MEMBERS MUST ALSO READ THE TOPIC OF “RISK” AT THE END OF THE LOW ELEMENT MANUAL!

Character Challenge

Low Ropes Manual

Trolleys

Objective(s)	Move a set of trolleys from one point to another
Props	Trolleys
Set-up	<p>Have everyone in each group take a place on a trolley. Most participants should have handles but some may not. First, ask each group to circle up (there should be about 10 in each group). Tell students that they will need to nominate a leader for their group. Tell them that in a moment, they will be putting their heads down. You will then count down 3-2-1. On “1”, you will have them lift their head and point to the person they believe should be leader.</p> <p>After the leader has been selected, instruct the leader to determine a spot for everyone to stand. Each group should also have approximately 2 “Spotter”. As spotter’s job is to keep the team balanced and assist if anyone falls off the trolley. (especially a person with a blindfold on) You can also give each leader a blindfold and tell them “to make sure someone in your group is properly wearing it”. With little instruction, have group go from point A to point B as quickly as possible. The only main rule to follow is for the entire group to stay on the top of the trolley (they can’t run next to it, etc.) For higher level groups, you can add penalties for time.</p>
Debrief	<p>Focus on leading from the front vs. leading from the back. Notice where the “leader” stood. (typically it is in front).</p> <ol style="list-style-type: none"> 1. Is it difficult to lead from the front? Why? 2. What does it mean to be a leader in school? Is it the person in charge or the person who leads by example? Follow up with deeper discussion on leadership/followership roles. 3. How do teams respond in adverse circumstances (give up? Blame others?) 4. Did everyone follow the rules? 5. What types of communication were developed? 6. What was most successful? 7. What types of distractions were prevalent? 8. How did the group adjust?

Pipeline

Objective(s)	Move a marble(s) from point A to point B
Props	PVC & marbles for each group

Character Challenge

Low Ropes Manual

Set-up

- This is a group problem solving & communication exercise
- This activity involves moving marbles or different sized balls

or even water down lengths of half pipe or 1"/2" gutters. The trick? Each participant has only one short length of pipe each, and the start and finish points can be separated by an obstacle course!

- Can be done with children of upper primary age, teenager

and adults in a variety of settings both indoors and outdoors.

Choose this activity when you need to energize the group into a team, or to emphasize the importance of each member's actions in a team.

Directions:

- As facilitator, you can control how hard or easy to make this

task. You can take them over obstacles, down stairs, around trees, etc. If, for example, the group is in the forming stage, put only one minor obstacle in the path and create opportunity for fairly instant experiential success of teamwork. If the team is functioning cohesively, make the obstacle course longer and harder and more physically challenging in order to deepen their experience of what they can achieve together.

- Brief the participants on the start line and the finish point (a

Pipeline cont....

distinctive container is helpful), and give them any extra rules you may wish to add to the task, such as: every person must carry the marble at least once; participants need to take turns in a certain order; or both feet must remain on the floor at all times-get creative if you want to add challenge.

- Give the group the pipes and the marble and 5 minutes

planning time.

Allow the group several attempts if you have the time and they have the motivation, or keep it to one attempt and draw out the key points in the debrief

Variations

- Challenge the group to see how fast they can get the marble

through the obstacle course. Time the group, and ask them to "tender" for how fast they think they can really do it. Then give them another go. Requires debriefing.

- For added problem solving under pressure, do not give the

pipes and marble to the group during planning time.

- Can be done indoors with a height factor involved. Explain

that the marble is stuck to a point on the wall with blue tack and their job is to 'rescue' it and bring it down safely to a container on the floor. Use the gutters more like a ramp, and perhaps give one less gutter than the distance. Once they are set up, allow the marble to be released from the blue tack.

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	<ul style="list-style-type: none">• Frame the activity in terms of a new project which the team needs to respond to both efficiently and effectively, for example: a new client with specific needs; a tender to be put together by a deadline; or a marketing strategy idea that needs to be put into action.
<i>Debrief</i>	<ol style="list-style-type: none">1. What was the most challenging aspect of Pipeline?2. Who was the leader? How did they obtain this role?3. What were some conflicts that occurred?4. How did you handle conflict successfully?5. What are some conflicts that happen at home or school and how do you handle them?6. How did you communicate with one another?7. What are some ways to communicate with your family members and teachers?8. What are some things that block communication?9. How did the group handle stress?10. What strategies did the group use to overcome?11. At C4, we talk a lot about unity. We emphasize 5 traits to unity: Strong communication, shared vision/goal, no unresolved conflict, no gossip, no sanctioned incompetency (don't do things just because they haven always been done that way)

Low Ropes Elements

1. Mohawk Walk

Year Built: July 2010

Location: Adjacent to the high course alongside the main path, near the Swinging Log.

Key Concepts: Cooperation, Problem Solving, Team Spirit, Support, Group Focus

Objective: For one or several individuals to traverse the entire length of the series of cables without falling or stepping off. If someone falls or steps off the cable, that person, or persons, returns to the starting point, leg or end of the line. Strange and wonderful things may occur

Ground Rules:

1. Agree to communicate among all group members.
2. Agree to refrain from individual attempts without communicating with the group.

Story:

You and your team have been working in a small South American village for nearly 3 years on a vaccine for one of the world's worst diseases. You have nearly found the cure. But, recent flooding has occurred destroying all of the data and files that you have collected. You need to escape using the wire which is all that's left from a washed out bridge in order to avoid losing the information that could save the world. If you fall off, "strange and wonderful things may happen."

For Instructors:

1. Check the area for unsafe ground cover.
2. Clearly present the problem, review spotting requirements, and answer questions before the group begins the task.
3. Use group members where spotting is necessary.

For Participants:

1. Agree that if a fall is imminent, to step off the cable and not pull off other participants.

For creativity, when one member falls off they can do the following:

- Talk like a pirate, only use one arm or leg, talk like Yoda, use a blindfold, no speaking, act like Barney, bark at the beginning and end of a sentence, etc.

Character Challenge

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1. If a member of the group falls off, have that person return to wherever the end of the group is located, (or to the beginning).
2. Have the whole group return to the beginning of the leg if any one member falls off.
3. Set a predetermined number of falls before the activity begins and allow fallers to get back on to the same spot from where they fell. If the group exceeds that predetermined number of falls, use any of the variations above.
4. Face the opposite direction after falling off.

Mohawk Walk cont...

5. Try it with some members blindfolded in certain sections, if greater challenge (or humbling!) is desired.

Debriefing:

- What was the most difficult aspect of this exercise?
- How did you problem solve with your group?
- Are there times in your life when faced with issues that seem impossible to conquer? How do/how will you deal with them?
- You cannot do this element on your own. Think about control. What areas in your life do you not only need to put faith in others, but let go of control?
- Was the team successful? How do you judge success in this exercise? (think expectations, improvement, teamwork)

2. Log or TP Shuffle

Description: 25' elevated class 3 Penta pole,

Year built: July 2010

3 Locations: At end of path, between Islands & Swinging Log

Key Concepts: Cooperation, Sacrifice, Problem Solving, Trust, Communication

Props: 1 sturdy log

Storyline Background: This is a narrow bridge you and your team have encountered. You must somehow pass each other without sending one another into the alligator infested waters. There is no turning back! Another idea would be to set up one group on either side of pole. One camp has set up in pristine hunting grounds and have ample supply of food. The other is near fresh water, but no food or fish to speak of. Both groups must cross over to be saved.

Objective: To get both halves of the group to the land side of the pool/pond they're facing in the same order they are standing in without losing their balance.

Ground Rules:

1. No one may step on land or water during the exercise. All remain on the log until all have finished.
2. All participate.
3. Half the group walks 1/2 way out onto the log while the other half of the group comes out onto the log from the other side.
4. Pass only members of the other half of the team; stay in the same sequence/order you line up on the log.

Safety Considerations:

1. Staff: Be ready to spot, actively review spotting requirements with group.
2. Only 1 move at a time.

Variations:

This is a simple activity that you can start easy and get more difficult as you go. To start, have everyone step onto the plank. Then have them get into some kind of specific order without stepping off the plank. For example, you could ask them to get in order according to height. Next you have them get in alphabetical order by last name BUT they can't talk. Other things you could do are get in order by total number of letters in your name, the day of the month you were born on, shoe size etc. If a participant steps off the plank there must be some kind of consequence. Strange and wonderful things may occur. So you could make the person who stepped off blindfolded, talking like a parrot, have them repeat "I am the Jedi master, walk backwards, sing "Old MacDonald" repeatedly, jump like a kangaroo, fly like an eagle, or anything else you can think of! But, the important thing is to have a tangible consequence for each the infraction.

TP Shuffle cont....

General Tips:

1. If a participant is going to fall off the plank tell them to simply step down off of the plank.

Character Challenge

Low Ropes Manual

2. If you have a balance beam on your low ropes course this challenge could be done on top of that assuming you have enough spotters to take care of your participants.

Debriefing:

- What did you notice about the way the activity progressed? Were different strategies used? Was it easier at the beginning or end? Why?
- Identify all of the challenges in this activity (closeness/boundaries, communication, balance, problem solving) What made each of these challenging?
- What strategies were used? What other strategies could have been used?
- What was the most challenging aspect of the activity for you? Why?
- What does dependant mean? How is it observed in this activity? In life, is it typically viewed as being positive or negative? Why?
- How can you problem solve and work together with your team or family?

3. SPIDER WEB or Geo Crossing

The difference between Web and Geo Crossing is subtle. Crossing is a 6 sided cube built of PVC that should be tipped up on a corner. Use the stand provided. Participants should enter 1 side and exit a different side. There is an entire set of challenges and activities that can be facilitated with this event. Consult the GeoCrossing manual located in the low ropes manual or request through Sarah and Trav.

Year built/modified: July 2010

Location: Along path between Mohawk Walk & Trust Platform.

Objective: To safely pass your group through a "spider's web" without touching the web itself.

Key Concepts: Trust Building, Diversity, Respect

A prop that makes this useful is a set of bandanas, bells, or clothes pins to indicate which holes have already been used.

Ground Rules:

1. No one may touch any of the ropes while being passed through the web openings. If someone does touch a rope, the person being passed must start again and the hole being used is now closed. (Note: The facilitator may decide merely to paralyze the body part that touched the Web on that person but to credit them with safe passage through the Web).
2. When the vertical plane/space of a Web opening is broken by someone's body part (arm, head, leg, etc.) this opens that hole. As long as a body is in the opening without touching any ropes, this pace is open. When a body is no longer in the opening, it closed the space.
3. No props may be used.
4. Participants must go through the Web only - not over, under, or around it.

Safety Considerations:

1. Participants need to know how to "spot" and MUST know how to perform lifts safely.
2. Facilitator will actively spot first 2-3 and last 2-3 participants on the side that has the least participants.
3. Everyone should be alert for any potential hazard/obstacle on the ground.

Variations:

1. Minefield or horizontal web, (which is here at HH), where the issue is to cross a minefield grid of bungee spaced about 22-24 inches square, usually blindfolded individuals or partners being guided by the others in the group.
2. Build a "3-D" web; i.e., one that encloses the group on all 3 sides. Now the group could be larger or several groups might use the same web, one group could be simultaneously trying to get "out" while another is trying to get "in".

Debriefing:

- Were you responsible for the action of the team?
- Once a web was hit, how was the team hindered? (muting certain players, etc.) Did it affect the process?
- Think of school, work, etc. When a limitation occurs, how is the overall group affected (think of an employee missing work during the lunch hour, an athlete skipping practice)
- What was the most challenging aspect of activity? (physical stamina, teamwork, self-control, other?)
- How did this affect your trust with other people?
- In what areas of your life do you have difficulty trusting others?

Character Challenge

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4. NITRO-CROSSING

Design: Approximately 15-20' wide, a cable suspended between two trees with a cable / rope swing, and intended to swing across about a 15-20 foot open space. A small (one gallon) and larger (five gallon) lidded bucket should be filled with water to offer one of the options for running the element.

Year Built: July 2010

Key Concepts: Stress management, Conflict Management, Teamwork

Location: Adjacent to High Course, nearly underneath the Commitment Bridge

The Nitro-Crossing (or Nitro for short) is a classic awesome activity because of the range of challenge it offers a group. This event offers a variation of a swinging event, swinging to platforms, hula hoops, or several platforms successfully finishing (using them separately like all aboard or boards like mountaintops or lily pads)

The goal of this activity is to move a group of 8-15 (10-12 ideally) across an imagined chasm (15' area marked off by bungee and/or a platform) by means of a swing rope. Often, the group must also bring over a receptacle of liquid, without spilling. The receptacle should have an open top. You should also make sure to have a back-up supply of liquid within a covered container in case the receptacle gets spilled.

Story: The team must cross the raging river that is full of lava. The volcano in Hawaii has just erupted and they have moments to get their team across to the boat that will take them to safety. The ground has hot lava all around and cannot be touched.

Ground Rules:

1. Everyone should participate at some level. Just remember the idea of challenge by choice. Helping the group determine decisions such as how much liquid to put into the receptacle, helping each other to be heard, spotting are other non physical yet vital roles that can be either intentionally assigned or allowed to be figured out by the group.
2. No one may step inside the "chasm" or touch the trip wire.
3. The rope swing must be retrieved using only the participants and what they've brought with them - nothing from nature or any other props.
4. If someone touches the trip wire, he or she receives a consequence (challenge/handicap) that is usually removed when either a certain amount of time has passed, they get across the chasm and/or when the liquid has also made it across.
5. If anyone touches the chasm ground area, or falls off the swing or platform, ONLY he or she returns to start over.
6. However, even though the liquid need to be passed over the chasm only once, if any fluid spills, everyone already across must return to start over.
7. Anything used to move the swing rope once put into the chasm will not be available again until the task is over; unless the person is still connected to it (i.e., holding it).
8. Everyone must stay on the platform/designated area until the task is complete.

Nitro Crossing cont....

Safety Considerations:

1. No diving for swing rope. (Additionally, the facilitator will always halt any action that appears unsafe.)
2. Spotting is tricky for this element. Participants should be spotting during the take off but it is primarily your responsibility to spot during the swinging and landing. Try not to support the participants physically as they swing. Just be ready to protect the head and neck in the event they fall. Also, since they are potentially swinging into another person it is important to get behind the people already on the platform to help spot them as the person swinging is making their landing on the platform.
3. Make sure platform(s) is/are sound, not slippery, and stable on the ground. Beware sharp edges or protruding nails on platform.
4. Make sure chasm area is free of sharp or hard objects.

Debriefing:

- What was difficult about crossing the lava?
- Was it hard not to have any other resources and how did you handle conflict?
- How do you handle stress in your own life and how was this activity stressful?
- What are some ways to communicate your stress in a positive manner and grow stronger because of it?

5. Islands

Design: Three island platforms (3' x 3', 2' x 2', and 2.5' x 2.5') and two boards - One 2"x8"x5' and one 2"x8"x 4'.

Year Built: July 2010

Location: Portable, near Meuse and T.P. Shuffle

Character Challenge

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Key Concepts: Problem-solving, Visualization, Timing, Resource Management, Teamwork

Objective: The challenge is to get each group from one island to the next, or exchange islands without stepping off and with only the props of the 2 boards.

Setup: Space the islands such that the distance between each island is at least 6 inches – one foot longer than the longest board. Islands can be linear or at a right angle.

Challenge variations: If the middle platform is smaller the challenge is increased. You can give each island ONLY one board if the challenge needs to be increased.

Ground Rules: The group may only use the 2 boards given. No stepping onto the ground ever. Each person must have one foot on wood always. (ie., NO JUMPING!!)

Safety Considerations: The boards cannot be thrown. Keep plenty of spotters.

Debriefing:

- Did you notice several ideas at the outset? How did the group sift through them to determine the one that they did?
- What resources were you given to complete the activity (they will focus on the two boards- make them also understand their own physical talents, their creativity, teamwork, etc.)
- In order to be successful, how did you utilize these resources? What type of resource management do you need to use in your daily life? (finances, academic skills, supports)
- The consequences of falling off a platform meant falling into the water in this activity. But what are the consequences of falling in the real world? What types of situations can you think of if you do not use the resources you have been given?

6. Team Initiatives WALL

Year Built: July 2010

Location: Element located on path, nearest to resort.

Key Concepts: Communication, Trust Building, Control, Support, Safety,

Objective: The goal is to get the entire team up and over the wall with the first person getting no help from the top and the last getting no help from the bottom.

This is a really neat peak activity that should not be done until participants have become proficient in spotting and performing lifts.

Ground Rules:

1. You may not use the trees or edges of wall.
2. The first person may not receive help from above.
3. The last person may not receive help from below.
4. There should be only two participants at the top of the wall to help lift people up. Once a third participant arrives at the platform someone must go down the ladder back to the ground.
5. Once you have gone over the wall and come back down, you may no longer help lift but you MUST still spot.

Safety Considerations:

Before:

1. Check area for unsafe ground cover.
2. Inspect poles, support braces, and all other related apparatus (i.e., ladder, platform) for soundness. Check wall surface for deterioration and for protruding nails.
3. Make sure that the top and face of the wall are smooth and free of splinters. Always check deck before use, as leaves and other debris can make for a slippery surface having a broom on hand may be a good idea, sand may be used here at well.
4. Review spotting procedures, and remind the group of the importance of group spotting due to the height of the obstacle, and the importance of spotting throughout the entire exercise.
5. Stress proper lifting and support, especially when participants are standing on other participant's shoulders or are being lifted up to that position.
6. Contract with the group to pay particular attention to spotting the last two members.
7. Disallow the group from using belts, shoelaces, or other articles of clothing that might not support the heavier members of the group.
8. Ladder must be securely attached to platform.
9. If two staff present, one will be on the ground and one on the platform. If only one, they should be on the ground to actively monitor and role model good spotting practices.

During:

Character Challenge

Low Ropes Manual

1. Palms must be flat against the wall. DO NOT put fingers in cracks (they will stay there).

The Wall cont....

2. All grips must be wrist to wrist.

3. To lift over top of wall, get head and shoulders over, then kick one leg up for top person to grasp. Keep your stomach towards the wall at all times.

4. No running up wall; body must be flat against wall face.

5. Everyone not directly involved in lifting or climbing must be spotting (i.e., wide rocker stance with arms over head, palms up). Make sure people are on sides as well, forming a horseshoe/"U" shape around person being hoisted.

6. Two people minimum must spot person on ladder/ steps. More is better!

7. People on platform must keep both feet on platform, head above waist level.

Variations:

1. Participants must leave platform in order they came up. (Recommended)

2. Participants may use items on their bodies to assist them.

3. Groups may be given a strategy period and then do the remainder of the task in silence.

Debriefing:

- 1. Was your group successful? Why or why not? What determined that? Had you discussed it before the activity began?
- Did your strategy work? Did you have to modify it at all? Why? If you did not modify, could you have performed the task better if other ideas would have been used?
- Discuss the various types of risk involved in this activity (fear/insecurity of being lifted, physical/falling, failure if group's goal is not met).
- Do you ever face risk in the real world? When, why, from whom? Identify some strategies that you can use to overcome it.

7. THE MEUSE

Year built: July 2010

Location: Alongside Islands at the end of the path.

Key Concepts: Resource Management, Problem Solving, Patience, Teamwork, Communication

Objective: To move your group from one side of the "river" to the other using only the stepping stones you've provided and 2 planks. This is an initiative that often frustrates groups. The challenge seems almost too easy and that leads groups to jump to conclusions and make assumptions that are not actually true.

Ground Rules:

1. The entire group must cross for the activity to be complete.

2. Both boards must be used.

3. The chasm (ground), must not be touched by humans or planks during crossing.

4. If any plank does touch, it begins to disintegrate, etc. Any plank touched three times can no longer be used.

5. If any person touches the ground there will be a consequence determined by the facilitator at the time of the infraction.

"Strange and wonderful things may happen."

- Howl like a wolf, hop on one leg, talk in a foreign language, be blindfolded, speak in three word sentences, laugh like crazy, etc.

Safety Considerations:

Before:

1. Be sure all props are in sound condition and are ALL present.

2. Check ground and trees for obstructions, deadfall.

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During:

1. Have at least 2 spotters (1 on either side) at the center of the plank, which is where they will wobble the most.
2. Beware of sudden falls. Ask people to let go of other if they know they are going to fall and step off safely..

8. Wild Woozy

Description: Two tautly strung cables, close to the ground and starting at the same point, progress 20 feet outwards to end points approximately 10-15 feet apart. Two participants (one per cable) walk the diverging cables, while maintaining physical contact, to a point where they can no longer continue or they reach the far support trees. This is usually built with 2 cables, 8 copper 3/8" swages, 3 nut eyebolts, 1 eye-eye turnbuckle and a 1/2" wide jaw quick link.

Safety Considerations:

For Instructors:

1. Check area for unsafe ground cover or litter.
2. Inspect trees for soundness, security of cable attachment points, and check for frayed cable ends.
3. Present the task, and actively review spotting requirements with the group.
4. A minimum of two spotters per participant with more added beneath the traversing pair as they progress outward from the starting point.

For Spotters:

1. Understand that participants are most awkward and unpredictably vulnerable when first mounting the cable.
2. Do not allow participants to interlock fingers while attempting the activity.
3. Spotters beneath the participants should always have hands clasped on top of their knees to prevent sudden backloading by falling participants.
4. Spotters beneath should only move as fast as the participants.
5. Add spotters as needed.
6. Understand that spotters located outside the cables are particularly important for the first 10-15 feet of the activity.

For Participants:

1. Do not interlock fingers while attempting this activity.
2. Inform spotters when beginning the activity.
3. Communicate with your partner.
4. Be aware of undue pressure on your partner's wrists and exhibit compassion by stepping down if the pressure causes pain.
5. Tell participants the objective: **"TO GO AS FAR AS YOU CAN TOGETHER"**
6. Don't give them any strategies for success. Let them experience.

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7. After everyone has gone once through....ask a few follow up questions:
 - a. What did you notice happened to your hands when you started walking across the cables? (You will notice most of them will have dropped their hands)
 - b. What did you notice happened to your hips? (You will notice that most of them will have kept their hips out away from their partner)
 - c. Why did these things happen? You will hear answers about staying balanced, that it was easier etc. Then ask them "What was the objective of this challenge?" (To get farther TOGETHER). Help them to see that they were not thinking of their partner, but they were thinking about themselves.
 - d. Give an example about trust or trust being broken. Remind participants that trust is a two way street. This cable represents relationships. When you get to a certain point in a relationship, you have a choice to make. But trust is not only about letting go over control. It is also about earning that trust in others by how we act, what we say and how we interact.
8. *Then have the group do it again but give them some pointers: Keep your hands high, keep your hips in and when you get to the moment you want to pull back, commit to your partner.*

- Discuss problems in high school, college, job, sports, etc.
- Identify a solution to a problem.
- Discuss how you can rely on others to help you or give you wisdom.

Debriefing:

- What was difficult about crossing this element with another person?
- What areas of your life can you control and what areas can you not control?
- How did you communicate with your partner and how do you communicate with others at work, school, or home?
- Other than your partner, how were you supported during this activity?
- What types of supports or help, do you have at your school, team, family?
- What do you do when you feel like you have let someone down?
- How can you build your self-confidence and that of those around you?
- New angle- picture in life going toe to toe with someone in a disagreement. The longer the disagreement lasts, the more difficult it can become in that relationship.

9. Tension Traverse

Description: A single cable (or series of two or three cables) strung tautly between trees at a height of no more than 2 1/2 feet above the ground and form a single, V-shaped (two), or triangulated (three) tension cables.

Key Concepts: Confidence, Commitment, Compromise, Safety

Safety Considerations:

For Instructors:

1. Check area for unsafe ground cover, i.e., broken glass, dead limbs, stumps, etc.
2. Inspect trees/poles for soundness, security of cable attachment points, and check for frayed cable ends.
3. Present the task and actively review spotting requirements with the group.

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4. Make sure the suspended rope, or ropes, are long enough, especially if a transition step is to be made by participants at the corners.

For Spotters:

1. Recognize that when falls occur, they usually happen quickly and will invariably pull the participant back towards the starting point.
2. The most effective position for spotting is approximately a half step back towards the starting point from where the participant is then located on the cable.
3. A minimum of two spotters is necessary, but your assessment may require four spotters - two on either side of the cable.
4. If a fall occurs, spotters need to move in towards the participant and not back away.
5. Spotters need to help keep the tension rope free from snagging.
6. Be aware when spotting on the back cable in a triangulated Tension Traverse, that participants will be leaning back and that this position can allow uncontrolled fast movements laterally to the right or left.

Debriefing:

- Besides a safety standpoint, what roll did spotters play in this activity?
- When did the woozy appear to be made easier? (when participants committed) Why?
- Does life or school get easier or more difficult when you fully commit to it? Can anyone give an example?

10. Swinging Log

Description: A decay resistant log or utility pole suspended between two trees or poles.

Ground Rules:

1. One or two participants can be on the log at a time depending on what challenge ground rules are being presented.
2. One person maintains his/her balance while walking the log.
3. Step onto the log from about 2-3 1/2 feet away and maintain balance for 5 seconds.

Key Concepts: Balance, Problem Solving, Group Focus

Safety Considerations:

For Instructors:

1. Check area for unsafe ground cover, i.e., broken glass, dead limbs, stumps, etc.
2. Inspect trees/poles and log for soundness, security cable attachment points, and check for frayed cable ends.
3. Present the challenge and actively review spotting requirements with the group.
4. Demonstrate how the log moves and the ways it swings.
5. Suggestions: Ask group to lift the log, feel its weight, and realize the potential for danger.

For Spotters:

1. Spotters should understand their spotting position at all times in relation to the log, know how the log will swing if a participant falls, and how to protect both themselves and the participant when a fall occurs.
2. Learn how to move in to protect a backwards fall off the log, how to move with the participant and the log, and how not to position themselves where they might be hit by the log.
3. Spotters need to be in position to slow the log's motion after a participant falls or steps off.

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Swinging Log cont...

For Participants:

1. Participants should never jump off the log as it will cause the log to swing and potentially injure the spotters.
2. Participants should also indicate to the spotters their intention; to swing onto the log or to step up onto it. No running on the log.

Variations:

1. Walk the log backwards alone or with another person coming from opposite end.

Debriefing:

- 1. Would have it been easier or more difficult to complete the activity alone?
- What made the element difficult? (discuss unpredictability, direction the team forced it, other)
- How were mistakes a natural part of the sequence? How did the team respond? If you were one that stepped off, discuss the feeling of letting the team down.
- Who do you think it impacted more, you or the team?
- Given a mistake in the real world, is the answer to number 4 different?

11. All Aboard

Key Concepts: Personal boundaries, Collaboration, Creativity, Balance, Group focus, Expectations

Safety Considerations: Discuss size of platform and ability to flip over.

Entry Point: You team has been stranded on a deserted island for over 3 weeks. You know you need to get off the island, but you don't have the materials to build a very big raft. By starting with the largest and working your way smaller, try to find the smallest platform that can house your team. Have group establish how success is found (How long do they have to stay on platform, how many attempts they will get)

Debriefing:

- Did you meet your goal?
- How did that goal get decided upon? Did everyone agree? If not, was that ok? Why?
- Was it difficult to grab a hold of your teammates?
- Could team make up for 1 member not giving full effort?
- Physically, this activity requires balance. What does it mean to be balanced in your over all life? What happens when a person gets out of balance?
- What did all team member need to do in order to be successful?