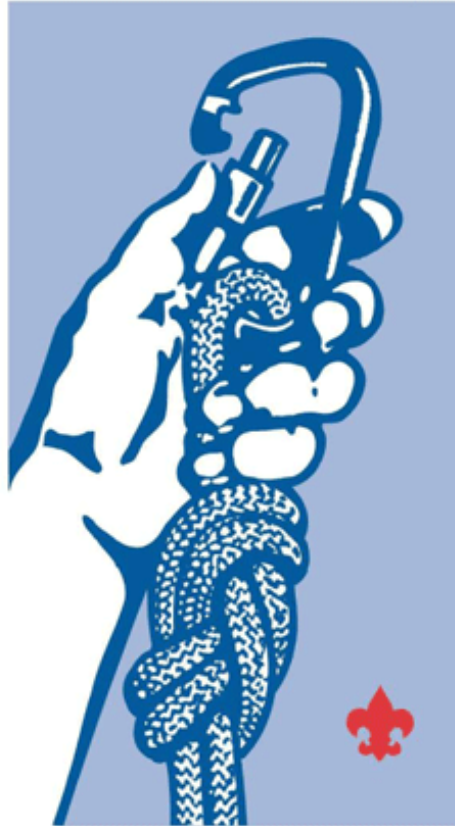


NCAC COPE Reference Manual

Tailored for Camp WB Snyder

P R O J E C T C O P E



C L I P I N T O A D V E N T U R E

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1 Overview

The purpose of this manual is to give the COPE facilitators (“instructors”) of the National Capital Area Council (NCAC), a concise reference for facilitating sessions in the Challenging Outdoor Personalize Experience (C.O.P.E.). This manual is not intended to replace the current, or updated official BSA manual for COPE. Rather, this manual addresses the need for “site-specific” procedures and guidelines. This manual draws heavily on the content of the 2010 BSA COPE manual (No. 34371, ISBN 978-0-8395-4371-8) and the excellent guide “*2012 Young Women’s Camp at Camp Snyder; COPE Facilitator’s Manual*” compiled by Randal Stoker of the Prince William Ward, Woodbridge VA Stake.

This manual also draws heavily on research and work done in experiential learning; the process of making meaning from direct experience, i.e., “learning from experience”. The experience can be staged or left open. Aristotle once said, “*For the things we have to learn before we can do them, we learn by doing them*”. Green-Bar Bill (contemporary of Baden-Powell, founder of Scouting) said “Scouting is games with a purpose.” Project COPE is games with multiple purposes; the purpose (objective) we tell the participants, and the (unstated) purpose for achieving the next stage of personal and group development. The processes for achieving the latter purpose distinguish the facilitator from an instructor. The facilitator is the “guide on the side” who helps the participants realize the purpose on their own. If they were an instructor, they’d be the “sage on the stage” who could announce the purpose to the participants, but, based on research, the purpose would evaporate shortly after the session is over.

This manual is a work in progress and is subject to revision because of feedback from the users and readers, such as you. We’re all volunteers. We’re here to make our society, current and future, a better place for all. Project COPE is a tool to make that happen. Please help us make it a better program. Please contact the COPE Program Manager, Tony Waisanen, at COPE@waisanen.us

2 COPE Course Element Categories

A COPE session typically has five (5) stages or phases:

1. “Ice breaker” / warm up
2. Initiative games
3. Trust games
4. Low elements
5. High elements

The course elements can be divided into nine categories:

1. **Initial:** Begin to “break the ice” among group members and develop a foundation of trust and physical awareness necessary for a safe challenge course experience.
2. **Lawn:** Require a flat, open (grassy) area and introduce the concepts necessary for effective group process and problem solving used throughout the challenge course.
3. **Simple Problem Solving:** The challenges are greater than Lawn elements and each problem requires a new set of thought processes to arrive at a solution.
4. **Complex Problem Solving:** Require effective group process and problem solving skills. The challenges are more complicated and require a longer period of time to complete than Simple Problem Solving Elements.
5. **Stacking:** Require the group to vertically stack participants in order to accomplish the task.
6. **Up and Over:** Require the group to move participants up and over an obstacle in order to accomplish the task.
7. **Spotted Individual:** Participants individually attempt the presented element while other participants provide safety through spotting.
8. **High Impact:** The most often referenced elements on the challenge course. These are elements where the participant is able to accept, meet the challenge, and push beyond previously set mental and physical limitations by simply deciding to try, by accepting “Challenge by Choice”™. Relatively little physical strength is

required. For example, the Flying Squirrel can be done by paralyzed participants. These are the least challenging of the confidence challenges.

9. **Belayed Individual:** Similar to Spotted Individual elements, but with increased height. Spotters are replaced with a belay system. Unlike the High Impact elements, participants must be fully committed through the entire element process; ascending, traversing, and descending. These are the most challenging of the confidence challenges.

3 Element Sequencing

In order for a challenge course experience to be successful, the sequence of elements selected must be appropriate for the group. Following a special recipe or step-by-step process would be great. Unfortunately, that is not always possible. For the most part, determining an appropriate sequence of elements for any particular group is up to the director's discretion. This decision needs to be based on the group's overall abilities (physical, mental and group process), safety issues observed and discussed, time available and desired outcomes.

Think of this sequence as steps, with each step building on the step(s) that came before it. For the most part you walk up steps one at a time, occasionally skipping one, but almost never skipping two without at least prior thought. The same is true for challenge course elements; present the elements in a manner that establishes a constant, yet ever-increasing challenge.

Keep in mind that the challenges facing participants may not lie in the task itself, but in the group process issues associated with a group working together effectively. In other words, selecting several Simple Problem Solving elements to improve group interaction may be more appropriate than moving onto Complex Problem Solving elements and increasing the physical/mental challenge too soon. Challenge course facilitators must have a lot of imagination, creativity and flexibility when conducting an experience. It is imperative that they acquire thorough training that includes element safety considerations, course presentation and element sequencing. It is also important that facilitators receive and accept continual feedback from directors and updated safety information.

4 Processing

Also referred to as “debriefing” and “reflections”, processing actually implies a structured, sequential process of questioning designed to help the participants get the most out of the experience. In the NCAC COPE program, we recommend a six (6) phase approach. This process is described in detail in Appendix C Six Phases for Processing. Basically, the six steps are:

1. Phase 1: How did you feel? (FEELINGS)
2. Phase 3: What Did You Learn? (FINDINGS 1)
3. Phase 4: How Does This Relate To The Real World? (FINDINGS 2)
4. Phase 5: What If? (FUTURES 1)
5. Phase 6: How will it affect you? What are your hopes? (FUTURES 2)

5 General Safety Guidelines

These safety guidelines apply to all elements and should be enforced throughout the experience. Most of them should be covered during an initial briefing of participants.

- No running (except as noted). No dropping (equipment, people). No jumping. No throwing (equipment, people). All movements should be under control.
- No gum chewing or candy eating during the elements.
- Personal clothing, belts, or other personal belongings may not be used on any element except where specified.
- Closed toed shoes must remain on at all times. Sturdy shoes with closed-toes and closed-heels are required. No heeled shoes may be worn.
- Long hair must be tied back securely.
- Anything that might get caught in the apparatus, including jewelry, watches, and bandannas, should be removed.

- Participants should never be stacked more than three levels high.
- Sharp objects should be removed from pockets.
- When spotting, a minimum of three spotters at each hazardous location is required. One of these spotters should be designated for each person in the air or at each hazardous location. Spotting must be emphasized throughout the experience. One way to do this is to incorporate spotting into the "rules of the game" and have the group be penalized if there is a spotting infraction.
- As a challenge course facilitator the underlying safety guideline is that you should always be "where the action of that element is."
- In addition, all spotters and facilitators should position themselves appropriately by anticipating the potential weak points and in the direction of potential danger(s) throughout the element.
- Additionally, the facilitator should be aware of special needs of participants including physical or mental limitations, prescribed medication, history of injuries, allergies, and/or special communication or emotional needs.

Each element performed during a challenge course program will have specific safety considerations and guidelines. General Safety Guidelines and element specific safety considerations must both be enforced in order to assure the accident free operation of that element.

It is the professional obligation of each challenge course facilitator not only to commit these safety guidelines to memory, but also to establish an attitude of safety consciousness and ensure that these guidelines are closely adhered to throughout the entire experience.

An attitude of safety consciousness is far ranging in scope and in terms of liability. It concerns not only the individual participant, but the entire group, facilitator, course directors, and the credibility of the COPE program as a whole.

6 Safety Checks and inspections

A challenge course is a complicated collection of poles, boards, cables, ropes, and other related equipment. To help ensure the safety of everyone involved in the challenge course experience, the equipment and elements must be inspected regularly. Several people must be involved in this process to ensure proper and adequate inspected inspection of all challenge course equipment and elements.

The inspection process begins with the 3 E's:

- 1-The **Element** itself;
- 2-The **Environment** surrounding the element, and;
3. The **Equipment** used to accomplish the element.

The on-site course director is responsible for a visual inspection of elements and equipment prior to each session. This includes visiting each element site, checking the element itself as well as the surrounding area for hazards and/or potential hazards. All equipment should be checked for proper functioning and potential hazards (splinters, cracks, etc.). Any equipment malfunctions or hazardous element areas should be noted and not used. This information needs to be immediately communicated to the course director and staff.

6.1 Safety Briefing

Staff should participate in a staff Safety Briefing prior to each session, each use of the challenge course. A Safety Briefing should include a discussion of the goals, objectives and expectations of the participating group; procedures and safety considerations for each element to be used; and specific needs of the participant group or individual participants within the group. Relevant information may include, but is not limited to: age; physical, mental and emotional abilities and/or communication limitations (i.e., hearing impaired, language barrier); special considerations (e.g., Asperger's Syndrome, Downs Syndrome). Challenge by Choice™ extends to the staff; if you have doubts about facilitating; speak to the rest of the staff. We're a team and will not set up someone to fail.

6.2 Initial Briefing of Participants

Challenge course participants must receive information concerning the experience they are going to undertake. This Initial Briefing should include a description of a challenge course experience, safety guidelines, what to do if someone is injured, an indication that 100% effort is expected, and that participation is Challenge by Choice™.

6.3 Participant Preparedness

Challenge course facilitators must perform an array of tasks simultaneously to assure the challenge course experience is positive and safe for all participants. This should include checking and monitoring each participant's physical and emotional well-being and asking each participant to conduct their own careful “hands on check” before attempting each element. You must also assure that each participant is dressed appropriately for the element and the weather. Are they eating adequate meal(s)?

Throughout the experience, facilitators must be alert to changes in group members, noticing when participants may be hungry, thirsty, tired, or need a rest room break; checking their understanding of the rules and directions and ensuring that participants remain attentive.

7 Initial Elements

These elements “break the ice” and minimize some of the social barriers that exist among the participants. Examples of such barriers that need to be overcome are reduced personal space and touching each other.

These elements also begin developing a foundation of trust and physical awareness necessary for a safe challenge course. Participants should be taught proper spotting and lifting techniques, and learn how to be spotted and lifted.

Finally, these elements provide the conceptual understanding of the need to adhere to established safety guidelines.

7.1 Name Game

7.1.1 *Element Description*

- Provides a fun, energetic way to learn participant's names,
- Starting with the facilitator, each person introduces those who preceded him/her (using both adjective and first name),
- Each participant thinks of an adjective that describes themselves, AND begins with the same sound as their first name.

7.1.2 *Safety Considerations*

- Remember to keep it safe and controlled (toss, not throw).
- Remind everyone it is imperative for everyone to know the names of teammates in order to assure safety.

7.1.3 *Variations*

- Rather than adjectives use fruits and/or vegetables, animals, ice cream flavors.
- Use tennis balls or other small, soft throwing objects. Rather than going around the circle, toss the ball to another participant across the circle saying their name as you throw them the ball. The receiving participant says "Thank you,_" followed by your name. They then throw the ball to someone else saying their name and that participant says "Thank you,_" including the name of the person who just threw them the ball. Continue this process of throwing the ball, thanking each other and using names until everyone has learned each other's name. Introduce more balls to the sequence and more rapidly when and if appropriate.
- Individuals can introduce themselves and a movement or a position that illustrates one of their interests or hobbies. All other participants would then say the person's name and do his/her action or position. Names and action can be repeated as new individuals are introduced.
- Have all participants repeat individual's name simultaneously. This can lessen the pressure or stress on individuals and help begin to develop quality group process.
- In the event participants should know more about each other, consider “I’ve Got a Mission”, the NCAC variant of “I’ve Got Mail” (described in the NCAC game manual).

7.1.4 *Facilitation/Debriefing of Participants*

- Nervousness, reluctance to say names.
- If any member appears shy or reluctant, ask how others (not in the current team) might feel.

7.2 Trust Circle (aka Spotting Circle, Willow In The Wind)

7.2.1 *Element Description*

- Provides an opportunity to learn and practice safe spotting techniques
- After the group has been instructed in proper spotting techniques, each participant, in turn stands in the center of the group. Following a series of commands, the participant in the center falls into the group and is caught. The group then rights the person back through the center and to the opposite side of the circle, or passes the participant to their right or left). This action continues until the facilitator stops the action.
- This element is only attempted when the group demonstrates they have the physical ability and social maturity to be safe.

7.2.2 *Safety Considerations*

- Spotters should form a close circle standing shoulder to shoulder (“chicken nuggets”)
- Each spotter must demonstrate proper spotting stance
- Feet shoulder width apart
- One foot in front of the other to help establish a good stable base
 - Knees bent slightly
 - Hands up at chest height with elbows bent slightly
 - “Spoons”, not “Forks” (no gaps between thumbs and fingers, all slightly bent forward)
 - Demonstrate proper stance of person who will be in the center of the circle
 - Stand in center
 - Feet together (heels and toes)
 - Hands across chest with hands on opposite shoulders
 - Body rigid (no bending at the waist)
 - Eyes opened or closed

7.2.3 *Review Signals:*

Participant	Circle
“Spotters Ready?”	“Ready”
“Falling”	“Fall-on”

- Stress the importance of good spotting with at least three people (six hands) catching the person each time they fall.

7.2.4 *Facilitator*

- Facilitator should demonstrate how to spot and how to fall.
- Be constantly aware of any person not paying attention
- Be ready to slow a fall if someone in the circle does not do their job. This can be done either by being part of the circle or by maintaining a position immediately outside the circle, following the action as it moves around the circle.
- Provide good coaching and feedback as necessary.

7.2.5 *Facilitation/Debriefing of Participants*

- Did anyone experience a new feeling?
- Did anyone’s feel an urge to laugh?

7.3 *Flying Carpet*

7.3.1 *Element Description*

- Provides an opportunity to learn and practice proper lifting techniques.
- Participants are organized so that half are on each side of the person being lifted (alternating genders and size)
- After being instructed in proper lifting techniques, the group places their hands on the back of the participant being lifted, shifts them to a horizontal position, then lifts the participant first to waist high, then optionally over their heads.
- Once in the air, the group moves as a unit to a new location and brings the participant safely back to the the ground.

7.3.2 *Safety Considerations*

- All participants should be instructed in proper lifting techniques.
 - Keep backs straight
 - Bend knees
 - Lift with legs

- Participant to be lifted should stand with half of the participants on each side and the facilitator standing behind them.
- Participants doing the lifting should be instructed where and how to place their hands.
- Lifters closest to the facilitator will place hands on shoulders of person being lifted.
- Lifters furthest from facilitator will place hands on the lower legs and/or feet of person being lifted.
- Other lifters should be distributed along the body of the person being lifted.
- Station more lifters in the mid-section of the person being lifted to support the weight.
- Lift participant as a unit keeping head level with or above the feet. Feet should never be above the head.
- Once the participant is in the air, group should move slowly and as a unit.
- Lower the participant to waist level before lowering feet to ground. Extra participants or those who can't reach should spot.

7.3.3 Facilitator

- Facilitator should demonstrate proper lifting techniques and assure their use.
- Ensure lifters are demonstrating focus (communicating awareness, focus on the task).
- Ensure group uses verbal or visual signals prior to acting.
- Be ready to protect head and neck area in case the group loses control. One way to do this is to put a hand in the armpit of the participant being lifted. Provide a place for the participant's head with your other hand.
- Give clear directions of travel and movement.
- Watch for nervous giggling or joking; signs of attempts to manage stress.

7.3.4 Variations

- The only safe variations are in the direction the group moves (if any) when the person is in the air.
 - Movement can be in a circle, towards the feet, towards the head, or rocking back and forth from head to feet, up and down (upside down push-ups).
 - Do NOT move laterally or with the lifted participant moving completely sideways with one line of the lifters walking backwards. This action could result in an entire line of lifters falling!

7.3.5 Facilitation/Debriefing of Participants

- Teamwork
- Trust and Respect
- Giving/Receiving Support
- Self-awareness
- Self-confidence

8 Lawn Elements

Elements in this category vary greatly in their design, set-up and presentation. They are grouped in this category because they all require a flat, open (grassy) area free of hazards, and minimal equipment that is portable and can be stored indoors. If necessary, these elements could be run indoors.

In their purest forms, these elements introduce the teamwork concepts necessary for effective group process and problem solving that are used throughout a challenge course experience. The complexity of the tasks is low allowing for substantial growth as a group in a relatively short period of time.

There are many variations to these (and most elements) that can significantly increase the difficulty of the elements. Variables that can be introduced into these elements include muting participants (some or all), blindfolding participants (some or all), time restrictions, having the group attempt to improve their performance or combinations of variables. If participants are muted, they should speak up if they feel uncomfortable or unsafe. Also be aware that blindfolds can become uncomfortable and should remain on for a limited period of time-- 30 minutes maximum. It is best to ask for volunteers to be blindfolded and/or muted.

8.1 All Aboard

8.1.1 The Challenge and Objectives

- A group of 12 to 16 people must all get onto a 2-foot-square platform so that no one is left touching the ground long enough to recite the Scout Law.

8.1.2 Tasks of the Instructor

Equipment Needed

- One 2-foot-square platform
- One 18-inch-square platform
- One 12-inch-square platform
- One 6-inch-square platform

Setup and Inspection of the Event

1. Place the platform in an area clear of any obstacles that could injure a person who falls.
2. Check the platform for sturdiness and any hazards such as protruding nail heads.

Instructor's Weight Test of the Element

- Place full body weight on the platform to ensure its stability.

Issuing the Challenge to Participants

1. At the end of the challenge, everyone must be off the ground without any part of anyone's body touching the ground.
2. Everyone in the group must remain on the platform long enough to recite the Scout Law (about five seconds).
3. Participants cannot lie on top of each other to form a pile.

Safety Precautions to Consider

- Participants may not be on the shoulders or back of another.
- Facilitators should spot the group.

Facilitation/Debriefing of Participants

- Lead a group discussion on the strengths and weaknesses of the group's method.
- Have the group explore the possibility of a better or different way to achieve the challenge.

Closing the Event

- Place the platform in the shed.

8.1.3 Variations for Accomplishing the Event

- Have the group sing a song, make animal sounds or do other goofy things. Be creative, but be safe.
- Increase the length of time the group must remain on the platform.
- Once successful, use a smaller platform, if available.

8.2 Australian Trolley

8.2.1 Element Description

- Participants must traverse a specified distance while standing on two 2" x 4" x 12' boards with ropes attached at one-foot intervals

8.2.2 Safety Considerations

- Keep the group controlled and prevent wild use of the boards.
- Keep fingers and feet out from under the boards.

8.2.3 Facilitator

- Participants should not tie ropes to their feet or wrap around their hands because they will not be able to get free in case of a fall or if they lose balance.
- Be ready to spot falls.
- If participants are using the boards as a big pair of skis, consider spotting in the front to prevent a "domino effect" toward the front of the boards.
- Be careful not to get in the way of the boards as the group is moving.

8.2.4 Variations

- Have the group maneuver through a pre-determined course.
- Have the group change the direction that they are moving.
- Blindfold some individuals.
- Silence some individuals.
- If a participant falls off, have them stand backwards when they get back on.
- Give participants a time limit.
- Add a third rail and alternate participants

8.2.5 Facilitation/Debriefing of Participants

- Can anyone suggest what they might have done differently?

8.3 Alligator Boards

8.3.1 Element Description

- Participants must move as a group across an imaginary river using a limited number of various lengths of 2" x 8" boards without anyone stepping off into the "river." Boards may only cross the river once; consequently the entire group must cross at the same time.

8.3.2 Safety Considerations

- Keep feet and fingers from under the boards
- If the grass is wet, warn participants that the boards may become slippery or slip on the grass.
- If participants sit on backs or shoulders of other participants they should be spotted up and down and lifters should be physically helped with lifting.
- Boards should at least remain below shoulder level. Below waist level is better.

8.3.3 Facilitator

- Spot around the group where the action is and try to prevent falls.
- Pay particular attention if any participant is up on shoulders. Generally, spot behind this person and be prepared to catch them if they fall backward. It may help to hold their waist band.
- Because participants will be handling the boards, it is important to check all boards for splinters.

8.3.4 Variations

- Blindfold participants before they see the element or site.
- Decrease the size or number of boards being used.
- Develop a scenario where one or more of these participant value boards are eliminated.

8.3.5 Facilitation/Debriefing of Participants

- Can anyone suggest what they might have done differently?

8.4 Hot Stuff

8.4.1 Element Description

- Working together the group must safely lift and transport a can of imaginary "hot stuff" a given distance and place it in a protected storage receptacle.

- The tool used to transport is a huge rubber band with ropes attached.
- Participants must remain a specified distance from the can of "hot stuff" or risk being "burned."
- The storage receptacle is in the center of an 8' x 8' x 4' roped-off area that may not be entered

8.4.2 Safety Considerations

- Keep the element controlled.
- Participants may not wrap the ropes around their hands.
- Prevent the use of the accessories for other than the intended purposes.

8.4.3 Facilitator

- If objects are placed in can, make sure they cannot fall out and injure someone during transport.
- Monitor action, primarily assuring ropes are not wrapped around hands

8.4.4 Variations

- Blindfolding and/or muting are effective variations.
- Increase the distance the "stuff" must be carried.
- Require the group to negotiate a simple obstacle course while carrying the "stuff."

8.4.5 Facilitation/Debriefing of Participants

- Can anyone suggest what they might have done differently?

8.5 Traffic Jam

8.5.1 Element Description

- You may have seen this as an old math problem or brain teaser.
- Each participant is standing on their own square. Half of the group is to the left of an empty center square. The other half is to the right of the center square.
- The two groups are to exchange places while adhering to the following rules:
 - Participants may only move forward.
 - Participants may move forward one space into an empty space.
 - Participants may move forward around one person into an empty space.
 - Only one person moves at a time.
 - Only one person may be on a square at a time.
 - Participants may walk on the ground to get from one square to another.
 - The problem is not staying off the ground while moving from square to square, but the sequence in which people move.
- Anytime the group becomes stuck (creates a traffic jam) or violates any rule they must return to the starting positions.

8.5.2 Safety Considerations

- Ensure the group concentrates on the task, is communicating effectively (team vs master/slaves), and considers planning before acting.
- Participant may step on grass to move from square to square.

8.5.3 Facilitator

- Monitor the group and rules.
- Restart the group if they violate any rules.
- Indicate when the group develops a "traffic jam" and have them start again.
- Give subtle hints if and when necessary

8.5.4 Variations

- The squares can be set-up in either a straight line or a u-shaped line, depending on the communication issues to be addressed. A straight line is more difficult.
- Once the group has accomplished the task, have them reverse the process and return to their original squares.

- Muting at some point in the process can increase the challenge.

8.5.5 Facilitation/Debriefing of Participants

- Can anyone suggest what they might have done differently?

8.6 A-Frame Walk

8.6.1 Element Description

- The facilitator stands inside the A-Frame (a wooden frame in the shape of an "A" with ropes attached at the top).
- While the A-Frame maintains at least one point of contact with the ground, but never more than two, the group must move the A-Frame across a given area.
- The facilitator inside must avoid contact with the ground.
- All participants must remain a rope's length away from the A-Frame (12 feet).

8.6.2 Safety Considerations

- Participants should not tie or wrap ropes around hands.
- The "rider" in A-Frame should take care not to hit head on A-Frame sides.
- Be careful not to allow a falling A-frame to hit limbs or other body parts.
- On wet days participants should take care not to slip when pulling their ropes.
- Participants should hold the ropes only at the end.

8.6.3 Facilitator

- Stand in the middle of the A-Frame. By shifting your weight, you can make the element easier or harder for the participants managing the ropes.
- Monitor the safety of the element.
- Assure that all participants remain at the end of their rope so that they are not hit by a falling A-frame.
- Monitor where all participants are standing especially those behind the facilitator.

8.6.4 Variations

- Begin with the A-Frame in a horizontal position. The group must determine how to raise the A-Frame to a vertical position before beginning to move it.
- Consider using a participant as the "rider".
- Muting is effective.

8.6.5 Facilitation/Debriefing of Participants

- Can anyone suggest what they might have done differently?

9 Simple Problem Solving Elements

- Simple Problem Solving Elements are similar to Initial and Lawn elements, but the problems themselves bear no similarity to one another and require a new set of thought processes to arrive at each solution.

9.1.1 The Challenge and Objectives

Half of a group will stand on each end of a pole or log that is lying on the ground. Without touching the ground, the two parties must change ends as quickly as possible.

9.1.2 Tasks of the Instructor

Equipment Needed

- A 30-foot utility pole or log anchored so that it will not roll

Setup and Inspection of the Event

1. Check the condition and stability of the pole.
2. Divide the group in half and position players on opposite ends of the pole.

Instructor's Weight Test of the Element

- Ensure that the pole will not roll when people stand on it.

Issuing the Challenge to Participants

- All members of each team must be on the pole or log throughout the challenge.
- No part of anyone's body may touch the ground.
- Assess a time penalty for every touch of the ground.

Safety Precautions to Consider

- Ensure that the pole is stable.
- Facilitators should spot the group.

Facilitation/Debriefing of Participants

- Lead a group discussion on the strengths and weaknesses of the group's method.
- Have the group explore the possibility of a better or different way to achieve the challenge.

Closing the Event

- N/A

9.1.3 Variations for Accomplishing the Event

- Participant must arrange themselves in some order such as birth month, height, or some other category.
- Muting increases the challenge

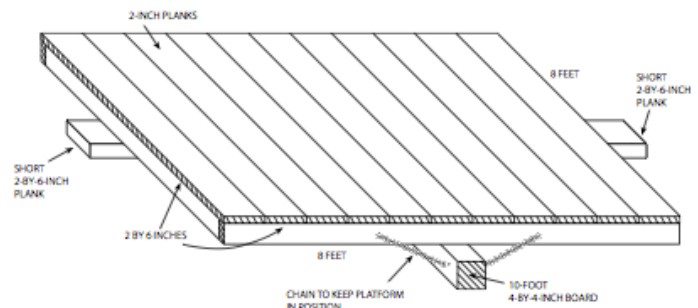
9.2 Whale Watch

9.2.1 Element Description

- The group must balance a large platform and maintain the balance while achieving an objective or for a given time period.
- No additional gear required, though two dog "squeaky toys" are good touch indicators (in place of bracing material).

9.2.2 Setup and Inspection of the Event

1. Check the platform for cracked or loose boards or protruding screws.
2. Make sure the planks are properly placed to prevent a foot entrapment.
3. Raise the platform to check for wildlife taking refuge or shelter such as rabbits, snakes, woodchucks, or skunks.
4. Check for ants, ticks, and dangerous plants in the area.
5. Facilitator performs Weight Test of the element; stomp on the platform to make sure it is solid throughout.



9.2.3 Safety Considerations

- Jumping or "playing" on the element is not allowed.
- Keep hands and feet out from under the platform.
- Have group step onto and off of the platform ONLY from either side at the pivot point; prevent feet from getting caught under the platform.

9.2.4 Facilitator

- Maintain control of the group and have them concentrate on the task.
- Monitor safety.
- Assure participants keep their hands and feet out from under the platform.

- Guide the group in removing blocks from ends before use, and replacing blocks after use.

9.2.5 Variations

- Have group attempt to sing a song while balancing the platform.
- Try and have the group balance the platform while some are blindfolded.
- Halve the group and assign to opposite ends of the platform; each participant no further than two boards from their designated edge. The group boards the “ship” and moves to edges without allowing the platform to touch the ground.
- The divided group changes ends of the platform without letting it touch the ground.
- Distribute participants around the outside edges of the platform. Once balance, have the group rotate 360 degrees without letting the platform touch the ground.
- Have group balance in the center of the platform. Then move participants to the ends of the platform with the fewest possible platform ground touches.
- With the group balanced on the platform, everyone abandons ship (steps off the platform) without allowing the platform to touch the ground.

9.2.6 Facilitation/Debriefing of Participants

- Lead a group discussion about the strengths and weaknesses of the group’s method after each variation attempted.
- Have the group explore the possibility of a better or different way to achieve the challenge.
- Typical challenges are forgetting to survey group for prior relevant experience, poor communication (tendency not to share leadership) and lack of sufficient planning prior to “doing something”.
- Teams typically presume a time limit was suggested.

9.2.7 Closing the Event

- Insert planks at ends of platform, parallel to balance beam. Ensure platform does not rock.
 - Suggest having participants counterbalance by standing on the end opposite the end being blocked.

10 Spotted Individual Elements

- Participants, in turn, attempt the element while all other participants provide safety through spotting.
- Though these elements are participated on an individual basis, the group provides support in terms of safety (spotting) and moral support.

10.1 Swinging Log (aka Swinging Balance Pole)

10.1.1 The Challenge and Objectives

- As a group, players must mount the log simultaneously and remain balanced on it for 10 seconds.

10.1.2 Tasks of the Instructor

Equipment Needed

- Turnbuckle (with clevis pin)
- Three (3) torsion aids (steel bars or wrenches)

Setup and Inspection of the Event

- Inspect connections for security.
- Inspect the condition of the log.

Instructor’s Weight Test of the Element

- Apply full body weight to the log.

Issuing the Challenge to Participants

1. Group members must stand while crossing the log.
2. If a participant falls off the log, the group must start over.

Safety Precautions to Consider

1. Warn the spotters about the possibility of being hit by the log.
2. Warn the spotters that participants on the log may fling out their hands.
3. Instruct participants not to jump from the log if they start to fall, but to step down and then spot the log to prevent it from swinging back into someone else.
4. Do not allow running across the log.
5. Facilitators should spot participants.

Facilitation/Debriefing of Participants

- Lead a group discussion on the strengths and weaknesses of the group's method.
- Have the group explore the possibility of a better or different way to achieve the challenge.

Closing the Event

- To prevent the log from swinging, secure it by locking it to an upright post, or remove the turnbuckle.

10.1.3 Variations for Accomplishing the Event

- Without touching the ground, have participants walk the length of the swinging log.
- Instruct spotters to provide minimal assistance.

10.2 Wild Woosey

10.2.1 Element Description

- Two people attempt to make their way to the end of two diverging cables without either participant falling off.
- Two participants standing at the apex of two cables set in a "V" configuration must walk out on the cables as far as possible, each helping the other maintain balance. Other participants spot by crouching between those on the wire.



10.2.2 Gear required

- Helmets for participants
- Two (2) turnbuckles (the pair with hook ends)
- Two (2) torsion aids (steel bars or wrenches)
- Multi-strand 20' rope (optional)

10.2.3 Setup and Inspection of the Event

- Ensure cables are not rusted and have no broken strands.
- Ensure hooks of turnbuckles are toward the main pole and are pointed down.
- Ensure cables are stationary (not twisting) when tensioning and loosening turnbuckles.

10.2.4 Facilitator's Weight Test of the Element

- Apply full body weight to each cable. Increase tension only enough to keep cable from touching ground

10.2.5 Safety Considerations

- Participants must keep their bodies upright.
- Participants may grasp each other's hands, but should not interlace their fingers. Interlacing could lead to injury in a fall.
- Group should form an envelope of spotters moving with the participants and keeping their hands up at all times.

- Participants should not outrun the spotters.
- Start with facilitator and one participant spotter inside the cables. As the participants get farther apart, more spotters move to the inside.
- Spotters inside the cable may want to hold their hands at chest level with palms up. They should not grasp the wrists/hands of the spotters opposite them.
- Participants should be warned of the potential to bump heads with each other.
- If participants start to fall they should step down carefully.

10.2.6 Facilitator

- Spot participants as they climb onto the cables.
- Act as a secondary spotter between the cables.

10.2.7 Facilitation/Debriefing of Participants

- To what extent was trust a factor?

10.2.8 Issuing the Challenge to Participants

- Participants may not touch the ground.

10.2.9 Closing the Event

- Remove turnbuckles (and optional rope).
- Loosely wind cables around respective static posts.
- Coil and bind rope (if used).

10.2.10 Variations

- Use a 1 1/4" dowel between couples for easier grip.
- Allow rope to be used for steadying participants
- Have participants traverse element from one static post to the other (e.g., leprechaun candidates crossing "over the rainbow").

10.3 Mohawk Walk

The behavioral objective of this Complex Problem Solving element is more complicated than simple elements. The participants must present a detailed plan to the facilitator before an attempt at the element to ensure that a safe plan is used.

10.3.1 The Challenge and Objectives

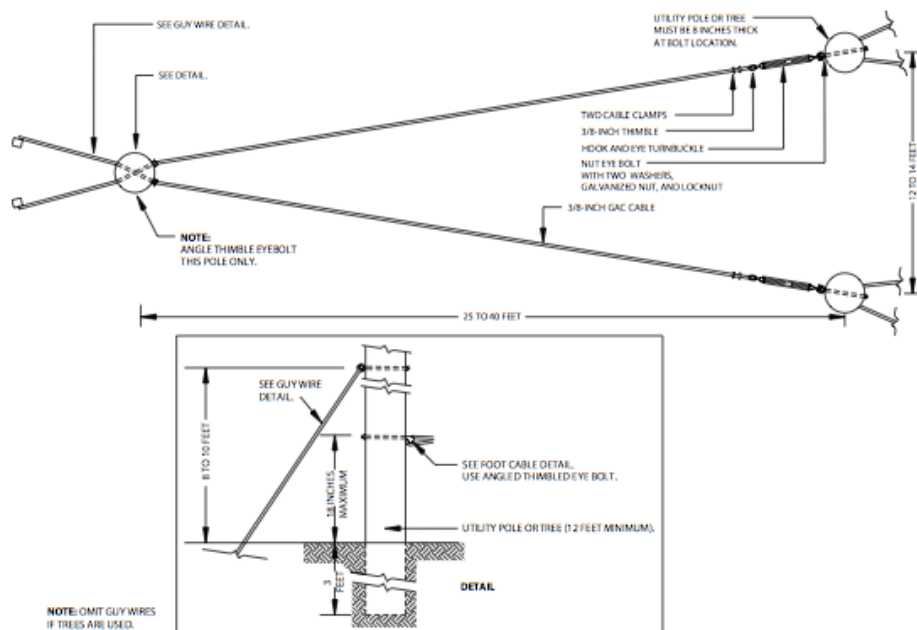
- Without touching the ground, the entire group walks as far as possible toward the end of the cable.

10.3.2 Tasks of the Instructor

Equipment Needed

- Two (2) turnbuckles with eyed ends (not hooks)
- Two (2) torsion aids (steel bars or wrenches)
- Multi-strand 20' rope (optional)

FIG. 27. WILD WOOSIEY



Setup and Inspection of the Event

1. Attach rope to the cable lead.
2. Check all cables and connections for conditions.
3. Check cables for proper tension.

Instructor's Weight Test of the Element

- Apply full body weight to all cables.

10.3.3 Issuing the Challenge to Participants

- All participants must be on the cable before any group member dismounts at the far end of the cables.
- If one participant falls from the cable, the entire group must start over.
- For balance, participants may touch the poles to which the cables are attached.

Safety Precautions to Consider

- This event must be carefully spotted.
- Participants may touch the cable only with their feet (no sitting or pulling across with the hands).
- Warn participants to avoid falling with their legs straddling a cable.
- Do not allow running.
- Facilitators should spot participants.
- Instruct participants to let go of the rope in the event of a fall.

Facilitation/Debriefing of Participants

- Lead a group discussion on the strengths and weaknesses of the group's method.
- Have the group explore the possibility of a better or different way to achieve the challenge.

Closing the Event

- Disconnect the rope from the cable drop. If appropriate, loosen turnbuckles and remove the cables.

10.3.4 Variations for Accomplishing the Event

- Large groups can be split into two teams that start at either end of the cables and pass each other. There must be enough spotters to protect every participant on the cables.
- Accomplish the task with nonverbal communication.
- Disable some or all participants (for example, let them use only one arm.)
- Limit the number of people on a cable at one time.
- Vary rules about where a person may start again after falling from the cable: all the way back to the beginning, back to a previous tree, or at the point of the fall.
- Make the challenge easier by allowing a certain number of touches to the ground without penalty.
- The group must "rescue" an object (e.g., a squeaky toy) and carry it to the start in a container
- Group must also transport a bucket of water (not recommended on cold days).

10.4 Giant's Finger (aka Donut, Tire on a Pole)

- This Stacking element requires the group vertically stack participants in order to accomplish the task.

10.4.1 Element Description

- Group attempts to safely stack people in order to remove or replace a tire on an 11 to 14 foot high pole.

10.4.2 General Safety Considerations

- Stack no more than three levels high.
- One spotter on the ground is designated for every person in the air with minimum of three spotters where the action is taking place.
- Participants must be helped up and down.
- Only one action may take place at a time. This allows for adequate spotting aids the facilitator in controlling and observing the group.

- Participants should be warned of the possibility of dirt falling into their eyes.
- If the participant steps onto a back, she must step on the shoulder or hips, but NOT on the middle of the back, which could cause injury.
- If stepping on a person's bent leg, step in the hip area, NOT on the knee or the middle of the thigh.
- Participants should use safe lifting techniques, such as lifting with the legs, not their backs.
- Facilitator should continually monitor participants in base of stack to ensure that they can handle the load.
- These elements require a great deal of concentration and may need to be avoided late in the day or when the group is tired.
- Participants must present their plan to the facilitator before an attempt at the element to ensure that all safety rules are adhered to and all group members understand their role in the plan.

10.4.3 Specific Safety Considerations

- Keep fingers out of cracks if there are cracks.
- Keep all stacked people either in contact with the pole and/or the person below them at all times.
- No individual pole climbing.
- Ensure that the tire is in contact with someone at all times while raising or lowering it. Do not permit loss of contact with the tire at any time.
- Spotters should remain alert throughout the element and ensure that each person is safely on the ground before stopping spotting.

10.4.4 Facilitator

- Check the tire beforehand for bees, snakes, water, or spiders.
- Take a position that will permit you to deflect the tire if it is dropped (secondary spotting position).
- Continually monitor participants in base of stack to ensure that they can handle the load.
- Ensure that all participants know the role they will be filling before the element begins.

10.4.5 Variations

- State that the tire may not touch the pole at any time (Poison Ivy Pole).
- Allow just a few participants to accomplish the task.
- Require all members of the group to have a participatory role in accomplishing the task.

10.4.6 Facilitation/Debriefing of Participants

- Can anyone suggest what they might have done differently?

11 Up and Over Elements

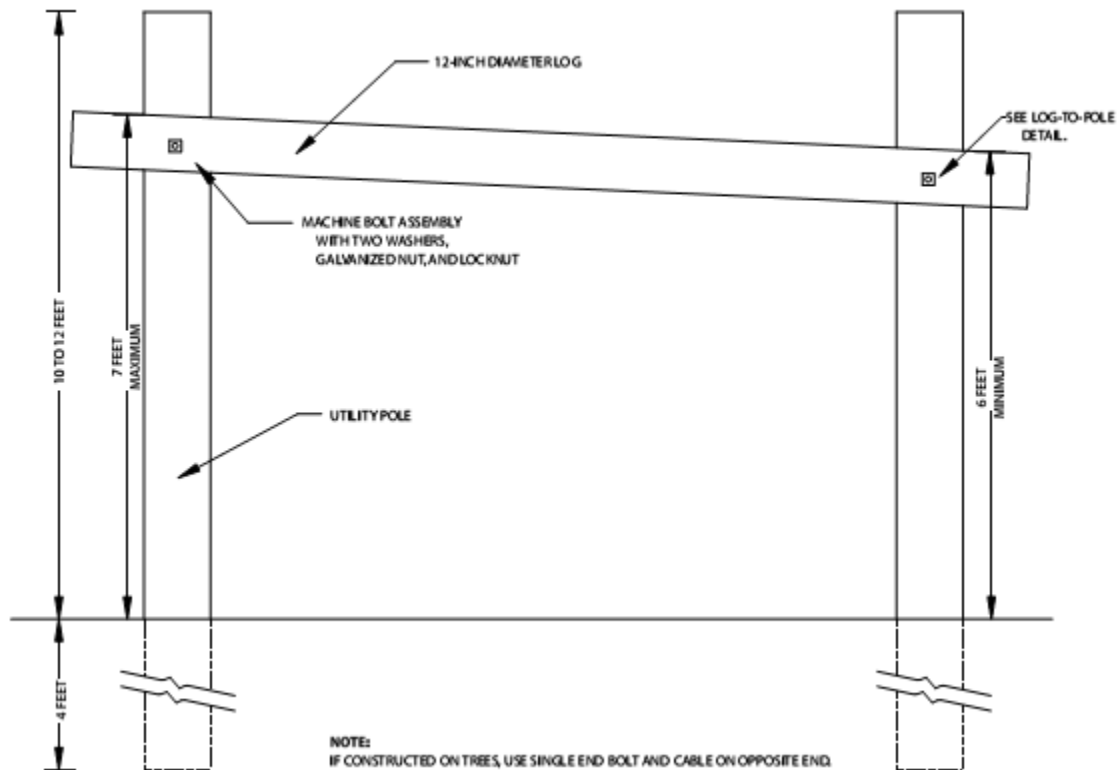
- Up and Over elements require the group to go up and over an obstacle to complete the task.

11.1 Basic Safety Considerations for all Up and Over Elements

- Generally, spotting is the most important safety aspect. This includes spotting "kicking feet" as people go over the element.
- Jumping on to or off of an element is not permitted.
- Participants must be warned of the possibility of dirt falling into eyes.
- A minimum of three spotters are required on each side of the element. "Phantom Spotters" should be used to spot the first three people and the last three people over the element.
- Participants should go up headfirst and come down feet first. Participants should keep their heads above their feet. This helps assure that participants will land on their feet.
- Only one action may take place at a tie. This helps allow for adequate spotting and aids the facilitator in controlling and observing the group.
- Keep fingers out of any cracks or holes that are present.
- Watch for splinters.
- If the participant steps onto a back, she must step on the shoulder or hips, but NOT on the middle of the back, which could cause injury.

- Participants may step on another's back as an aid in going over an element. They may NOT step on another's back as an aid to come down from an element.
- If stepping on a person's bent leg, step in the hip area, NOT on the knee or the middle of the thigh.
- Participants should use safe lifting techniques, such as lifting with the legs, not their backs.
- Facilitator serves as a secondary spotter and must be mobile to help prevent accidents if spotters fail. Supervise and encourage spotters. Position should be where the action is taking place.
- These elements require a great deal of concentration and may need to be avoided late in the day or when the group is tired.
- participants must present their plan to the facilitator before an attempt at the element to ensure that all safety rules are adhered to and all group members understand their role in the plan

11.2 Up and Over (aka High Beam)



11.2.1 Element Description

- The entire group moves up and over a 5 to 8 foot high beam.
- The space under the beam is open.
- The supporting poles and cables are not to be used.

11.2.2 Safety Considerations

- Participants should go up headfirst and come down feet first. This helps assure they will land on their feet.
- Participants should keep their stomach facing the element. This helps assure their backs will be bent in a correct fashion.
- If the group decides to keep a person(s) sitting on the beam to help:
 - The participant on the beam should straddle the beam (one leg on either side),
 - Spotters should support (or hold) one foot of each person at all times,
 - Everyone available should spot!
 - A maximum of two people are allowed to sit on the beam with one person in transit.

- Participants should not use poles, supporting cables, clothing, belts or belt loops to help with climbing.
- Spotters should spot below the person going over the beam.
- The head of the participant must be above their feet at all times.
- A participant hanging under the beam by their arms and legs is not permitted.

11.2.3 Facilitator

- Serve as a mobile (phantom) secondary spotter.
- Encourage and move spotters as necessary.
- Keep the element controlled with only one action happening at a time.
- Ensure spotters are focused on those on the beam, not just those going up or coming off.

11.2.4 Variations

- Require participants to come down in the same order that they go up. The group may still have people sit on the beam to assist, but they will have to rotate who these people are.
- Allow or prohibit persons who have or have not already crossed over the beam to go around to the opposite side to assist the group in accomplishing the task.

11.2.5 Facilitation/Debriefing of Participants

- How was planning accomplished?
- Can anyone suggest what they might have done differently?

11.3 Spider's Web

11.3.1 Element Description

- The group must pass participants through the "spider's web" without touching it.
- Holes vary in size and height.
- Each participant passes through a different hole in the web.

11.3.2 Safety Considerations

- Some spotters should be in a low position to facilitate spotting beneath the participant
- Participants should realize that the bottom rope will not break if they fall and may cause tripping.
- A participant may be "wheel-barreled" through a bottom hole.
- Spotters should continue to spot even if someone has touched the web.
- Consider using easily breakable kite string or bungee cord to reduce likelihood of injury.

11.3.3 Facilitator

- Act as a secondary spotter.
- Supervise and encourage spotters.
- Be mobile to help prevent accidents if spotters fail.
- Be where the action is.

11.3.4 Variations

- If somebody touches the web the whole group starts over (high performing groups only).
- If somebody touches the web, that person goes back to the start side.
- Allow participants to use each hole two or more times (forming and storming groups).
- Blindfold some of the participants (storming and norming groups).
- Do the element silently (storming and norming groups).

11.3.5 Facilitation/Debriefing of Participants

- How was planning accomplished?
- Can anyone suggest what they might have done differently?

12 High Impact Elements

High Impact elements are elements where the participant is able to accept, meet the challenge, and push beyond previously set mental and physical limitations by simply deciding to try. Relatively little physical strength is required. For example, the Flying Squirrel can be done by paralyzed participants.

- All decisions are entirely individual, although moral support from the rest of the group and the facilitator is helpful.
- All of these elements require direct supervision by the facilitator to be conducted in a safe manner. The potential for accident dictates the absolute necessity for the facilitator to be clear and concise during all explanation and to be aware of any problems occurring during the operation of each element used.

12.1 Flying Squirrel

12.1.1 *The Challenge and Objectives*

- Participants use a belay rope to pull a team member off the ground to a predetermined height. This event can be accomplished with a participant who has a mobility disability.

12.1.2 *Tasks of the Facilitator*

12.1.2.1 Equipment Needed

- Static rope (1/2-inch static, dynamic would stretch too much for this event; if over 100' will require runners to carry a coil)
- Pulley (if not permanently installed)
- Two (2) carabiners
- Loops of webbing, approximately 2 feet long (or prepare to tie Alpine Butterfly knots)
- Helmets for all participants
- Gloves (optional)
- Harnesses (prefer 3; one for puller, one for ascender, one for prospective ascender)
- Chest harness (prefer 2)
- Traffic cones (5)

12.1.2.2 Setup and Inspection of the Event

1. Rig the event:
 - Climb and release P-cord.
 - Thread rope through SRD.
 - Tie Figure 8 Follow through in end with bight sufficiently long for bight to go through chest harness, connect with carabiner at seat harness, and knot to be at chest harness.
 - Tie a Barrel Knot 5' from Figure 8 Follow Through (to keep rope from pulling through SRD).
 - Tie P-cord to Figure 8 Follow Through and pull rope until barrel knot stops at SRD. Note the point where end of belay rope ends. Mark this as "Do Not Pass" point with traffic cone.
 - Place (4) traffic cones on road to stop traffic from passing the element.
2. Check the pulley, rope, carabiners, and webbing for condition, stability, and proper rigging.

12.1.2.3 Facilitator's Weight Test of the Element

- Apply full body weight to rope.
- Test all knots (including butterfly knots or Prusik/Klemheist knots)

12.1.2.4 Issuing the Challenge to Participants

- All but the last puller attach themselves to the rope approximately 6 to 8 feet apart by tying loops of webbing onto the rope with Prusik (or Klemheist) knots. The last puller uses a carabiner to clip the back of the seat harness to a figure eight on a bight tied at the end of the rope.

- The participant to be pulled up (the ascender or “squirrel”) passes the loop through the chest harness, then clips the Figure 8 Follow Through to the front of the seat harness with a carabiner.
- The puller closest to the pulley positions themselves under the pulley.
- The ascender positions themselves approximately 10 feet in front of the forward puller, facing the puller. The pullers and the ascender should all be on the same side of the wire and facing each other.
- Given the signal to go, the pullers run away from the pulley and the ascender runs toward the pulley. When the ascender is directly below the pulley, the ascender will become airborne.

Puller	Ascender	Pullers
“Ready Squirrel?”	“Squirrel ready!”	
“Ready Pullers?”		“Pullers ready!”
“Run Squirrel, run. Now!”	[Squirrel runs on “Now!”]	[Pullers run on “Now!”]

- Once the maximum ascent has been achieved, the pullers should gently lower the ascender to the ground.

12.1.2.5 Safety Precautions to Consider

- All pullers should wear gloves.
- The ascender must keep slack out of the rope while on the ground.
- Tie a figure eight knot in the belay rope several feet above the ascender’s head to prevent the ascender from being pulled against the pulley.
- Do not attempt this event unless the puller’s climbing harness is attached to the rope. Holding the rope with only the hands can be very hazardous.
- Pullers need to stay hydrated and capable; one tripped puller can upset the entire group.
- The front puller should be larger than the ascender.

12.1.2.6 Facilitation/Debriefing of Participants

- Discuss reasonable and unreasonable fear.
- Instill a feeling of accomplishment.

12.1.2.7 Closing the Event

- Secure the belay system.
- Disable the event.

12.1.3 Variations for Accomplishing the Event

- N/A

12.2 Zip Line

12.2.1 The Challenge and Objective

Slide down the zip line from the high end to the low end. Depending on the system, either gravity or a bungee brake will slow the participant at the end of the event, and a static belay system will protect participants as they slide.

12.2.2 Tasks of the Facilitator

12.2.2.1 Equipment Needed

- A double-wheeled zip pulley (trolley)
- A static belay system for attaching trolley to participant’s harness (2 carabiners and webbing loop)
- A static belay system for attaching platform to participant’s harness (2 carabiners and webbing loop)
- Hand loops (webbing loops) for balance
- Ladder system to unload participants from the cable (system uses gravity for deceleration)
- Recovery tether (20’ multi-strand rope with carabiner)
- Helmets for all participants

- Gloves for participants (2)
- Lobster claws
- Bucket (for gear)

12.2.2.2 Setup and Inspection of the Event

1. Rig the dynamic belay system participants will use to reach the zip platform.
 - Ascend to platform carrying static rope
 - Thread static rope and tie Figure 8 Follow Through (for participants)
2. Attach the zip pulley to the zip cable.
 - Attach tether to trolley and to platform safety wire
 - Attach recovery rope to trolley
3. Secure the unloading equipment (i.e., ladder).
4. Inspect the event and safety line for proper rigging, condition, and stability.

12.2.2.3 Facilitator's Weight Test

- Apply full body weight to all phases of the zip line system and belay system.
- Take a ride!

12.2.2.4 Issuing the Challenge to Participants

- Participants will apply their weight to the zip line and ride down the cable until they come to a stop.
- When participant almost stops, drop the recovery rope. Recovery team will position ladder for participant to mount.
- Recovery team will add weight to release pressure on participant's harness and unhook the participant from the static belay system. The participant will walk the pulley back to the platform.
- Participants must launch from the platform without any help; facilitators may not push, trip, or otherwise motivate participants.

12.2.2.5 Safety Precautions to Consider

- Maximum weight of participants is 280 lbs (approximately). Heavier participants will be too close to the ground.
- The angle of descent should not exceed 10 degrees. Monitor participants to ensure no participant will cause an excessive depression of the cable.
- Climbers must be secured to the zip wire before removing the safety line.
- Ensure that members of the unloading team are clear of the zip wire's path. Ensure that no webbing, clothing, or long hair will be caught on the platform or zip wire.
- Participants must wait for the instructor's permission before they begin climbing up to the event or sliding down the zip wire.

12.2.2.6 Facilitation/Debriefing of Participants

- Discuss reasonable and unreasonable fear.
- Instill a feeling of accomplishment.

12.2.2.7 Closing the Event

1. Remove and store the zip pulley and static belay system.
2. Secure and store the unload equipment.
3. Disable the ascent to the event; rappel down and withdraw the rope.

12.2.3 Variations for Accomplishing the Event

- Do not allow participants to use hands for balance when leaving the platform.

13 Belayed Individual Elements

Belayed Individual elements are individual although moral support from the rest of the group and the facilitator is helpful. All of these elements require direct instruction and supervision by the facilitator to be conducted in a safe manner. The potential for accident dictates the absolute necessity for the facilitator to be clear and concise in explanation and to be aware of any problems occurring during the operation of each element used.

NOTE: When these elements are belayed they may be statically or dynamically belayed. Elements where the likelihood of falls is high should be dynamically belayed. Static belays must never be used unless staff are trained in and have equipment for immediate rescue.

13.1 Eagle's Walk (aka Two Rope Bridge, Slack Line Traverse)

13.1.1 The Challenge and Objectives

- Traverse the length of the slack line, using a static line for balance.

13.1.2 Tasks of the Facilitator

Equipment Needed

- Belay system
 - Static rope
 - ATC with carabiner
 - harnesses for belay team
 - Loop with 2 carabiners to connect to backup belayer
 - Rope bucket with retired carabiner (optional)
- Gloves
- Helmets
- Static line

Setup and Inspection of the Event

1. Rig the event for use.
2. Rig the belay system.

Facilitator's Weight Test of the Element

- Apply full body weight to event and belay system.

Issuing the Challenge to Participants

- Do not use the belay line for support or balance.
- Is there more stability by leaning back or leaning forward?

Safety Precautions to Consider

- Instruct the participant to let go of the static line in the event of a fall.

Facilitation/Debriefing of Participants

- Discuss reasonable and unreasonable fear.
- Instill a feeling of accomplishment.

Closing the Event

1. Secure the belay system.
2. Disable the event.

13.1.3 Variations for Accomplishing the Event

- Have participants keep their eyes closed.
- Challenge participants to walk forward or backward.
- Upon reaching the other end, have participants return to the starting point.

13.2 Giant's Ladder (aka Dangled-Duo)

13.2.1 The Challenge and Objectives

Two participants work together to climb to the top of the ladder.

13.2.2 Tasks of the Facilitator

13.2.2.1 Equipment Needed

- A separate belay system for each participant
 - Static rope
 - ATC with carabiner
 - Harnesses for belay team
 - Loop with 2 carabiners to connect to backup belayer
 - Rope bag with attached blanket
- Helmets for all in the fall zone
- Gloves (belayer and climber)
- Step ladder
- Static rope
- “Treads”, 2, with two quick links
- Wrench (optional)

13.2.2.2 Setup and Inspection of the Event

1. Rig the Giant’s Ladder for use.
2. Set up the belay systems. Tie in participants with Figure 8 Follow Through; do not use carabiners.

13.2.2.3 Facilitator’s Weight Test of the Element

- Apply full body weight to both belay systems and the Giant’s Ladder.

13.2.2.4 Issuing the Challenge to Participants

- Participants may not use side cables or belay ropes for support or to pull themselves higher.

13.2.2.5 Safety Precautions to Consider

- If more than one person uses this element simultaneously, each participant must have an independent belay system. Ensure belayers are on the same side of the element (suggest the South side).
- Spot participants until they are standing safely on the first rung of the Giant’s Ladder.
- Belayers must give tension to the participants to preload the belay systems so that climbers will not hit the ground in a fall from the first rung.
- If a ladder must be stabilized by holding it, have someone other than the spotters perform that task; the spotters’ full attention should remain on the climbers.
- To dismount, participants form an “L” with their legs, knees NOT bent. Keep feet on the beam for as long as possible. Since SRD (sheer reduction device) is directly above the beam, when feet are slipped off the beam, the participant will pendulum toward the beam. So, before they dismount from the beam, instruct participants to keep their hands ready to prevent injury when they swing back toward the Giant’s Ladder while being lowered to the ground.

13.2.2.6 Facilitation/Debriefing of Participants

- Lead a group discussion on the strengths and weaknesses of the group’s method.
- Have the group explore the possibility of a better or different way to achieve the challenge.

13.2.2.7 Closing the Event

- Secure the belay systems.

- Use the step ladder to remove the treads; keep rapid links on the treads. Return treads to the shed.

13.2.3 Variations for Accomplishing the Event

- Complete the activity in silence.
- Have climbers keep their eyes closed.
- Have participants climb the Giant's Ladder individually.
- For the very slight, vector lifts are possible.

13.3 Centipede

13.3.1 The Challenge and Objectives

- Starting at the bottom of the Centipede, climb as high as possible.

13.3.2 Tasks of the Facilitator

13.3.2.1 Equipment Needed

- Belay system (static rope, two carabiners, one ATC)
- Gloves (climber and belayer)
- Helmets for all participants

13.3.2.2 Setup and Inspection of the Event

1. Rig the belay system.
2. Check the Centipede for proper rigging.
3. Visually inspect the Centipede for cracks and splinters.
4. Check staples for security and condition.
5. Clear the surrounding area of any debris or overhead hazards.

13.3.2.3 Facilitator's Weight Test of the Element

- Apply full body weight to the Centipede and the belay system.

13.3.2.4 Issuing the Challenge to Participants

- Do not use the belay line for support or balance.

13.3.2.5 Safety Precautions to Consider

- The climber must wear a helmet and tied-seat harness or other climbing harness.
- The belayer must be anchored.
- The climber must be belayed throughout the climb.
- Spotters should wear helmets while spotting a climber on the first section of the Centipede.
- Spotters must be aware of swinging Centipede sections.
- Avoid sticking toes or fingers under staples or between sections of the Centipede.
- Avoid catching clothing on staples.

13.3.2.6 Facilitation/Debriefing of Participants

- Discuss reasonable and unreasonable fear.
- Instill a feeling of accomplishment.

13.3.2.7 Closing the Event

1. Secure the belay system.
2. Disable the Centipede.

13.3.3 Variations for Accomplishing the Event

- Have the participant keep eyes closed.
- Use the Centipede as an access to other high-course events.
- Instruct climbers to attempt the event one-handed.

13.4 Pamper Pole (aka Confidence Pole, Trapeze Leap)

13.4.1 The Challenge and Objectives

- Using a rope, a ladder, or pegs, climb as high as possible up the confidence pole, stand on the wobbly moveable platform, twist around to face the trapeze, then jump from the pole and attempt to grab the target.

13.4.2 Tasks of the Facilitator

13.4.2.1 Equipment Needed

- Belay system
- Ladder or climbing removable rungs with rigging hardware or other device
- Chest harness
- Helmets for all participants
- Gloves for climber and belayer

13.4.2.2 Setup and Inspection of the Event

1. The confidence pole has one belay system, attached to a cable suspended above the target (the trapeze). The belay system is threaded through a shear reduction block, the other through two rapid links. One end of the belay rope is secured to the participant with a locking D carabiner attached to the participant's seat harness through the chest harness. The other end of the rope is held by the belayer and belay team.
2. Set the belay system.
3. Climb up and down the entire event and check its condition.
4. Check the belay system for condition and security.

13.4.2.3 Facilitator's Weight Test of the Element

- Apply entire body weight to each belay system.

13.4.2.4 Issuing the Challenge to Participants

- Participants may not use the belay rope for support or balance.

13.4.2.5 Safety Precautions to Consider

1. Have two spotters at the base of the confidence pole until a participant has climbed above their reach.
2. If a ladder is used, and must be stabilized by holding it, have someone other than the spotters do that task; the spotters' full attention should remain on the climber.
3. Keep other people clear of the area beneath the confidence pole.
4. Belayers must lower participants in a slow, controlled manner to ensure a safe landing.
5. Do not allow a participant to jump from the pole if less than halfway up it, since the climber may hit the ground before the belay system fully stops the descent.
6. Participants may not re-climb the pole until fully recovered on the ground.

13.4.2.6 Facilitation/Debriefing of Participants

- Discuss reasonable and unreasonable fear.
- Instill a feeling of accomplishment.

13.4.2.7 Closing the Event

- Secure the belay system.
- Disable the event.

13.4.3 Variations for Accomplishing the Event

- Instruct climbers to use only one hand.
- Participants do not have to catch the trapeze bar. They may opt to just touch the bar, just leap, or even just be lowered by belay.
- [The COPE Committee is pursuing augmenting, or replacing, with a bouy.]

Appendix A. Glossary

ACCT: Association for Challenge Course Technology. A trade organization for challenge course builders. They promote the use of challenge courses and set minimum standards for course construction, ethics, and training. BSA COPE and Climbing/Rappelling technical standards are the ACCT standards.

Anchor: A secure point at which one can attach a belay line. This can be a natural object such as a tree or rock. Anchor points can also be on belay cables or thru-bolts.

Ancillary Equipment: Miscellaneous equipment needed to operate a course such as carabiners, ropes, harnesses, and boards required on a challenge course. Ancillary equipment should be stored indoors when not in use.

Ascenders: Devices for vertically ascending rope. Prusiks (particularly tandem Prusiks) can be used, though commercially branded ascenders perform better (e.g., Gibbs Ascenders). Commercial ascenders, however, have been shown to de-sheath ropes when under high stress (e.g., 9:1 loading); strips the mantle right off. Prusiks slip under high stress.

Belay Cable: Cable used to attach an anchor point for a belay system. This cable is identified as a cable that has a back-up system integrated into it (i.e. cable extensions which loop back to the main cable or a separate back-up cabling system).

Belay Device: To provide protection usually with a rope.

Belay Pulley: Device used as a belay anchor point which travels on steel belay cable. It consists of a steel sheave (wheel) encompassed by either aluminum or steel cheeks (rope housing plates).

Bight: A U-shaped bend in a rope with the running and standing ends remaining parallel to each other.

Body harness: A harness that incorporates a sit and chest harness together. It has a high clip-in point and distributes a load over the entire trunk area of the body. A body harness may reduce the risk of lower back injuries.

Carabiner: A mechanical device made of either steel or aluminum that has a spring loaded gate. Used to attach a rope to an anchor point or attach a rope.

Challenge Course Builder: Has built 30 or more complete courses, carries appropriate insurance, is knowledgeable of ACCT construction standards, offers a warranty, has a good reputation and can produce a list of references.

C.H.E.C.K.: acronym for ensuring climbers and belayers are properly prepared. It stands for:

C – Clothing; **H** – Harnesses/Helmets; **E** – Environment; **C** – Connections; **K** – Knots

Chest harness: Manufactured nylon harness used in conjunction with a sit harness to keep the body in an upright position in a fall situation.

Dynamic Belay: Belay with a rope running through a fixed anchor point. A belayer and friction device is required to keep slack out of the system to keep the climber protected. Having to do with energy or force in motion.

EMP's: Emergency Medical Procedures: developed to ensure that the appropriate steps are taken in the event of an incident or accident. EMP's should be specific to a particular location.

Environmental Hazards: Any hazard which would warrant the need to brief participants of the program. Environmental hazards could include, but are not limited to, terrain, weather conditions and critters.

Etrier (pronounced "A-tree-A"): A ladder made of rope or webbing consisting of several off-setting stirrups. On a challenge course, it is used as an aid to climbing or traversing an element. Also, it is used in rescue situations as an aid to gain elevation.

Figure 8 Descender: Device used to provide friction on a rope. Used extensively in rappelling and rope lowering situations (i.e., rescue lowering),

Full Value Contract: An agreement within a group to work together toward individual and group goals, adhere to certain safety and behavioral guidelines, and give appropriate and timely feedback to group members.

Gibbs Ascender: A cam loading device which can be used for a self-belay on a rope walking system. It consists of a cast alloy aluminum cam, aluminum alloy plate rope housing and a quick release pin.

Grigri: A device used to aid in belaying. This device, when used properly, can lock off a rope when loaded. It should be noted that it does not replace a belayer and certainly does not replace proper belaying technique. A Grigri can also be used for rappelling.

Grillon: Adjustable lanyard for work positioning. Name is unique to Petzl. Typically, a grillon can only be purchased from outlets supporting professional climbers. VERY useful in supporting close-up work when on top of high elements. COPE staff have simulated these devices with a Grigri and additional carabiners, rope, and webbing.

Hazardous Location: This would include any site or area that could present a hazard to participants. Hazards would include any place where participants are lifted off the ground or may be placed in precarious positions. Also, any potential obstructions inherent to the element design (i.e. beams, cables and connecting hardware) and ground features are considered hazards. Adequate spotting is essential at any of these locations.

Helmet: Hard shell head protection used to protect the head from falling objects and provide protection during falls. A helmet should fit properly by sitting on the top of the head with a snug fit. The helmet should be properly secured with a chin strap and be UIAA approved.

Kernmantle Construction: This nylon rope design consists of an outer woven sheath (mantle) enclosing an inner core (kern) of braided or twisted filaments.

Klemheist knot (aka Machard knot): a type of friction hitch that grips the rope when weight is applied, and is free to move when the weight is released. Like a Prusik, but potentially easier and quicker to tie, and with greater holding strength.

Knots: fastenings made by tying a piece of string, rope, or something similar. Not to be confused with the frequently seen version “a tangled mass in something such as hair.” There are relatively few knots in COPE, but whenever one is used, it must be the right one for the purpose, tied with accuracy, dressed with care, THEN tightened. And they should be retied often to avoid the possibility of creating a point weakness in the material. Running a week’s worth of Flying Squirrel without repositioning the bight around the carabiner can create a potentially life-limiting stress in the rope.

Loop: A circle made in a rope by having the running end cross over the standing end.

Phantom Spotters (“Spirit Spotters”): Spotters who would not normally be located on that side of the element and whose job is only to spot, not to help lift or lower.

Primary Spotters: Spotters who are positioned directly next to a person on a challenge course element. Facilitators should assume this role when appropriate.

Prusik knot: a type of friction hitch that grips the rope when weight is applied, and is free to move when the weight is released. Compare to Klemheist.

Rapid Link: Carabiner-like device usually permanently fixed to a belay cable or other anchor attachment. On the CWBS course, we use ½” diameter (12 mm) Maillon Rapide Quick Links. Similar sized links available at local hardware stores are typically manufactured in China and do not have the strength required by ACCT standards.

Rappel: To descend by sliding down a rope in a controlled manner. Standards require either a two-rope fireman’s belay on rappel, or a single rope rappel with backup belay.

Reflection: A short discussion following challenge course elements that focuses on the process issues that arose during the experience.

Rescue Scissors: A good, quality cutting device usually with blunt ends capable of cutting the rope used on a challenge course.

Rope Log: Record of the usage of nylon ropes. The log should record information regarding the date manufactured, purchased, put into service, number of participant falls, hours in the sun, etc.

Running end: When tying a knot, the part of the rope that runs around the standing part.

Sit harness: Designed to distribute the force of a fall over a large percent of the body. Harness should fit snugly over the hips with the leg loops fitted snugly.

Secondary Spotters: Spotters who are positioned as a back-up to the primary

Shear Reduction Device (SRD): A device used to increase the diameter of a bend in a belay rope thereby reducing the searing forces generated at the bend.

Sheriff: A belay device manufactured by Hugh Banner similar to a stitch plate.

Spirit Spotters (“Phantom Spotters”): Spotters who would not normally be located on that side of the element and whose job is only to spot, not to help lift or lower.

Standing End: When tying a knot the part of the rope that remains stationary as the running end passes around it

Staple: Large metal U-shaped object hammered in to trees or poles used primarily for handholds and footholds.

Static Belay: Belay line attached to a fixed point where little or no dynamic forces would occur or in a fixed or stable state.

Sticht Plate: A belay device recognized by an aluminum plate with two holes through which a rope is threaded and attached to a belay point with a carabiner.

Strandvise: Device used for a cable termination point Consists of three parts: stainless steel bale, aluminum collar and bullet

Thru-bolt: Galvanized steel bolt which passes completely through a tree or pole and is used as a connection point

UIAA: Union of International Alpinist Association. Organization which sets standards for climbing and mountaineering.

Webbing: Nylon strapping available in tubular and flat designs and in varying widths.

Whipping Cord: Used to attach a large diameter rope to a smaller diameter rope or to finish the end rope. On Challenge Courses, it is used to raise ropes during course set-up and break-down (“pull chord”, aka “P-cord”).

Appendix B. Climbing Signals

There are no universally accepted signals, but the following will be used when supporting COPE and Climbing/Rappelling in NCAC

Climbing Signals

Verbal signals allow a climber and a belayer to communicate and work together as a team even if they cannot see each other. Get in the habit of using verbal signals every time you are climbing or belaying. If the day is too windy or the area too noisy for climbers and belayers to hear each other clearly, postpone your climbs or move to another area.

Climber	Belayer	Meaning
"On belay?"		"Is the belay ready?"
	"Belay on!"	"All set. Your belay is ready."
"Climbing."		"Here I come."
	"Climb on."	"Come ahead."
"Up rope."		"Take up the loose rope."
"Slack."		"I need some slack in the rope." (The climber should indicate the resumption of the ascent by shouting "Climbing.")
"Tension."		"Hold the rope tightly and brace yourself in case I fall."
"Falling!"		"I'm falling! Secure the belay rope to stop me!"
"Rock!"		"Look out for falling rocks."
"Rope!"		"Rope being thrown down."
"Off belay."		"I'm in a safe place and no longer need a belay."
	"Belay off."	"I'm no longer belaying you."

Rappelling Signals

The verbal signals rappellers use are a little different from those used by climbers, but the basic information they share is the same.

Rappeller	Belayer	Meaning
"On belay?"		"Is the belay ready?"
	"Belay on."	"I'm ready to belay."
"Rappelling."		"I'm ready to start."
	"Rappel on."	"Go ahead."
"Tension."		"Hold the belay rope tightly. Brace yourself in case I fall."
"Falling!"		"I'm falling! Brake the rope!"
"Off belay."		"I am done rappelling and am in a safe place."
	"Belay off."	"I'm no longer belaying you."
	"Off rappel" or "Off rope."	"The rope is free of hardware and is ready for the next rappeller."

Appendix C. Six Phases for Processing

The following is based on “4 Stages of Debriefing” from Howie Liebmann; FACTS, FEELINGS, FINDINGS, and FUTURE. The phases were modified to accommodate the debriefing phases recommended by Tiagi. The initial 4 stages were expanded by adding a phase to each of the last two stages, FINDINGS and FUTURE.

The objective of the phases is to help participants develop the ability to independently perform the experiential learning cycle of Experience, Reflect, Generalize, and Apply.

Processing Phases

Phase 1: How did you feel? (FEELINGS)

This is the hearts part of the cycle. It represents unmistakable 'gut' feelings as well as intuitive sensing - feelings on the fringes of perception.

This Feelings stage is for encouraging people to tune into their experiences and to express and share their feelings. If the nature of the experience is not sufficiently appreciated, there is a risk that subsequent learning will not be well grounded in what was actually experienced.

'Feelings about ...' or 'feelings that ...' are usually *opinions*. Opinions and judgments belong in the Findings zone (phases 3 and 4) that comes later. But people will soon tire of continual questioning about their feelings. So, get 'er done, and move on.

Your challenge is to create situations and opportunities in which people will *want* to and be *able* to share their experiences.

Here is a golden opportunity to develop communication skills - by experimenting with a range of active and creative reviewing methods.

It generally pays to start a review in Facts or Feelings but there will be times when you (and learners) are impatient to get the Findings out and start digging.

Presume you need to address feelings first. When the group is in or past “Norming”, consider changing the order by asking “What” first.

Begin this phase with a broad question that invites the participants to get in touch with their feelings about the activity and its outcomes. Encourage them to share these feelings, listening actively to one another in a non-judgmental fashion. How did you feel about the leader? How did you feel when you struggled? [According to Thiagi, discussing feelings does not work with engineers, people who deal methodically or mechanically. Use “What is your reaction to what happened?”]

Phase 2: What happened? What did you do? (FACTS)

The Facts stage is typically a memory exercise where people recall the sequence of events or describe key moments or forgotten details. Some people may see a different face of the facts that others did not notice. (At this, stage focus on different *facts* rather than different *opinions*).

The Facts stage is especially important if people were blindfolded, unobservant or in different places during the event being reviewed.

If it was a short activity that has only just finished, or if participants have been very observant, it may seem like a waste of time simply to go over what happened.

If interest in communicating facts is low, you may discover higher interest in asking people to communicate what is less well known – consider re-checking how everyone was *feeling* at key moments.

Begin this phase with a broad question that asks the participants to recall important events from the training activity. Create and post a chronological list of events. Ask questions about specific events. If a camera was available and used, use images to verify reality.

Phase 3: What Did You Learn? (FINDINGS 1)

This is the Findings part of the cycle. Findings are for digging and investigating. The question 'why' belongs here. So do interpretations, meanings and judgments.

There will never be time to dig the whole field so take care to ensure that most of the digging takes place in the most productive areas.

One way of doing this is to ask learners to brainstorm a list of issues they could explore. The brainstorm will expand awareness of the size of the field. How you choose where to dig next will depend on many factors.

Many people attempt to do all of their reviewing in this zone. 'Findings in hand' they welcome motivated learners but are soon accused of 'paralysis by analysis'.

A worse mistake is to greet people with the question "What did you learn?" - a question that does very little to facilitate any *new* learning from experience.

A useful strategy for dynamic reviewing at this stage is to have an interesting collection of findings and put these 'reviewing tools' in the hands of learners.

In this phase, encourage the participants to generate and test different hypotheses. Ask the participants to come up with principles based on the activity and discuss them.

Begin this phase by presenting a principle and asking the participants for data that supports or rejects it. Then invite the participants to offer other principles based on their experiences. For example, (a "jolt") reciting the days of the week in chronological order, then alphabetically. First is easy, second is hard / frustrating. What was learned? Generally, before you can learn something new, must un-learn a previous practice or habit. The more something is a habit, the harder it is to unlearn. Do people believe what they are saying?

Phase 4: How Does This Relate To The Real World? (FINDINGS 2)

In this phase, discuss the relevance of the activity to the participants' real-world experiences. Seek transfer of learning to the future. Should be fun, and have relevance.

Begin with a broad question about the relationship between the experiential learning activity and events in the everyday world. Suggest that the activity is a metaphor and ask participants to offer real-world analogies. Does your approach change if you know an answer exists? Or does not exist?

Phase 5: What If? (FUTURES 1)

In this phase, encourage the participants to apply their insights to new contexts. Use alternative scenarios to speculate on how people's behaviors would change. If I gave you time to practice, what might have happened? If you might play the game again, what might you do differently?

Begin this phase with a change scenario and ask the participants to speculate on how it would have affected the process and the outcomes of the activity. Then invite the participants to offer their own scenarios and discuss them. Possibly redo activity. Possibly explore impossible consequences (killing those who fail).

Phase 6: How will it affect you? What are your hopes? (FUTURES 2)

This is the Futures part of the cycle. This stage represents future growth and possibilities. In this phase, ask the participants to undertake action planning. Ask them to apply their insights from the experiential activity to the real world.

The Futures stage is typically a planning exercise when participants apply their insights from the experiential activity to the real world, but there are other ways of approaching the future.

PREDICTIONS	What has changed already? What will be different anyway?
POSSIBILITIES	What possibilities can you imagine? What choices do you have?

PLANS	Decisions. Priorities. Objectives. Action plans. Learning plans.
REHEARSALS	Trying out plans in a 'test bed' - one step closer to the real thing.
DREAMS	Inspiring ideas that are not yet in your plans. Keep them alive!

Begin this phase by asking the participants to suggest strategies for use in future rounds of the activity. Then ask the participants how they will change their real-world behavior as a result of the insights gained from the activity. For example, as a team, coming up with the maximum number of coins to make \$2.71 If the event was done again, would bring jar of pennies.

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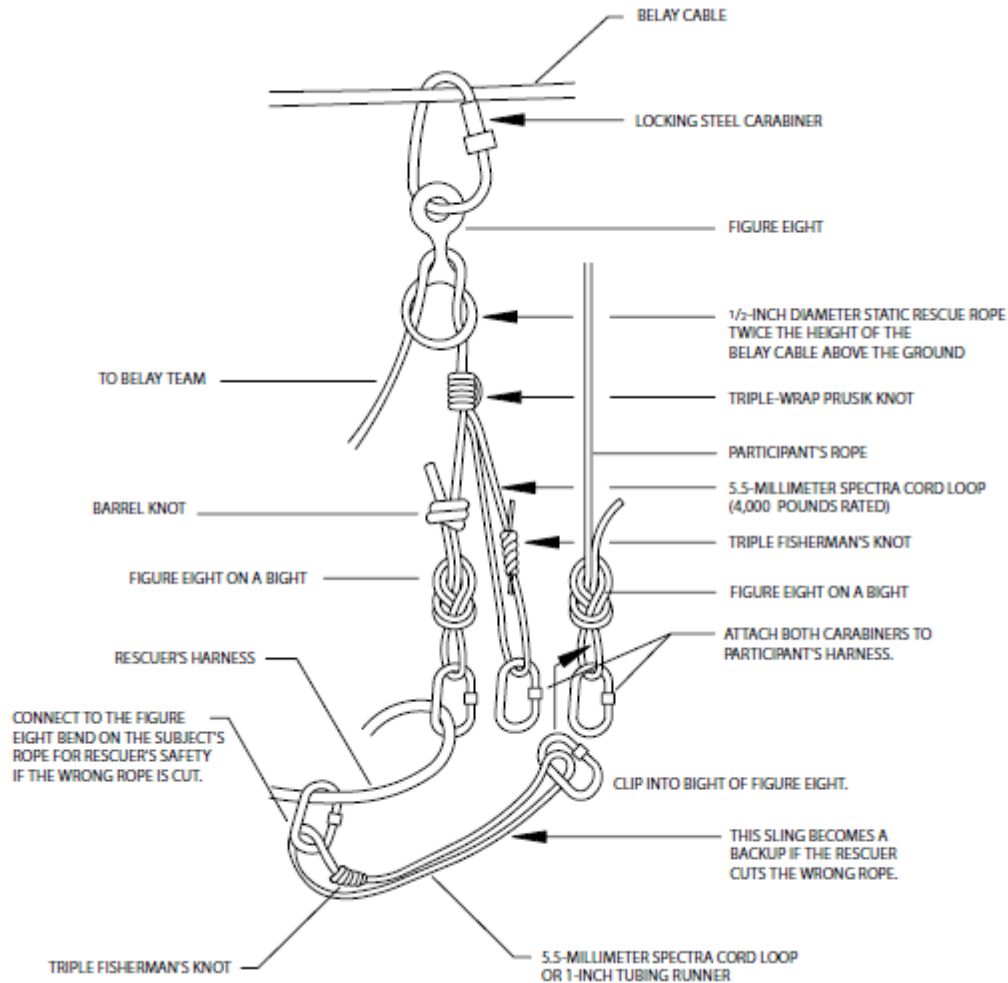
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Appendix D. Emergency Response Plan COPE Course at Camp Snyder Contacts

1. **Location of nearest telephone:** Hilton Training Center
 - At least one COPE instructor should carry a cell phone
 - All instructor cell phones on the course should have the following numbers:
 - Camp Director: Reggie Cahoon (571)358-4922
 - Camp Ranger: Josh Clements (703) 753-1033
 - Asst. Camp Ranger: Matt McKenzie (703) 463-0342
2. **Local Emergency Response System:** 911
3. **Nearest Hospital:** Prince William Hospital, (703) 369-8000
 - 8700 Sudley Road (Rt 234 south of I-66), Manassas, VA 20110
 - www.pwhs.org
4. **Nearest Medical Center:** Heathcote Health Center - Prince William Hospital, (571) 261-3400
 - 15195 Heathcote Blvd (Rt 15 north of I-66), Haymarket, VA 20169
 - www.pwhs.org/heathcote
5. **Nearest Police/Sheriff's Office:**
 - Prince William County Police Department, (703) 792-6500
6. **NCAC Scout Executive:** Les Baron, (301) 214-9101, les.baron@scouting.org
7. **Reporting Requirements:**
 - Incident Reporting requirements are detailed in the *Guide to Safe Scouting*, "Section XIV. Incident Reporting" and the Appendix.
 - Completed Incident Information Forms should be submitted to the Camping Director of Camp Snyder (currently Reggie Cahoon)
 - COPE Accident/Close Call Report (pages 199-200 of the Project COPE Manual # 34371)

Course Interventions / Rescue Instructions

- Knots and equipment setup:



- Take action **ONLY** after participant cannot/will not ascend, or descend.
 1. Stop all activity on COPE course. Bring all available staff to incident location. Contact camp Director (and 911 if medical emergency).
- Have two staff relocate participants if tension is high
 2. Rescuer 1: Puts on: gloves, chest harness, lobster claws, knife/scissor pouch. Remove the ATC and steel carabiner for Rescuer 2 to set up belay.
- Support team: Set up ladder or install steps on pole
 3. Rescuer 1: Climbs the pole using lobster claws with the rope bag to the top of the pole. The rescuer will attach the steel carabiner with the Rescue 8 and rope to the wire, yell "Rock!" and look down to be certain no one will be hit, and drop the bag.
 4. Rescuer 2: Sets up the belay on the ground.
- Support team: Back up Rescuer 2 sufficient for Rescuer 1 **AND** participant.
 5. Rescuer 1: Attaches the steel carabiner at the end of the rope to the seat harness. Once Rescuer 2 has set up the belay, Rescuer 1 can remove the lobster claws from wire and descend to the location of the participant.

6. Rescuer 1: Attaches sling to participant.
7. Rescuer 1: Attempts to fix what's wrong with participant.
8. Rescuer 1: Attempt to lower participant on participant's rope.
 - If unable to do so, and AS LAST RESORT:
 - 1. Attach lobster claw to participant as a back up to sling
 - 2. Detach/cut participant's rope.
9. Lower Rescuer 1 and Participant together on Rescuer 1's belay.
 - At ground, if necessary, cut harness of participant and transfer to EMS.
10. Rescuer 1: climb pole to retrieve steel carabiner with Rescue 8 and rope.

Appendix E. References

- Standards
 - Association of Challenge Course Technology (ACCT), <http://acctinfo.org/> Standards are only available to members; annual hard copy is sent with membership dues. At least one member of the NCAC COPE and Climbing/Rappelling committee must be a member.
 - National Camp Accreditation Program (NCAP)
<http://www.scouting.org/filestore/outdoor%20program/pdf/430-056.pdf> 2014 version contains standards for COPE and Climbing/Rappelling programs as those programs relate to BSA camps. Unlike prior versions of the NCAP, these standards are not in a separate appendix but are distributed throughout the document.
- Guidelines
 - BSA Project COPE Manual, No. 34371, 2010 printing. ISBN 978-0-8395-4371-8. Generally not on-line. However, a scoutmaster by the name of Lagerquist has uploaded a version to the Internet at http://www.lagerquist.com/daycamp/NCS_Drive/Alpha%20Listing/Project%20COPE%20Manual%2034371.pdf
- Experiential Learning and Facilitation
 - What is it? http://en.wikipedia.org/wiki/Experiential_learning Based mainly on work by David Kolb (<http://www2.le.ac.uk/departments/gradschool/training/resources/teaching/theories/kolb/>), Experiential Learning Theory (ELT) combines and unifies work by other researchers in learning. The basis of ELT is that people learn by experiencing. One might say, people do NOT learn by merely hearing or seeing; they must “do” to “get”. The NCAC COPE program is based on Kolb’s Experiential Learning Cycle; concrete experience (“hands on”), reflective observation, abstract conceptualization, active experimentation. The reflection (aka “debrief”, “processing”) of COPE attempts to facilitate participants through that cycle. Arguably, advocates of experiential have a common philosophy: when learning has occurred, behavior changes. Behavior hasn’t changed? Then learning did not occur...yet.
 - Jennifer Stanchfield. Just about anything and everything, particularly A Teachable Moment (by Jim Cain, Michelle Cummings, Jennifer Stanchfield). *“The experiential approach to education and group work is based on the idea that change and growth take place when people are actively (physically, socially, intellectually, emotionally) involved in their learning rather than just being receivers of information.... Studies of the brain and learning are showing that physical involvement in learning life lessons creates “body memory” i.e. if students learn a lesson about leadership, communication or physics, in an active way--- they could be more likely to retain the lesson longer and integrate it better into their life and future learning.”*
 - Processing the Adventure Experience (by Reldan Nadler & John L. Luckner). Good resource with steps on how to reflect in a structured way.
 - Techniques, tips, discussions:
 - Business Balls: http://www.businessballs.com/experiential_learning.htm Hodgepodge of good stuff. Notice the variation on Kolb’s ELC; a branch at the reflection point!
 - The Thiagi Group: <http://www.thiagi.com/> Sivasailam Thiagarajan, PhD, is one interesting dude (though hard to understand in his YouTube videos and Podcasts, IMHO). His website is clunky, but the content is impressive! He’s built a successful consulting company on playing corporate games...at over \$1KUSD / attendee. His major contribution to the group good is the concept of a “jolt”; *Jolts provide insights. A typical jolt does not teach a skill. Instead, it helps you experience an important principle in action and provides you an “aha” moment.* Some of his jolts would make great Scoutmaster Minutes (e.g., clap on the count of “3”; one...two...[clap]...three. Why didn’t you wait to clap?). We’re leveraging his 6 phase reflection (debriefing) process.
- Group Development
 - The NCAC COPE program is based on the assumption that groups transition according to Tuckman’s Team Development Model aka “Tuckman’s stages of group development” http://en.wikipedia.org/wiki/Tuckman's_stages_of_group_development Anyone who has attend-

ed Woodbadge for the 21st Century or similar, has heard “Forming, Storming, Norming, Performing” but what does it all mean? What do the stages look like? Is this all right-brain liberal fluff-x thinking? Not from what COPE staff have seen. Though there are other ways to analyze how a group transitions, Tuckman’s model is sufficiently simple, and not simplistic. However, to be truly useful in Scouting, it must include the 5th stage, reforming/adjourning.

- Perhaps the White-Fairhurst TPR Model is more appropriate than the Tuckman model for the purposes of the COPE program. The committee has at least one PhD who thinks we should be thinking about “zones” for learning (e.g., Comfort Zone Theory, http://en.wikipedia.org/wiki/Comfort_Zone_Theory). Thoughts?

- Games

- The NCAC games file, compiled by Howie Leibmann, edited by the NCAC committee, and uploaded to http://waisanen.us/sites/default/files/MAGI-Files/Games_NCAC_rev-20130922.docx. This repository is being updated on input from participants in the NCAC COPE program.
- The Thiagi Group: <http://www.thiagi.com/> Got a lot of games, but most need tailoring to bridge from the corporate setting to Project COPE
- *Affordable Portables: A Working Book of Initiative Activities & Problem Solving Elements* (ISBN-13: 978-1885473400). Recommended by Howie Lieberman, hope this book from Chris Cavert, PhD, helps the committee put COPE “on the road”.
- Raccoon Circles. Named after the pseudonym of Dr. Tom Smith, the originator of the concept of team building games based on loop, Raccoon Circles are games based on a single piece of apparatus, a loop of 15’ of tubular climbing webbing! 2011 version is at: http://www.teamworkandteamplay.com/resources/new_rc_document_2011_final.pdf Many of the games are outdated, but for those who haven’t seen them, the games are good.
- *Team Building Games on a Shoestring* by Tom Heck. If you cannot support 15’ of tubular webbing, perhaps a set of laces for high-top sneaker is affordable. If so, check out Tom’s suggestions at: http://www.teachmeteamwork.com/teachmeteamwork/files/Teambuilding_on_a_Shoestring_sml.pdf

- Knots

- There are only a few knots everyone MUST know, at least to be able to know when it is not tied or dressed properly!
 - According to BSA COPE Manual no. 34371, pages 108-111 and Figures 30 through 37, the basic knots for COPE are: Water Knot, Figure 8 on a Bight, Bowline, Barrel Knot, Double Fisherman’s knot, Triple Fisherman’s knot, Triple Wrap Prusik Knot, and Killik Hitch. However, that section does not specify the purposes of the knots.
 - In a typical COPE session at CWBS, however, we typically need the following:

Knot	Purpose
Alpine Butterfly	Typing loops in belay rope for Flying Squirrel. [Optional when webbing loops are used.]
Barrel Knot	Safety knot on end of Figure 8 Follow Through.
Bowline	Joining pull cords to pull loops in ends of rope.
Double Fisherman’s knot	Joining ends of lengths of 8mm cord for loops.
Figure 8 Follow-Through	Since scrambling over beams of the Giant’s Ladder tends to loosen the lock, NCAC policy is to tie in with Figure 8 Follow-Through, ending in a Barrel Knot (around the standing part of the belay line). NCAC procedure is to tie a Barrel Knot around the standing part of the belay line, adjust the length of the bight to be 9” larger than desired, and THEN tie the Figure 9 on a Bight. When the Barrel Knot is untied, and Figure 8 is untied to a single pass, the working part of the rope is exactly the right length.
Figure 8 on a Bight	First step in tying Figure 8 Follow-Through after tying Barrel Knot.
Killik Hitch	Optional while pull loops in ends of ropes are sturdy.
Klemheist Knot	Tying webbing loops into belay rope for Flying Squirrel (easier to tie than Prussik).
Triple Wrap Prusik Knot	Tying webbing loops into belay rope for Flying Squirrel (traditional, but inferior to Klemheist).
Water Knot	Making loops of tubular webbing (e.g., connecting belayer to backup belayer).

- *Ashley’s book of Knots*, Clifford W. Ashley, ISBN-13: 978-0385040259. Typically referred to as “ABK” (since EVERYONE knows the reference). Available for free download from multiple

sites (e.g., <http://www.prepperinfo.us/pdf/the%20ashley%20book%20of%20knots.pdf>) but the electrons cannot compare to the real deal (IMHO).

- *The Art of Knotting and Splicing*, Cyrus Lawrence Day, et al. SBN-13: 978-0870210839 Though it contains a fraction of knots of ABK, this is the superior source for learning the knots that are covered. For example, ABK has one approach for tying the hackamore. In 4 years as Scoutmaster, only 2 of over a dozen Scouts learned how to tie the knot. A Venturer in my crew used it one of Day's methods of tying as an example of EDGE for VLST. Her fellow crew members were able to tie the knot unaided in 5 minutes (or less).
- NetKnots.com: http://www.netknots.com/rope_knots/butterfly-knot/. Drawings. Easiest for knot tiers to understand.
- Animated knots by Grog: <http://www.animatedknots.com/>. The “dressed” image for the Figure 8 Follow Through is PARTICULARLY GOOD! We typically see the knot dressed incorrectly because the person tying the knot formed it flat, then pulled it tight. You MUST move the outermost bights forming the knot; the bight under (and closest to) the main bight goes away from the main bight while the bight on top of (and furthest from) the main bight comes toward the main bight.