

Order Number 9320832

**Adventure education: A curriculum designed for middle school
physical education programs**

Long, Melinda Jill, D.A.

Middle Tennessee State University, 1993

Copyright ©1993 by Long, Melinda Jill. All rights reserved.

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106

**Adventure Education: A Curriculum Designed for
Middle School Physical Education Programs**

Melinda Jill Long

**A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts
in Physical Education**

May 1993

Adventure Education: A Curriculum Designed for
Middle School Physical Education Programs

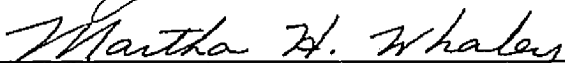
APPROVED:

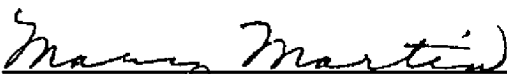
Graduate Committee:


Major Professor


Committee Member


Committee Member


Head of the Department of Health, Physical Education,
Recreation, and Safety


Dean of the Graduate School

(c) 1993

Melinda Jill Long

ALL RIGHTS RESERVED

ABSTRACT

Adventure Education: A Curriculum Designed for Middle School Physical Education Programs

Melinda Jill Long

The purpose of this study was to gather, compile, formulate, and prepare materials, including lesson plans for adventure education, which will serve as a curriculum and instructional manual for instructors who teach physical education at the middle school level. It was felt that such a program would constitute a valuable contribution to the intellectual, psychological, physiological, and social development of the students if included in the traditional curriculum.

The manual consists of six levels. Each level contains a three-week unit. Each three-week unit contains daily lesson plans, using a standard of five days per week. Each daily lesson plan includes the following information: objectives (cognitive, psychomotor, and affective); activity level; equipment needs; warm-ups; description of warm-ups; activities; activity safety concerns; description of activities; and suggestions.

The manual is divided into Section 1 and Section 2. Section 1 includes Levels 1, 2, and 3. Section 2 includes Levels 4, 5, and 6. A necessary distinction was made between Section 1 and Section 2 because of differentiated

Melinda Jill Long

levels of requisite instructor expertise in adventure education and the need for appropriate facilities in Section 2. Section 1 of the Adventure Education Manual includes games, individual/group trust activities, and group initiatives. Section 2 includes activities pertaining to the ropes course.

In conclusion, research has been conducted regarding the physical, social, emotional, and psychological benefits and learning outcomes of adventure education. However, adventure education continues to be absent from many middle school curricula. Perhaps the only way to change this tendency is to continue to educate both the public and private sectors concerning the benefits and learning outcomes associated with adventure education.

ACKNOWLEDGMENTS

The writer greatly acknowledges the efforts and assistance of many individuals who contributed to the completion of this study:

Committee Chairman, Dr. A. H. Solomon's wealth of experience, wisdom, patience, and insight yielded critical support throughout the degree program. Without him, this study would not have been successfully achieved. Dr. Solomon's guidance, judgment, and understanding have influenced the writer's professional and personal development.

Doctoral committee members, Dr. Glen P. Reeder's and Dr. Jack D. Arters' professional knowledge and positive contributions significantly contributed to the completion of this project--These committee members provided both individual help and group support when most required.

The writer wishes to thank all of the committee members and will strive to follow the examples of excellence they demonstrated.

Karl Rohnke, Bonnie Hannable, and Project Adventure provided support and assistance in providing information regarding adventure education programming.

Curtis E. Saffles, student artist, demonstrated excellence and expediency in creating illustrations for the adventure education manual.

Special acknowledgment and thanks to Dr. Sharon F. Fisher and Mrs. Anna Parker, who graciously performed critical analyses and reviews of several editions of the study. The writer greatly appreciates their vital contributions, as well as their supportive efforts, throughout the degree program.

Judy Clayton demonstrated professional excellence and expediency in the typing, proofing, and editing of the study.

DEDICATION

This doctoral dissertation is dedicated:

1. To my heavenly Father, who sent his son Jesus Christ to die for me that I might have eternal life; it has been through the grace and spirit of God that this study was envisioned and thus realized;

2. To my earthly father, Edwin Barker Long, whose unselfish love and support were always a source of strength and motivation--my father encouraged me to pursue my dream of obtaining a doctor's degree, even while he was succumbing to his battle with emphysema (August 19, 1989). His memory will continue to inspire me in every aspect of my life.

3. To my mother, Ethel June Long, and children, Jacob Barker Long and Jonathan Samuel Long, whose constant sacrifices did not go unnoticed: (1) my mother whose Godly example, faith in my abilities, and selfless ways contributed greatly to the success of this study, for she became the primary care-giver to my children while I devoted numerous hours to my studies and (2) to Jacob and Jonathan, who as graciously as possible for two small children, gave up cherished hours and time away from me so that this goal could be achieved.

To my pastor and his wife, Dr. Wallace C. McGill and Mrs. Marjorie W. McGill, whose dedication to God and words

of encouragement and reassurance were a source of inspiration and comfort;

Without such a Christian foundation and loving family, my professional and personal development would not have progressed to the point of initiating this goal, nor would the completion of this study have been realized. To these individuals I owe a debt of gratitude and love.

TABLE OF CONTENTS

	Page
List of Appendices	viii
Chapter	
1. Introduction	1
Purpose of the Study	3
Significance of the Study	3
Basic Assumptions	4
Limitations of the Study	5
Definition of Terms	5
2. Review of Related Literature	10
Introduction	10
Historical Development of Adventure Education	13
Rationale for Adventure Education Programs	23
Adventure Education and Self-Concept	26
Intellectual/Social/Emotional Development and Adventure Education	31
Litigation and Adventure Education	32
Types of Adventure Education Programs	39
3. Procedure and Methodology	45
Introduction	45
Population Target	45

Chapter	Page
Procedures for Collecting Information for the Program	46
Manual Format	46
4. The Manual	54
5. Summary, Discussion, Suggestions, and Recommendations	55
Summary	55
Discussion	56
Suggestions	58
Recommendations	59
APPENDICES	61
BIBLIOGRAPHY	91

APPENDICES

Appendix	Page
A. A COMPARISON OF SAFETY STATISTICS	62
B. ILLUSTRATIONS OF THE WARM-UPS	64
C. WORDLES AND ANSWERS	83
D. KNOTS BOOKS	89

CHAPTER 1

Introduction

The idea of adventure education is not new. It is found within school settings, as well as the private and public sectors, and encompasses a wide scope of activities. Adventure education is defined as "the presentation of a meaningful challenge to individual students, within a framework of safety, in order to give them deep personal and social awareness" (Ongena, 1982, p. 71). However, for this study it is necessary to define the parameters of adventure education. The curriculum developed will be implemented as a component of the traditional middle school physical education program. This course of action will be based on the fact that adventure education programs were specifically designed to accomplish the same goals, objectives, and learning outcomes as those of the regular middle school physical education programs.

Adventure education constitutes three different and distinct aspects. First, adventure education includes an element of "risk-taking" situations that yield optimal arousal (Schoel, Prouty, & Radcliffe, 1988). Second, adventure education's relative newness to the curriculum presents the students a diversified and unique set of learning experiences. This is in contrast to the traditional middle school physical education curriculum

where students are usually well-acquainted with the activities which often lead to mediocrity and boredom (Farrington, 1976). Finally, adventure education has a place for each student. Most traditional middle school physical education programs require the student to have above-average motor ability in order to perform tasks well. Unfortunately, only a small percentage of the student population demonstrates athletic prowess. This can often produce frustration and failure for many students which can further develop into lifelong negative thoughts and attitudes toward physical fitness and activity. Adventure education curricula, such as Project Adventure, differ in that the programs require no initial athletic skills. All students actively participate. The students, not the program, set their own limitations. The programs challenge students at any age or ability level and promote personal success and growth. The level and degree of competition are determined by the individual. Success is evaluated in terms of attitude, participation, cooperation, and similar criteria. Additionally, skills tests can be performed in the areas of cardiovascular and muscular endurance, balance, coordination, and agility. Hence, these evaluations do not require superior athletic skills (Siedentap, Herkowitz, & Rink, 1984).

It is essential that we as a society become more future-directed. The needs of our students are changing at

an incredible rate. It is this writer's position that the physical education profession has an obligation to provide the best possible program for its clientele. This would seem to justify the inclusion of adventure education experiences in the traditional middle school physical education programs.

Purpose of the Study

The main focus of this study was to gather, compile, formulate, and prepare materials, including lesson plans for adventure education, which will serve as a curriculum and instructional manual for instructors who teach physical education at the middle school level.

Significance of the Study

Adventure education programs are proponents for overall development of individuals. The inclusion of games, exercises, trust/spotting activities, and ropes course elements enhance physical fitness (cardiovascular and muscular fitness), coordination, balance, and agility (Rohnke, 1989). Additionally, information seems to point to many positive aspects concerning adventure education, such as self-concept, motivation, and personal achievement (Meier, 1978). Evidence also indicates that these programs are probably as safe or more safe than the traditional physical education program in terms of the number of accidents and the degree of injuries occurring (Project Adventure, 1982). Results of such programs also point to

improved attitudes toward fitness and health, as well as the feeling that the program is more stimulating and exhilarating because of the risk-taking activities, cooperative atmosphere, and problem-solving initiatives (Schoel et al., 1988).

Basic Assumptions

This study assumed that:

1. Most middle schools will look favorably on or be required to implement some type of physical education program.

2. Most middle schools have traditional physical education programs.

3. Self-concept and safety studies conducted by researchers of adventure education programs are accurate and free from bias.

4. The public is concerned about quality physical education programming and believes an adventure education component added to middle school physical education programs will fulfill the federal and state required objectives (cognitive, psychomotor, and affective).

5. The public constituency would be receptive to the "risk" element which is inherent in an adventure education program.

6. The students are receptive to an adventure education component added to the traditional middle school physical education program.

7. The public school system personnel are receptive not only to an adventure education component added to the traditional middle school physical education program, but also to one that contains an inherent "risk" element.

8. The information gathered from the various sources is accurate, valid, and reliable.

Limitations of the Study

The study was limited to information obtained from literature, observations, workshops, institutes, and studies pertaining to adventure education programs that represent appropriate components for the traditional middle school physical education curriculum. Additionally, any constraints that limited the studies cited in this work may have also placed limitations on this study. The delimitations of the study will be restricted to the development of a curriculum and instructional manual of adventure education most suitable for middle school physical education students.

Definition of Terms

Adventure education--the presentation of a meaningful challenge to individual students, within a framework of safety, in order to give them deep personal and social awareness (Ongena, 1982).

Affective domain--an individual's interests, attitudes, moral and ethical values, and social skills (Crompton & Sellar, 1981).

Apparent danger--an individual's feeling that he/she is at risk, but in reality is adequately protected from it (Ongena, 1982).

Cognitive domain--an individual's intellectual knowledge, skills, and abilities (Crompton & Sellar, 1981).

Cooperation--a group of people working toward a common goal which they cannot accomplish individually (Webster, 1978).

Experimental education--active involvement of the learner in activities through which cognitive, affective, and motor learning can be integrated (Jensen & Young, 1981).

Group initiative--a problem presented to a group that must be solved by using the physical and intellectual resources of the entire group. It requires communication, cooperation, decision-making, commitment among the group members, and leadership (Milosevich, 1988).

Holistic approach--the integration of the physical, emotional, social, intellectual, and even aesthetic aspects of one's personality (Webster, 1978).

Icebreakers--activities that foster interaction, stimulate creative thinking, challenge basic assumptions, illustrate new concepts, and introduce specific material (Milosevich, 1988).

Locus of control--the degree to which an individual believes he/she controls the things which happen to himself/herself:

1. Internal locus of control--an individual who believes that he/she can control whatever happens to him/her.

2. External locus of control--an individual who believes that whatever happens to him/her is controlled by luck, fate, or the powers of others (Crompton & Sellar, 1981).

National Outdoor Leadership School (NOLS)--a non-profit organization dedicated to the service of youth and the conservation of our outdoor recreation areas. Its fundamental premise is that youth demand adventure as part of the growing process; if adventure is not included in the educational process, youth will create their own adventure, often in unacceptable or illegal activities (Rankin, 1972).

New games--an alternative approach to the traditional games whose rules limit a participant's spontaneity and creativity. The games are easy to learn, require no skill to play, and can be enjoyed without the need for extensive facilities or equipment. The most exciting aspect of new games is the concept of "creative play" where each participant is encouraged to unleash his/her own individuality within a structured setting.

Objective hazards--natural processes beyond our control, such as storms, darkness, rock falls, rain, sun, avalanche, and so forth (Ongena, 1982).

Outdoor education--any educational process that takes place outside the confines of a building or in a predetermined games area (Whittaker, 1981).

Outward Bound--a diversified program in a wilderness setting that consists of a series of physically and mentally challenging learning experiences. Its basic purpose is to encourage the individual to discover his/her inner resources, strengths, and limitations (Cole, Jr., 1976).

Psychomotor domain--considered to be more refined than general motor abilities, involving a higher degree of perception and judgment responses (Singer, 1968).

Rappel--to descend (as from a cliff) by sliding down a rope passed under one thigh, across the body, and over the opposite shoulder or through a special friction device (Webster's Ninth New Collegiate Dictionary, 1987).

Real danger--there is a risk of loss of life or serious injury (Ongena, 1982).

Ropes course--a series of ropes, cables, trees, and logs designed and constructed to present elements which require a combination of balance, agility, coordination, and commitment to navigate (Webster, 1978).

Running-belay system--this consists of a cable four to five feet above the student and the high element, connected at each end to a tree/pole. Each student has another cable/rope clipped into his/her harness. This cable/rope is attached to the above cable during the activity for safety.

Self-concept--the mental image that one has of oneself (Webster's Ninth New Collegiate Dictionary, 1987).

Spotting--a safety system where the group moves along with the individual participant to aid if the participant gets in trouble (Milosevich, 1988).

Subjective hazards--physical, psychological, and physiological conditions that are within our control, such as fitness, route selection, peer pressure, ignorance, choice of equipment, skill, knowledge, and so forth (Ongena, 1982).

Traditional middle school physical education program--a program consisting of physical fitness testing, games, relays, dance, gymnastics, and individual/dual/team sports.

CHAPTER 2

Review of Related Literature

Introduction

Outdoor education is a broad term encompassing various forms of education. It has been depicted in every way imaginable. For this reason alone, it is necessary that some parameters be established. Henceforth, outdoor education will be considered to be (1) a method of learning, (2) experimental activity, (3) an activity that takes place primarily in the outdoors, (4) an activity requiring the use of all senses and learning domains, (5) an activity based upon interdisciplinary curriculum matter, and (6) a matter of relationships involving people and natural resources (Priest, 1986). Historically, outdoor education has been viewed as two subdivisions. The first division is labeled environmental education. This division constitutes outdoor pursuits. Adventure education has also traditionally been associated with the development of interpersonal and intrapersonal relationships. Interpersonal relationships pertain to the rapport that exists between individuals. Intrapersonal relationships ascribe to how one relates to himself/herself (Priest, 1986).

The writer would like to expand on the premise that outdoor education is experimental. Experimental education uses active involvement of the learner in activities through

which cognitive, affective, and motor learning can be integrated (Jensen & Young, 1981). When experimental education occurs in the outdoors, it is referred to as outdoor education. Jensen and Young classify outdoor (experimental) education programs in four divisions: (1) personal growth, (2) socializing agencies, (3) interdisciplinary studies, and (4) recreation education. The fundamental purpose of these programs is to foster the personal growth of the individual. Adventure education would fall under the heading of personal growth. This category would be very similar to the concepts of interpersonal and intrapersonal relationships as identified by Priest (1986).

Rogers (1979) advances the idea of using adventure education as a medium for the development of personal growth. He identifies the following four goals: (1) personal growth (the principal goal), (2) environmental behavior, (3) technical skills, and (4) the several sub-goals within it.

These sub-goals are designed to define more specifically the desired learning outcomes. The sub-goals that are applicable to the investigator's adventure education program are as follows:

I. Primary Goals

A. Personal Growth

1. Self-awareness--the individual acknowledges his/her strengths and weaknesses, develops awareness of his/her physical and/or psychological capabilities in managing stressful situations, and has the adeptness to articulate his/her beliefs, values, and feelings.
2. Interpersonal effectiveness--the individual is capable of responding to others, has developed open and effective communication skills, demonstrates competency in establishing cooperative relationships, and is committed to group problem-solving.
3. Increasing maturity--the individual assumes responsibility for establishing and achieving personal goals and demonstrates independence, self-reliance, and self-confidence.

II. Secondary Goals

A. Technical Skills

1. The individual has experience in fitness and physical conditioning.
2. The individual has knowledge of first aid and emergency care skills, such as search-and-rescue techniques.

3. The individual has proficiency in activity-related skills, such as campcraft, rock-climbing, and rope-handling, essential for safe participation in the activity.

B. Judgment

1. The individual is capable of examining various courses of action, identifying their possible consequences and then selecting the best alternative (Rogers, 1979).
2. The individual applies his/her available knowledge and experience to foster decision-making skills (Rogers, 1979).
3. The individual is able to establish and prioritize goals and is capable of selecting the more appropriate choice when confronted with judgment situations (Rogers, 1979).

Historical Development of Adventure Education

The beginnings of outdoor education in our country emerged from the influence of England. During World War II, many British seamen were dying at sea because of the lack of stamina to survive ship sinkings. An anti-Nazi German educator named Kurt Hahn (cited in Cole, Jr., 1976) developed a program aimed at reducing the large number of

casualties. Hahn called his program Outward Bound. This expression was to stand for the instant a ship lifts anchor and heads for the open sea (Cole, Jr., 1976). Hahn conducted this first program in Wales during the summer of 1940. The individuals participated in a three-week course of study and progressive physical and mental work. The overwhelming success of the program led Hahn to establish the first permanent school in Aberdovey, Wales in 1941. Next, six Outward Bound schools were developed in the United Kingdom. These schools were sponsored and controlled by the Outward Bound Trust in London. Hahn's programs became very popular, and expansion began throughout Europe, as well as to the countries that the English had visited, such as Kenya and West Africa, Singapore, Hong Kong, Australia, New Zealand, Canada, and the United States. In 1980, Outward Bound had increased to 34 schools around the world, of which 7 were located in the United States (Godfrey, 1980). As of 1992, Outward Bound had established 38 schools throughout the world (Outward Bound, 1992a). Additionally, five wilderness schools and numerous urban programs have been developed throughout the United States (Outward Bound, 1992b).

In 1962, the first Outward Bound school in the United States was founded in Colorado. This led to the development of other Outward Bound schools in Maine, New Hampshire, North Carolina, Minnesota, New Mexico, and Oregon (Godfrey,

1980). In 1992, there were five Outward Bound schools located in the United States: National Office in Greenwich, Connecticut; Voyageur in Minnetonka, Minnesota; North Carolina in Morganton, North Carolina; Hurricane Island in Rockland, Maine; Colorado in Denver, Colorado; and Pacific Crest in Portland, Oregon (Outward Bound, 1992b). In 1975, it was recorded there were over 200 innovative outdoor educational programs in the United States that reflected some element of the Outward Bound spirit (Hale, 1975). Today, Outward Bound offers over 600 courses that draw over 25,000 participants each year (Outward Bound, 1992b).

The National Outdoor Leadership School (NOLS) was founded in Lander, Wyoming in 1965. It is a non-profit organization that was created as an alternative to Outward Bound. The founder, Paul Petzoldt (cited in Rankin, 1972), had originally been affiliated with the Colorado Outward Bound School. His decision to start the National Outdoor Leadership School was based on a reshaping of his personal philosophy. Petzoldt wanted to stress the importance of fun and learning as opposed to that of stressing toughness which was the focus of Outward Bound. His fundamental premise is that a sense of adventure is inherent in all youth. If adventure is not provided for our youth through education, then they will seek it out, often through unacceptable or illegal ways. Petzoldt provides instruction in accident prevention, cooking, equipment, first aid, glacier and snow

techniques, mountaineering, map-reading, organization, rescue, rock-climbing, supply, and survival (Rankin, 1972).

Project Adventure was a pilot program initiated in 1971 at Hamilton-Wenham Regional High School in Hamilton, Massachusetts. It was federally funded by the Title III Elementary and Secondary Education Act. The concept of Project Adventure was formulated by two educators, Jerome Pieh and Gary Baker (cited in Paling, 1984-1985), who desired to bring excitement and enthusiasm to learning. The project was often considered to be an extension of the well-established outdoor education program, Outward Bound. The cost required to build a Project Adventure course is minute in comparison to the positive outcomes of the program. It has been estimated that an extensive course would cost approximately \$18,000 to \$19,000 (8-10 low and high elements each). A basic course would cost approximately \$12,000 to \$13,000 (7-10 low and high elements combination). This expense consists of having an adventure education organization come in and install the course. The cost includes materials, labor, equipment, and travel (Project Adventure, 1993). As of 1984, Project Adventure had spread to more than 30 other schools in Massachusetts and many other states, including New Hampshire, Vermont, Connecticut, Wisconsin, Missouri, Oregon, and Montana. By the mid-1980s, roughly 100 schools had adopted the program, and it was continuing to grow (Paling, 1984-1985). The non-profit

organization provides consulting services, instructor training, ropes course construction, safety certification, and curriculum development (Malcomson & Laurence, 1986). As of 1991, Project Adventure had trained over 10,000 professionals who had developed over 1,500 adoptions of the various models (Project Adventure, 1991).

Project Adventure has been described as a series of trust activities, initiative games, and ropes course elements designed to challenge individuals beyond their own self-imposed limitations. There are five educational goals at the heart of Project Adventure. The first four are comparable to traditional middle school physical education programs and are as follows: (1) to increase the participant's sense of personal confidence, (2) to increase mutual support within a group, (3) to develop an increased level of agility and physical coordination, and (4) to develop an increased joy in one's physical self and in being with others. The fifth goal includes an added dimension intended to develop an individual's increased familiarity and identification with the natural world (Rohnke, 1977).

A Project Adventure course was set up to incorporate three distinct phases. The first phase encompasses a variety of lead-up activities, such as stretching, zany games, and trust games. This initial phase serves as an introduction to the program, as well as a foundation for the improvement of physical conditioning. The second phase

involves trust activities and individual/group initiatives. This phase requires individuals to cooperate as a group in order to accomplish a task, as well as to familiarize themselves with risk-taking activities. Some of the games and cooperative activities implemented in phase 1 and phase 2 by Project Adventure were gathered from other resources, such as the New Games Foundation (Fluegelman, 1976, 1981), as well as from individual professional physical educators in the field. The third and final phase of the program comprises the ropes course and is described as the most exciting and challenging portion. This phase includes both low and high elements (Paling, 1984-1985).

There have been many other events in our country that have led to the popularity of outdoor education. John Naisbitt (cited in Rillo, 1983-1984) wrote a book entitled Megatrends--Ten New Directions Transforming Our Lives.

T. J. Rillo (1983-1984) was very impressed with the term megatrends. He defines it as a great course or direction. Rillo identifies the 12 past events that have affected the area of outdoor education using the megatrend idea:

1. The shift from an agrarian society to an industrial society--many children migrated from the farms to the cities seeking economic opportunities. This has been identified as the initial development of the camping movement.

2. A renewed interest in nature and the outdoors--this interest has been attributed to transcendentalists, such as Henry David Thoreau and Ralph Waldo Emerson.

3. The socialization of the outdoor education activity--many of the early outdoor education programs were the result of people who felt the outdoors would encourage positive social interaction.

4. A patriotic attitude toward our country--the visiting of outdoor historical and cultural sites seems to promote a feeling of patriotism toward the country.

5. The need to foster a stewardship for the land and its inherent resources--after the Great Depression, there was a desire to learn more about the land and its resources. This was fostered through outdoor education programs.

6. The need to justify the academic credibility of outdoor education programs--it was necessary for outdoor education programs to prove they were more than fun and games in the woods. The program had to demonstrate it could extend and enrich the standard curriculum.

7. The utilization of the outdoors as a rehabilitative laboratory with special populations of individuals who were not at the norm of physical or mental activity--many outdoor education programs were developed to deal with children who were handicapped, school dropouts, juvenile delinquents, emotionally disturbed, and so forth.

8. Outdoor adventure programming or stress-challenge activities--these activities came about because of the need for youth to have outlets for their thirst for adventure. The programs were designed to challenge individuals physically and mentally beyond their own self-imposed limitations.

9. The acceptance by agencies and institutions, other than the public, private, and parochial schools, of responsibility for outdoor education programming--many youth-serving groups, such as YMCA, YWCA, Boy Scouts, and Girl Scouts, as well as recreation departments and organized camps, began to implement outdoor education programs.

10. An increased development and use of modular units--a modular unit is a pre-planned, prescribed, and graduated series of outdoor activities for a specified topic.

11. An involvement with environmental education--during the 1970s, awareness and protection of the environment became important.

12. An emphasis on special populations in the out-of-doors--the benefits of the outdoor education are numerous. The desire and right of handicapped individuals to share in this experience became evident with the passing of Public Law 94-142, The Education for All Handicapped Children Act of 1975.

Additionally, Rillo (1983-1984) submits the following 10 present and future events that have affected the area of outdoor education using the megatrend idea:

1. People living longer--today, because of medical technology, people are living much longer than their ancestors. We currently have as many senior citizens (over 65) as we have teenagers. In the next century, one out of every five people will be a senior citizen. Therefore, we would be negligent if we did not plan to educate our citizens on preserving the environment and pursuing lifetime activities.

2. The change in the definition of family--the "nuclear family" has nearly reached extinction in today's world. Children are part of married, remarried, divorced, and cohabitated families. The challenge for outdoor education will be how to deal with the new attitudes, behaviors, beliefs, and values of these children.

3. The computer and its influence on the education of our population--computers are used in every capacity of our society. It is forecast that future advances in robots and computers will reduce the average work week to 20 hours. People will need to be well-informed regarding leisure time pursuits. This will enable them to make not only smart, but also satisfying choices in regard to their free time.

4. Direction toward ever-increasing amounts of leisure time--our public schools are now entertaining the idea of

being open year-round with staggered vacations. These mini-vacations are the precise times to implement outdoor education programs.

5. A noticeable trend toward education by computer--computer programs and videotapes could be utilized as a prelude to going out into the environment for outdoor experiences.

6. A return to teaching for competency in the basics--the public is constantly demanding that schools be accountable regarding their curriculum. There is an emphasis on competency in the basic skills (reading, mathematics, and language arts/communication skills). It will be necessary for outdoor education to once again justify that it does enrich and enhance the regular curriculum.

7. A definite shift for limited schooling to lifelong learning--our schools in the future will become community learning centers serving the needs of all persons of all ages in year-round programs. Outdoor education will fit within this idea of developing our children to become generalists and not specialists.

8. The change from passive to active learning--this necessitates learning through experimentation which is the essence of outdoor programming.

9. A move from a book-centered curricular approach to the utilization of unlimited learning resources--these

unlimited resources will naturally include the outdoor arena.

10. A move from past-oriented curricula to past/present/future-oriented curricula. This approach demands that we view the past, compare it with the present, and then assess changes for the future. Outdoor education has been a part of the heritage of the United States. The personal, social, and economical benefits are evident. Therefore, outdoor education should be a vital part of our present and should continue into our future.

Rationale for Adventure Education Programs

Adventure education is available through various organizations and agencies outside the school environment. However, is there a reasonable rationale and justification to warrant school sponsorship of an adventure physical education component? Meier (1978) speaks to this concern. He advocates the following eight points as a motive to incorporate an adventure education component:

1. Love of a challenge.
2. Love of the outdoors.
3. Change of pace.
4. Exploration.
5. Self-testing.
6. Camaraderie among participants.
7. Aesthetics.
8. Communication with the natural world. (p. 32)

Furthermore, Meier (1978) discusses the values internalized from participation in adventure education. He professes the following contributions:

1. Enhancement of self-concept, self-reliance, and self-confidence.
2. Aesthetic appreciation.
3. Cooperation.
4. Physical fitness.
5. Development of environmental awareness.
6. Ability to manage stress.
7. Tenacity.
8. Improved personality.
9. Motivation.
10. Achievement. (Meier, 1978, p. 32)

Additionally, Freishlag (1986) affirms that the more students are allowed to participate in problem-solving activities, the more they are likely to exhibit high levels of positive interaction in team tasks designated to them. This seems to indicate that the physical educator could utilize adventure education as a lead-up activity to the traditional team sports.

Conclusively, Bunker and Rotella (1977) have further noted a connection between the objectives of adventure education and youth team sports. They concluded that adventure education and youth team sports foster positive team morale, develop situations where the participant can experience success, and affirm the idea that actual ability is not as crucial as what the individual perceives his/her ability to be.

Risk activities are considered to be stressful. Stress is something we are told to avoid. However, it is important to have a balance of stress in one's life. That level or degree of stress differs according to each individual. According to Klausner (1968), both positive stress and

negative stress are drawn from the same energy base.

Klausner asserts that every individual will seek out his/her desired optimal level in order to function. If he/she cannot achieve that desired level in the normal environment, then he/she will seek out other activities that will raise that level.

Bunting (1982) concurs that adventure education allows one to better manage stress. She maintains that adventure education provides an emotional release, social interaction, an expanded perspective, extended personal limits, and singleness of mind or attention. She concludes with the following points which support the inclusion of adventure education into an educational setting:

1. Physical fitness can foster physiological management of both physical and emotional stress.
2. Participation in adventure education promotes emotional release and improved outlook and enhances confidence when confronting stressful situations.
3. Initiative games and ropes course activities create meaningful and challenging experiences for individuals without consuming two weeks in the wilderness. (Bunting, 1982, p. 49)

Peterson (1978) further comments upon the rationale for school implementation of adventure education. She declares that adventure education programming is important because of the following reasons:

1. The challenge of facing the unknown incites enthusiasm, acknowledging that one cannot change or conquer

the natural environment, but one can develop a healthy respect for it;

2. The ability to challenge oneself beyond self-imposed limits; and

3. Cooperation with the elements of nature.

White (1978) denotes adventure education as fostering personal growth. This occurs as the participant is extended beyond his/her technical skill level and thereby commits to a risk situation.

Adventure Education and Self-Concept

There has been a precedent set regarding adventure education in terms of self-concept for several decades beginning with the 1960s. By the late 1960s, more than 100 secondary schools across the country had developed adventure-type courses as a part of their curricula (Maynard, 1969). Adventure programs can also be found in colleges and universities (Brigham Young University, University of Colorado, Colorado College in Denver, and Prescott College), as well as juvenile institutions, slum areas, and state prisons (Dickey, 1978). The primary purpose of adventure education programs, such as Outward Bound, National Outdoor Leadership School, and Project Adventure, are the generating of a change in self-concept, the fostering of communication and human relations, and the motivating of children to learn. Miles (1978) asserts that an individual who physically and mentally completes a

challenge will become more secure in identity and more confident in himself/herself. Rosenfeld (1976) has defined the following three key elements essential to a change in self-concept:

1. Adapting to a changing environment.
2. Sharing of self with others.
3. Receiving feedback about one's self from others. (Rosenfeld, 1976, p. 45)

If a change in self-concept were to occur, then the elements described by Rosenfeld would necessitate the appropriate adventure experience. Rhudy (1979) has identified the following five key factors that are paramount for the success of any adventure wilderness education experience and more specifically those embraced by adventure education organizations, such as Outward Bound, National Outdoor Leadership School, and Project Adventure:

- (1) Stress.
- (2) Group living experience.
- (3) Success, both for the group as a whole and for the individual.
- (4) A new environment.
- (5) An individual (solo) experience separate from the group. (p. 26)

In 1967, 36 boys participated in an Outward Bound program in the United States for one month. The study was designed to determine the effects of the program on self-concept. Three different methods of evaluation were imposed: the self-rating scale, the self-description scale, and the ideal description scale. The study revealed a change for the better in the self-rating scale; however, the

ideal self-rating scale remained constant (Clifford & Clifford, 1967).

In the summer of 1968, a second study was conducted in England that replicated the previous study. Thirty-five boys participated in an Arctic training expedition to Spitsbergen. It is important to note that this study inserted a control group (unlike Clifford & Clifford, 1967) in order to eliminate the possibility of attributing the changes in self-concept to that of being on vacation, rather than the experience undergone by the experimental group. The study revealed a change in both the self-rating and ideal self-rating scales. The participants described themselves as more confident individuals. They also identified their ideal self in a more realistic manner (Payne, Drummond, & Lunghi, 1970).

Researchers also have been known to utilize the locus of control orientation in the assessment of self-concept. Crompton and Sellar (1981) define locus of control as the degree to which an individual believes he/she controls the events which happen to him/her. An individual who believes he/she controls what happens to him/her is internally controlled. An individual who believes he/she is controlled by others or other factors, such as luck or fate, is externally controlled.

Ulrey (1974) conducted a study employing the locus of control approach. His sample encompassed an experimental

group of 83 third- and fourth-graders and a control group of 57 third- and fourth-graders. Ulrey developed an outdoor education summer camp program for the purpose of improving the students' physical competencies and problem-solving skills. The two methods of evaluation were the Nowicki and Strickland Locus of Control Scale (measures general locus of control) and the Intellectual Achievement Responsibility Questionnaire (measures academic locus of control). The results indicated a significant direction change toward our internal direction locus of control.

A similar study to that of Ulrey (1974) was administered by Joynt (1974). His subjects partook in a residential outdoor education program which concentrated on Outward Bound activities and movement education (climbing, balancing, and problem-solving). The activities were presented in a progressive manner which began with low-anxiety-producing tasks and led to more advanced, difficult challenges. The results revealed a significant improvement in the students' attitudes toward themselves (Joynt, 1974).

An extensive two-year study was conducted by Project Adventure at Hamilton-Wenham Regional High School, Hamilton, Massachusetts in 1971. The sample constituted 224 tenth-graders in 1971 and 231 tenth-graders in 1972. The following six instruments were administered: the Tennessee Self-Concept Scale, the Rotter Scale of Internal vs. External Control, Self-Rating Scale of Classroom Behavior,

a Student Questionnaire, and the AAHPERD Physical Fitness Test. Both pre- and post-testing were conducted. The study addressed the following three goals:

1. To improve self-concept, confidence, and sense of personal competence among participants.
 2. To overcome pervasive passivity, apathy, and uninvolvement among students.
 3. To increase psycho-motor skills especially in the areas of balance and coordination.
- (Rohnke, 1989, p. 198)

The results revealed the project did have a positive effect on the students' self-concepts, more strongly for females than males. Furthermore, the study indicated significant increases in positive identity, achievement motivation, and a willingness to attempt new activities. More specifically, a general growth in confidence and lessening fear of change were noted in the Student Questionnaire, the Classroom Climate Survey, and the Tennessee Self-Concept Scale. The data further suggested that females in particular reported a significant increase in risk-taking and group cooperation and a decrease in passivity (Rohnke, 1977).

A replicate study of the original 1971 Project Adventure study was conducted in 1983 by Quimby (cited in Prouty, 1989) in North Conway, New Hampshire. His experimental sample was derived from his Project Adventure physical education classes. A control group, which contained physical education classes not utilizing Project Adventure, was implemented. Previously, no control group

was established in the original study of 1977. Two evaluation instruments were employed: (1) the Tennessee Self-Concept Scale and (2) the Platt Affective Behavior Scales (PABS). Conducive to the original study, Quimby's research indicated significant changes in self-concept (Rohnke, 1989).

Intellectual/Social/Emotional Development
and Adventure Education

Documented studies validate the ability of adventure education programs, such as Project Adventure, to produce the same desired cognitive, physical, emotional, and social outcomes as that of traditional middle school physical education programs. A. Ewert (1986), a clinician of the physical education profession, asserts that adventure education programs promote skill level, develop physical and emotional health, and enhance psychological and sociological aspects. Ewert defines skill level promotion as those skills which are suited to lifelong recreational activities. Physical and emotional health are developed through cardiovascular endurance, strength, coordination, and catharsis which depict the traditional physical education program. And finally, Ewert asserts that psychological and sociological aspects, such as self-concept, confidence, group cooperation, respect for oneself and others, and compassion for others, are enhanced by adventure education

programs, especially in the middle school physical education setting (Ewert, 1986).

Ewert (1986) further professes that adventure education provides situations to enhance the cognitions of students. In an age when school boards, administrators, and personnel are concerned with higher ordered thinking skills, adventure education programming is in a position to accommodate achievement of such skills. Various individual and group problem-solving initiatives have been implemented in the program with the goal of developing problem-solving techniques, decision-making skills, cooperative learning methods, and group conscience. Conversely, it is often difficult to identify these same components in the traditional middle school physical education programs.

Litigation and Adventure Education

Adventure education is increasingly becoming a part of our public school systems. In the past, administrators and the public had rejected its presence because of its inherent danger. Whittaker (1981), in reference to danger, distinguishes it in two ways: real danger and apparent danger. Real danger ensues when an individual is in a situation that could result in bodily harm or loss of life. Apparent danger is the feeling an individual experiences that danger is present in an activity even after acknowledging that he/she is quite safe (Whittaker, 1981). It is difficult to totally eliminate real danger from any

physical activity, and adventure education is no exception. However, it is possible to engineer situations that permit adventure education to have a high degree of apparent danger with a low degree of real danger. Whittaker further discusses the aspects of danger, differentiating between subjective and objective danger. Subjective danger is the result of human error. This occurs when an individual exceeds his/her level of proficiency or that of the members of the group, or uses poor judgment when confronted with a hazardous situation. Objective danger is the result of "acts of God," like being hit by a falling rock or struck by lightning (Whittaker, 1981). This commissions adventure education personnel to not only be knowledgeable of the discipline, but also to be highly skilled and immensely experienced. The individual must come to terms with his/her own personal limitations and yet fully potentialize his/her strengths. Only then can the subjective danger be minimized and the objective danger be realistically estimated.

Frakt (1978) states that many adventure education programs take place in the wilderness or otherwise unimproved natural settings. This sets the stage for numerous litigation suits. Litigation will mostly ensue if the following conditions transpire:

- (1) A failure to completely and precisely explain the hazards of the activity to the participant.
- (2) A failure to deny participation to those individuals who have not acquired the maturity, physical conditioning, and the

- level of expertise that the particular activity demands.
- (3) A failure to furnish professional leadership and guidance that would satisfy the reasonable standards of those individuals generally pursuing such activities. (Frakt, 1978, p. 51)

A major concern of adventure education is safety. Administrators may seem reluctant to implement adventure education programs because of the risk factor, especially on the high elements. This leads one to question the number of injuries occurring in adventure education programs. Project Adventure has addressed this dilemma by conducting a 10-year safety study of adventure education programs. Beginning in 1970, Project Adventure recorded the number of injuries occurring in the Project Adventure classes and the regular physical education classes. After the initial three years, the results were evaluated. The records indicated that the Project Adventure classes had a better safety record each year than the regular physical education classes.

In 1981, an accident rate survey was administered to 246 Project Adventure adopter sites which included the physical education component. (A few were adventure programs similar to Project Adventure physical education programs.) A total of 116 questionnaires were returned, representing 28 states with 39 programs coming from Massachusetts alone. Fourteen of the programs had low elements only in their ropes course. The average number of years in operation was 3.8. The average number of students

participating at each site per year was 386. Of the 116 programs, 97 were public schools, 11 represented camps, 5 were colleges, and 5 represented state agencies. The total number of injuries indicated was 78. Of the 78 injured, 55 were minor bruises and contusions. The remaining 23 were more serious sprains and breaks. It is significant to note that more injuries occurred on the low elements. This supports the premise that more injuries occurred on the low elements because the students did not perceive the risk to be as great and, therefore, were not as cautious and often did not adhere to specific safety procedures. Statistical information is reported on the standard of a million hours of exposure to the program. Assuming the students participated two hours per week, 36 weeks per year of school physical education, a total of 15,190,864 hours were accumulated. Therefore, there was a rate of 5.13 accidents per million hours of exposure based upon the 78 total reported injuries (Project Adventure, 1982).

In contrast, the National Safety Council of Chicago conducted a safety study of the physical education injuries in over 2,000 school districts. When converted to the same standard of a million hours of exposure to the program, it revealed that 9.6 injuries per million student hours of exposure transpired in the regular physical education classes. This study confirms the earlier results of the Project Adventure study that although both are very safe,

adventure education programs are safer than regular physical education programs (Project Adventure, 1982). A further comparison can be made with Outward Bound and automobile driving. Higgins (cited in Project Adventure, 1982) reports that injuries occurred in Outward Bound programs at a rate of 37.5 injuries per million student-hours of program exposure. Moreover, a study of automobile injuries indicated a rate of 60 injuries per million hours of exposure to automobile riding (Project Adventure, 1982) (see Appendix A).

In conclusion, this survey encompassed approximately 175,000 students over a 10-year period. The results undeniably indicate that Project Adventure classes are more safe than regular physical education classes (Project Adventure, 1982).

In 1986, Project Adventure completed a 15-year safety study of adventure-type education programs. A total of 392 programs participated. The average number of years in operation was 6.5. Of the 392 programs, 20 had no ropes course, 34 had low elements only, and 340 had a combination of low and high elements on their course. The following agencies participated: (1) schools (public/private)--143; (2) camps--112, (3) outdoor education/nature centers--64, (4) colleges--35; (5) hospitals--24, and (6) municipal recreation centers--14.

The evaluation method utilized in the statistical reporting of injuries was identical to that of a 10-year safety study (a million hours of exposure to the program). There were a total of 157 accidents and a total of 42,752,242 hours on tasks, for a rate of 3.7 accidents per million hours on task. The injury rate on the 10-year safety study reported 5.1 injuries per million hours. Furthermore, the surveys returned encompassed over one million participants spanning the past 15 years. The results clearly substantiate the 10-year safety study which revealed that Project Adventure physical education classes were as safe as, or safer than, the traditional physical education classes.

Administrators, lawyers, and insurance personnel do not purposely desire to deny students an adventure education program. Rather, it is their responsibility to make sure that programs are well-designed, competently staffed, and properly equipped. Project Adventure has issued the following recommendations for adventure physical education programs:

1. Signs:

Two different signs should be posted on the perimeter of the ropes course. It is best to nail the signs to the trees. The signs should state the following: "This 'Adventure Course' must be used only within approved programs. Please follow these guidelines:
--wear appropriate footwear
--remove sharp objects from pockets
--remove jewelry (bracelets, rings, etc.)

--attempt each activity with proper spotting or belay
 --follow specific safety procedures for each event."

"NO TRESPASSING

Ropes Course not to be used without supervision by authorized personnel." (Project Adventure, 1978, p. III)

2. Inspection and maintenance of ropes course: It is essential that proper inspection and maintenance be adhered to. All apparatus and equipment used in class should be inspected on a daily basis. Examine all ropes, the physical course, and the program hardware biannually. Inspect all elements and replace all polypropylene and gold-line ropes annually. Inspect and replace if necessary all manila ropes every two years.

3. Denying access to rope ladders and swings: All ladders and swings that remain on the course should be drawn up and out of reach to prevent unauthorized use.

4. Staff: All adventure education personnel should review teaching and safety procedures, as well as program content, biannually to ensure teaching method consistency and appropriate proficiency level.

5. Specific safety procedures: Each ropes course is designed to satisfy the particular needs of that group. Many of the elements require specific safety procedures. A detailed account of each of these elements can be found in Cowstails and Cobras, a publication of Project Adventure (1978).

In the final analysis, adventure education programs must be organized and supervised by competent professionals and participated in by those whose age and maturity allow them to appreciate the risks and whose level of skill and conditioning are such that they may be reasonably expected to meet the challenge (Frakt, 1978).

Types of Adventure Education Programs

Adventure education programs are found to be functioning in many different capacities in our society. Activities, such as rock-climbing, backpacking, kayaking, cross-country skiing, and initiative testing, are characteristic of such courses. Organizations, agencies, and institutions are implementing these programs because of the impact of the experience. It also serves as an opportunity to escape the usual monotony and boring curricula. Educationally, it is another direction for the professionals to pursue in achieving learning outcomes. In the following paragraphs, various types of adventure education programs are presented.

The University of New Hampshire with the aid of Outward Bound has incorporated an eight-day summer adventure experience for its student-teachers. The goal was that the student-teachers would gain insights into how they learn themselves. These insights could then be applied to the second phase of the program when the student-teacher interns would team-teach K-12 children for six weeks. Activities

included were rock-climbing, backpacking, hiking, and orienteering. At the end of the eight days, the group returned to the Durham Campus. The group then concentrated on developing a six-week summer program over a week-and-a-half time period for the area school children. The group was divided into the following teaching teams: K-2, 3-4, 5-8, and 9-12. The program has aided the student-teacher interns in understanding their own learning processes. It was desired that the student-teachers would now realize the need to reach children who have trouble learning in their classrooms (Eder, 1976).

Another experimental program was conducted at Northern Illinois University's Lorado Taft Field Campus in the winter of 1976. It was a joint effort of the Outdoor Teacher Education Department and the Counseling and Student Development Central Division of Student Affairs. The program was designed as a weekend residential experience for 8 to 10 women. Its purpose was to assist the participants in identifying and developing strengths in four areas: interpersonal, intrapersonal, intellectual, and physical. Friday's activities were designed for interpersonal and intrapersonal exploration and for relaxation from the pace of college living. Saturday's activities comprised the intellectual and physical components through the use of outdoor initiative tasks. Sunday, the final day, consisted of a rappel over a 20-foot tower which combined all four

areas. The Tennessee Self-Concept Scale was administered before, immediately following, and one month after the weekend. Three areas were evaluated: total positive overall view of self-concept, self-criticism, and identity. The results reported that comparisons of both pre-post and pre-post/post scores yielded changes in the positive direction, significant at the .01 level for both total positive and identity sub-areas. The self-criticism scores indicated a decreased inclination for self-criticism at the .05 level of confidence. Furthermore, t-tests revealed no significant differences between post and one-month follow-up scores. In conclusion, the statistical results of the study suggested that the program contributed to a change in the participants' self-image (Keating, 1978).

Adventure education is part of a therapeutic center located in Sante Fe, New Mexico. The Sante Fe Mountain Center is designed to accommodate many special populations in the state. The center works jointly with the state and local correctional institutions, community mental health centers, social services, and residential treatment centers. The center serves families in crisis, the anxiety-disordered, behaviorally disordered youth, sex offenders, victims of sexual assault, and many others. The program is composed of rock-climbing, ropes course, extended wilderness living, and white-water rafting, along with other activities designed to challenge one's self-image. The center's course

lasts 3 to 21 days. The psychologists of this program stress the idea that attitudinal change can best follow reflection upon new experiences and behaviors. They concur that the traditional setting consists of impermeable rules that stifle the problem-solving capacities of individuals. In contrast, in the wilderness the rules are natural rather than arbitrary. The outdoors allows the individual to respond flexibly and adaptively. The employees of the Sante Fe Mountain Center express exuberance with the positive outcomes of the program (Kimball, 1986).

Another example of the diversified use of adventure programming is at Ceta Canyon Camp in Palo Duro Canyon, Texas. In June 1988, 20 junior high school gifted students were given the opportunity to participate in a three-day weekend leadership experience. The purpose of the program was to assist these students in the development of knowledge and skills in becoming effective leaders that could not be obtained in the regular classroom. The program consisted of two components: the study of leadership and the challenge course. The study of the leadership component encompassed the development and training in self-confidence, personal responsibility, communication, and team building. The challenge course component consisted of group initiatives. Students were to evaluate themselves, as well as the program. Both evaluations indicated the students had fostered knowledge and skills that they could take home with

them. The students particularly applauded the challenge course. They expressed a desire for this component to be at least a week long. Other recommendations by the students included less lecture time and more activities. However, in the final analysis, the experience was perceived as a success (Milosevich, 1988).

In 1985, the Preble Chapel Teen Adventure (Teen Adventure) of Maine was established. It was designed as an outdoor adventure counseling program for adolescents. The program was conducted in a manner similar to that of Outward Bound. The clients would live outdoors for an extended period of time. They participated in appropriately structured activities, such as canoeing, backpacking, rock-climbing, and ropes course, with the intent of encouraging rehabilitation and growth. Behavioral problems were addressed with reality therapy and behavioral contracts. The majority of the program's clients were males between the ages of 13 and 15 years. They usually arrived from Human Services with a history of child abuse and neglect. As a result, they tended to exhibit antisocial behavior. Programs that foster trust, self-image, communication skills, self-control, and appropriate relationships are strongly needed for these adolescents. It is maintained that this generic type of Outward Bound program can attain this purpose (Marx, 1988). Adventure education is also present in many school systems. In northern Vermont, Tom

Keck of Union High School District 32 in East Montpelier teaches wilderness skills for high school credit. His students select and cut trees (without the aid of power tools), notch the resulting logs with axes, cut and shape shingles, and ultimately put together a cabin. Year-round Project Adventure programs are conducted at Nauset Regional High School and Hamilton-Wenham Regional High School, both in Massachusetts (Paling, 1984-1985). Other examples of schools implementing their own models of Project Adventure as a component of their physical education programs include Cambridge Public Schools in Cambridge, Massachusetts; Ridgewood Public Schools in Ridgewood, New Jersey; Manchester Public Schools in Manchester, Massachusetts; Bud Carlson Alternative School in Rochester, New Hampshire; and Gloucester Public Schools in Gloucester, Massachusetts.

CHAPTER 3

Procedures and Methodology

Introduction

This section defines the procedures employed in gathering data and explains the method utilized in completing this study. The compilation of this information facilitated the evaluation of adventure education and served as a prerequisite to the development of an adventure physical education teaching manual for the middle school level.

Population Target

This study targeted the middle-school-age student. The selection of this particular education group from the population of kindergarten through grade 12 and higher education originated from three rationales. First, the researcher, being a middle school educator, held specific interest in the middle school child and subsequently became cognizant of the need for the addition of an adventure education component to the traditional middle school physical education program. Second, the middle school curriculum was designed to foster the self-esteem and individuality of the students, which is harmonious with the philosophy of adventure education. Finally, since middle-school-age students differ from other school-age students in their physical, social, and psychological makeup and because

they comprise a defined population of the public school system, it was deemed appropriate that this group be selected for the development of this program.

Procedures for Collecting Information
for the Program

In order to prepare a curriculum and instructional manual on adventure education for use in the middle school grades, the following procedures were implemented:

1. Examine the related literature pertaining to the study;
2. Examine available curricular and instructional materials related to adventure education;
3. Attend workshops pertinent to adventure education: Adventure Programming, Safety Skills Days, Silver Bullet Days, Project Adventure/New Games, and Advanced Skills and Standards;
4. Gain teaching experience in adventure education programming;
5. Utilize collected data to develop a curriculum and instructional manual in adventure education to serve as an added component to the traditional method of teaching middle school physical education.

Manual Format

The following constitutes the outline for An Outdoor Adventure Curriculum Instructional Manual for Middle School Physical Education Students:

- I. Section 1: Games, Trust Activities, and Group Initiatives
 - A. Level 1
 - 1. Introduction
 - 2. Warm-up activities
 - 3. Games
 - B. Level 2
 - 1. Warm-up activities
 - 2. Games
 - 3. Group initiatives
 - C. Level 3
 - 1. Warm-up activities
 - 2. Individual trust-building activities
 - 3. Group trust-building activities
- II. Section 2: Ropes Course Activities
 - A. Level 4
 - 1. Warm-up activities
 - 2. Group initiatives
 - B. Level 5
 - 1. Warm-up activities
 - 2. Low ropes course elements
 - C. Level 6
 - 1. Warm-up activities
 - 2. High ropes course activities

The manual is an adventure education curriculum and instructional guide and may be used by physical educators,

recreation specialists, or any adventure-related personnel. The manual consists of six levels. Each level contains a three-week unit. Each three-week unit contains daily lesson plans (using a standard of five days per week). The format for the lesson plans is on page 49.

The lesson plan designates the following:

1. Day--the day of the week the lesson is being taught;
2. Activity--name of the exercise to be performed;
3. Objective--the desired learning outcomes divided into cognitive, psychomotor, and affective domains;
4. Description of the activity--directions for performing the exercise;
5. Activity level--the physical intensity of the exercise--either high, medium, or low;
6. Equipment needs--the equipment required to perform the exercise;
7. Safety--guidelines in order to avoid any accidents or mishaps;
8. Suggestions--writer's guidelines to improve the effectiveness and efficiency of the exercise or activity.

LEVEL ____

WEEK ____

DAY ____

OBJECTIVES

C--COGNITIVE

P--PSYCHOMOTOR

A--AFFECTIVE

ACTIVITY LEVEL

EQUIPMENT NEEDS

WARM-UPS

DESCRIPTION OF WARM-UPS

ACTIVITIES

ACTIVITY

SAFETY CONCERNS

DESCRIPTION OF ACTIVITIES

SUGGESTIONS

Section 1

The manual is divided into Section 1 and Section 2. Section 1 includes the first three levels and includes 3 three-week units. Section 1 of the adventure education manual requires no additional training for the physical educator. Skills related to gymnastics, physical fitness, cooperation, self-concept development, and so forth, should already be possessed by the certified physical education specialist.

Level 1 is the beginning level. Students are introduced to the philosophy of adventure education. The format for daily instruction includes warm-up exercises and various types of games. The games are designed to reduce inhibitions; promote self and group trust; enhance cooperative attitudes; and improve balance, coordination, agility, and physical fitness.

Level 2 builds on Level 1. The students are presented with group initiatives. A group initiative is a problem presented to a group that must be solved by using the physical and intellectual resources of the entire group. It requires communication, cooperation, decision-making, and leadership (Milosevich, 1988). The format for daily instruction includes a brief warm-up activity, one or two games, and then a group initiative. Students at this level continue to promote their physical skills of coordination, balance, agility, and physical fitness, while also utilizing

their cognitive skills of cooperative learning, communication, decision-making, and leadership ability.

Level 3 stresses the development of individual and group trust among the students. A low degree of risk activities is introduced. The format for daily instruction includes warm-up activities, along with individual and group trust-building exercises. Students continue to work on physical fitness enhancement, as well as the improvement of self-concept and self-confidence.

Section 2

Section 2 of the manual encompasses activities found on the ropes course. Therefore, it is essential that the physical educator attend at least one adventure education workshop in order to gain instruction in ropes course setup, spotting procedures, safety measures, rappelling and belaying techniques, rescue methods, and so forth, to protect himself/herself from litigation upon becoming an adventure education instructor. A solution to this dilemma would be for the school system to provide an adventure education workshop as part of school-wide inservice programs. Section 2 includes the last three levels. As in Section 1, each of these levels contains a three-week unit.

Level 4 is an extension of Level 3. It includes some difficult group initiatives using various obstacles found on the ropes course. The format of daily instruction includes a brief warm-up activity and then a group initiative that

may or may not be completed in one class period. Students continue to enhance their physical skills and develop fitness, balance, and coordination. With respect to cognitive skills, students should be quite competent at cooperative learning skills before attempting this level. A strong emphasis is placed on higher ordered thinking skills, decision-making techniques, and problem-solving activities.

Level 5 involves the low elements found on the ropes course. Low elements are defined as a series of obstacle-type ropes, cables, and logs less than six feet from the ground. The format for daily instruction includes an individual's or a group of individuals' attempt to complete a low element. Physical skills of coordination, balance, and muscular strength and endurance are key components to the student's success. All the skills and attitudes developed in Levels 1 through 4 are now challenged. Individual students will naturally set their own limitations and ultimately determine which elements will be attempted. The previously developed group support and trust will be significant to the success of individuals.

Level 6 is the final level. It has been described as the most exciting. This level involves the high elements on the ropes course. High elements are described as a series of obstacle-type ropes, cables, logs, and bridges more than six feet above the ground. The format for daily instruction includes an individual's attempt to complete a high element.

All of the cognitive, psychomotor, and affective behaviors that have consistently been reinforced throughout previous program levels will be critical to the student's success.

The next chapter contains the manual.

CHAPTER 4
The Manual

INSTRUCTIONAL MANUAL FOR ADVENTURE EDUCATION:
A CURRICULUM DESIGNED FOR MIDDLE SCHOOL
PHYSICAL EDUCATION PROGRAMS

TABLE OF CONTENTS

	PAGE
DISCLAIMER	1
SECTION 1: LEVELS 1-3	2
LEVELS 1-3: INTRODUCTION	3
Level 1: Introduction, Warm-Ups, and Games	4
Overview--Level 1: Introduction, Warm-Ups, and Games	5
Level 1--Lesson Plans	8
Level 2: Group Initiatives Not on the Ropes Course	86
Overview--Level 2: Group Initiatives Not on the Ropes Course	87
Level 2--Lesson Plans	90
Level 3: Individual and Group Trust Activities	167
Overview--Level 3: Individual and Group Trust Activities	168
Level 3--Lesson Plans	171
SECTION 2: LEVELS 4-6	244
LEVELS 4-6: INTRODUCTION	245
Level 4: Group Initiatives on the Ropes Course	248
Overview--Level 4: Group Initiatives on the Ropes Course	249
Level 4--Lesson Plans	251

	PAGE
Level 5: Low Elements on the Ropes Course . . .	318
Overview--Level 5: Low Elements on the Ropes Course	319
Level 5--Lesson Plans	321
 Level 6: High Elements on the Ropes Course . . .	 382
Overview--Level 6: High Elements on the Ropes Course	383
Level 6: Lesson Plans	386
INDEX	442

DISCLAIMER

This dissertation is a nontraditional type designed to fulfill requirements for the Doctor of Arts Program at Middle Tennessee State University. The study has resulted in the development of an adventure education curriculum and instructional manual for middle school physical education programs which is incorporated in Chapter 4. Due to the nature of its contents, the following manual does not adhere to standard dissertation format.

SECTION 1: LEVELS 1-3

LEVEL 1: INTRODUCTION, WARM-UPS, AND GAMES

LEVEL 2: GROUP INITIATIVES NOT ON THE ROPES COURSE

LEVEL 3: INDIVIDUAL AND GROUP TRUST ACTIVITIES

LEVELS 1-3: INTRODUCTION

Class sizes should be between 15 to 20 students in most instructional situations. However, physical education classes are often larger than those of other academic classes. More realistic student numbers are between 35 to 50. The activities included in the first three levels are flexible in accommodating these types of classes. However, the following suggestions may be helpful:

1. The instructor may require a larger area to conduct the tasks.

2. Some of the activities found in Levels 1, 2, and 3 may require the instructor to explain the task to the entire group at the beginning of class and then separate the students into smaller, more workable groups. It is more time efficient to divide the class into smaller groups the first day of instruction. If you would like to change the groups so that students are constantly interacting with other students, it is recommended that a list be posted every three days, identifying the new groups.

LEVEL 1: INTRODUCTION, WARM-UPS, AND GAMES

Level 1 is the beginning level. Students will be introduced to the philosophy of adventure education. The format for daily instruction will include warm-up exercises and various types of games. The warm-ups will improve balance, coordination, flexibility, agility, muscular strength/endurance, and cardiovascular endurance. The games are designed to reduce inhibitions; promote self and group trust; enhance cooperative attitudes; and improve balance, coordination, flexibility, agility, muscular strength/endurance, and cardiovascular endurance. Most of the games can be performed with minimal equipment.

Overview--Level 1: Introduction, Warm-Ups, and Games

Day	Week 1	Week 2	Week 3
1	*Toss a Name Game -Introduction -Hog Call	*Grab Your Toes *Reach and Grab *Bottoms Up -Toe Fencing -Triangle Tag -Booop -Balloon Frantic -Anaerobic Tag	*Karate Stretch *Inch Worm *Reach for Your Feet -Elbow Tag -Everybody's It -Clam Free -Frog Wars #1
2	*Cradle *Legs Over Your Head *Duo Sit-Ups -Hustle Handle -Tattoo	*Comfortable Position *Return-to-the-Soil Position *Cobra *Angel -Moonball -Samurai Warrior	*Rowboat Stretch *Duo Stretch *Duo Sit -Zen Clap -Crab Grab

Overview--Level 1: Introduction, Warm-Ups, and Games (continued)

Day	Week 1	Week 2	Week 3
2	-Physics Phantasy	-Smaug's Jewels	-Snake in the Grass
	-Comet Ball Horseshoes	-Balls Galore	-Monarch
3	*Side Bender	*Duo Isometrics	*Red Baron Stretch
	*Standing Cradle	*Stand Up	*Two-Person Mirroring
	*Side Saddle Stretch	*Stand Off	*Funny Face
	-People to People	-Circle the Circle	-Killer
	-Sit Down Dodgeball	-Hoop Relay	-Catch the Dragon's Tail
	-Trash Ball	-Quail Shooter's Delight	-Flying Dutchman
	-New Volleyball		-Skin the Snake
4	*Dorsal Finger Touch	*Double Cobra	*Hamstring Stretch
	*Candle	*Hamstring/Quadricep Stretch	*Sitting Groin Stretch
	*Mini-Balance Test	*Ballet Stretch	*Plowing
	-Flip Me the Bird Tag	-Blob	-Lemonade
	-Full House	-Add-On Tag	-Giants/Elves/Wizards

Overview--Level 1: Introduction, Warm-Ups, and Games (continued)

Day	Week 1	Week 2	Week 3
4	-Amoeba Race -Swat	-Broken Spoke -Ship Wreck	-Speed Rabbit
5	*Hopping (Scissor Hop, Criss-Cross, and Ski Hopping) -Marathon Whistle -Waumpum -Ankle Biters -Asteroids	*Hopping (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop) -Rattlers -Loose Caboose -Python Pentathlon -Last Detail	*Hopping (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping) -Go Tag -Frisalevio -Star Wars

Note: * indicates a warm-up. - indicates an activity.

LEVEL 1--LESSON PLANS

LEVEL 1	WEEK 1	DAY 1
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will utilize memory
A--AFFECTIVE	techniques.
	C--Students will expand their knowledge of
	adventure education.
	P--Students will improve hand-eye
	coordination and equilibrium.
	A--Students will form an opinion of
	adventure education.
	A--Students will enhance group
	communication and cooperation.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>Toss a Name Game</u> --two rubber balls, three to five inches in diameter, per group. <u>Hog Call</u> --blindfolds for each participant.
-----------------	--

WARM-UP	1. <u>Toss a Name Game</u>
---------	----------------------------

DESCRIPTION OF WARM-UP

Toss a Name Game. Have students form a circle, facing to the inside. If there are more than 20 students, divide them equally into two or more groups. The instructor

 LEVEL 1

WEEK 1

DAY 1

DESCRIPTION OF WARM-UP (continued)

Toss a Name Game (continued)

initiates the game by saying his/her name and continues to pass the ball clockwise until the ball returns to the instructor. As each student receives the ball, he/she is to say his/her name. Next, the instructor calls out a student's name in the circle and tosses the ball to him/her and that student calls out another student's name (as the ball is tossed), etc. After two to three minutes, add a second ball to increase the frequency of names being called and the action. If there are two or more groups, have students change groups every five minutes. For example, everyone whose birthday is between January and August moves to another group (Rohnke, 1984).

 ACTIVITIES

1. Introduction to Adventure Education
 2. Hog Call
-

ACTIVITY

SAFETY CONCERNS None.

 DESCRIPTION OF ACTIVITIES

Introduction to Adventure Education. It is important to introduce a new unit to students, especially when it is not traditionally taught. However, the introduction should

LEVEL 1

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Introduction to Adventure Education (continued)

be concise due to the relatively short attention spans of middle-school-age students. Give students an overview of adventure education, indicating the different levels: games, individual and group trust activities, group initiatives, and low and high elements. Discuss the benefits derived from adventure education programs, such as physical fitness components (balance, coordination, flexibility, agility, strength, muscular endurance, and cardiovascular endurance); cognitive exercises (higher-ordered thinking skills, decision-making, and problem-solving); and affective activities (self-concept, personal motivation and responsibility, leadership, partner/group cooperation, communication, and creativity). Furthermore, discuss some of the unique features of adventure education, such as the degree of competition, success and participation determined by the student, no athletic skills required to participate, and the inclusion of a "risk-taking" element.

Hog Call. Have students pair up. Each pair should choose a matching set of words; for example, salt and pepper, peanut and butter, stop and go, etc. The pairs then split up and walk to opposite ends of the play area. Have students put on their blindfolds at this time. On the

LEVEL 1**WEEK 1****DAY 1**

DESCRIPTION OF ACTIVITIES (continued)Hog Call (continued)

signal, the students move (walk) in the direction of their partners with their hands in front of them as they shout their matching word. Once the pairs are able to link up, they remove their blindfolds and assist the instructor as spotters for the remaining students. The activity continues until all students have located their partners (Rohnke, 1977, 1984).

SUGGESTIONS

Hog Call--an old sheet will work well in providing blindfolds.

LEVEL 1	WEEK 1	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve hand-eye coordination, balance, flexibility, coordination, upper-body strength, and muscular endurance.
A--AFFECTIVE	A--Students will enhance group communication and cooperation.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Tattoo</u> --as many tennis balls as possible (preferably three per participant). <u>Physics Phantasy</u> --one sock with tennis ball in it for each of the participants. <u>Comet Ball Horseshoes</u> --two hula-hoops per group.
-----------------	---

WARM-UPS	1. <u>Cradle</u> 2. <u>Legs Over Your Head</u> 3. <u>Duo Sit-Ups</u>
----------	--

DESCRIPTION OF WARM-UPS

Cradle. Have students sit down and grasp the left lower leg with both arms and pull it slowly toward the

LEVEL 1

WEEK 1

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Cradle (continued)

chest, attempting to keep the other leg straight out. Hold for 30 seconds. Alternate legs. Repeat twice (Rohnke, 1977).

Legs Over Your Head. Have students lie down, faceup, and lift both legs, keeping them straight, over the head (hold for 10 seconds). Repeat nine times (Anderson, 1980).

Duo Sit-Ups. Have students pair up. One student will lie on the ground, faceup, with his/her head at the standing partner's feet. The student will grab the ankles of his/her standing partner and raise both legs, keeping the legs straight, until gently touching his/her partner. The standing partner will catch the legs of his/her partner with the hands. Repeat four to nine times. Switch positions.

ACTIVITIES

1. Hustle Handle
2. Tattoo
3. Physics Phantasy
4. Comet Ball Horseshoes

ACTIVITY

SAFETY CONCERNS None.

LEVEL 1

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES

Hustle Handle (or Janepaulsuefrediradavepeggy). Have students circle up. Announce that this event is timed. The instructor will say his/her name. The student to the left of the instructor says his/her name, and the student to his/her left, etc., as fast as possible, until the whole circle is finished. Announce the time. Have students repeat one to two times in an attempt to better their time (Rohnke, 1989, 1991c).

Tattoo. Give each student three or four tennis balls and ask him/her to arrange themselves behind the mid-line of an indoor basketball court, facing toward one of the backboards. At the signal, the students throw the balls as hard as possible. Students collect the balls and begin again. After three to four minutes, have students throw with the opposite arm. Then finish up, allowing students to throw with their dominant arm (Rohnke, 1984).

Physics Phantasy. Have students pair up. Give each couple an old sock weighted with sand or a tennis ball. The students face each other at a distance of 10 feet. One student tosses the sock to his/her partner. Couples keep moving apart as they become more proficient at throwing and catching. Students should be catching the flapping tail of the sock, not the weighted portion (Rohnke, 1984).

LEVEL 1**WEEK 1****DAY 2**

DESCRIPTION OF ACTIVITIES (continued)

Comet Ball Horseshoes. Use two hula-hoops as targets and place them 25 yards apart. Students use the sand-filled or tennis-ball-filled socks as horseshoes. Play regulation horseshoes using this scoring system:

10 points: sock completely inside the hoop

5 points: sock touching the hoop

2 points: sock 6 inches away from the hoop

1 point: sock up to 12 inches away from the hoop

(Rohnke, 1984).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 1

WEEK 1

DAY 3

OBJECTIVES C--Students will follow verbal directions
 C--COGNITIVE as given by the instructor.
 P--PSYCHOMOTOR P--Students will improve hand-eye
 A--AFFECTIVE coordination, balance, coordination,
 flexibility, agility, and
 cardiovascular endurance.
 A--Students will enhance group
 communication and cooperation.

ACTIVITY LEVEL Medium, low

EQUIPMENT NEEDS Sit Down Dodgeball--two or three Nerf
 balls.
Trash Ball--a lot of dry trash
 (wastepaper, cardboard boxes, light
 plastics).
New Volleyball--regulation volleyball net
 and ball.

WARM-UPS

1. Side Bender
2. Standing Cradle
3. Side Saddle Stretch

DESCRIPTION OF WARM-UPS

Side Bender. Students are in a standing position,
 hands on hips. Bend to the left as far as possible. Hold

LEVEL 1

WEEK 1

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Side Bender (continued)

for five seconds. Now bend to the right. Hold for five seconds. Repeat eight more times in both directions (Rohnke, 1989).

Standing Cradle. Students are in a standing position. Grasp the left foot with both arms and pull it slowly toward the chest, attempting to keep the other leg straight and maintain balance. Hold for 10 seconds. Alternate feet. Repeat two more times with each foot (Rohnke, 1977).

Side Saddle Stretch. Students lie on their left side with legs extended. Raise the right leg slowly, keeping it extended as high as possible. Then return slowly to the original position. Repeat nine more times. Alternate sides. Repeat with left leg 10 times (Rohnke, 1977).

ACTIVITIES

1. People to People
2. Sit Down Dodgeball
3. Trash Ball
4. New Volleyball

ACTIVITY

SAFETY CONCERNS None.

LEVEL 1

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITIES

People to People. Students pair up and form a circle, facing to the inside. The leader stands in the center of the circle. The leader initiates the games by naming body parts; for example, "back-to-back" or "hip-to-hip." Students continue to match body parts until the instructor shouts, "People-to-people." That's the signal for everyone to find a new partner, including the leader. The extra student becomes the new leader (Fluegelman, 1981).

Sit Down Dodgeball. Students arrange themselves in any order within the established boundaries. One student agrees to be "it." "It" begins the game by trying to eliminate players by hitting them with a Nerf ball below the neck. If hit, a player must sit down on the floor "Indian style." He/she remains in this legs-crossed position unless a thrown ball can be grabbed, at which point he/she can re-enter the game. Two or more balls and/or "its" can be included for increased action. "It" cannot run with the ball, only pivot and throw. Also, "it" cannot deliberately roll a ball to a seated player (Rohnke, 1984).

Trash Ball. Use a regulation volleyball court. Divide students into two equal teams and distribute them on opposite sides of the net. Give each side an equal amount of dry trash (wastepaper, cardboard boxes, light plastic,

LEVEL 1**WEEK 1****DAY 3**

DESCRIPTION OF ACTIVITIES (continued)Trash Ball (continued)

etc.). On the signal, each team tries to put its trash over the net. The referee must write down on a sheet of paper the proposed time limit for each game. This prevents a team from collecting all the trash and throwing it over the net seconds before the time limit. The winner is the team with the least amount of trash within bounds on its side of the net (Rohnke, 1984).

New Volleyball. Use a regulation volleyball court. Divide students into two equal teams and distribute them on opposite sides of the net. Play by standard rules. After both sides have served, rotate the players from one side to the other, rather than within each team. This helps the students focus on having fun, rather than keeping score (Fluegelman, 1976).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 1	WEEK 1	DAY 4
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will build concentration skills.	
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, coordination, flexibility, agility, and cardiovascular endurance.	
	A--Students will enhance group communication and cooperation.	
ACTIVITY LEVEL	High	
EQUIPMENT NEEDS	<p><u>Flip Me the Bird Tag</u>--enough towels or rubber chickens for 1/2 of the participants.</p> <p><u>Full House</u>--three colored marshmallows for each participant on a team.</p> <p><u>Swat</u>--one frisbee and one boffer.</p>	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Dorsal Finger Touch</u> 2. <u>Candle</u> 3. <u>Mini-Balance Test</u> 	

LEVEL 1

WEEK 1

DAY 4

DESCRIPTION OF WARM-UPS

Dorsal Finger Touch. Students are in a standing position. Reach behind the back with both arms (the left arm coming down over the shoulder and the right arm coming up from the waist) and try to touch or grip fingertips of opposite hands. Hold for five seconds. Relax for 10 seconds. Now repeat, but reverse the positions of the hands (the right arm coming down over the shoulder and the left arm coming up from the waist). Hold for five seconds. Repeat entire stretch twice (Rohnke, 1977).

Candle. Students are in a standing position. With the left foot on the ground, tuck the right foot up as far on the left inner thigh as possible. Balance here momentarily and then with the hands placed in a praying position, raise them slowly up over the head, keeping the hands together. As the hands pass the level of the eyes, close the eyes and try to maintain this balance position for 15 seconds. Relax for 30 seconds. Repeat once more (Rohnke, 1977, 1984).

Mini-Balance Test. Students are in a standing position. Stand with the feet together and raise up on tiptoes. The arms are extended together to the front so one looks ready to begin a dive. Try to hold this position with the eyes closed for 30 seconds, without falling from the tiptoe stance. Count the number of times the balance is

LEVEL 1

WEEK 1

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Mini-Balance Test (continued)

lost within the 30 seconds so a comparison can be made on other attempts. Relax. Repeat exercise one more time (Rohnke, 1977, 1984).

ACTIVITIES

1. Flip Me the Bird Tag
 2. Full House
 3. Amoeba Race
 4. Swat
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Flip Me the Bird Tag. Have students scatter themselves within the established boundaries. Ask two or three students to volunteer to be the chasers. Give 1/2 of the students a towel tied in a knot (substitute for rubber chicken). To be immune from a tag, a player must be grasping a bird (a towel). There can only be one bird in the hand of one player. The bird cannot be thrown to the same student twice in succession. If a player is tagged, he/she becomes one of the new chasers. The old chaser becomes the chased (Rohnke, 1984).

LEVEL 1

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Full House. A large gymnasium is best-suited for play. Divide students into equal teams and send to opposite ends of the gym. Each team member is given three marshmallows of a particular color (red team/blue team) and instructed to try and get to the opposite side of the gym (a designated SAFE area). The first team to move all its players into the SAFE area wins. As the players are passing by each other, they can freeze opposing team members by hitting them with a thrown marshmallow (anywhere below the neck). A suspended player must remain immobile for 30 seconds after being hit. Players may only collect and throw marshmallows of their team's color (Rohnke, 1984).

Amoeba Race. Divide students into three or more groups of 10 to 20 and position each group at the starting line. Each group forms an amoeba. Each amoeba consists of protoplasm and a cell wall. Students who don't mind being close will stand tightly together, facing any direction, forming the shape of a circle. These students will be the protoplasm. The other students surround the circled students, facing outward, and link elbows. These students make up the cell wall. On the signal, have the amoebas race to the finish line (Fluegelman, 1976).

LEVEL 1

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Swat. Divide students into groups of 8 to 10. Each group forms a circle, facing to the inside. Ask one student to agree to be "it." "It" stands in the center of the circle, along with the boffer (a styrofoam sword) placed on top of a frisbee. "It" picks up the boffer and stalks the circle. Play begins when "it" swats a student in the circle. "It" must run back to the frisbee, lay the boffer on it, and return to the swatted student's place in the circle; and "it" must do this before the victim, the swattee, can recover the boffer and tag "it." If "it" succeeds, the swattee becomes the new swatter. However, if the swattee tags "it," the chase starts again, for the swattee must drop the boffer back on the frisbee and reach his/her original position in the circle before "it" can recover the boffer and tag him/her again. This continues (with the boffer always returned to the frisbee between swats) until one of these two players does manage to get back into place before being tagged. The student left holding the boffer becomes the new "it" and begins stalking the circle for another victim (Fluegelman, 1981).

LEVEL 1

WEEK 1

DAY 4

SUGGESTIONS

Swat--if you feel there are too many
non-participating students, change your
groups to four or five students.

LEVEL 1	WEEK 1	DAY 5
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will utilize memory
A--AFFECTIVE	techniques.
	P--Students will improve balance, flexibility, agility, muscular endurance, and cardiovascular endurance.
	A--Students will enhance group communication and cooperation.

ACTIVITY LEVEL	High
----------------	------

EQUIPMENT NEEDS	<u>Waumpum</u> --one boffer per group.
	<u>Ankle Biters</u> --one boffer (Nerf ball can be substituted) per participant.
	<u>Asteroids</u> --one Nerf ball per participant.

WARM-UP	1. <u>Hopping</u> (Scissor Hop, Criss-Cross, and Ski Hopping)
---------	---

DESCRIPTION OF WARM-UP

Hopping. Have students scatter themselves. Students begin hopping with feet together. Encourage students to jump at their own pace. Continue for 30 seconds. Next,

LEVEL 1

WEEK 1

DAY 5

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

students begin to scissor hop. Bring left foot forward as the right foot moves backward. Continue alternating feet. Gradually increase the distance. Continue for 30 seconds. Then criss-cross the legs on each hop, again trying to increase the length of each lateral movement (this is the lower half of a jumping jack). Continue for 30 seconds. Finally, ski hop by locking the legs together and hopping side-to-side (as if jumping over a log). Continue for 30 seconds (Rohnke, 1977, 1989).

ACTIVITIES

1. Marathon Whistle
 2. Waumpum
 3. Ankle Biters
 4. Asteroids
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Marathon Whistle. Have students scatter themselves. Begin with a group whistle. Then ask for individual students to see who can sustain the longest non-stop, lip-puckered whistle (Rohnke, 1984).

LEVEL 1

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Waumpum. Divide students into groups of 8 to 15. Each group forms a circle, facing to the inside. Ask one student out of each group to agree to be the whacker and stand in the center of the circle. The whacker is armed with a boffer. The students in the circle should be sitting and within reach of the whacker's boffer. The game begins when a student in the circle says the name of another student in the circle. The whacker tries to whack that named student before he/she can name another student in the circle, and so on. When the whacker is finally able to waumpum a student before he/she can verbalize a name, that student replaces the whacker and goes to the center of the circle and the game continues (Rohnke, 1991b).

Ankle Biters. Have students scatter themselves within the established boundaries. Students are now known as "warriors" and are issued a boffer with three lives. Students try to hit each other with the boffers. Each hit subtracts a life. After a warrior has been hit three times (not in succession), he/she must throw away the boffer and become an ankle biter. The ankle biter remains in a kneeling position and is restricted to pivoting off of either foot in an effort to grab the ankles of nearby warriors. Ankle biters work together to try to reduce the

LEVEL 1

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Ankle Biters (continued)

mobility of the remaining warriors. The game continues until only one mighty warrior remains (Rohnke, 1991b).

Asteroids. Have students scatter themselves within the established boundaries. Each student is given a Nerf ball. On the signal, all players loft the Nerf balls into the air. Each player must then grab someone else's thrown Nerf ball after it hits the ground or floor. Using this weapon, students try to hit another player. If a player is hit, he/she sits down. Sitting players try to collect all balls that land on the ground near them. Continue play until one player remains standing. Then start the game over (Rohnke, 1991b).

SUGGESTIONS

Waumpum--if you feel there are too many non-participating students, change your groups to four or five students.

Ankle Biters--once the sitting player has collected a pre-agreed-upon number of balls, he/she may stand and throw again.

LEVEL 1	WEEK 2	DAY 1
---------	--------	-------

OBJECTIVES	C---Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve hand-eye coordination, balance, coordination, flexibility, agility, strength, and cardiovascular endurance.
A--AFFECTIVE	A--Students will enhance group communication and cooperation.
	A--Students will develop decision-making skills and problem-solving techniques.

ACTIVITY LEVEL	High, medium
----------------	--------------

EQUIPMENT NEEDS	<u>Booop</u> --one balloon per team.
	<u>Balloon Frantic</u> --one balloon per participant, plus 10 extra balloons.
	<u>Anaerobic Tag</u> --one frisbee.

WARM-UPS	1. <u>Grab Your Toes</u>
	2. <u>Reach and Grab</u>
	3. <u>Bottoms Up</u>

DESCRIPTION OF WARM-UPS

Grab Your Toes. Have students sit down on the ground or floor. With the legs extended and separated on the

LEVEL 1

WEEK 2

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Grab Your Toes (continued)

ground, ask students to grab the toes (or whatever they can reach) and lean backward trying to hold a balance-point on their coccyges (bottoms) for 20 seconds, then roll over backward while holding onto the toes (relax for 20 seconds). Repeat (Rohnke, 1989).

Reach and Grab. Have students sit down on the ground or floor with legs spread apart. Students try to reach as far forward as possible, grabbing some grass or fingering the floor. Hold for 20 seconds. Sit up and relax for 20 seconds. Repeat, but this time try to reach farther than the first time. Hold for 20 seconds. Rest for 20 seconds. Repeat once more, but this time try to reach farther than the second time (Rohnke, 1989).

Bottoms Up. Have students pair up. Partners sit on the ground or floor, facing one another, and place the bottoms of their feet against each other. Legs should be bent, with feet held high, and posteriors fairly close to one another. On the signal, attempt to push against each other's feet, while supporting the body's weight on the arms and hands until both derrieres (bottoms) come off the ground. Hold for 20 seconds. Return to the starting

 LEVEL 1

WEEK 2

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Bottoms Up (continued)

position and relax for 30 seconds. Repeat exercise. Hold for 30 seconds (Rohnke, 1984).

ACTIVITIES

1. Toe Fencing
 2. Triangle Tag
 3. Booop
 4. Balloon Frantic
 5. Anaerobic Tag
-

ACTIVITY

SAFETY CONCERNS Booop--watch for high kicks in the group.

DESCRIPTION OF ACTIVITIES

Toe Fencing. Students pair up, face each other, and hold hands. On the signal, have students try to tap the tops of each other's toes with the sole of their shoe and, after three rounds, switch to a new partner (Fluegelman, 1981).

Triangle Tag. Students divide into groups of four. Of the group, three will hold hands, forming a triangle, facing each other. One of the three in the triangle agrees to be the target. The fourth player stands outside the triangle as the chaser. The chaser tries to tag the target. The

LEVEL 1

WEEK 2

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Triangle Tag (continued)

three players in the triangle all cooperate to protect the target by moving and shifting, and the target cannot be legally tagged on the hands or arms, or from across the triangle. Once the target is tagged, he/she becomes the new chaser. A different player in the triangle chooses to be the target (Fluegelman, 1981).

Booop. Students form groups of four to six, then join hands. The group tries to keep the balloon aloft by batting the balloon with any part of the body, including the hands which must remain clasped. If the balloon touches the ground or floor, the group loses use of their hands. As balloons continue to eventually and inevitably fall to the ground or floor, keep removing parts of the anatomy that are allowed to strike the balloon (elbows, shoulders, etc.). The group that eventually loses the use of their feet is out and can then recycle to any point of the game they choose (Rohnke, 1984).

Balloon Frantic. Have students scatter themselves within the established boundaries. Provide one balloon for each participant. On the signal, students throw the balloon into the air. The object is for the students to keep the

LEVEL 1

WEEK 2

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Balloon Frantic (continued)

balloons aloft until six penalties have been indicated by the referee. Penalties result when a balloon strikes the ground or floor. The group has five seconds to get the balloon aloft before another penalty results. Additionally, every 15 seconds after play is initiated, an extra balloon is thrown in the area of play. Once the group receives six penalties, play is stopped. The time is recorded. The group is encouraged to discuss strategy. Then the activity is played again with the group's goal of extending their time (Rohnke, 1984).

Anaerobic Tag. Divide students into two teams of 10 to 15 within the established boundaries. On the signal, the instructor throw a rubber ring somewhere on the field of play. Whoever catches it or picks it up may run until he/she is tagged or he/she has thrown the rubber ring to another member of his/her team. The object of play is to pass the rubber ring 15 times among the members of the team before the rubber ring is intercepted by the other team. Throws may be made to any team member, but not to the same student twice in a row. If a student is tagged (two hands below the shoulders), that student must throw the rubber ring to a teammate immediately (two seconds or less). If

LEVEL 1**WEEK 2****DAY 1**

DESCRIPTION OF ACTIVITIES (continued)**Anaerobic Tag (continued)**

two students grab the rubber ring simultaneously, require a throw straight-up by one of the students, and the count starts again from zero. When a team reaches 15, they score points. The rubber ring then goes immediately to the other team so that a restart is not necessary (Rohnke, 1989).

SUGGESTIONS

Anaerobic Tag--Pennies will helpful in distinguishing between team 1 and team 2.

LEVEL 1	WEEK 2	DAY 2
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	P--Students will improve hand-eye coordination, balance, coordination, flexibility, agility, and cardiovascular endurance.	
A--AFFECTIVE	A--Students will enhance group communication, cooperation, and personal creativity.	
	A--Students will develop decision-making skills and problem-solving techniques.	
ACTIVITY LEVEL	High, medium	
EQUIPMENT NEEDS	<u>Moonball</u> --one beach ball per group. <u>Samurai Warrior</u> --one boffer and one frisbee per group. <u>Smaug's Jewels</u> --one handkerchief per group. <u>Balls Galore</u> --lots of tennis balls (at least 75).	

LEVEL 1	WEEK 2	DAY 2
WARM-UPS	1. <u>Comfortable Position/Return-to-the-Soil Position</u>	
	2. <u>Cobra</u>	
	3. <u>Angel</u>	

DESCRIPTION OF WARM-UPS

Comfortable Position. This activity helps students become accustomed to the unexpected, which is characteristic of adventure education. The instructor has the students lie down on the ground with him/her. Students place the right hand on the ground first, next the left hand on top of the right hand, and then the chin on top of the left hand (Rohnke, 1977, 1989).

Return-to-the-Soil Position. Beginning from the Comfortable Position, have students put their right hand beside the trunk (waist) with palm up. Repeat the same procedure with the left hand. Now put the face (nose-down) onto the ground. Slowly and comfortably take three deep breaths (Rohnke, 1977, 1989).

Cobra. Students lie on the ground, facing down. Begin by raising the top half of the body, head up as far as possible, and hold that position for five seconds. As the head and torso rise up, slowly inhale. As the body lowers,

 LEVEL 1

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Cobra (continued)

slowly exhale. Repeat two or three times (Rohnke, 1977, 1989).

Angel. Students are in a standing position. With the feet about shoulder-width apart and with legs kept straight, bend slowly at the waist and attempt to touch the palms to the ground. Hold that position for five seconds. Next, begin to slowly rise into an arms-up position (reaching for the sky), body fully extended, Angel position. Take in air as the upper body lifts until the lungs fill and the arms-extended, palms-up, on-the-toes, head-back, arched position is reached. Hold for five seconds. Repeat entire exercise twice (Rohnke, 1977, 1989).

ACTIVITIES

1. Moonball
 2. Samurai Warrior
 3. Smaug's Jewels
 4. Balls Galore
-

ACTIVITY

SAFETY CONCERNS None.

LEVEL 1

WEEK 2

DAY 2

DESCRIPTION OF ACTIVITIES

Moonball. Have students scatter themselves within the established boundaries. Using a beach ball, have the group keep the ball aloft. Count how many times the group strikes the ball before it hits the ground. A player cannot hit the ball twice in succession. Count one point for each hit. At the completion of the game, encourage the students to discuss strategy. Then play the game again with the group's goal of increasing the number of hits (Rohnke, 1984).

Samurai Warrior. Have the students form a circle, facing to the inside. One student agrees to be the "Samurai warrior" and stands in the center of the circle with a boffer. The students should be well out of range of the boffer. The Samurai initiates the game by taking a swipe at the targets with the sword, the swings being either high or low. If the swing is high, all the targets have to duck. If the swing is low, the targets have to jump. If the student jumps or ducks appropriately, he/she takes one step in toward the warrior. If the student jumps or ducks incorrectly, he/she remains where he/she was. The first student to touch the Samurai warrior becomes the new "Samurai warrior" (Fluegelman, 1981).

LEVEL 1**WEEK 2****DAY 2**

DESCRIPTION OF ACTIVITIES (continued)

Smaug's Jewels. Have students form a circle, facing to the inside. One student volunteers to be the "smaug" and stands in the center of the circle, guarding the jewels (a handkerchief placed on the ground or floor). The group tries to steal the treasure without being tagged. The smaug can travel as far from the jewels as he/she dares. Those touched by the smaug are instantly frozen in place and become smaug "guardians." These "guardians" cannot walk or lean, but may stretch arms and help freeze remaining thieves. The player who is able to steal the jewels becomes the new "smaug" (Fluegelman, 1976).

Balls Galore. Divide the students into groups of three to four. Allow a two-minute preparation time limit. The object is to see how many tennis balls one individual can hold off the ground or floor for five seconds. The use of clothing is not permitted. Record each group's score. Allow students to regroup and further develop strategy. Repeat activity. Encourage students to attempt to improve their scores (Rohnke, 1984).

LEVEL 1	WEEK 2	DAY 2
SUGGESTIONS	<u>Balls Galore</u> --suggest to students possible locations to position the balls (between the legs, under the arms, beneath the chin, in arms, etc.).	

LEVEL 1	WEEK 2	DAY 3
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	P--Students will improve hand-eye coordination, balance, strength, coordination, and flexibility.	
A--AFFECTIVE	A--Students will enhance group communication and cooperation.	
ACTIVITY LEVEL	Medium	
EQUIPMENT NEEDS	<p><u>Circle the Circle</u>--two different-sized hula-hoops, or one regular hula-hoop and one flexible hula-hoop per group.</p> <p><u>Hoop Relay</u>--three hula-hoops per team.</p> <p><u>Quail Shooter's Delight</u>--two or three soft objects per student forming the circle.</p>	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Duo Isometrics</u> 2. <u>Stand Up</u> 3. <u>Stand Off</u> 	

DESCRIPTION OF WARM-UPS

Duo Isometrics. Have students pair up with someone of similar height. Facing one another with arms extended, ask students to put both hands on each other's shoulders.

LEVEL 1**WEEK 2****DAY 3**

DESCRIPTION OF WARM-UPS (continued)**Duo Isometrics (continued)**

Partners gradually begin trying to push each other into the ground. Increase pressure over a five-second time span, maintain full pressure for about five seconds, and then gradually decrease pressure for about five seconds until back to normal. Next, with the students still facing one another, have them extend one hand forward as if they were going to shake their partner's hand. Keeping hands open and flat (not clasped) with arms extended, begin to exert lateral pressure on your partner's arm, using the five-five-five-second pattern in the previous exercise. Now one partner extends his/her arms with the palms up. The other partner extends his/her arms with the palms down and covers his/her partner's palms-up hands. Students are to exert upward or downward pressure on their partner's hands using the five-five-five-second pattern (Rohnke, 1977, 1984, 1989).

Stand Up. Students pair up with someone of similar height and weight. Have couples sit on the ground, back-to-back, knees bent, and elbows linked. On the signal, the students stand up together by pushing against each other's backs (Fluegelman, 1976).

LEVEL 1**WEEK 2****DAY 3**

DESCRIPTION OF WARM-UPS (continued)

Stand Off. Students pair up with someone of similar height and weight. The couples stand face-to-face on a level surface at one arm's length. Each individual player's feet are together, and both players' toes are touching at the front. The players present their hands with their palms touching their partner's hands. Each player attempts to cause his/her partner to lose his/her balance, making contact with the hands only. If the participant moves one or both feet or lunges forward toward his/her partner, then his/her partner gains a point. The best two out of three points wins (Fluegelman, 1976).

ACTIVITIES

1. Circle the Circle
 2. Hoop Relay
 3. Quail Shooter's Delight
-

ACTIVITY

SAFETY CONCERNS Quail Shooter's Delight--it is imperative that only soft objects be used and that students toss the objects only below the neck.

LEVEL 1**WEEK 2****DAY 3**

DESCRIPTION OF ACTIVITIES

Circle the Circle. Have students form a circle, facing to the inside, and join hands. Choose a beginning point. Have those two students release their grasp, insert the arm of each student through the center of a slightly flexible hoop, and then rejoin hands. Two students now have a hoop resting on their arm (at the elbow), and the circle is again complete. Have students see how quickly they can cause the hoops to travel around the circle in opposite directions, through each other, and back to the starting point. Students will have to step through the hoops without releasing hands (Rohnke, 1984).

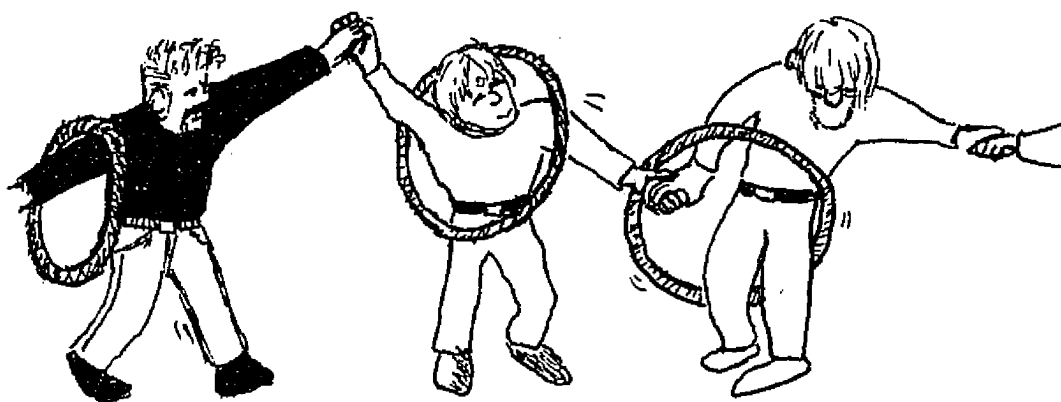


Illustration: Circle the Circle

LEVEL 1**WEEK 2****DAY 3**

DESCRIPTION OF ACTIVITIES (continued)

Hoop Relay. Divide students into groups of eight or more. Set them up in eight lines (single file, facing the instructor). Have the students in each line hold hands front-to-back (reaching backward through their legs to grasp the free hand of the person behind them). This relay requires a starter for each of the teams. Each starter will be holding three or four hoops. On the signal, the starters place one hoop over the head of the first student in line, and as soon as that hoop has reached the third student in line, the second hoop is started, and so on. When the starters initiate the last hoop, they become the first person in line. When the first hoop reaches the last student in line, that individual runs to the front of the line with the hoop, grabs the hand of the now second student, and starts the hoop moving toward the end of the line. Continue play until the original front person (the starter) returns to that position (Rohnke, 1984).

Quail Shooter's Delight. Have students form a circle, facing to the inside. Ask two or three students to stand back-to-back in the center of the circle. Using easily throwable and soft objects (Nerf balls, Nerf frisbees, towels, etc.), ask each student forming the circle to gather two or three objects. On the count of three, the group

LEVEL 1

WEEK 2

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Quail Shooter's Delight (continued)

simultaneously lofts the throwing objects toward the two or three waiting students (the catchers) within the circle.

The catchers attempt to see how many of the flying objects they can hold onto (Rohnke, 1984).

SUGGESTIONS

Circle the Circle--remember to use two different-sized hula-hoops, or one regular hula-hoop and one flexible hula-hoop.

LEVEL 1	WEEK 2	DAY 4
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	P--Students will improve coordination, balance, strength, flexibility, agility, and cardiovascular endurance.	
A--AFFECTIVE	A--Students will enhance group communication and cooperation.	
ACTIVITY LEVEL	High	
EQUIPMENT NEEDS	<u>Ship Wreck</u> --one large hula-hoop per team to use as a "ship."	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Double Cobra</u> 2. <u>Hamstring/Quadricep Stretch</u> 3. <u>Ballet Stretch</u> 	

DESCRIPTION OF WARM-UPS

Double Cobra. Students begin this exercise from a prone position, facedown. Students inhale deeply and raise their torso to the fully stretched position (head and feet raised as high as possible), hold it for five seconds, and then return slowly to the ground, releasing their breath the way a balloon loses its air (Rohnke, 1977).

LEVEL 1

WEEK 2

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Hamstring/Quadricep Stretch. Students begin in a standing position and grasp the toes of the right foot with the left hand and lean forward (as if they are leaning toward the ground to pick up something) so that the left leg is kept straight, while leaning (use the right arm to balance). Alternate sides (Rohnke, 1977).

Ballet Stretch. Students begin in a standing position, with both arms fully extended (as if flying a plane). Raise the left leg, bending at the knee. Hold that position for five seconds. Next, extend the left leg, straighten at the knee. Hold this position for five seconds. Then rotate the left leg to the left so that the leg is extended on the left side. Hold the position for five seconds. Rotate the left leg to the right so that it is now extended in front of the body (the second position described). Hold for five seconds. Then bend the left leg at the knee and hold for five seconds (the first position). Finally, return the left leg to the ground. Repeat all positions with the right leg (Rohnke, 1977).

LEVEL 1

WEEK 2

DAY 4

ACTIVITIES

1. Blob
 2. Add-On Tag
 3. Broken Spoke
 4. Ship Wreck
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Blob. One student volunteers to be "it." When "it" catches someone, he/she joins hands with him/her, thus becoming part of the blob. The blob sets out in search of other victims. Only the outside hand on either end of the blob can tag players. As the blob increases in size, it is able to divide up in order to seek more victims more efficiently. The last student to survive the blob becomes the new "it" (Fluegelman, 1976).

Add-On Tag. Have students pair up. One couple volunteers to be "it." "It" chases the other pairs. When a pair is caught, they pair up with "it" and continue the chase. Only the outside hand on either end can tag players. Play continues, as the catching line extends, until only one pair is remaining. This couple becomes the new "it" (Rohnke, 1977).

LEVEL 1

WEEK 2

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Broken Spoke. Divide the students into five groups of four or more. Students from the five groups arrange themselves like the spokes of a wheel, with each group sitting cross-legged, one behind the other. All five spokes face the center or hub of the wheel. One student volunteers to be "it." "It" initiates the game by walking around the outside of the wheel and breaking the spoke by tapping the last student in one of the lines. "It" either shouts, "Come with me," in which case the group follows him/her around the circle, or "Go away," in which case the group runs around the circle in the opposite direction. Each student races back to the original spoke position and sits down. The last student to get back into line (either "it" or a student from the group) becomes the new "it" (Fluegelman, 1981).

Ship Wreck. Divide the students into groups of 8 to 10. Supply each group with a "ship" (a large hula-hoop) and instruct them to hold onto its sides as they run the length of the playing field. On the signal, groups run with their "ship" until the leader yells, "Shark." Then all members of the group must jump on board their "ship." The first group with all feet off the ground gains a point. Repeat this procedure several times. The first group to reach the

LEVEL 1

WEEK 2

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Ship Wreck (continued)

finish line earns three points. Add the scores up and determine a winner (Rohnke, 1984).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 1	WEEK 2	DAY 5
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will utilize memory techniques.	
A--AFFECTIVE	P--Students will improve coordination, balance, agility, and cardiovascular/muscular endurance.	
	A--Students will enhance group communication, cooperation, and personal creativity.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<u>Rattlers</u> --two blindfolds and two 12-ounce cans with pebbles in them for each group. <u>Loose Caboose</u> --one Nerf ball per switcher.	
WARM-UP	1. <u>Hopping</u> (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)	

DESCRIPTION OF WARM-UP

Hopping. Students scatter themselves. Begin by having the students hop on one leg, holding the other bent leg from behind, and then change legs after 20 to 30 repetitions.

LEVEL 1

WEEK 2

DAY 5

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

Next, hop on one leg while spinning, letting the other leg centrifuge up into an "L" position in front of you. Use the arms for balance. Now hop and try to spin 360 degrees in either direction (must be on grass or a mat). Finally, scissor kick-hop to the front and then to the rear. Kicks should be as high as possible (Rohnke, 1977, 1989).

ACTIVITIES

1. Rattlers
 2. Loose Caboose
 3. Python Pentathlon
 4. Last Detail
-

ACTIVITY

SAFETY CONCERNS Loose Caboose--because of the sprinting, the grass is preferable to the gym floor.

DESCRIPTION OF ACTIVITIES

Rattlers. Students form a circle around two players. The players are both blindfolded and are given a rattler (a tin can with small rocks in it). One player (the pursuer) tries to tag the other (the pursued). The pursuer is only allowed to initiate five shakes to locate the pursued. The pursued must respond immediately following each shake of the

LEVEL 1

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Rattlers (continued)

pursuer. In addition, the pursued can shake his/her rattler as much as he/she dares. The participants forming the circle keep track of the number of shakes the pursuer has initiated. They may also change the dimension of the circle to confuse the other two players (Fluegelman, 1976).

Loose Caboose. Divide the students into three or more trains. Each train consists of a locomotive (the front position) and three or four cars. The students place their hands on the hips of the person in front of them. In addition, one student will volunteer to be the switcher, and another student will agree to be the loose caboose. On the signal, the switcher, who is armed with a Nerf ball, tries to tag the loose caboose with the ball before he/she can hook onto the back of a train. If the caboose does manage to link up, the locomotive (front position) of his/her train breaks away to become the new loose caboose. If the switcher tags the caboose, the caboose becomes the new switcher. The old switcher hooks onto the back of any train and thus releases a locomotive to become the new loose caboose (Fluegelman, 1981).

Python Pentathlon. Divide the students into groups of five. Have them arrange themselves in seated

LEVEL 1

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Python Pentathlon (continued)

toboggan-fashion on the floor. Each student behind the front student of each line should have his/her feet in the lap of the student in front of him/her so that each participant except number 1 has only gluteal contact with the ground. Number 1 is the only one permitted to touch the floor with his/her hands and feet. Have the groups set up in relay lines. On the signal, each group waddles its way to the finish line. The first team to make gluteal contact with the finish line wins (Rohnke, 1977, 1989).

Last Detail. Have students pair off. The partners sit, facing one another, for a period of two to three minutes. During this time, the partners are to observe and remember as much as possible about each other. Then partners turn back-to-back, and each change six details about themselves (for example, change the direction the hair parts, switch arms the watch is on, unbutton one button on the shirt, etc.). Partners then turn back face-to-face and see if they can spot all the changes made. Then they rotate to a new partner (Fluegelman, 1981).

LEVEL 1**WEEK 2****DAY 5**

SUGGESTIONS

Python Pentathlon--this activity works best on a floor and would be difficult to perform on the grass.

LEVEL 1	WEEK 3	DAY 1
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve coordination, balance, agility, flexibility, and cardiovascular endurance.	
	A--Students will enhance group communication, cooperation, and personal responsibility.	
ACTIVITY LEVEL	High, medium	
EQUIPMENT NEEDS	<p><u>Clam Free</u>--one Nerf ball per "nuclear reactor."</p> <p><u>Frog Wars #1</u>--Spot-markers (nine-inch diameter rubber or plastic markers) for 1/2 of the students and fleece balls for at least 1/2 of the students.</p>	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Karate Stretch</u> 2. <u>Inch Worm</u> 3. <u>Reach for Your Feet</u> 	

LEVEL 1**WEEK 3****DAY 1**

DESCRIPTION OF WARM-UPS

Karate Stretch. Have students sit down on the ground. While seated, bring the feet together so that the soles meet. Reach forward to grasp both of the feet at the toe end and pull the heels toward the crotch. The elbows will be bent with forearms above and about parallel to the feet. Hold this position for 15 seconds. Release the feet and sit up, breathing slowly and deeply. Re-grasp the feet and once again pull toward the crotch. However, this time make sure the elbows are outside the shins. Hold for 15 seconds. Repeat entire exercise twice (Rohnke, 1989).

Inch Worm. Have students pair up. Partners sit on the ground facing each other. Move toward each other until you are able to sit on each other's feet. Grasp your partner's elbows or upper arms with each hand. The pair then determines which direction it will move. The partner, in whose direction it is going, lifts his/her derriere off the ground and moves backward. The second partner now lifts off the ground and, in a cooperative one-two bug-like movement, lifts his/her derriere off the ground and moves toward his/her partner. Continue for two to three minutes (Rohnke, 1984, 1989).

Reach for Your Feet--Have students sit down. With legs extended on the ground, grasp the toes, keeping the knees

 LEVEL 1

WEEK 3

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Reach for Your Feet (continued)

locked, and pull up so that the student is balancing on his/her derriere. Hold for 15 seconds, then roll over backward. Repeat twice (Rohnke, 1977).

ACTIVITIES

1. Elbow Tag
 2. Everybody's It
 3. Clam Free
 4. Frog Wars #1
-

ACTIVITY

SAFETY CONCERNS Frog Wars #1--all hits with the fleece balls must be below the neck.

DESCRIPTION OF ACTIVITIES

Elbow Tag. Have students pair up. Partners link elbows, keeping the outside elbow bent and the outside hand on the waist. One student agrees to be "it," and another student volunteers to be the runner. On the signal, "it" tries to tag the runner. However, the runner may avoid being tagged by linking an elbow with the free elbow of any member of any pair on the playing field. As the runner links up with one member of the pair, he/she shouts, "Go," and the other member of the pair must take off as the new

LEVEL 1

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Elbow Tag (continued)

runner. If the runner is tagged by "it," he/she becomes the new "it" (Fluegelman, 1981).

Everybody's It. This game has only two rules. First everybody's "it." Second, when a player is tagged, he/she is frozen. As one will discover, this game is over very quickly (Fluegelman, 1981).

Clam Free. One student agrees to be the nuclear reactor. He/she is armed with a Nerf ball. The other students are clams. The object of the game is for the nuclear reactor to contaminate all the clams by tagging them with the Nerf ball. Once contaminated, the clams become frozen in place. However, a frozen clam can be freed if two mobile clams encircle the frozen clam, join hands, and shout, "Clam free." In addition, if one of the clams can touch the nuclear reactor on the back without being tagged, the nuclear reactor becomes frozen for 10 seconds. He/she must count out loud, 1-10 backward. If four or more handholding clams can encircle the nuclear reactor and shout, "Melt down," then the reactor must shut down for good (Fluegelman, 1981).

Frog Wars #1. Divide students into two groups. Group 1 is supplied with lily pads (nine-inch diameter rubber or

LEVEL 1**WEEK 3****DAY 1**

DESCRIPTION OF ACTIVITIES (continued)**Frog Wars #1 (continued)**

plastic markers). Group 2 is armed with numerous fleece or Nerf balls. The object of the game is for group 1 to move its entire team the length of the basketball court, while group 2 attempts to stop them with the fleece balls. Group 1 moves by flipping its lily pads (a minimum of three feet). A student is safe from being hit while standing on the lily pad or with the lily pad in hand. A student can be hit by a thrown fleece ball while hopping (in which one would have to return 1/2 the distance from the starting line). Group 2 may retrieve the fleece balls from any location; however, all throws must be made from behind the black out-of-bound lines that parallel the basketball court. Once all of group 1 have successfully moved their lily pads to the finish line, record the time. Have groups switch roles. After all of group 2 have successfully moved their lily pads, record the time and determine a winner (Rohnke, 1991b).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 1	WEEK 3	DAY 2
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will demonstrate the ability to process the sequence, then immediately respond in the appropriate manner.	
A--AFFECTIVE	P--Students will improve balance, coordination, agility, flexibility, and cardiovascular endurance.	
	A--Students will enhance group communication and cooperation.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<u>Monarch</u> --one Nerf ball per monarch.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Rowboat Stretch</u> 2. <u>Duo Stretch</u> 3. <u>Duo Sit</u> 	

DESCRIPTION OF WARM-UPS

Rowboat Stretch. Have students pair up with someone of similar height. Partners sit on the ground facing each other, legs extended and soles of feet together. Grasp hands and take turns pulling one another back and forth, stretching the hamstring muscles. Some pairs may have to

LEVEL 1

WEEK 3

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Rowboat Stretch (continued)

bend at the knees in order to grasp hands (Rohnke, 1977, 1989).

Duo Stretch. Students pair up with someone of similar weight. Stand back-to-back, with elbows linked. One partner locks his/her knees and elbows and lifts the other off the ground. He/she gently shakes his partner. The individual on top should try to relax. Alternate.

NOTE: This exercise should not be performed by students who have back problems (Rohnke, 1977).

Duo Sit. Have students pair up with someone of similar height. Students face each other and grasp hands. On the signal, they simultaneously squat to a 90-degree angle, as if to sit in a chair. Back is straight and knees are bent. Hold for 60 seconds (Rohnke, 1977).

ACTIVITIES

1. Zen Clap
 2. Crab Grab
 3. Snake in the Grass
 4. Monarch
-

LEVEL 1

WEEK 3

DAY 2

ACTIVITY

SAFETY CONCERNS Crab Grab and Snake in the Grass--because of the body contact with the ground or floor, it is preferable to be on the grass rather than on the gym floor.

DESCRIPTION OF ACTIVITIES

Zen Clap. Have students sit in a circle of 8 to 10, facing each other. The game begins with one student placing either hand, fingers extended, on top of the head and saying, "yin." The direction that the starter's fingers are pointing (left or right) determines which student goes next. If the left hand is used, the fingers would be pointing to the student in the circle to the right, and that student would go next. If the right hand is used, the fingers would be pointing to the student in the circle to the left, and that student would go next. The second student places either hand, with fingers extended, under the chin and says, "yang." Whichever way the fingers are pointing (left or right) indicates who in the circle goes next. The third player performs a one-handed (silent) clap by pointing the fingertips toward any other student in the circle, while saying nothing at all. The student pointed at starts the whole procedure over again. Students who goof are

LEVEL 1

WEEK 3

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

Zen Clap (continued)

eliminated from the circle and become hecklers. The hecklers try to distract the students (no physical contact) remaining in the circle as much as possible. Continue play until one student remains (Fluegelman, 1981).

Crab Grab. Have students assume the crab position (bellies up and knees bent, bodies elevated on hands and feet). Students try to make one another touch their rear end to the ground. Students must keep their hands on the ground at all times. Only feet may be used to cause the other student to touch his/her rear end to the ground. Students must maintain the crab position supported by at least three extremities. Continue until only one player remains (Fluegelman, 1981).

Snake in the Grass. One student agrees to be the starter snake. The snake lies down on the stomach (on the ground) and must remain in this immobile position. The other students gather around the snake, making physical contact (such as touching the snake with a finger). The instructor shouts, "Snake-in-the-grass." Everyone runs, staying within the bounds of the snake area, while the snake tries to tag as many as possible (those within arms' reach). Those students tagged also become snakes. The non-snakes

LEVEL 1

WEEK 3

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

Snake in the Grass (continued)

run around, trying not to be caught by the snakes. Play continues until one non-snake student remains. This student becomes the new starter snake. It may be necessary to have more than one starter snake, along with very limited boundaries (Fluegelman, 1976).

Monarch. One student agrees to be the monarch. He/she is armed with a Nerf ball. The other students are known as anarchists. The monarch recruits new members by hitting the anarchists with the Nerf ball. Once hit, the student raises his/her hand and announces, "Monarch." The monarch, who has possession of the Nerf ball, may not move. However, he/she may pass the ball to another monarch who may be in a better position to hit an anarchist. All hits should be below the waist. Continue play until everyone becomes a monarch (Fluegelman, 1981).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 1	WEEK 3	DAY 3
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve balance, coordination, agility, flexibility, and cardiovascular endurance.
A--AFFECTIVE	A--Students will enhance group communication, cooperation, and personal creativity.

ACTIVITY LEVEL	High
----------------	------

EQUIPMENT NEEDS	<u>Catch the Dragon's Tail</u> --one handkerchief per "dragon."
-----------------	---

WARM-UPS	1. <u>Red Baron Stretch</u>
	2. <u>Two-Person Mirroring</u>
	3. <u>Funny Face</u>

DESCRIPTION OF WARM-UPS

Red Baron Stretch. A bit of fantasy is necessary in performing this exercise. Ask students to pretend that each of their hands is an airplane engaging in an aerial dogfight. While keeping the feet shoulder-width apart and stationary, the planes can chase each other anywhere that the body or arm movements will allow. Include "the sounds of combat." If the students appear to enjoy this fantasy

LEVEL 1

WEEK 3

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Red Baron Stretch (continued)

game, then ask them to pair up. Standing face-to-face, the students continue the dogfight with one person's hand being pursued and the other person's hand being the pursuer (Rohnke, 1977, 1984, 1989).

Two-Person Mirroring. Have the students pair up.

Partners stand, facing each other. One partner initiates the exercise by doing various movements. The other student is to duplicate these movements. Continue for two minutes. Alternate roles (Rohnke, 1989).

Funny Face. Divide students into groups of five to six. Instruct the groups that on the signal each participant is to try to make the other students in his/her group smile. If a student shows the slightest smile, he/she is eliminated from the group. A student may not touch another student, and all eyes must stay open. Continue play until only one student remains in the group. If the students enjoy this, then have the remaining student from each group compete against each other (Rohnke, 1984, 1989).

 LEVEL 1

WEEK 3

DAY 3

ACTIVITIES

1. Killer
 2. Catch the Dragon's Tail
 3. Flying Dutchman
 4. Skin the Snake
-

ACTIVITY

SAFETY CONCERNS Catch the Dragon's Tail, Flying Dutchman, and Skin the Snake--because of the nature of play, it is preferable to be on grass rather than on the gym floor.

DESCRIPTION OF ACTIVITIES

Killer. Have the students scatter themselves and close their eyes. The instructor walks among the students and selects a killer by tapping one person on the back. Once the killer is selected, the students mingle among themselves. They greet each other (making eye contact) while shaking hands. The killer murders his victims with the wink of the eye. Once a student has been murdered, he/she must wait for three to five seconds to die, at which time a most dramatic death scene is performed. The "dead" whisper statements, such as "Help me," "I was murdered," etc., to confuse those still living. An accusation must be made by at least two students. The first student states, "I have an accusation." The second student says, "I second the

LEVEL 1

WEEK 3

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Killer (continued)

accusation." The two accusers count to three and point to the player they think is the perpetrator (no conference allowed). If they both point to a suspect who is innocent or if they both point to two different suspects (even if one of those suspects is guilty), they're dead on the spot. If, however, they both point to the true killer, he/she must confess to the crime (Fluegelman, 1981).

Catch the Dragon's Tail--Divide students into groups of 10 or more. Each group lines up single file. Each student puts his/her hands on the waist of the person in front of him/her. The last student in line tucks a handkerchief in the back of his/her belt. On the signal, the head of each dragon begins chasing the tail of the other dragons. The student at the head of the line tries to maneuver himself/herself to snatch the handkerchief from the other dragons. The tail of the dragon tries to maneuver away from other dragons. When a dragon's tail is caught, the pursuer becomes that dragon's new tail. The second student in line of the pursuer dragon becomes the new head of the dragon (Fluegelman, 1976).

Flying Dutchman. All students form a circle, facing to the inside, except for two volunteers. The students in the

LEVEL 1

WEEK 3

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Flying Dutchman (continued)

circle make up ports (every two students form a port). The two volunteers are the lost ship. They walk around the circle, holding hands, searching for a port (a place in the circle). Once they decide on a port, they break the handhold of two students in the circle (one partner separates the handhold with his/her hand). Then they run around the circle, heading for the port. Meanwhile, the two students whose hands were not joined must rejoin hands and run the opposite direction around the ship and back to their original port. The couple to reach the vacant port first remains there. The partners on the outside begin searching for a new port (Fluegelman, 1976).

Skin the Snake. Divide students into groups of 10 or more. Have them line up in single-line relay formation. Each student should reach back between his/her legs with the left hand and grab the right hand of the student behind. Continue holding hands at all times. On the signal, the last student in line lies on his/her back. The student in front of him/her backs up, straddling his/her body, and lies on his/her back, right behind him/her. This continues until the last student in line lies down. As soon as the head touches the ground, he/she gets up and starts forward again,

LEVEL 1**WEEK 3****DAY 3**

DESCRIPTION OF ACTIVITIES (continued)**Skin the Snake (continued)**

pulling everyone else up and along. When the last student is on his/her feet, then the group runs across the finish line. If any students break hands during any part of the process, they must stop, go back to that point, and reconnect before proceeding (Fluegelman, 1976).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 1

WEEK 3

DAY 4

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will demonstrate the ability
A--AFFECTIVE	to process the sequence, then
	immediately respond in the appropriate
	manner.
	C--Students will develop decision-making
	skills and problem-solving techniques.
	P--Students will improve coordination,
	flexibility, and cardiovascular
	endurance.
	A--Students will enhance group
	communication, cooperation, and
	personal creativity.

ACTIVITY LEVEL	High, low
----------------	-----------

EQUIPMENT NEEDS	None.
-----------------	-------

WARM-UPS	1. <u>Hamstring Stretch</u>
	2. <u>Sitting Groin Stretch</u>
	3. <u>Plowing</u>

DESCRIPTION OF WARM-UPS

Hamstring Stretch. Have students sit on the ground or floor. Extend the right leg. Bend the left leg and place

LEVEL 1

WEEK 3

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Hamstring Stretch (continued)

the foot against the inside of the right thigh. From this position, slowly bend forward from the hips toward the foot of the straight right leg until the muscle is stretched. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Alternate legs (Anderson, 1980).

Sitting Groin Stretch. Students sit with the feet spread apart. Slowly lean forward from the hips, placing the hands in front on the ground or floor for leverage. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds (Anderson, 1980).

Plowing. Students begin in a standing position, feet slightly wider than shoulder-width apart. Locking the knees, bend down, placing the hands between the legs as far back as possible. Hold for 30 seconds. Raise up and relax

LEVEL 1

WEEK 3

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Plowing (continued)

for 30 seconds. Repeat once again, bending down and extending the hands back between the legs slightly farther than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending down and extending the hands back between the legs slightly farther than the second attempt. Hold for 30 seconds.

ACTIVITIES

1. Lemonade
 2. Giants/Elves/Wizards
 3. Speed Rabbit
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Lemonade. Divide students into two groups: the actors and the guessers. Set up parallel goal lines about 15 yards apart. Each team retires to its line. The actors choose a geographical location and an occupation that is common there (for example, Texas--cowboys). Meanwhile, the guessers are discussing possible choices. On the signal, the teams line up on their goal lines. The actors initiate the game by taking two giant steps and shout, "Here we come." The

LEVEL 1

WEEK 3

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Lemonade (continued)

guessers retaliate with two giant steps and shout, "Where're you from?" The actors step forward again and shout out the name of the geographical location they have chosen. The guessers take two more giant steps and ask, "What's your trade?" The actors take two more giant steps and reply, "Lemonade." The guessers now take two final giant steps and say, "Well, show us some if you're not afraid!" The actors now act out in pantomime their chosen occupation. The guessers shout out answers. When the guessers figure out what the occupation is, then the actors must run back to their goal line before they are tagged by the guessers. Tagged actors join the guessers' team, and the guessers become the actors for the next round (Fluegelman, 1981).

Giants/Elves/Wizards. Divide students into two teams. Each team retires to their goal line, goes into a huddle, and decides which of three characters they will portray. The giants stand on their toes, stretch their bodies as tall as possible, spread their arms, and shout, "Giants." The elves squat down, pull in their shoulders, and whisper, "Elves." The wizards stand hunched over with their hands thrust forward (as if casting a spell) and mystically say, "Wizards." The giants can overpower the elves; however,

LEVEL 1

WEEK 3

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Giants/Elves/Wizards (continued)

they are easily fooled by the wizards. The wizards can fool the giants, but not the elves. The elves can be overpowered by the giants, but are not fooled by the wizards. So the giants beat the elves, elves beat the wizards, and the wizards beat the giants. The teams face off in the center between the goal lines and start a four-part chant. On the first three counts, both teams say, "Giants, elves, wizards," assuming the proper voice and stance for each character. On the fourth and final count, each team shouts the name of its chosen character while taking the appropriate stance. Depending on the chosen characters, the overpowering team tries to tag the other team before they can cross their goal line, thus adding them to their team. Teams should always select an alternate character to prohibit the same characters being portrayed. For example, if team 1 and team 2 both choose to be giants, then the instructor would tell them to repeat the sequence, but use their second choice of character. This will save time since students will not have to huddle up again (Fluegelman, 1981).

Speed Rabbit. Have students form a circle, facing to the inside. The leader stands in the middle of the circle.

LEVEL 1

WEEK 3

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Speed Rabbit (continued)

The leader points to a student in the circle and says either "elephant," "rabbit," or "cow." The designated individual and the two students to his/her immediate left and right must perform the correct sequence before the leader counts to 10. If the sequence is not done correctly or in time, then the offending student (one of the three) must take the place of the leader. If the sequence is performed correctly, the leader continues on to another student.

Elephant: the student pointed to extends his/her right arm forward, palm down, and hand slightly cupped, bringing the left hand under the arm and up to pinch the nose. The two students to the left and right must flap their ears by waving their hands next to their ears. Rabbit: the student hops up and down. Students to the left and right stomp their feet. Cow: the student interlaces the fingers of both hands and presses both palms out and away from his/her body, resulting in both thumbs pointed to the ground. The students to the left and right grab a thumb and mime a milking motion (Rohnke, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 1

WEEK 3

DAY 5

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve hand-eye
A--AFFECTIVE	coordination, agility, coordination, and cardiovascular/muscular endurance.
	A--Students will enhance group cooperation and communication.

ACTIVITY LEVEL	High
----------------	------

EQUIPMENT NEEDS	<u>Frisalevio</u> --enough frisbees for one complete team. <u>Star Wars</u> --two boffers and two frisbees for the two Jedi knights. Lots of Nerf balls (preferably one per participant).
-----------------	---

WARM-UP	1. <u>Hopping</u> (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping)
---------	---

DESCRIPTION OF WARM-UP

Hopping. Have students pair up. Start everyone hopping. Ask students to hold their partner's hand as they continue to hop (duo hopping). Next, instruct them to continue hopping, but only on one leg (right leg) and spin around together in opposite directions. Make sure to grasp

LEVEL 1

WEEK 3

DAY 5

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

hands tightly. After 30 seconds or so, have them change hands, legs, and spinning direction. Then ask couples to join up (group of four) and, standing side-to-side (single-file formation), put their arms around each other's waist. Instruct them to begin to kick simultaneously together, alternating kicks in sets of three from side-to-side, starting with the left leg, kicking to the right (troika hop). This movement is similar to that of the Rockettes. After everyone has caught on and had time to practice, ask the students to form two flanking lines with equal numbers, facing one another about six-feet apart, everyone arm-in-arm. Students begin hopping. On the signal, everyone begins the kicks in the same direction, alternating left to right in sets of three (group hopping). It is helpful to continue to cue the students; for example, "ready, kick right one-two-three, and now left one-two three," etc. (Rohnke, 1977, 1989).

ACTIVITIES

1. Go Tag
 2. Frisalevio
 3. Star Wars
-

LEVEL 1

WEEK 3

DAY 5

ACTIVITY

SAFETY CONCERNS Frisalevio--all frisbees should be thrown
below the waist.

Star Wars--all Nerf balls should be thrown
below the neck.

DESCRIPTION OF ACTIVITIES

Go Tag. Assemble the students into a single-file line with alternate players facing opposite directions (to the left and right). Everyone is squatting. The student at one end of the line will be the first runner. He/she may run in either direction around the line. The student at the other end will be the first chaser. He/she may start running either counterclockwise or clockwise, but may not switch directions once started. The object of the game is for the chaser to tag the runner. The chaser can at any time tap the back of any squatting student and shout, "Go." The tapped student steps forward to begin the chase, while the old chaser takes his/her place in line. When the runner is finally tagged, he/she squats at one end of the line, and the student who tagged him/her becomes the new runner. The student at the other end of the line becomes the new chaser (Fluegelman, 1976).

LEVEL 1

WEEK 3

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Frisalevio. Divide students into two equal groups. Group 1 will be the jailers. Group 2 will be the inmates. Establish boundaries. Set up a jail area. Group 1, the jailers, start from inside the jail, armed with a frisbee. Group 2, the inmates, are randomly scattered throughout the play area. On the signal, the jailers chase the inmates, attempting to capture them by hitting them with the frisbee below the waist. After an inmate is hit, he/she must put both hands over his/her head and jog to jail. The inmates can be freed from jail if an uncaught inmate can step both feet in the jail without being hit with a frisbee and yell, "Frisalevio." Play continues until all inmates are caught. The instructor records the amount of time the effort took. Teams switch roles. This effort is timed again. The team with the least amount of time to capture the opposing team is declared the winner (Rohnke, 1977, 1989).

Star Wars. Divide students into two equal groups. Set up one large playing area with a line to separate the two armies. Place on the line as many Nerf balls (known as death stars) as possible. Each team designates a Jedi knight who is armed with a boffer and will protect the army's star base (use a frisbee). On the signal, both armies rush to the dividing line, gather as many death stars

LEVEL 1

WEEK 3

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Star Wars (continued)

as they can, and begin hurling them at the opposing army. If one hits the player, the player is frozen immediately (in a time warp). However, the Jedi knight can rescue the player by leaving the star base, hopping on one foot, and touching the player with the boffer. If a player catches a death star, then the thrower is frozen. As long as the Jedi knight is on his/her star base, he/she is safe. However, if he/she is hit by a death star while en route to rescue a fellow player, he/she is frozen and lost forever in space. Therefore, it is imperative that the army protect the Jedi knight. The game continues until everyone in one army is frozen (Fluegelman, 1981).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 2: GROUP INITIATIVES NOT ON THE ROPES COURSE

Level 2 builds on level 1. The students are presented with group initiatives. A group initiative is a problem presented to a group that must be solved by using the physical and intellectual resources of the entire group. It requires communication, cooperation, decision-making, and leadership (Milosevich, 1988). The format for daily instruction will include a brief warm-up activity, one or two games, and then a group initiative. Students at this level will continue to promote their physical skills of coordination, balance, flexibility, agility, muscular strength/endurance, and cardiovascular endurance. Students will utilize their cognitive abilities of communication, decision-making, problem-solving, and leadership, as well as their affective behaviors of responsibility, ingenuity, commitment, and trust.

Overview--Level 2: Group Initiatives Not on the Ropes Course

Day	Week 1	Week 2	Week 3
1	*Competitive Walking (1/4 of a mile) -Touch My Can -Everybody Up -Where in the Circle Am I? -Two in a Row -The Turnstile	*Invisible Jump Rope -Wordles	*Hopping (Scissor Hop, Criss-Cross, and Ski Hopping) -Stranded
2	*Balloon Blow-Up *Fried Egg Simulator *Dollar Jump -Balloon Countdown -All Catch	*The Bends *Human Spring *Stork Stretch -Dragon Dilemma	*Grab Your Toes *Reach and Grab *Bottoms Up -The Great Egg Drop

Overview--Level 2: Group Initiatives Not on the Ropes Course (continued)

Day	Week 1	Week 2	Week 3
2	-Knots -Minute Measure		
3	*Walking Backward (1/8 to 1/4 of a mile) -Traffic Jam -Ten Member Pyramid -Pick and Choose	*Cradle *Legs Over Your Head *Duo Sit-Ups -Macro/Micro Challenge -Junk Yard	*Comfortable Position *Return-to-the-Soil Position *Cobra *Angel -#10 Tin Shoe
4	*Frisbee Throwing	*Side Bender *Standing Cradle *Side Saddle Stretch	*Duo Isometrics *Stand Up *Stand Off

Overview--Level 2: Group Initiatives Not on the Ropes Course (continued)

Day	Week 1	Week 2	Week 3
4	-Emergency -Warp Speed -Group Juggling -I'm Speechless	-All Aboard -Two by Four	-Jelly Roll
5	*Jog in Place (3-5 minutes) -Trench Warfare -Squash Balls	*Dorsal Finger Touch *Candle *Mini-Balance Test -Rock Stack -3-D Mine Field -Breathe Easy	*Double Cobra *Hamstring/Quadri- cept Stretch *Ballet Stretch -The Meuse

Note. * indicates a warm-up. - indicates an activity.

LEVEL 2--LESSON PLANS

LEVEL 2	WEEK 1	DAY 1
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, strength, coordination, and cardiovascular endurance.	
	A--Students will enhance group communication and cooperation.	
ACTIVITY LEVEL	Medium, low	
EQUIPMENT NEEDS	<u>Touch My Can</u> --one soda pop (coke) can per group. <u>Two in a Row</u> --a piece of retired climbing rope (75 feet). <u>The Turnstile</u> --a piece of retired climbing rope (75 feet).	
WARM-UP	1. <u>Competitive Walking</u> (1/4 of a mile)	

DESCRIPTION OF WARM-UP

Competitive Walking. Demonstrate the technique used in competitive walking (pumping arms and wiggling hips). Have

 LEVEL 2

WEEK 1

DAY 1

DESCRIPTION OF WARM-UP (continued)

Competitive Walking (continued)

students briskly walk 1/4 of a mile around the track
(Rohnke, 1977, 1989).

ACTIVITIES

1. Touch My Can
 2. Everybody Up
 3. Where in the Circle Am I?
 4. Two in a Row
 5. The Turnstile
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Touch My Can. Divide students into groups of 12 to 15. Choose two students in each group to hold a can between them, only using their noses. The remaining students must now touch the can simultaneously with some part of their body (normally a finger) without any part of their body touching any other student (Rohnke, 1984).

Everybody Up. Have students pair up with someone of equal size. Instruct couples to sit on the ground or floor, facing each other, with the soles of their feet touching, knees bent, and hands tightly grasped. On the signal,

LEVEL 2

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Everybody Up (continued)

students pull themselves to an upright position. Then ask each couple to pair up with another couple. Have all four students attempt to pull to an upright position. Instruct students to continue to increase the size of the group. Students may need to try an alternate handhold as the size of the group increase (Rohnke, 1989).

Where in the Circle Am I? Have the students form a circle, facing to the inside. Instruct the students to each say their first name in sequence around the circle. Tell students to pay close attention to each person's name. On the signal, students are to alphabetically rearrange themselves by first names without any verbal communication, while maintaining their circle. Permit students to complete this task. Now allow the students to again say their first names in sequence around the circle as many times as necessary in order to make any changes. Each time students repeat the sequence, it is considered a turn. Students are trying to complete this task in as few turns as possible (Rohnke, 1991b).

Two in a Row. Divide students into groups of 20 or less. Use a piece of retired climbing rope (75 feet) as a jump rope. Ask the students to see if they can make two

LEVEL 2

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Two in a Row (continued)

consecutive jumps together without anyone missing. The starting position will be with the rope on the ground or floor and with all the students standing on one side of the rope. The turning direction and the standing arrangement is determined by the students. Change "turners" often to combat arm fatigue. Also, it is helpful to cue the students; for example, "ready--turn" followed immediately by an attempt (Rohnke, 1984).

The Turnstile. Divide students into groups of 30 or less. Use a piece of retired climbing rope (75 feet) as a jump rope. Have the two "turners" begin turning the rope at a slow rate. Ask the students to see if they can ALL get through the spinning rope from one side to the other side under the following conditions:

- (1) Each student going through one at a time,
- (2) Each student making one jump while in the arc, and
- (3) Each student not missing a beat between
himself/herself and the next student in line

(Rohnke, 1984).

LEVEL 2

WEEK 1

DAY 1

SUGGESTIONS

The Turnstile--recognize that the group will most likely experience a lot of frustration. However, encourage them to complete the task. Provide a sufficient amount of time for students to make many attempts.

LEVEL 2	WEEK 1	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, strength, coordination, and flexibility.
	A--Students will enhance group communication, cooperation, and individual creativity.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Balloon Countdown</u> --one balloon per group. <u>All Catch</u> --one Nerf ball per student. <u>Minute Measure</u> --the leader will need a watch with a second hand.
-----------------	--

WARM-UPS	1. <u>Balloon Blow-Up</u> 2. <u>Fried Egg Simulator</u> 3. <u>Dollar Jump</u>
----------	---

DESCRIPTION OF WARM-UPS

Balloon Blow-Up. Have students scatter themselves within the established boundaries. Students lie on the ground or floor in a fetal position, with the tip of the

LEVEL 2

WEEK 1

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Balloon Blow-Up (continued)

thumb pressed against the lips. Students begin by blowing against the thumb, producing noticeable hissing sounds. This hissing sound is the air entering the balloon--the students. Students visualize their cramped body as a deflated balloon in which air is entering their arms and legs. Students demonstrate the type of movements their limbs would make as they begin to expand. Students should make the movements sequential and realistic, remembering how long it takes to blow up a large balloon. Students continue until the balloon is filled to capacity (cheeks puffed out, on tiptoes, arms and legs rigid with air). Students may respond in one of two ways. First, students may "burst" with a loud verbal "pow," rapidly decreasing in size, deflating to the ground or floor, while making loud air-releasing, hissing sounds. Some students may prefer the second method of simply letting the air out and propelling themselves around the room until out of air (Rohnke, 1984).

Fried Egg Simulator. Have students scatter themselves within the established boundaries. Students begin in the fetal position, but on the knees, facedown toward the ground or floor. The students are unbroken fresh eggs. On the signal, the eggs become broken and placed into a hot frying

LEVEL 2

WEEK 1

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Fried Egg Simulator (continued)

pan. The students then flow onto the ground or floor (facedown, spread-eagle). The students continue to respond as an egg would in a hot frying pan. Ask students to be as creative as possible (Rohnke, 1984).

Dollar Jump. Divide students into groups of four. Give each group a fake dollar bill. Place the dollar bill lengthwise flat on the ground or floor. Ask each student in the group to attempt to jump (forward) over the dollar bill, while grasping the toes (by reaching over the front of the feet) and not letting go during the jump or landing. Students must begin with the toes as close as possible to the dollar bill, clearing the dollar bill with the heels of the feet, without falling backward (Rohnke, 1984).

ACTIVITIES

1. Balloon Countdown
2. All Catch
3. Knots
4. Minute Measure

ACTIVITY

SAFETY CONCERNS None.

LEVEL 2**WEEK 1****DAY 2**

DESCRIPTION OF ACTIVITIES

Balloon Countdown. Have students (10 to 30) form a circle, with everyone facing the same direction (to the left or right). Each student will be looking at the back of the person in front of him/her. Designate one student as the leader and provide him/her with a balloon. On the signal, students are to pass the balloon around the circle between the legs, beginning and ending with the leader. Allow 1/2 second for each student. For example, allow 10 seconds for 20 students. Blow a whistle to indicate time has expired. Allow students to attempt to reduce their time (Rohnke, 1991b).

All Catch. Have students scatter themselves within the established boundaries. Each student has a Nerf ball within reach. On the signal, one student tosses his/her ball up to a height of 10 feet. A different student catches the ball. If the ball is caught, the game continues. On the signal, two students throw up their balls simultaneously which must be caught by two different students. If the ball(s) thrown up are caught, then an additional ball is included on the next throw. As the number of balls thrown up increases, students will have to develop some strategy on who will catch the balls in order to be successful. Students continue to include as many balls as possible until someone

LEVEL 2

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

All Catch (continued)

drops a ball. At this point, the students must start over (Rohnke, 1991c).

Knots. Divide students into groups of 10 to 12. Each group forms a circle, facing to the inside. Each student in the group holds out his/her right hand and grasps the right hand of another student from across the circle as if shaking hands. Then the students extend the left hand across the circle and grasp another student's hand. Do not grasp both the right and left hand of the same student. Instruct the students to untangle themselves without breaking hands. When untangled, the students will still have a circle; however, some students may be facing to the inside of the circle, and some students may be facing to the outside of the circle. It is important to note that some configurations formed by students cannot be solved. Therefore, the leader can administer "knots first aid." The leader applies "knots first aid" by allowing the students to decide which pair of hands needs the help. That pair separates and re-grips. "Knots first aid" may have to be administered more than one time (Fluegelman, 1976).

Minute Measure. Have students scatter themselves within the established boundaries and sit down on the ground

LEVEL 2

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

Minute Measure (continued)

or floor. Ask the students to close their eyes. On the signal, have students estimate the duration of three minutes. They are to raise one finger at the end of the first minute and two fingers at the end of the second minute and, at the completion of the third minute, open their eyes, but say nothing until everyone is done. Once all the students are finished, have students discuss their strategy (Rohnke, 1977).

SUGGESTIONS

Knots--when implementing group initiatives, such as Knots, that require students to hold hands for long periods of time, it can be helpful to provide buddy ropes (Rohnke, 1991c). Cut some rope into lengths of five inches and tie a knot in the center. This allows the couples to grasp opposite ends of their buddy rope without actually touching each other.

LEVEL 2	WEEK 1	DAY 3
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	C--Students will utilize memory techniques and concentration skills.	
	P--Students will improve hand-eye coordination, balance, strength, coordination, and cardiovascular endurance.	
	A--Students will enhance group communication, cooperation, and ingenuity.	
ACTIVITY LEVEL	Medium, low	
EQUIPMENT NEEDS	<u>Traffic Jam</u> --nine spot-markers per group. <u>Pick and Choose</u> --as many tennis balls as possible (100) and three paper cores (from carpet mills) or wastebaskets.	
WARM-UP	1. <u>Walking Backward</u> (1/8 to 1/4 of a mile)	

LEVEL 2

WEEK 1

DAY 3

DESCRIPTION OF WARM-UP

Walking Backward. Have students walk backward for 1/8 (200 meters) to 1/4 (400 meters) of a mile. Have students pick their own starting point. On the signal, have them travel as far as possible in a three- to four-minute time period. Use a track if available. This will help to minimize the confusion associated with computing the distance traveled (Rohnke, 1977, 1989).

ACTIVITIES

1. Traffic Jam
 2. Ten Member Pyramid
 3. Pick and Choose
-

ACTIVITY

SAFETY CONCERNS Ten Member Pyramid--mats will be necessary if performed on the floor. Also, if students utilize the hands-and-knees method, spotting will be necessary.

DESCRIPTION OF ACTIVITIES

Traffic Jam. Divide students into groups of eight. Place nine markers on the ground or floor and designate one marker as the center square. Have four students stand on the four markers to the left of the center square and have the remaining four students stand on the four markers to the

 LEVEL 2

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Traffic Jam

right of the center square. Both sides face the center unoccupied square. The object of the activity is for the students on the left side of the center square to end up on the right side of the center square and vice versa.

Students must adhere to the following rules:

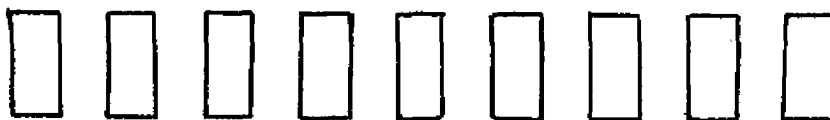


Illustration: Traffic Jam--Layout

Illegal Moves:

- (1) Students cannot move backward.
- (2) Students cannot move around someone who is facing the same direction they are.
- (3) Students cannot move but one person at a time.

Legal Moves:

- (1) Students can move to an empty marker in front of them.

 LEVEL 2

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Traffic Jam (continued)

- (1) Students can move around other students who are facing them to an empty marker. Thus, 1 or 2 may move into the empty space.

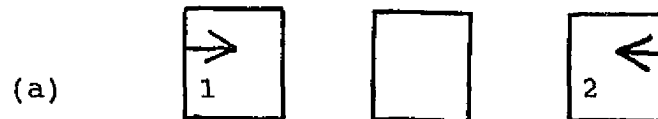


Illustration: Traffic Jam--Legal Moves

1 may move into the empty space because two students are facing one another.

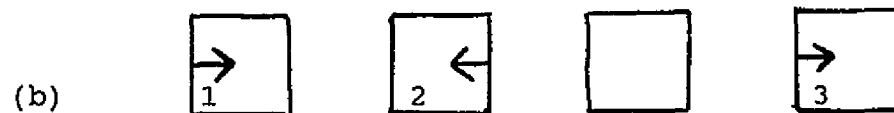


Illustration: Traffic Jam--Legal Moves

Once the students are confident they have the solution memorized, present them with this challenge. Designate one student as the leader. The leader is the only student allowed to call out the moves. On the signal, have the

LEVEL 2

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Traffic Jam (continued)

leader call out the moves as efficiently as possible. Not only will the instructor time the event, but also the other students participating will have to hold their breath until the solution is found. If a student breathes before the solution is complete, the group must begin again. This activity demands that a good leader be chosen and that the remaining students be able to follow directions (Rohnke, 1984).

Ten Member Pyramid. Divide students into groups of 10. Instruct the group to build a symmetrical pyramid (4-3-2-1) as quickly and efficiently as possible. Record the students' time. Now ask them to repeat the activity, utilizing a different method from the first time. Most groups will resort to their hands and knees. A more efficient approach would be to have the students to lie down on the ground or floor, or line up in the 4-3-2-1 sequence. These two approaches take about five seconds to complete. Stress to students the importance of engineering different solutions to tasks that already have an acceptable solution, but perhaps are not the most efficient solution (Rohnke, 1984).

LEVEL 2**WEEK 1****DAY 3**

DESCRIPTION OF ACTIVITIES (continued)

Pick and Choose. Set up four wastebaskets at different distances on the ground or floor. Assign a different point-value to each wastebasket, depending on the distance from the throwing line. The closest wastebasket would be worth 1 point, the second 3 points, the third 5 points, and the farthest 9 points. Place the tennis balls behind the throwing line. Instruct the students to divide themselves into two groups. Group 1 will be the "throwers," and group 2 will be the "retrievers." Group 1 (throwers) will remain behind the throwing line. Group 2 (retrievers) may stand anywhere they please; however, they may not help the balls into the wastebaskets. Their main job is to retrieve missed shots and return the balls to group 1 as quickly as possible. On the signal, students are to see how many balls they can throw in the wastebaskets in a two-minute time period. Once the game has begun, the throwers and retrievers cannot switch positions. Allow students to change their tactics and positions and then repeat the activity (Rohnke, 1991b).

SUGGESTIONS

Traffic Jam--paper plates will work fine as markers.

LEVEL 2

WEEK 1

DAY 3

SUGGESTIONS

(continued)

Pick and Choose--tennis balls do bounce
a lot which adds to the challenge.
However, Nerf balls or other similar
objects may be preferred.

LEVEL 2	WEEK 1	DAY 4
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will utilize memory techniques and concentration skills.	
A--AFFECTIVE		
	C--Students will develop decision-making skills, problem-solving techniques, and group consensus.	
	P--Students will improve hand-eye coordination, balance, strength, coordination, and cardiovascular endurance.	
	A--Students will enhance group communication, cooperation, and personal responsibility.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<u>Frisbee Throwing</u> --frisbees for 1/2 of the participants. <u>Emergency</u> --paper and pencil per group. <u>Warp Speed</u> --one Nerf ball per group. <u>Group Juggling</u> --one Nerf ball per participant.	

LEVEL 2

WEEK 1

DAY 4

EQUIPMENT NEEDS I'm Speechless--balloons for 1/2 of
(continued) the participants.

WARM-UP 1. Frisbee Throwing

DESCRIPTION OF WARM-UP

Frisbee Throwing. Have students pair up and grab a frisbee. Instruct pairs to scatter themselves within the established boundaries. Encourage students to throw at different distances. Additionally, suggest to students that they attempt some fancy catching, such as "behind-the-back" or "between-the-legs." Continue for five minutes.

ACTIVITIES

1. Emergency
2. Warp Speed
3. Group Juggling
4. I'm Speechless

ACTIVITY

SAFETY CONCERNS I'm Speechless--remind blindfolded students to protect their heads and faces, especially when bending over to pick up a balloon.

LEVEL 2

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITIES

Emergency. Divide students into groups of six. Distribute to each group a piece of paper and a pencil. Present the students with the following scenario and allow them five minutes to solve:

In an energy crisis, you have been instructed to eliminate the 10 least useful appliances in your house (including televisions, radios, clocks, irons, etc.). List, in order of least usefulness, the 10 appliances your family could do without.

At the end of the five-minute time period, the group designates one student to represent them, who shares their list with the class (Rohnke, 1977).

Warp Speed. Divide students into groups of 20 or less. Have the group form a circle, facing to the inside. The leader will initiate the activity by tossing a Nerf ball to a student across the circle, and that student will toss the ball to another student across the circle. This throw-and-catch procedure continues until all the students have thrown and caught the ball. Remind students to remember to whom they threw the ball and from whom they received the ball. Ask one student with a digital watch to be the official timer. On the signal, have the students execute this throw-catch sequence as fast as possible (usually one to two

LEVEL 2

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Warp Speed (continued)

seconds per student). Allow the students to brainstorm on different approaches to reducing the time. Almost any suggestion is acceptable (even if they want to rearrange their circle and stand beside the student to whom they are throwing) (Rohnke, 1989).

Group Juggling. Divide students into groups of 20 or less. Have students form a circle, facing to the inside. Ask them to recall the "throw-catch" sequence. Begin with one Nerf ball at normal speed. Continue to add balls until there are as many balls in motion as there are students in the group (Fluegelman, 1981).

I'm Speechless. Have students pair up and provide each pair with a blindfold. One student of the pair is instructed to put on the blindfold. Randomly assign each pair a number. Next, have one balloon inflated for each pair. Using a magic marker, sequentially number each balloon. Then provide the blindfolded member with a balloon (make sure the number on the balloon is not the number assigned to the pair). On the signal, the blindfolded member throws the balloon in the air. The task of the pair is to find the balloon with their number on it. The sighted member will give verbal directions to the blindfolded

LEVEL 2

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

I'm Speechless (continued)

student, who will retrieve the balloon. Then the blindfolded student, while holding the balloon, will line up shoulder-to-shoulder with the other blindfolded students so that the line extends from one to whatever. Additional rules are as follows:

- (1) The sighted member may touch his/her partner, but may not physically direct his/her movements.
- (2) The blindfolded student is mute and may not make any sounds.
- (3) The sighted student may talk and give directions only to his/her partner.

Allow students to discuss strategy and then repeat the activity. Make sure partners exchange roles (Rohnke, 1991b).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 2	WEEK 1	DAY 5
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	C--Students will utilize memory techniques and concentration skills.	
	P--Students will improve balance, coordination, and cardiovascular endurance.	
	A--Students will enhance group communication, cooperation, and responsibility.	
ACTIVITY LEVEL	Medium, low	
EQUIPMENT NEEDS	<u>Trench Warfare</u> --13 markers per group. <u>Squash Balls</u> --30 tennis balls and one six-foot pole per group; masking tape.	
WARM-UP	1. <u>Jog in Place</u> (three to five minutes)	

DESCRIPTION OF WARM-UP

Jog in Place. Have students jog in place for three to five minutes. It will be helpful to describe a scenario with this activity, which includes climbing hills (raise up

 LEVEL 2

WEEK 1

DAY 5

DESCRIPTION OF WARM-UP (continued)

Jog in Place (continued)

knees), running at different speeds, and jumping over imaginary obstacles. The three- to five-minute time period will seem to pass by faster.

ACTIVITIES

1. Trench Warfare
 2. Squash Balls
-

ACTIVITY

SAFETY CONCERNS None.

 DESCRIPTION OF ACTIVITIES

Trench Warfare. Divide students into groups of nine. One student will be identified as the sergeant. The remaining eight students are soldiers. The soldiers and the sergeant are in 9 of 10 trench holes (10 markers similar to those used in Traffic Jam). The sergeant is stationed in the last trench hole (hole 10). However, he/she must be in the first trench hole (hole 1). There are three latrines that connect the trench holes of soldiers 4, 6, and 8. These additional spaces are referred to as holes 11, 12, and 13. By utilizing these off-shoots to the trench, the exchange of the sergeant from hole 10 to hole 1 can be accomplished. Additional rules to remember are:

LEVEL 2

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Trench Warfare (continued)

- (1) Each latrine will hold only one individual at a time.
- (2) Each student may go any distance that is possible or necessary in one move.
- (3) Each soldier (not the sergeant) must return to his/her starting place at the finish. This activity must be done in a minimum of 28 moves.

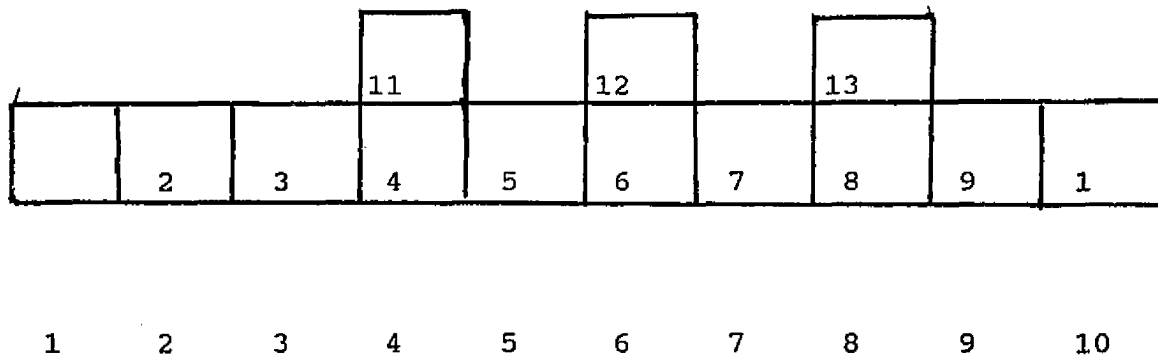


Illustration: Trench Warfare

Answer: Each move is designated as two numbers. The first number is the move of a student, and the second number designates his/her new position. The troops must move in the following order: 2-1, 3-2, 4-3, 5-11, 6-4, 7-5, 8-6, 9-7, 1-13, 9-10, 8-9, 1-12, 7-13, 6-8, 5-7, 1-11, 4-12, 3-6,

LEVEL 2

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Trench Warfare (continued)

2-5, 1-1, 2-2, 3-3, 4-4, 5-5, 6-6, 7-7, 8-8, 9-9, and the sergeant reaches the other end of the trench in 28 moves (Rohnke, 1991a).

Squash Balls. Divide students into groups of 10. Give each group 30 tennis balls and one stout six-foot pole. The crossing area will be 25 feet (a hard surface, such as asphalt, not the ground). Designate a starting line and a finish line with masking tape. On the signal, the students must move their group from the starting line to the finish line by stepping only on the supplied tennis balls and/or using the six-foot pole to balance. Students may place the tennis balls anywhere in the crossing area by rolling, throwing, or pushing (with the pole) them. Students may move the tennis balls and use them again. If a student touches the floor with the shoe, the entire group must start over. Students may pair up and hold hands in order to improve balance (Rohnke, 1991c).

SUGGESTIONS

Squash Balls--share with students that it is easier to balance by stepping on the tennis balls with the ball of the foot, rather than the arch.

LEVEL 2	WEEK 2	DAY 1
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will brainstorm on possible solutions.
A--AFFECTIVE	
	P--Students will improve coordination and cardiovascular endurance.
	A--Students will enhance group communication, cooperation, and individual ingenuity.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>Wordles</u> --one copy of the wordles per group.
-----------------	---

WARM-UP	1. <u>Invisible Jump Rope</u>
---------	-------------------------------

DESCRIPTION OF WARM-UP

Invisible Jump Rope. Have students scatter themselves within the established boundaries. Instruct each student to measure his/her invisible jump rope by standing on the rope and bringing the ends up under the armpits. Have students begin slowly, jumping comfortably. Now have the students try a trick. Have students cross the hands (and the arms up to the elbows) vigorously in front of them each time they jump. Try a double-crossover. This isn't so hard after

 LEVEL 2

WEEK 2

DAY 1

 DESCRIPTION OF WARM-UP (continued)

Invisible Jump Rope (continued)

all. Next, have students attempt a double jump, then a triple jump. Encourage students to try some fancy footwork. Be creative. Now have students pair up. Begin by performing the same routine. On the signal, both students toss their ropes to each other and continue the routine. Have the partners move closer together and intertwine their ropes. What talent! Finally, finish up this activity with "Hot Pepper" (Rohnke, 1984).

 ACTIVITY
1. Wordles

 ACTIVITY

SAFETY CONCERNS None.

 DESCRIPTION OF ACTIVITY

Wordles. Divide students into small groups of six. Give each group a set of three-inch by five-inch index cards. Each card has a wordle on it. Wordles are a series of unique word puzzles. The group tries to decipher the meaning of each wordle, for example:

SIDE SIDE.

This wordle illustrates the saying, "side-by-side." Wordles and answers are included in Appendix C (Rohnke, 1984).

LEVEL 2**WEEK 2****DAY 1**

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

 LEVEL 2

WEEK 2

DAY 2

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	C--Students will learn to compromise and reach a group consensus.
	P--Students will improve coordination, balance, strength, flexibility, and muscular endurance.
	A--Students will enhance group communication, cooperation, and personal responsibility.

ACTIVITY LEVEL Low

 EQUIPMENT NEEDS Dragon Dilemma--one copy of the story, one pencil, and a piece of paper per group.

 WARM-UPS

1. The Bends
2. Human Spring
3. Stork Stretch

DESCRIPTION OF WARM-UPS

The Bends. Have students pair up. Students then shake hands (using the right hand) with their partner and hold that grip. Students now take the left hand and reach

LEVEL 2

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

The Bends (continued)

behind, grabbing the uplifted left foot. The object of the activity is to make your partner lose his/her balance and release the foot. After several rounds, have students grip left hands and then hold the right foot with the right hand. Encourage students to demonstrate compassion toward their partner. Once the student has clearly lost his/her balance, then the other partner should provide hand support, rather than continuing to be aggressive and aiding in the fall. This exercise must be performed on soft ground or mats (Rohnke, 1992).

Human Spring. Have students pair up with someone of similar size. Couples stand facing each other at arm's length with feet spread at shoulder-width. Students place the hands up in front of them, palms facing forward. On the signal, the partners lean forward, keeping the body rigid, catching each other with the palms, then rebounding to a standing position with a spring-like action. Instruct couples to take a small step back from each other and attempt the exercise again. Continue until the distance apart is deemed too dangerous. This exercise must be performed on soft ground or mats (Fluegelman, 1981).

LEVEL 2

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Stork Stretch. Divide students into groups of three. Students stand in a triangular configuration, facing each other. One student raises the right leg and places the right foot on the right thigh of the student to the right, who raises the right leg and places the right foot on the right thigh of the student to the right, as the third student repeats the same action. Therefore, all three students' right legs are as parallel to the ground as possible, with the right leg being supported on the partner's thigh to the right. The left leg of each supports the trio. Once a balanced position is reached, each student attempts to lean over and place their head on their right knee. Hold for 10 seconds. Relax 10 seconds. Repeat stretch and hold for 10 seconds. Relax for 10 seconds. To get out of the stretch, each student should turn left, facing the outside of the circle. This will allow the right foot to fall off of the partner's right thigh (Rohnke, 1984).

ACTIVITY

1. Dragon Dilemma

ACTIVITY

SAFETY CONCERNS None.

LEVEL 2

WEEK 2

DAY 2

DESCRIPTION OF ACTIVITY

Dragon Dilemma. Divide students into groups of five. Distribute to each group the story, a pencil, and a piece of paper. Instruct students to read the story. Ask each group to rank the five story characters (Arthur, Gwen, George, Hazel, and Merlin) from (1) "most offensive" to (5) "least objectionable." Each group must reach a consensus. Allow 20 minutes for discussion. After the time period elapses, students select one team member to represent the group. Each team member discusses the ranking chosen by his/her group. Allow students to challenge the ranking of other groups as long as they can defend their position with reasoning and facts. At the conclusion of the discussion, convey to students that there is no correct answer. The rankings chosen by each individual are the result of the values and morals internalized by him/her. Rather, stress the importance of being able to maintain one's values and morals even when one is in a difficult situation.

The Dragon Dilemma:

Once upon a time, there was a prince named Arthur and a princess named Gwen. They were very much in love, and they planned to be married. On the morning of the wedding, Gwen was out gathering flowers for her bridal bouquet when a dragon flew down and carried her

LEVEL 2

WEEK 2

DAY 2

DESCRIPTION OF ACTIVITY (continued)

Dragon Dilemma (continued)

away to its cave in the mountains. Arthur was quite dismayed by this and was determined to rescue his princess. He was neither brave nor strong so he went to George, who had a reputation for slaying dragons, and asked for help. George replied, "Oh, no. I don't do that sort of thing anymore. It is too dangerous, and I am not as young as I used to be."

As the disappointed Arthur was leaving George's house, he was approached by a witch named Hazel. She said that she could help the prince out by casting a spell that would make Princess Gwen invisible for a short time so that the princess could escape from the dragon's cave. Arthur became very excited when he heard this. When he asked how he could repay her, Witch Hazel replied, "I have always wanted to have a baby, but now I am too old. If Princess Gwen escapes when I make her invisible, I want the first-born child that the two of you have together."

Arthur was shocked by the witch's terms, but he was also desperate. The prince did not wish to waste anymore time because he feared that the dragon might

LEVEL 2

WEEK 2

DAY 2

DESCRIPTION OF ACTIVITY (continued)

Dragon Dilemma (continued)

devour Princess Gwen at any moment. Arthur reluctantly accepted the witch's offer.

The witch cast her spell, and Gwen escaped from the dragon's cave as planned. The wedding took place the next day. Everyone agreed that Gwen and Arthur made an ideal couple, and it seemed that they would live happily ever after.

One year later, they had a handsome baby boy. Arthur had forgotten about the bargain he made with the witch until she showed up one stormy evening and demanded to have the infant for her own. With great sadness, Arthur removed his tiny son from the cradle, wrapped him in a blanket, and gave him to the pleased, old woman while Gwen remained sleeping in her bed.

The next morning Gwen was horrified to discover that her baby was no longer in his cradle. Arthur was unable to keep the truth from her, and he told her the whole story, from beginning to end. Gwen became furious that Arthur would do such a thing. She told him to leave and that if he ever came back she would tell the guards he was a thief and have him shot on sight.

LEVEL 2**WEEK 2****DAY 2**

DESCRIPTION OF ACTIVITY (continued)Dragon Dilemma (continued)

Very hurt and bewildered, Arthur wandered for several days, trying to figure out what to do. Quite by accident, he came upon a hut belonging to a wizard named Merlin. Merlin invited Arthur in for something to eat. The prince told Merlin what had happened and that because of what he had done Princess Gwen sent him away for good. Merlin decided that Gwen should be punished for the way she treated Arthur so he cast a spell on her which turned her into a frog (Gibbs & Allen, 1978).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 2

WEEK 2

DAY 3

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	
	P--Students will improve hand-eye coordination, balance, coordination, flexibility, and muscular strength.
	A--Students will enhance group communication, cooperation, and responsibility.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Macro/Micro Challenge</u> --one 6-foot length of 5/8-inch-diameter threaded rod, six threaded nuts, six large plastic needles, and one 4-foot section of yarn per group. <u>Junk Yard</u> --several pieces of junk, such as unmounted tires, milk crates, boards, trash bags, cardboard boxes, etc., per group.
-----------------	---

WARM-UPS	1. <u>Cradle</u> 2. <u>Legs Over Your Head</u> 3. <u>Duo Sit-Ups</u>
----------	--

 LEVEL 2

WEEK 2

DAY 3

DESCRIPTION OF WARM-UPS

Cradle. Have students sit down. Grasp the left lower leg with both arms and pull it slowly toward the chest, attempting to keep the other leg straight out. Hold for 30 seconds. Alternate legs. Repeat twice (Rohnke, 1977).

Legs Over Your Head. Have students lie down, faceup. Lift both legs, keeping them straight, over the head. Hold for 10 seconds. Repeat nine times (Anderson, 1980).

Duo Sit-Ups. Have students pair up. One student will lie on the ground, faceup, with his/her head at his/her standing partner's feet. The student will grab the ankles of his/her standing partner and raise both legs, keeping the legs straight, until gently touching his/her partner. The standing partner will catch the legs of his/her partner with the hands. Repeat four to nine times. Switch positions.

 ACTIVITIES

1. Macro/Micro Challenge
2. Junk Yard

 ACTIVITY

SAFETY CONCERNS None.

 DESCRIPTION OF ACTIVITIES

Macro-Micro Challenge. Divide students into groups of six. Do not allow students time to discuss the activity.

LEVEL 2

WEEK 2

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Macro-Micro Challenge (continued)

Remind students that they will be competing against the clock. Provide each group with one 6-foot length of 5/8-inch-diameter threaded rod and six nuts that fit the rod (one nut per participant). Students are standing with their rod, nuts in hand. On the signal, the students see how fast the group can spin their nuts the full length of the rod. All the nuts must be threaded onto the rod, twirled the full length of the rod, and removed from the rod. This is the macro challenge--now for the micro challenge. As soon as the last nut comes off of the group's rod, distribute to the group six (size 18) large plastic needles and one 4-foot section of yarn. Each student in the group will thread a needle onto the yarn. Tie an overhand knot to secure the two loose yarn ends. Stop the watch. At the completion of the activity, allow students time to discuss strategy. Now repeat the activity so students can attempt to improve their time (Rohnke, 1989).

Junk Yard. Divide students into groups of 10. Stress to students that this is a timed event. Distribute to each group an equal amount of junk (unmounted tires, milk crates, boards, trash bags, cardboard boxes, etc.). The crossing area will be about 50 feet. The amount of junk or the

LEVEL 2

WEEK 2

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Junk Yard (continued)

distance of the crossing area may have to be modified. In other words, students should not be able to reach the finish line by simply laying the junk in a single line. The distance should necessitate students passing the junk from the end of the line to the new beginning of the line. The crossing area is covered with acid to which the junk is only resistant, not the students. Designate a starting line and a finish line. On the signal, the students are to transport their group and their junk from one boundary to the other, while not directly touching the ground or floor. If a student touches the ground or floor, he/she must start over. The first group to reach the finish line wins (Rohnke, 1991c).

SUGGESTIONS

Junk Yard--include junk that can be separated into several pieces.

LEVEL 2	WEEK 2	DAY 4
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve balance, coordination, strength, and flexibility.	
	A--Students will enhance group communication, cooperation, and responsibility.	
ACTIVITY LEVEL	Low	
EQUIPMENT NEEDS	<u>All Aboard</u> --one 2-foot by 2-foot platform per group.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Side Bender</u> 2. <u>Standing Cradle</u> 3. <u>Side Saddle Stretch</u> 	

DESCRIPTION OF WARM-UPS

Side Bender. Students are in a standing position, hands on hips. Bend to the left as far as possible. Hold for five seconds. Now bend to the right. Hold for five seconds. Repeat eight more times in both directions (Rohnke, 1989).

 LEVEL 2

WEEK 2

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Standing Cradle. Students are in a standing position. Grasp the left foot with both arms and pull it slowly toward the chest, attempting to keep the other leg straight and maintain balance. Hold for 10 seconds. Alternate feet. Repeat two more times with each foot (Rohnke, 1977).

Side Saddle Stretch. Students lie on their left side with legs extended. Raise the right leg slowly, keeping it extended as high as possible. Then return slowly to the original position. Repeat nine more times. Alternate sides. Repeat with left leg 10 times (Rohnke, 1977).

ACTIVITIES

1. All Aboard
 2. Two by Four
-

ACTIVITY

SAFETY CONCERNS None.

 DESCRIPTION OF ACTIVITIES

All Aboard. Divide students into groups of 12 to 15. Distribute to each group a two-foot by two-foot platform. On the signal, the students attempt to get all of the group on the platform for at least five seconds. Both feet of all students must be off the ground and on the platform. The group must hold the balance for five measured seconds.

LEVEL 2

WEEK 2

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

All Aboard (continued)

Allow the group time to discuss and attempt different approaches (Rohnke, 1984).

Two by Four. Divide students into groups of eight (four males and four females). Ask the group to line up shoulder-to-shoulder, facing the leader, alternating male/female. On the signal, the students attempt to move all the males to one end of the line and the females to the other end of the line under the following conditions:

- (1) Students complete the problems in the least number of moves possible.
- (2) All the moves are made in pairs. Any student on the left or right is a potential member of a pair (male or female).
- (3) As a pair moves, an empty slot is left which must be filled eventually by another couple.
- (4) Pairs may not pivot or turn around.
- (5) The final line must be solid with no gaps

(Rohnke, 1984).

The following number sequences illustrate the four-move solution:

 LEVEL 2

WEEK 2

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

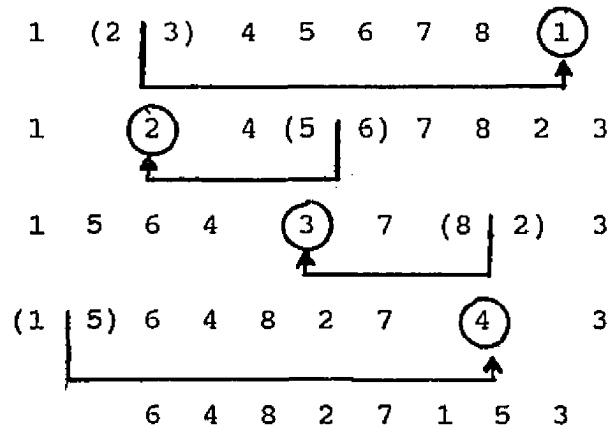
Two by Four (continued)

Illustration: Two by Four

 SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 2

WEEK 2

DAY 5

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	C--Students will increase listening skills and concentration abilities.
	P--Students will improve coordination, balance, strength, and flexibility.
	A--Students will enhance group communication, cooperation, and responsibility.
	A--Students will demonstrate the ability to perform a cognitive task under stressful conditions.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Rock Stack</u> --one large rock stack and enough blindfolds for 1/2 of the students.
	<u>3-D Mine Field</u> --a bunch of tennis balls (20 to 50) and enough blindfolds for 1/2 of the students.

 LEVEL 2

WEEK 2

DAY 5

EQUIPMENT NEEDS Breathe Easy--paper and pencil for each
 (continued) student and a chalkboard on which to write
 a problem.

WARM-UPS 1. Dorsal Finger Touch
 2. Candle
 3. Mini-Balance Test

DESCRIPTION OF WARM-UPS

Dorsal Finger Touch. Students are in a standing position. Reach behind the back with both arms (the left arm coming down over the shoulder and the right arm coming up from the waist) and try to touch or grip fingertips of opposite hands. Hold for five seconds. Relax for 10 seconds. Now repeat, but reverse the positions of the hands (the right arm coming down over the shoulder and the left arm coming up from the waist). Hold for five seconds. Repeat entire stretch twice (Rohnke, 1977).

Candle. Students are in a standing position. With the left foot on the ground, tuck the right foot up as far on the left inner thigh as possible. Balance here momentarily and then with the hands placed in a praying position, raise them slowly up over the head, keeping the hands together. As the hands pass the level of the eyes, close the eyes and

LEVEL 2

WEEK 2

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Candle (continued)

try to maintain this balance position for 15 seconds. Relax for 30 seconds. Repeat once more (Rohnke, 1977, 1984).

Mini-Balance Test. Students are in a standing position. Stand with the feet together and raise up on tiptoes. The arms are extended together to the front so one looks ready to begin a dive. Try to hold this position with the eyes closed for 30 seconds, without falling from the tiptoe stance. Count the number of times the balance is lost within the 30 seconds so a comparison can be made on other attempts. Relax. Repeat exercise one more time (Rohnke, 1977, 1984).

ACTIVITIES

1. Rock Stack
 2. 3-D Mine Field
 3. Breathe Easy
-

ACTIVITY

SAFETY CONCERNS Breathe Easy--activity not recommended for students with health problems, such as asthma, heart condition, etc., or with extreme behavior-disordered students.

LEVEL 2

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITIES

Rock Stack. Divide students into pairs. Distribute one blindfold to each pair. Remind students this activity is timed. One member of each pair will put on the blindfold. On the signal, the sighted partners verbally guide the blindfolded partners to a previously stacked pile of rocks. The object is to move the pile from one location to another as quickly and efficiently as possible. The sighted partners may not make any physical contact with the blindfolded partners. Plan a route from stack to stack that is innovative and challenging, yet safe. Allow time for the students to switch roles. The second attempt should be accomplished in less time than the first attempt (Rohnke, 1985).

3-D Mine Field. Set up a play area 8-feet wide by 30-feet long. Have students pair up. Scatter numerous tennis balls inside the boundaries. The number of tennis balls will depend on the number of students participating and the level of difficulty desired. Distribute one blindfold to each pair. One member of the pair puts on the blindfold and positions himself/herself at the starting line. The sighted members of the pair are positioned outside the boundary area. On the signal, the blindfolded students begin simultaneously to negotiate the mine field

LEVEL 2

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

3-D Mine Field (continued)

based on the verbal (no physical contact) directions given by the sighted partners. If the blindfolded student touches any of the obstacles, he/she must return to the starting line and begin again (Rohnke, 1991b).

Breathe Easy. Divide students into pairs. Give each student a piece of paper and a pencil. Have one student of each pair hold his/her breath for as long as possible, while the second member of the pair keeps track of the amount of time. The second member then copies a division problem from the board on a piece of paper. Now instruct students to hold their breaths again. When they are 10 seconds short from their previous record, the second member gives them the division problem which must be worked to one decimal place without taking a breath. Explain to students that they are scuba-diving and their lives depend on doing the task accurately. Have students change roles (Rohnke, 1977).

SUGGESTIONS

Breathe Easy--explain to students that they will have a strong desire to take a breath after the first 20 to 40 seconds. However, if they do not breathe, they will find that holding their breaths becomes

LEVEL 2**WEEK 2****DAY 5**

SUGGESTIONS
(continued)

relatively easy-going again. This pattern will continue. In addition, it may be necessary to obtain health release forms when performing this activity. Check with your supervisor.

LEVEL 2

WEEK 3

DAY 1

OBJECTIVES C--Students will follow verbal directions
C--COGNITIVE as given by the instructor.
P--PSYCHOMOTOR C--Students will develop decision-making
A--AFFECTIVE skills and problem-solving techniques.
C--Students will ascertain compromise
and hence reach a group consensus.
P--Students will improve hand-eye
coordination, balance, coordination,
and cardiovascular/muscular endurance.
A--Students will enhance group
communication, cooperation, and
responsibility.

ACTIVITY LEVEL Low

EQUIPMENT NEEDS Stranded--paper, pencil, and a problem
sheet for each student.

WARM-UP 1. Hopping
(Scissor Hop, Criss-Cross,
and Ski Hopping)

DESCRIPTION OF WARM-UP

Hopping. Have students scatter themselves. Students
begin hopping with feet together. Encourage students to
jump at their own pace. Continue for 30 seconds. Next,

 LEVEL 2

WEEK 3

DAY 1

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

begin to scissor hop. (Bring left foot forward as the right foot moves backward. Continue alternating feet.) Gradually increase the distance. Continue for 30 seconds. Then criss-cross the legs on each hop, again trying to increase the length of each lateral movement (this is similar to the lower half of a jumping jack, except the feet cross). Continue for 30 seconds. Finally ski hop by locking the legs together and hop side-to-side (as if jumping over a log). Continue for 30 seconds (Rohnke, 1977, 1989).

ACTIVITY

1. Stranded

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITY

Stranded. Have students spread out. Provide each student with paper, pencil, and a problem sheet. Instruct students to rank in order of usefulness the first 16 items and eliminate the 16 items that are not necessary for survival. Allow 15 minutes. After students have completed their own ranking, ask them to get into groups of five. Each group is to compare rankings and come to a group

LEVEL 2

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Stranded (continued)

consensus. Explain that compromise will be necessary. Not all students will agree on the items, but they can accept the decision. Encourage students not only to present the reasoning behind their choices, but also to listen to the other students in the group. Allow 15 minutes. Now discuss with the group the correct choices. Have each group score themselves. Scoring can be done by having each group keep track of the difference between their ranking of an item and the score sheet. For example, if a group ranked an item as number 5 and the score sheet has it ranked as number 11, the difference is 6. The same difference would exist if the group ranked the item 15. If a group ranks an item that is not ranked by the score sheet, take the difference from 17. Allow time for groups to make comments.

Problem Sheet:

The Situation. During Thanksgiving, you and your family are traveling through the mountain wilderness of eastern Tennessee (Smoky Mountains) in a pickup camper. In a blinding rainstorm, you made a wrong turn on an unmarked trail road. You have wandered more than 150 miles over a maze of trail routes into the wilderness. The camper has run out of gas, and now you, your

 LEVEL 2

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Stranded (continued)

parents, a nine-year-old sister, a five-year-old brother, and the family cat named Charlie are lost.

After a family conference, you decide it is not wise to split up. You all are going to try to walk back together. You are pretty sure that if you pace yourselves you can probably cover about 15 miles a day. Because of the fuel shortage, there are no helicopters or jeeps patrolling the area, and you have seen no other cars or houses.

The family is dressed in lightweight clothing and is wearing sneakers. Temperatures at night go down to the low 20s. As you look around, you pull the following items out of the camper, some of which may be useful.

The Task. You must choose and put in priority order the 16 most important items for survival in the wilderness (the others can be eliminated):

Fishing gear	Cigarettes
\$500 in Traveler's checks	Coleman stove (2 burners)
44 Magnum handgun and ammunition	Family tent (10 lbs.)
4 Dacron sleeping bags	Snakebite kit

LEVEL 2

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Stranded (continued)

Matches	Alarm clock
Steak (3 lbs.)	5 cans of kidney cat food
Marshmallows (4 bags)	Lantern
Bug repellent	5-lb. tub of peanut butter
Walkie-talkie	Bathing suits
Road-map of Tennessee	10-lb. cheese wheel
5-gallon jug of water	Transistor radio
Instant breakfast (3 boxes)	Tool kit
House and car keys	6-ft. tent pole
Wool sweaters for everyone	Sheath knife
Raft paddles	Paperback books
Inflatable rubber raft (2 pieces--20 lbs.)	First-aid kit

Answer SheetItems Needed:

1. Five-gallon water jug--humans must maintain their fluid intake, especially when physically active.
2. Four sleeping bags--full rest and warmth are essential to survival, as humans can live 30 days on stored fat.

LEVEL 2

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Stranded (continued)

3. Tub of peanut butter--each teaspoon of peanut butter contains 100 calories and is high in protein.
4. Ten-pound cheese wheel--provides calcium and fats and is an easily digestible source of protein.
5. Steak--a good morale booster, semi-perishable and should be eaten promptly as it is mostly protein.
6. 44 Magnum gun--this is bear country, and not all the bears are in hibernation.
7. Transistor radio--tune in for radio programs about a search for you or weather forecasts; morale booster.
8. Kidney cat food--a valuable if somewhat unappetizing source of protein and fat. Protein lasts longer than any other nourishment in providing energy.
9. Matches--fire may be necessary to dry wet gear, boost morale, make a signal fire, and prevent serious hypothermia; might also be used to keep animals away.
10. Ten-pound tent--this can be rigged for use as a place to keep warm and dry or to store equipment.

LEVEL 2

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Stranded (continued)

11. Sheath knife--useful for preparing any captured animals like frogs, or cutting strings, cheese, a pole, etc.
12. Hook and line--may provide a supplementary source of food, or the line may be used for tying up supplies, etc.
13. Wool sweaters--provide lightweight warmth, wet or dry.
14. First-aid kit--band-aids, aspirin, and vaseline may be useful for minor injuries.
15. Instant breakfast--a lightweight source of vitamins and protein.
16. Road-map of Tennessee--an auto map might be useful for sighting major landmarks, such as lakes, rivers, etc.

Items Not Needed:

1. Marshmallows--not necessary, but possible morale booster.
2. House and car keys--lightweight, but not useful for survival.
3. Traveler's checks--not necessary for getting out of the woods.

LEVEL 2

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Stranded (continued)

4. Clock--for survival, it is not necessary to know the time.
 5. Walkie-talkie--will not carry any useful distance.
 6. Snakebite kit--the cold weather will force the snakes to go underground.
 7. Paperback books--weigh too much to be useful.
 8. Bathing suits--not necessary.
 9. Rubber raft--too heavy, also not likely to be useful.
 10. Paddles--no use without raft.
 11. Coleman stove--too heavy; wood fires can be used.
 12. Pole--the knife can be used to cut a pole.
 13. Cigarettes--bad for health; it's a convenient time to quit!
 14. Lantern--too heavy to carry; besides, you have matches.
 15. Tool kit--with no camper, the tools would not be useful.
 16. Bug repellent--it's wintertime; the bugs are not a problem (Rohnke, 1977).
-

LEVEL 2**WEEK 3****DAY 1**

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

LEVEL 2	WEEK 3	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	strength, and flexibility.
	A--Students will enhance group
	communication, cooperation, and
	ingenuity.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>The Great Egg Drop</u> --a roll of 1/2-inch masking tape, a box of plastic drinking straws (250), a plastic garbage bag, and enough raw eggs for each group (include some extras).
-----------------	---

WARM-UPS	1. <u>Grab Your Toes</u>
	2. <u>Reach and Grab</u>
	3. <u>Bottoms Up</u>

DESCRIPTION OF WARM-UPS

Grab Your Toes. Have students sit down on the ground or floor. With students' legs extended and separated on the ground or floor, ask students to grab the toes (or whatever

LEVEL 2

WEEK 3

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Grab Your Toes (continued)

they can reach) and lean backward, trying to hold a balance-point on their coccyges (bottoms) for 20 seconds. Now roll over backward, while holding onto the toes. Relax for 20 seconds. Repeat (Rohnke, 1989).

Reach and Grab. Have students sit down on the ground or floor with legs spread apart. Have students try to reach as far forward as possible, grabbing some grass or fingering the floor. Hold for 20 seconds. Sit up and relax for 20 seconds. Repeat, but this time try to reach farther than the first time. Hold for 20 seconds. Rest for 20 seconds. Repeat once more, but this time try to reach farther than the second time. Hold for 20 seconds (Rohnke, 1989).

Bottoms Up. Have students pair up. Partners sit on the ground or floor, facing one another, and place the bottoms of their feet against each other. Legs should be bent with feet held high and posteriors fairly close to one another. On the signal, attempt to push against each other's feet while supporting the body's weight on the arms and hands until both derrieres (bottoms) come off the ground or floor. Hold for 20 seconds. Return to the starting

LEVEL 2

WEEK 3

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Bottoms Up (continued)

position and relax for 30 seconds. Repeat exercise. Hold for 30 seconds (Rohnke, 1984, 1989).

ACTIVITY 1. Great Egg Drop

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITY

The Great Egg Drop. Divide students into groups of five. Distribute to each group one raw egg (check for cracks), 30 inches of masking tape, and 20 straws. Instruct each group to design a delivery system (a way of protecting the egg in flight) that will protect a raw egg dropped from a height of eight feet onto a hard surface. Each group will assign the package a commercial name and will create a one-minute presentation of why their delivery system is the best. Allow 20 minutes for planning and construction. At the completion of the time limit, each group will perform their commercial and then demonstrate their delivery system. Eggs should be dropped on the garbage bag. Ask other teachers to be judges or make the final decision yourself (Rohnke, 1989).

LEVEL 2

WEEK 3

DAY 2

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

LEVEL 2	WEEK 3	DAY 3
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve balance, coordination, strength, and flexibility.	
	A--Students will enhance group communication, cooperation, and responsibility.	
ACTIVITY LEVEL	Medium, low	
EQUIPMENT NEEDS	#10 Tin Shoe--five #10 cans, two 6-foot poles, and two 8-foot sections of 2-inch by 6-inch boards per group.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Comfortable Position/Return-to-the-Soil Position</u> 2. <u>Cobra</u> 3. <u>Angel</u> 	

DESCRIPTION OF WARM-UPS

Comfortable Position. This activity helps students become accustomed to the unexpected, which is characteristic of adventure education. The instructor has the students lie

LEVEL 2

WEEK 3

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Comfortable Position (continued)

down on the ground with him/her. Students place the right hand on the ground first, next the left hand on top of the right hand, and then the chin on top of the left hand (Rohnke, 1977, 1989).

Return-to-the-Soil Position. Beginning from the Comfortable Position, have students put their right hand beside the trunk (waist) with palm up. Repeat the same procedure with the left hand. Now put the face (nose-down) into the ground. Slowly and comfortably take three deep breaths (Rohnke, 1977, 1989).

Cobra. Students begin from the Return-to-the-Soil Position. Have students raise the top half of the body, head up, as far as possible, and hold that position for five seconds. As the head and torso rise up, slowly inhale. As the body lowers, slowly exhale. Repeat two or three times (Rohnke, 1977, 1989).

Angel. Students are in a standing position. With the feet about shoulder-width apart, and with legs kept straight, bend slowly at the waist and attempt to touch the palms to the ground. Hold that position for five seconds. Next, begin to slowly rise to an arms-up (reaching-for-the-sky), body fully extended, Angel position. Take in air as

 LEVEL 2

WEEK 3

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Angel (continued)

the upper body lifts until the lungs fill and the arms-extended, palms-up, on-the-toes, head-back, arched position is reached. Hold for five seconds. Repeat entire exercise twice (Rohnke, 1977, 1989).

ACTIVITY 1. #10 Tin Shoe

ACTIVITY

SAFETY CONCERNS #10 Tin Shoe--because students may lose their balance and hit the ground in this activity, it is recommended that a soft surface be used, such as grass or mats.

DESCRIPTION OF ACTIVITY

#10 Tin Shoe. Divide students into groups of 10 to 15. Distribute five #10 tin cans, two 6-foot poles, and two 8-foot sections of 2-inch by 6-inch boards to each group. Identify a 30-foot section of grass and mark a starting line and finishing line. On the signal, students are to move their group across the 30-foot section of grass, utilizing the props. If a student touches the grass, he/she must begin again (Rohnke, 1977).

LEVEL 2

WEEK 3

DAY 3

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

LEVEL 2	WEEK 3	DAY 4
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE		
	P--Students will improve coordination, balance, strength, and flexibility.	
	A--Students will enhance group communication, cooperation, and responsibility.	
ACTIVITY LEVEL	Medium, low	
EQUIPMENT NEEDS	<u>Jelly Roll</u> --four paper cores, one 8-foot pole, one 30-foot rope, and one 2-inch by 10-inch by 12-foot board per group.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Duo Isometrics</u> 2. <u>Stand Up</u> 3. <u>Stand Off</u> 	

DESCRIPTION OF WARM-UPS

Duo Isometrics. Have students pair up with someone of similar height. Facing one another with arms extended, ask students to put both hands on each other's shoulders. Partners gradually begin trying to push each other into the ground. Increase pressure over a five-second time span,

LEVEL 2

WEEK 3

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Duo Isometrics (continued)

maintain full pressure for about five seconds, and then gradually decrease pressure for about five seconds until back to normal. Next, with the students still facing one another, have them extend one hand forward as if they were going to shake their partner's hand. Keeping hands open and flat (not clasped) with arms extended, begin to exert lateral pressure on your partner's arm, using the five-five-five-second pattern in the previous exercise. Now one partner extends his/her arms with the palms up. The other partner extends his/her arms, palms down, and covers his/her partner's palms-up hands. Students are to exert upward or downward pressure on their partner's hands, using the five-five-five-second pattern (Rohnke, 1977, 1984, 1989).

Stand Up. Students pair up with someone of similar height and weight. Have couples sit on the ground back-to-back, knees bent, and elbows linked. On the signal, the students stand up together by pushing against each other's backs (Fluegelman, 1976).

Stand Off. Students pair up with someone of similar height and weight. The couples stand face-to-face on a level surface at one arm's length. Each individual player's feet are together, and both players' toes are touching at

 LEVEL 2

WEEK 3

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Stand Off (continued)

the front. The students present their hands with their palms touching their partner's hands. Each student attempts to cause his/her partner to lose his/her balance, making contact with the hands only. If a student moves one or both feet, or lunges forward toward his/her partner, then his/her partner gains a point. The best two out of three points wins (Fluegelman, 1976).

ACTIVITY

1. Jelly Roll

ACTIVITY

SAFETY CONCERNS Jelly Roll--this activity must be performed on grass. The paper cores roll too fast on a gym floor. Mats can be used.

DESCRIPTION OF ACTIVITY

Jelly Roll. Divide students into groups of 8 to 10. Distribute four paper cores, one 8-foot pole, one 30-foot rope, and one 2-inch by 10-inch by 12-foot board. Identify a 20-foot grassy area and mark a starting line and finish line. This grassy area is infected with poisonous jelly. On the signal, the students are to move the group across the

LEVEL 2**WEEK 3****DAY 4**

DESCRIPTION OF ACTIVITIES (continued)Jelly Roll (continued)

poisonous jelly to the other side. The paper cores, pole, and rope are all resistant to the poisonous jelly. However, the board is not resistant to the poisonous jelly and will dissolve immediately if it touches the poisonous jelly (remove the prop). A student who touches the poisonous jelly must start over after receiving an anti-poisonous jelly shot (Rohnke, 1977, 1984).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 2	WEEK 3	DAY 5
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve coordination, balance, strength, and flexibility.	
	A--Students will enhance group communication, cooperation, and responsibility.	
ACTIVITY LEVEL	Medium	
EQUIPMENT NEEDS	<u>The Meuse</u> --four 4-inch by 4-inch by 8-foot boards (or 2-inch by 4-inch by 8-foot), seven cinder blocks (islands), and one 12-foot section of 9 mm. rope.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Double Cobra</u> 2. <u>Hamstring/Quadricep Stretch</u> 3. <u>Ballet Stretch</u> 	

DESCRIPTION OF WARM-UPS

Double Cobra. Students begin this exercise from a prone position, facedown. Students inhale deeply and raise their torso to the fully stretched position (head and feet raised as high as possible), hold it for five seconds, and

LEVEL 2

WEEK 3

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Double Cobra (continued)

then return slowly to the ground, releasing the breath the way a balloon loses its air (Rohnke, 1977).

Hamstring/Quadricep Stretch. Have students begin in a standing position. Students grasp the toes of the right foot with the left hand and lean forward (as if they are leaning toward the ground to pick up something) so that the left leg is kept straight, while leaning. Use the right arm to balance. Alternate sides (Rohnke, 1977).

Ballet Stretch. Have students begin in a standing position, with both arms fully extended (as if flying a plane). Raise the left leg, bending at the knee. Hold that position for five seconds. Next, extend the left leg and straighten at the knee. Hold this position for five seconds. Then rotate the left leg to the left so that the leg is extended on the left side. Hold the position for five seconds. Rotate the left leg to the right so that it is now extended in front of the body (the second position described). Hold for five seconds. Then bend the left leg at the knee and hold for five seconds (the first position). Finally, return the left leg to the ground. Repeat all positions with the right leg (Rohnke, 1977).

LEVEL 2

WEEK 3

DAY 5

ACTIVITY

1. The Meuse

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITY

The Meuse. Divide students into groups of 10. Distribute four 4-inch by 4-inch by 8-foot boards and one 12-foot section of 9 mm. rope to each group. The students must get the group from one side of the swamp to the other side. The cinder blocks are the islands. If a prop or student touches the swamp, the entire group must begin again. This event is timed. It should take approximately 20 minutes with 10 students. Correct placement of the cinder blocks is the key to the success of the initiative problem. Refer to the illustration on the following page (Rohnke, 1989).

LEVEL 2

WEEK 3

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

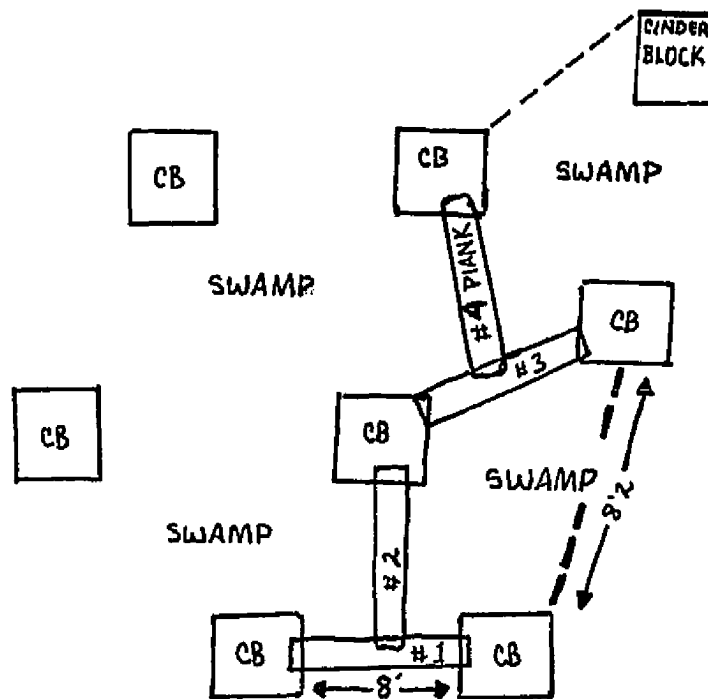
The Meuse (continued)

Illustration: The Meuse

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 3: INDIVIDUAL AND GROUP TRUST ACTIVITIES

Level 3 stresses the development of individual and group trust among the students. A low degree of risk activities is introduced. The format for daily instruction will include warm-up activities, along with individual and group trust-building exercise. Students will continue to work on physical skills, such as coordination, balance, flexibility, agility, muscular strength/endurance, and cardiovascular endurance. Students will further develop cognitive abilities, such as communication, decision-making, problem-solving, and leadership. Affective qualities, such as confidence, self-concept, trust, creativity, and a sense of responsibility/commitment will be enhanced.

Overview--Level 3: Individual and Group Trust Activities

Day	Week 1	Week 2	Week 3
1	<p>*Hopping (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)</p> <p>-Count Off</p> <p>-Coming and Going of Rain</p> <p>-Impulse II</p> <p>-Yurt Circle</p> <p>-#10 Tin Can Foot Pass</p>	<p>*Hopping (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping)</p> <p>-I Trust You, But . . .</p> <p>-How're You Doing?</p> <p>Just Fine, Thanks!</p> <p>-Balance Broom</p>	<p>*Invisible Jump Rope</p> <p>-Trust Fall (cont.)</p> <p>-Trust Dive</p>
2	<p>*Karate Stretch</p> <p>*Inch Worm</p> <p>*Reach for Your Feet</p> <p>-Group Mirroring</p> <p>-Two-Person Trust Fall</p> <p>-Trust Circle</p>	<p>*Competitive Walking (1/4 of a mile)</p> <p>-Sherpa Walk</p>	<p>*The Bends</p> <p>*Human Spring</p> <p>*Stork Stretch</p> <p>-Trust Dive (cont.)</p>

Overview--Level 3: Individual and Group Trust Activities (Continued)

Day	Week 1	Week 2	Week 3
2	-Blind Square -Body English		
3	*Rowboat Stretch *Duo Stretch *Duo Sit -Quick Lineup -Chronological Lineup -Sticky Wicket -Needle and Thread Tag	*Frisbee Throwing -Willow in the Wind (Circle Pass and Circle Fall)	*Cradle *Legs Over Your Head *Duo Sit-Ups -Falling and Spotting (Front and Back Roll, Group Falling Exercises, and Spotting)
4	*Red Baron Stretch *Two-Person Mirroring *Funny Face	*Walking Backward (1/8 to 1/4 of a mile)	*Side Bender *Standing Cradle *Side Saddle Stretch

Overview--Level 3: Individual and Group Trust Activities (Continued)

Day	Week 1	Week 2	Week 3
4	<ul style="list-style-type: none"> -The Clock -Diminishing Load Problem 	<ul style="list-style-type: none"> -Levitation -Gauntlet 	<ul style="list-style-type: none"> -Knot Tying (Square Knot, Overhead Knot, Swiss Seat, Bowline, Bowline Around a Tree With a Safety Knot, and Bowline on a Bit)
5	<ul style="list-style-type: none"> *Hamstring Stretch *Sitting Groin Stretch *Plowing -Line Up -Popsicle Push-Up -Upside-Down Popsicle Push-Up 	<ul style="list-style-type: none"> *Jog in Place (3-5 minutes) -Trust Fall 	<ul style="list-style-type: none"> *Dorsal Finger Touch *Candle *Mini-Balance Test -Belaying Skills

Note. * indicates a warm-up. - indicates an activity.

LEVEL 3--LESSON PLANS

LEVEL 3	WEEK 1	DAY 1
OBJECTIVES	C--Students will follow verbal directions	
C--COGNITIVE	as given by the instructor.	
P--PSYCHOMOTOR	C--Students will utilize memory techniques	
A--AFFECTIVE	and concentration skills.	
	C--Students will demonstrate the ability to process the sequence, then immediately respond in an appropriate manner.	
	P--Students will improve hand-eye coordination, balance, strength, coordination, and cardiovascular/muscular endurance.	
	A--Students will enhance group cooperation and communication.	
ACTIVITY LEVEL	Medium, low	
EQUIPMENT NEEDS	#10 Tin Can Foot Pass--one #10 tin can per group.	
WARM-UP	1. <u>Hopping</u> (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)	

LEVEL 3

WEEK 1

DAY 1

DESCRIPTION OF WARM-UP

Hopping. Students scatter themselves. Begin by having the students hop on one leg, holding the other bent leg from behind. Change legs after 20 to 30 repetitions. Next, hop on one leg while spinning, letting the other leg centrifuge up into an "L" position in front of you. Use the arms for balance. Now hop and try to spin 360 degrees in either direction (must be on grass or a mat). Finally, scissor kick-hop to the front and then to the rear. Kicks should be as high as possible (Rohnke, 1977, 1989).

ACTIVITIES

1. Count Off
 2. Coming and Going of Rain
 3. Impulse II
 4. Yurt Circle
 5. #10 Tin Can Foot Pass
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Count Off. Have students divide up into groups of 10. Ask the students in each group to count to 10, without pre-planning who is going to say which number, and try to do this without having two (or more) students saying the same

LEVEL 3

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Count Off (continued)

number simultaneously. This task sounds easy, but it is not (Rohnke, 1984).

Coming and Going of Rain. Have students form a circle, facing to the inside. Instruct all students to turn to their left. Have students close up the circle by side-stepping toward the center of the circle until they can easily touch the person's back in front of them. Stress to students that the success of this activity is dependent upon their cooperation. The students will experience a rain shower both tactually and audibly. The instructor will initiate the sounds by demonstrating a specific hand motion on the back of the student in front of him/her. Each student will duplicate the hand motion once he/she feels it on his/her back. Once the instructor feels the motion just initiated on his/her back, the instructor starts the next motion, and so on. The hand motions are as follows:

- (1) With the palms flat on the student's back (shoulders) in front of you, make a rotating movement with the hands to achieve a swishing sound (the increase of wind preceding a shower).
- (2) Change to a slapping motion with the fingertips on the student's back (beginning of raindrops).

LEVEL 3

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Coming and Going of Rain (continued)

- (3) Change to a heavier finger-slapping action (harder raindrops).
- (4) Return to motion of number 2.
- (5) Return to motion of number 3.
- (6) Stop and wait for all sounds to cease.

It is best to perform this activity in a quiet area with the participants' eyes closed. If the students are not able to handle the touching involved, then try this modification. Have students sit in a circle, facing the inside of the circle. The instructor stands in the center of the circle. The students follow the instructor's lead. The hand motions are as follows:

- (1) Rubbing the palms together,
- (2) Snapping the fingers alternately,
- (3) Snapping multi-fingers,
- (4) Slapping the thighs, and
- (5) Pounding the chest and reversing the order

(Rohnke, 1984).

Impulse II--Have students form a circle, facing to the inside. On the signal, the group attempts to send a hand-squeeze impulse around the circle as fast as possible. Record the time. Try this task with the eyes open and then

LEVEL 3

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Impulse II (continued)

the eyes closed. Compare the time differences. Finally, complete this activity by asking one student to start a hand-squeeze impulse, using both hands so that two impulses are sent racing around the circle in both directions. If students like this activity, then try substituting a finger snap or a hand clap for the hand squeeze. Let the students determine the impulse impetus (Rohnke, 1989).

Yurt Circle--Have students form a circle, facing to the inside. Ask students to join hands and expand the circle until they feel a pull on their arms from the students to the left and right. Have students count off by two's all the way around the circle (one-two, one-two, etc.). On the signal, all the number one's slowly lean in toward the center of the circle, and all the number two's slowly lean out (without bending at the waist). Each student should have his/her feet placed at about shoulder-width and in line with the circumference of the circle. With some cooperation, the students will be able to exert a strong pull on their supporting partners, while accomplishing a forward or backward lean. Allow students to repeat several attempts. Now instruct the students to repeat the task and upon command reverse the positions of number one and number

LEVEL 3

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Yurt Circle (continued)

two. This is not easy to do. Allow students several attempts. Some groups may not be able to complete this task. (Fluegelman, 1981).

#10 Tin Can Foot Pass. Divide students into groups of 10. Students circle up, sit down, and face the inside of the circle. Students may compete against themselves or the other groups. Distribute one #10 tin can (empty) to each group. On the signal, students are to pass the can from foot to foot (shoes on) around the circle. Record the time. Allow students the opportunity to improve their time (Rohnke, 1991b).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 3	WEEK 1	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, and coordination.
	A--Students will enhance group cooperation, communication, individual creativity, and personal trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Blind Square</u> --one 20- to 30-foot rope per group, depending on the size of the group.
-----------------	--

WARM-UPS	1. <u>Karate Stretch</u>
	2. <u>Inch Worm</u>
	3. <u>Reach for Your Feet</u>

DESCRIPTION OF WARM-UPS

Karate Stretch. Have students sit down on the ground. While seated, bring the feet together so that the soles meet. Reach forward to grasp both of the feet at the toe and pull the heels toward the crotch. Your elbows will be bent with forearms above and about parallel to the feet.

LEVEL 3

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

Karate Stretch (continued)

Hold this position for 15 seconds. Release the feet and sit up, breathing slowly and deeply. Re-grasp the feet and once again pull toward the crotch. However, this time make sure the elbows are outside the shins. Hold for 15 seconds.

Repeat entire exercise twice (Rohnke, 1989).

Inch Worm. Have students pair up. Partners sit on the ground facing each other. Move toward each other until you are able to sit on each other's feet. Grasp your partner's elbows or upper arms with each hand. The pair then determines which direction it will move. The partner, in whose direction it is going, lifts his/her derriere off the ground and moves backward. The second partner now lifts off the ground and, in a cooperative one-two bug-like movement, lifts his/her derriere off the ground and moves toward his/her partner. Continue for two to three minutes (Rohnke, 1984, 1989).

Reach for Your Feet. Have students sit down. With legs extended on the ground, grasp the toes, keeping the knees locked, and pull up so that the student is balancing on his/her derriere. Hold for 15 seconds, then roll over backward. Repeat twice (Rohnke, 1977).

 LEVEL 3

WEEK 1

DAY 2

 ACTIVITIES

1. Group Mirroring
 2. Two-Person Trust Fall
 3. Trust Circle
 4. Blind Square
 5. Body English
-

ACTIVITY

SAFETY CONCERNS Two-Person Trust Fall and Trust Circle--
 these activities should not be used with groups who have not demonstrated a caring and cooperative attitude toward each other.

DESCRIPTION OF ACTIVITIES

Group Mirroring. Have students scatter themselves. Ask one student to volunteer to be the leader. The leader will move in different ways, with the group duplicating or shadowing every move. The leader should purposely include unexpected moves because it introduces the students to spotter's knowledge. Duplicating the movement of the participant forces the spotter to pay attention to what the participant is doing and positions the spotter to move with any falling action. This will be critical as the students move into the ropes' course activities found in Levels 4, 5, and 6 (Rohnke, 1989).

LEVEL 3

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

Two-Person Trust Fall. Divide the students into groups of three. In each group, two students will be the spotters, and one student will be the faller. The faller stands between the two spotters. The spotters standing facing the faller, both hands up front (as if catching someone), with feet staggered (one foot slightly behind the other) to better maintain balance. This activity requires communication between the spotters and faller which is characteristic of the dialogue that continuously occurs on the ropes course. The calls are initiated by the faller and completed by the spotters. The correct sequence is as follows:

- (1) Faller: "Are you ready to spot?"
- (2) Spotters: "Ready to spot."
- (3) Faller: "I'm ready to fall."
- (4) Spotters: "Fall away."

The faller falls (rigidly) forward or backward, securing the arms across the chest to ensure not throwing out the arms and elbows. The spotters gently catch the faller with the hands and return the faller to his/her original position. Switch positions as faller and spotters (Rohnke, 1989).

Trust Circle. Have students form a circle, facing to the inside. Instruct students to close their eyes and put

LEVEL 3

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

Trust Circle (continued)

their bumpers up (hands-up, palms-out, elbows-in position that eyes-closed students assume to protect their faces and bodies as they move slowly from one location to another). On the signal, the students are to simultaneously walk slowly from one side of the circle to the other side. Obviously, there will be quite a lot of body contact as students near the center of the circle. However, students at this level should have developed a caring attitude toward each other and will demonstrate compassion when making contact. If students perform this task satisfactorily, then encourage them to repeat the task, but do so at a faster rate (Rohnke, 1991c).

Blind Square. Have students form a circle, facing to the inside. Distribute a rope to the group. Instruct students to close their eyes. On the signal, students are to form a square, using the rope to establish the boundaries. Students may not let go of the rope for more than five seconds at a time. When the group thinks they have accomplished the task, allow them to open their eyes. Repeat the activity, but place the rope 10 feet away from the group. The group with their eyes closed must locate the rope and then perform the designated configurations.

LEVEL 3

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

Blind Square (continued)

Depending on the group, other configurations can be used, such as a polygon, triangle, or star (Rohnke, 1989).

Body English. Divide students into groups of 10 to 12. Designate group 1 and group 2. Group 1 begins by spelling out a word, with their bodies, given to them by the instructor. Group 2 attempts to decipher the word within a set time limit of two to three minutes (one point per correct answer). The groups switch roles. Students must use their bodies, not their fingers, to illustrate letters. The group composition should be taken into consideration when determining the difficulty of the words (Rohnke, 1984).

SUGGESTIONS

Blind Square--if no rope is available, have students hold hands.

LEVEL 3	WEEK 1	DAY 3
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will utilize memory techniques and concentration skills.	
A--AFFECTIVE	C--Students will develop decision-making skills and problem-solving techniques.	
	P--Students will improve balance, coordination, flexibility, and cardiovascular endurance.	
	A--Students will enhance group cooperation, communication, individual creativity, and personal trust.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<u>Sticky Wicket</u> --one roll of masking tape per group.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Rowboat Stretch</u> 2. <u>Duo Stretch</u> 3. <u>Duo Sit</u> 	

DESCRIPTION OF WARM-UPS

Rowboat Stretch. Have students pair up with someone of similar height. Partners sit on the ground facing each other, legs extended and soles of feet together. Grasp

LEVEL 3

WEEK 1

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Rowboat Stretch (continued)

hands and take turns pulling one another back and forth, stretching the hamstring muscles. Some pairs may have to bend at the knees in order to grasp hands (Rohnke, 1977, 1989).

Duo Stretch. Students pair up with someone of similar size. Stand back-to-back, with elbows linked. One partner locks his/her knees and elbows and lifts the other student off the ground. He/she gently shakes his/her partner. The individual on top should try to relax. Alternate. NOTE: This exercise should not be performed by students who have back problems (Rohnke, 1977).

Duo Sit. Have students pair up. Students face each other and grasp hands. On the signal, they simultaneously squat to a 90-degree angle, as if to sit in a chair. Back is straight, and knees are bent. Hold for 60 seconds (Rohnke, 1977).

ACTIVITIES

1. Quick Lineup
 2. Chronological Lineup
 3. Sticky Wicket
 4. Needle and Thread Tag
-

LEVEL 3

WEEK 1

DAY 3

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Quick Lineup. Divide students into two groups. Give the members of group 1 a piece of blue ribbon. Give the members of group 2 a piece of red ribbon. Ask students to pick which number (one through four) they would like to be, but not to indicate what that number is. On the signal, the students walk up to other students and shake their hand the number of times representing the one-through-four number that they mentally chose. Blue-ribbon students initiate the shake. Continue this procedure until the students all link up with the group that represents their number. Hopefully, the groups will end up equally. If they do not, ask some non-committed students to change groups to equal up things. The instructor stands in the middle of the four groups, with hands outstretched in opposite directions. Have the groups arrange themselves equally around the instructor. The groups memorize this position. The instructor then moves to a new location. When the instructor shouts, "Do it," the groups run and re-orient themselves around the instructor exactly as they were before the instructor moved. The last group to achieve their proper position loses, and the three

LEVEL 3

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Quick Lineup (continued)

other groups get to hoot and howl and point fingers.

Continue until one group remains (Rohnke, 1991c).

Chronological Lineup. Have students line up according to age. Increase the difficulty by having the group perform the task non-verbally or non-verbally and blindfolded.

Suggested lineup criteria include age (to the nearest year, month, and day); horoscope; shoe sizes; last digit in the phone number; etc. Lineup criteria for separating students into two groups include last name starts with A-M or N-Z, pants or jacket color, puts left or right foot in pants first, takes a shower or a bath, etc. (Rohnke, 1984).

Sticky Wicket. Divide students into groups of five to six. Have students in each group line up shoulder-to-shoulder (single file), facing alternately in opposite directions. Give a roll of masking tape to each group. Instruct the student on the left end of each group to stick the tape end firmly to his/her body at about waist-level (take a round turn) and pass the roll to the next student in line, who sticks the tape to himself/herself (no round turn) and passes it on to the end and back up the other side to the original student. Once each group is all stuck together, then designate a starting line and a finish

LEVEL 3

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Sticky Wicket (continued)

line. On the signal, the first group to the finish line without breaking its tape wins (Rohnke, 1991c).

Needle and Thread Tag. Have students form a circle, facing to the inside. Ask one student to be "it" and one student to be the chaser. "It" positions himself/herself outside of the circle, while the chaser stands inside the circle. On the signal, the chase begins. Every time "it" runs between a pair in the circle, the pair grasps hands, effectively "sewing up" that previously open space. The chaser must tag "it" before he/she can sew up the entire circle with extended arms and clasped hands. When either the circle is completely sewed up or the chaser tags "it," then select two new students (Rohnke, 1991b).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 3	WEEK 1	DAY 4
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, coordination, agility, and cardiovascular/muscular endurance.	
	A--Students will enhance group cooperation, communication, responsibility, and personal trust.	
ACTIVITY LEVEL	High	
EQUIPMENT NEEDS	<u>The Clock</u> --two spot-markers per group.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Red Baron Stretch</u> 2. <u>Two-Person Mirroring</u> 3. <u>Funny Face</u> 	

DESCRIPTION OF WARM-UPS

Red Baron Stretch. A bit of fantasy is necessary in performing this exercise. Ask students to pretend that each of their hands is an airplane engaging in an aerial dogfight. While keeping the feet shoulder-width apart and stationary, the planes can chase each other anywhere that

LEVEL 3

WEEK 1

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Red Baron Stretch (continued)

the body or arm movements allow. Include "the sounds of combat." If the students appear to enjoy this fantasy game, then ask them to pair up. Standing face-to-face, the students continue the dogfight with one person's hand being pursued and the other person's hand being the pursuer (Rohnke, 1977, 1984, 1989).

Two-Person Mirroring. Have the students pair up.

Partners stand, facing each other. One partner initiates the exercise by doing various movements. The other student is to duplicate these movements. Continue for two minutes. Alternate roles (Rohnke, 1989).

Funny Face. Divide students into groups of five to six. Instruct the groups that, on the signal, each participant is to try to make the other students in his/her group smile. If a student does show the slightest smile, he/she is eliminated from the group. A student may not touch another student, and all eyes must stay open. Continue play until only one student remains in each group. If the students enjoy this exercise, then have the remaining student from each group compete against each other (Rohnke, 1984, 1989).

LEVEL 3

WEEK 1

DAY 4

ACTIVITIES

1. The Clock
 2. Diminishing Load Problem
-

ACTIVITY

SAFETY CONCERNS The Clock and Diminishing Load Problem--
do not permit students to engage in
horseplay.

DESCRIPTION OF ACTIVITIES

The Clock. Have students divide up into groups of 15 to 20. Instruct students to form a circle, facing to the inside. Ask students to hold hands. Indicate to students that they are now a clock. Designate the 12 o'clock and 6 o'clock positions with a marker. Ask the student at the 12 o'clock position to be the leader. On the signal, the leader shouts, "Go." The group rotates clockwise 360 degrees in one direction and then returns 360 degrees back to the start. The leader shouts, "Reverse" to cue the students to reverse directions. The goal is to see how quickly the group can complete the double rotation without breaking hands. Record the time. Allow students to attempt to improve their time, but not to become overly frustrated. A good time for 15 to 20 students is anything below 20 seconds. In establishing a time goal, assign about one second per student, subtracting an additional second for

LEVEL 3

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

The Clock (continued)

every 10 students. If this task comes easily to the students, increase the difficulty by asking the group to begin in a seated position and also to finish up in that position. The clock stops when the last student sits on the ground (Rohnke, 1977, 1984).

Diminishing Load Problem. Divide students into groups of 8 to 10. Define a starting line and a finish line. On the signal, each group is to transport themselves from the starting line to the finish line (30 to 50 yards) with as few trips as possible under the following guidelines:

- (1) To cross the open area, the student must be carried.
- (2) The carrier must return and be carried also.
- (3) The only student allowed to walk across the open area is the last student.
- (4) If the carried student touches the ground while being transported, both members must return to the start.
- (5) The number of students being carried and carrying can vary with the strength and/or imagination of the group.

LEVEL 3

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITIES (continued)

Diminishing Load Problem (continued)

Allow students 10 minutes to discuss their strategy before starting the activity. If the groups enjoyed this activity, then repeat the task, but this time all the students must wear blindfolds. This puts the emphasis on trust. Provide for two spotters per group (Rohnke, 1977, 1984).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 3

WEEK 1

DAY 5

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, flexibility, and muscular
	strength.
	A--Students will enhance group
	cooperation, communication,
	responsibility, and personal trust.

 ACTIVITY LEVEL Medium, low

 EQUIPMENT NEEDS Line Up--one blindfold per student.

 WARM-UPS

1. Hamstring Stretch
2. Sitting Groin Stretch
3. Plowing

DESCRIPTION OF WARM-UPS

Hamstring Stretch. Have students sit on the ground or floor. Extend the right leg. Bend the left leg and place the foot against the inside of the right thigh. From this position, slowly bend forward from the hips toward the foot of the straight right leg until the muscle is stretched. Hold for 30 seconds. Raise up and relax for 30 seconds.

LEVEL 3

WEEK 1

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Hamstring Stretch (continued)

Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Alternate legs (Anderson, 1980).

Sitting Groin Stretch. Students sit with the feet spread apart. Slowly lean forward from the hips, placing the hands in front on the ground or floor for leverage. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds (Anderson, 1980).

Plowing. Students begin in a standing position, feet slightly wider than shoulder-width apart. Locking the knees, bend down, placing the hands between the legs as far back as possible. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once again, bending down and extending the hands back between the legs slightly farther than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending down and

LEVEL 3

WEEK 1

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Plowing (continued)

extending the hands back between the legs slightly farther than the second attempt. Hold for 30 seconds.

ACTIVITIES

1. Line Up
 2. Popsicle Push-Up
 3. Upside Down Popsicle Push-Up
-

ACTIVITY

SAFETY CONCERNS Popsicle Push-Up and Upside-Down Popsicle Push-Up--students who have back problems should not participate in these activities.

DESCRIPTION OF ACTIVITIES

Line Up. Divide students into groups of 10 to 12. Provide each student with a blindfold. Ask students to put on their blindfolds and assume the "Bumpers-Up" position (both hands in front of the face, palms facing away). Instruct students to slowly mingle without talking (30 seconds). Now have students remain still and listen to the task. Stress that this is an exercise in trust and communication. The instructor indicates that he/she is going to assign a number to each student and that this will

LEVEL 3

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Line Up (continued)

be done by walking among them and tapping each student on the shoulder, saying a number at the same time. Each student should have his/her hand raised until he/she receives a number. On the signal, the students are to line up shoulder-to-shoulder in numerical order without talking. Allow 10 to 15 minutes for a solution. If a group is still having difficulties after 10 minutes, then ask them to stop and wait for the instructor to touch their shoulder, at which time they loudly announce their number. Then continue the exercise. When a group indicates that they are finished, then instruct them to remove their blindfolds and count off (Rohnke, 1991b).

Popsicle Push-Up. Divide students into groups of four. All students must be able to do one push-up in order to complete this task. Ask one student in each group to lie facedown on the ground, as if preparing to do a push-up. The second student in each group lies facedown, at right angles to the first student, so that the tops of his/her feet are on top of the first student's lower back. The third student in each group repeats the procedure, using the second student as his/her footrest. The fourth student in each group fits in this weave so as to connect everyone in a

LEVEL 3

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Popsicle Push-Up (continued)

square configuration. All four students in each group should be facedown, with their instep on someone's back. On the signal (one-two-go), everyone does a push-up. If done together, there will be four raised bodies with only eight hands touching the ground. If a student is having difficulty getting up, instruct him/her to perform the push-up on the two-count. This head start will often correct the problem. After each group has performed the task, have them join up with another group and perform an eight-student push-up. Continue until the entire class attempts the push-up. This activity is time-consuming and requires instructor leadership. Students who cannot perform a push-up or have back problems can assist the instructor, as well as take pictures of this momentous event (Rohnke, 1984).

Upside Down Popsicle Push-Up. This is a variation of the previous activity. Students divide up into groups of four. Instead of students lying facedown on the ground, they flip over into a seated position, hands behind them on the ground. Reset the popsicle position (feet on the lower legs). Now perform a push-up. This approach is much easier on the lower back. Instruct students to continue to

LEVEL 3

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Upside Down Popsicle Push-Up (continued)

increase the number of participants attempting the push-up
(Rohnke, 1991b).

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

 LEVEL 3

WEEK 2

DAY 1

OBJECTIVES C--Students will follow verbal directions
 C--COGNITIVE as given by the instructor.
 P--PSYCHOMOTOR C--Students will utilize listening
 A--AFFECTIVE techniques and concentration skills.
 P--Students will improve balance,
 coordination, and cardiovascular/
 muscular endurance.
 A--Students will enhance group
 cooperation, communication,
 responsibility, trust, and commitment.

 ACTIVITY LEVEL High, medium, low

EQUIPMENT NEEDS I Trust You, But . . .--enough blindfolds
 for 1/2 of the students.
 How're Ya Doin'? Just Fine, Thanks!--one
 blindfold per student.
 Balance Broom--one broom or dowel per
 group.

 WARM-UP 1. Hopping
 (Duo Hopping, Dance Hopping,
 Troika Hop, and Group Hopping)

LEVEL 3**WEEK 2****DAY 1**

DESCRIPTION OF WARM-UP

Hopping. Have students pair up. Start everyone hopping. Ask students to hold their partner's hand as they continue to hop (duo hopping). Next, instruct them to continue hopping, but only on one leg (right leg) and spin around together in opposite directions. Make sure to grasp hands tightly. After 30 seconds or so, have them change hands, legs, and spinning direction. Then ask couples to join up (group of four) and, standing side-by-side (single-line formation), put their arms around each other's waist. Instruct them to begin to kick simultaneously together, alternating kicks in sets of three from side-to-side, starting with the left leg, kicking to the right (troika hop). This movement is similar to that of the Rockettes. After everyone has caught on and had time to practice, ask the students to form two flanking lines with equal numbers, facing one another about six feet apart, everyone arm-in-arm. Students begin hopping. On the signal, everyone begins the kicks in the same direction, alternating left to right in sets of three (group hopping). It is helpful to continue to cue the students; for example, "ready, kick right one-two-three and now left one-two-three," etc. (Rohnke, 1977, 1989).

 LEVEL 3

WEEK 2

DAY 1

 ACTIVITIES

1. I Trust You, But . . .
 2. How're Ya Doin'?' Just Fine, Thanks!
 3. Balance Broom
-

ACTIVITY

SAFETY CONCERNS Balance Broom--this activity should not be performed by epileptic students.

DESCRIPTION OF ACTIVITIES

I Trust You, But . . . Have students pair up. Provide each pair with a blindfold. One student from each pair stands at one end of the field or gymnasium and puts on the blindfold. The other student stands at the other end of the field or gymnasium. On the signal, the blindfolded student is to jog slowly toward his/her partner at the other end. The non-blindfolded student verbally stops his/her blindfolded partner before he/she reaches the end of the field or gymnasium (the faster the job, the more trust involved). Students who do not assume the "Bumpers-Up" position are demonstrating a higher level of commitment. Stress to the spotters the seriousness of this activity. No horseplay! Allow students to attempt the activity more than once, as well as switching roles (Rohnke, 1991b).

How're Ya Doin'?' Just Fine, Thanks! Divide students into groups of 10 to 15. Provide each student with a

LEVEL 3

WEEK 2

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

How're Ya Doin'? Just Fine, Thanks! (continued)

blindfold. Instruct students to put on their blindfold and form a circle, facing to the inside. Designate one student as number one and have the students number off counterclockwise. Remind students not to forget their number. Now instruct students to ask the student to their immediate left and right this question, "How're ya doin'?" Each student asked will answer, "Just fine, thanks!" Continue until each student has heard the question and answered at least three or four times. Next, have students mingle in the circle in the "Bumpers-Up" position (enough time to mix up the numbers). On the signal, instruct the group to circle up, shoulder-to-shoulder, in their initial numbered position. Students may talk, but they may only say, "How're ya doin'?" "Just fine, thanks!" Once students indicate that they have completed the task, then ask them to number off. If a student is in the incorrect position, allow him/her to move to the correct position. Continue until all students are in their correct numbered positions (Rohnke, 1982).

Balance Broom. Divide students into groups of five. Provide each group with a broom or dowel. One student at a time in each group will attempt the task. The other four

LEVEL 3**WEEK 2****DAY 1**

DESCRIPTION OF ACTIVITIES (continued)Balance Broom (continued)

students will serve as spotters. Instruct the student to hold the broom vertically, directly over his/her head, and look up at the very top of the broom. Ask the student to turn around (360-degree turns) 15 times and then put the broom down and step over it. While turning, the student must keep his/her eyes open and fixed at the top of the broom which is held upright at arm's length. Spotting is essential because most students will fall before reaching 15 turns and the remainder will have difficulty stepping over the broom handle. This activity is important because it not only exposes a student's vulnerability before his/her peers, but also requires concentration. Allow students to perform the task in pairs if they desire. Also, demonstrate the task in front of the entire group in order to stress the role of the spotters (hands up as if to catch someone). This activity can result in injury if the spotters do not take their responsibility seriously (Rohnke, 1977, 1984).

SUGGESTIONSHow're Ya Doin'? Just Fine, Thanks!--

this is a voice-recognition activity and is best played with students who already know each other and follow directions

LEVEL 3

WEEK 2

DAY 1

SUGGESTIONS
(continued)

well. Obviously, deaf students cannot
participate.

LEVEL 3	WEEK 2	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and cardiovascular/muscular endurance.
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.

ACTIVITY LEVEL	High, medium, low
----------------	-------------------

EQUIPMENT NEEDS	<u>Sherpa Walk</u> --one blindfold per student.
-----------------	---

WARM-UP	1. <u>Competitive Walking</u> (1/4 of a mile)
---------	--

DESCRIPTION OF WARM-UP

Competitive Walking. Demonstrate the technique used in competitive walking (pumping arms and wiggling hips). Have students briskly walk 1/4 of a mile around the track (Rohnke, 1977, 1989).

ACTIVITY	1. <u>Sherpa Walk</u>
----------	-----------------------

LEVEL 3

WEEK 2

DAY 2

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITY

Sherpa Walk. Divide students into groups of 10 to 12. This activity requires much commitment and trust from the students. Provide each student with a blindfold. Have students put on their blindfolds. Select two students to be the leaders by tapping them on the shoulders. These two students may remove their blindfolds and follow the instructor for additional directions. Instruct the group to mingle about for a few minutes; however, do not remove the blindfolds. Explain to the two leaders the route on which they are to lead the group. This will include activities, such as climbing over and crawling under obstacles, walking in wooded areas, negotiating a wall and/or drop-off, etc. Remind students that they may not speak in a language that the group would understand. Foreign languages and funny sounds/noises are acceptable and encouraged. This activity will go over with the students better if a fantasy story is included to set the stage of events:

We have just arrived in Africa. The main airport is temporarily out of service. Instead, we will have to land at a rural airport located in a deserted part

LEVEL 3

WEEK 2

DAY 2

DESCRIPTION OF ACTIVITY (continued)

Sherpa Walk (continued)

of Africa. We will have to travel on foot to our hotel accommodations approximately 10 miles away. Our pilot has arranged for us to take a shortcut which is only two miles from our hotel. However, there are some restrictions we will have to follow. The shortcut passes through the sacred burial grounds of the pygmies. No foreigner has ever seen this area. The pygmies have agreed to let us pass through their sacred burial grounds as long as we remain blindfolded. They have graciously provided us with two pygmy guides to assist us. Of course, the guides do not speak our language, but the pilot feels we can overcome this barrier. An additional safety concern is that the pygmy guides have leprosy. We have been assured that we are in no danger as long as we do not touch them. We have two minutes to devise a method of making sure we maintain physical contact so we don't lose anyone since we are blindfolded (Rohnke, 1977, 1984).

SUGGESTIONS

Sherpa Walk--an old sheet will work well in providing blindfolds.

 LEVEL 3

WEEK 2

DAY 3

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, coordination, agility, muscular strength/endurance, and cardiovascular endurance.
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.

ACTIVITY LEVEL	High, medium
----------------	--------------

EQUIPMENT NEEDS	<u>Frisbee Throwing</u> --enough frisbees for 1/2 of the students.
-----------------	--

WARM-UP	1. <u>Frisbee Throwing</u>
---------	----------------------------

DESCRIPTION OF WARM-UP

Frisbee Throwing. Have students pair up and grab a frisbee. Instruct pairs to scatter themselves within the established boundaries. Encourage students to throw at different distances. Additionally, suggest to students that

LEVEL 3

WEEK 2

DAY 3

DESCRIPTION OF WARM-UP (continued)

Frisbee Throwing (continued)

they attempt some fancy catching, such as "behind-the-back" or "between-the-legs." Continue for five minutes.

ACTIVITY

1. Willow in the Wind
(Circle Pass/Circle Fall)
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITY

Willow in the Wind--(1) Circle Pass. Divide students into groups of 10 to 15. One student agrees to be the faller. The other students in the group stand shoulder-to-shoulder in a circle, facing the inside of the circle. The faller stands rigidly in the center of the circle. Remaining rigid, the faller falls slowly in any direction. Before the faller moves very far, the students in the circle should redirect him/her to another arc of the circle. This fall-catch-shove sequence should continue until the faller feels secure with the spotters and the spotters feel confident in their ability to work together toward handling the occasional weight shift of the faller.

LEVEL 3

WEEK 2

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Willow in the Wind--(1) Circle Pass (continued)

Encourage all students to experience the role of the faller and the spotter (Rohnke, 1989).

Willow in the Wind--(2) Circle Fall. Divide students into groups of 10 to 15. One student agrees to be the faller. The other students in the group sit hip-to-hip in a circle, facing the inside of the circle. The faller stands rigidly in the center of the circle. The students in the circle gently place their feet on top of the faller's feet, locking the student in place. Remaining rigid, the faller falls slowly from side-to-side. The spotters gently redirect the faller. It is important that all spotters have their hands up in anticipation of the faller's body unexpectedly heading their direction. If the center student does fall too far in any direction, he/she will find himself/herself comfortably situated in one of the spotters' laps. Once again, encourage all students to experience the role of the faller and the spotter (Rohnke, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 3

WEEK 2

DAY 4

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, coordination, agility, muscular strength/endurance, and cardiovascular endurance.
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.

ACTIVITY LEVEL	High, medium, low
----------------	-------------------

EQUIPMENT NEEDS	None.
-----------------	-------

WARM-UP	1. <u>Walking Backward</u> (1/8 to 1/4 of a mile)
---------	--

DESCRIPTION OF WARM-UP

Walking Backward--Have students walk backward for 1/8 (200 m.) to 1/4 (400 m.) of a mile. Have students pick their own starting point. On the signal, have them travel as far as possible in a three- to four-minute time period.

LEVEL 3

WEEK 2

DAY 4

DESCRIPTION OF WARM-UP (continued)

Walking Backward (continued)

Use a track if available. This will help to minimize the confusion associated with computing the distance traveled (Rohnke, 1977, 1989).

ACTIVITIES

1. Levitation
 2. Gauntlet
-

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Levitation. Divide students into groups of 12 to 15. One student agrees to lie down faceup (supine) on the ground. The student remains rigid. The other students in the group equally position themselves on either side of the student on the ground. On the signal, the group lifts the student off the ground, gently moving him/her laterally back and forth and eventually levitating up to a maximum height (about six to seven feet). The student is then slowly returned back to the ground. Allow 30 seconds per student. Encourage all students to experience the levitation, as well as the spotting (Rohnke, 1989).

LEVEL 3**WEEK 2****DAY 4**

DESCRIPTION OF ACTIVITIES (continued)

Gauntlet. Divide students into groups of 12 to 15. One student agrees to be the faller. The other students in the group are the spotters and form two single-file lines, facing each other at a distance of two feet. The spotters stand in the ready position (hands up as if to catch someone). On the signal, the faller walks down the middle of the line and attempts to surprise the group members by falling in their direction at any time. This forces the group to be on their guard at all times and simulates spotting situations that take place on some of the low elements on the ropes course, such as the Triangular Tension Traverse, Criss-Cross, Wild Woosey, and Mohawk Traverse. Encourage students to experience the role of the faller and the spotter (Rohnke, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 3

WEEK 2

DAY 5

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, coordination, muscular strength/ endurance, and cardiovascular endurance.
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.

ACTIVITY LEVEL	High, medium, low
----------------	-------------------

EQUIPMENT NEEDS	<u>Trust Fall</u> --a stump or platform approximately five feet in height.
-----------------	--

WARM-UP	1. <u>Jog in Place</u> (three to five minutes)
---------	---

DESCRIPTION OF WARM-UP

Jog in Place. Have students jog in place for three to five minutes. It will be helpful to describe a scenario with this activity, which includes climbing hills (raise up knees), running at different speeds, and jumping over

LEVEL 3

WEEK 2

DAY 5

DESCRIPTION OF WARM-UP (continued)

Jog in Place (continued)

imaginary obstacles. The three- to five-minute time period will seem to pass by faster.

ACTIVITY 1. Trust Fall

ACTIVITY

SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITY

Trust Fall. Divide students into groups of 12 to 15. Each group will need the direct supervision of the instructor. Ask one student to agree to be the faller. The remaining students will be the spotters. The faller will stand upon a stump or platform five feet off the ground and fall backward into the arms of the group. It is essential to have at least 12 students as the spotters.

The spotters will form two lines, standing shoulder-to-shoulder, facing one another, with hands extended, palms up, so that hands are alternated and closely side-by-side. Spotters should not grasp hands. Make sure all spotters have removed all watches and jewelry from their hands and arms.

LEVEL 3

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITY (continued)

Trust Fall (continued)

The faller should keep his/her arms close to the side of the body (hands inside pockets or crossed securely on the chest) and fall with the body held rigid (in order to distribute the weight evenly). Suggest that the faller close his/her eyes before and during the fall to increase the commitment. Make sure the faller has removed all objects from his/her pockets.

The instructor should never be the first participant to fall. Rather he/she should position himself/herself in the line to catch the greatest amount of weight. It is a good idea for the first student to be lightweight in order to build the confidence of the group. Once the group appears to be competent and comfortable with the fallers, the instructor should remove himself/herself from the group, but continue to closely supervise. Establish a dialogue sequence between the faller and the spotters; for example:

- (1) Faller: "Are you ready?"
- (2) Spotters: "We are ready, Jack."
- (3) Faller: "Falling."

Continue to rotate the spotters' positions in the line so students don't get fatigued. Also, encourage all the students to fall, even if they are just able to bring

LEVEL 3

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITY (continued)

Trust Fall (continued)

themselves to stand on the platform. Students will eventually request that the instructor fall. If the instructor's weight is not too great for the ability of the group, it is recommended that the instructor fall in order to demonstrate his/her trust and commitment to the group (Rohnke, 1977, 1984, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 3	WEEK 3	DAY 1
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, coordination, muscular strength/ endurance, and cardiovascular endurance.	
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<u>Trust Fall</u> --one stump or platform approximately five feet in height.	
	<u>Trust Dive</u> --one stump or platform approximately two to four feet in height.	
WARM-UP	1. <u>Invisible Jump Rope</u>	

DESCRIPTION OF WARM-UP

Invisible Jump Rope. Have students scatter themselves within the established boundaries. Instruct each student to measure his/her invisible jump rope by standing on the rope

 LEVEL 3

WEEK 3

DAY 1

 DESCRIPTION OF WARM-UP (continued)

Invisible Jump Rope (continued)

and bringing the ends up under the armpits. Have students begin slowly, jumping comfortably. Now have the students try a trick. Have students cross the hands (and the arms up to the elbows) vigorously in front of them each time they jump. Try a double crossover. This isn't so hard after all. Next, have students attempt a double jump, then a triple jump. Encourage students to try some fancy footwork. Be creative. Now have students pair up. Begin by performing the same routine. On the signal, both students toss their ropes to each other and continue the routine. Have the partners move closer together and intertwine their ropes. What talent! Finally, finish up this activity with "Hot Pepper" (Rohnke, 1984).

 ACTIVITIES

1. Trust Fall (continued)
2. Trust Dive

 ACTIVITY

 SAFETY CONCERNS None.

DESCRIPTION OF ACTIVITIES

Trust Fall (continued). Depending on the size of the group, it may require one to two days to complete the Trust

LEVEL 3

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Trust Fall (continued)

Fall. Make sure all students have had the opportunity to experience a Trust Fall (Rohnke, 1977, 1984, 1989).

Trust Dive. Divide students into groups of 12 to 15. Each group will require the direct supervision of the instructor. Ask one student to agree to be the diver (preferably a lightweight student). The diver will dive forward from a stump or platform of two to four feet into the arms of the spotters. Make sure the stump or platform is sturdy and will remain in place.

The spotters should line up as they did in the Trust Fall, with a couple of changes. First, the spotters should start their line about one foot away from the stump or platform in order not to restrict the diver's movements. Second, the spotters form the same line, but turn their bodies halfway toward the diver with one foot moved toward the center of the catching line. This position provides more ability to absorb the momentum of the diver. The hand positions are the same. The spotters should remove all watches and jewelry from hands and arms. Rotate the positions of the spotters to prevent fatigue.

Instruct the diver to aim for an invisible trapeze that is positioned above the spotters' heads. The diver should

LEVEL 3**WEEK 3****DAY 1**

DESCRIPTION OF ACTIVITIES (continued)Trust Dive (continued)

land with body extended, hands outstretched. Remind the diver to remove all objects from his/her pockets. Encourage all students to attempt the Trust Dive. Once again, it may become necessary for the instructor to participate in the Trust Dive (Rohnke, 1977, 1984, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 3	WEEK 3	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve hand-eye
	coordination, balance, flexibility,
	coordination, and muscular
	strength/endurance.
	A--Students will enhance group
	cooperation, communication,
	responsibility, trust, and commitment.

ACTIVITY LEVEL	High, medium, low
----------------	-------------------

EQUIPMENT NEEDS	<u>Trust Dive</u> --one stump or platform two to four feet in height.
-----------------	---

WARM-UPS	1. <u>The Bends</u>
	2. <u>Human Spring</u>
	3. <u>Stork Stretch</u>

DESCRIPTION OF WARM-UPS

The Bends. Have students pair up. Students shake hands (using the right hand) with their partner and hold that grip. Students now take the left hand and reach behind, grabbing the uplifted left foot. The object of the

LEVEL 3

WEEK 3

DAY 2

DESCRIPTION OF WARM-UPS (continued)

The Bends (continued)

activity is to make your partner lose his/her balance and release the foot. After several rounds, have students grip left hands and then hold the right foot with the right hand. Encourage students to demonstrate compassion toward their partners. Once the student has clearly lost his/her balance, then the other partner should provide hand support, rather than continuing to be aggressive and aiding in the fall. This exercise must be performed on soft ground or mats (Rohnke, 1992).

Human Spring. Have students pair up with someone of similar height and weight. Couples stand facing each other at arm's length with feet spread at shoulder-width. Students place the hands up in front of them, palms facing forward. On the signal, the partners lean forward, keeping the body rigid, catching each other with the palms, then rebounding to a standing position with a spring-like action. Instruct couples to take a small step back from each other and attempt the exercise again. Continue until the distance apart is deemed too dangerous. This exercise must be performed on soft ground or mats (Fluegelman, 1981).

 LEVEL 3

WEEK 3

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Stork Stretch. Divide students into groups of three. Students stand in a triangular configuration, facing each other. One student raises the right leg and places the right foot on the right thigh of the student to the right, who raises the right leg and places the right foot on the right thigh of the student to the right, as the third student repeats the same action. Therefore, all three students' right legs are as parallel to the ground as possible, with the right leg being supported on the partner's thigh to the right. The left leg of each supports the trio. Once a balanced position is reached, each student attempts to lean over and place his/her head on his/her right knee. Hold for 10 seconds. Relax for 10 seconds. Repeat stretch and hold for 10 seconds. Relax for 10 seconds. To get out of the stretch, each student should turn left, facing the outside of the circle. This will allow the right foot to fall off of the partner's right thigh (Rohnke, 1984).

 ACTIVITY
Trust Dive (continued)

 ACTIVITY
SAFETY CONCERNS None.

LEVEL 3

WEEK 3

DAY 2

DESCRIPTION OF ACTIVITY

Trust Dive (continued). Depending on the size of the group, it may require one to two days to complete the Trust Dive. Make sure to allow all students the opportunity to experience the Trust Dive (Rohnke, 1977, 1984, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 3

WEEK 3

DAY 3

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve hand-eye
	coordination, balance, flexibility,
	coordination, agility, muscular
	strength, and cardiovascular endurance.
	P--Students will demonstrate proper
	falling and spotting techniques.
	A--Students will enhance group
	cooperation, communication,
	responsibility, trust, and commitment.

ACTIVITY LEVEL	High, medium, low
----------------	-------------------

EQUIPMENT NEEDS	None.
-----------------	-------

WARM-UPS	1. <u>Cradle</u>
	2. <u>Legs Over Your Head</u>
	3. <u>Duo Sit-Ups</u>

DESCRIPTION OF WARM-UPS

Cradle. Have students sit down. Grasp the left lower leg with both arms and pull it slowly toward the chest,

 LEVEL 3

WEEK 3

DAY 3

 DESCRIPTION OF WARM-UPS (continued)
Cradle (continued)

attempting to keep the other leg straight out. Hold for 30 seconds. Alternate legs. Repeat twice (Rohnke, 1977).

Legs Over Your Head. Have students lie down, faceup. Lift both legs, keeping them straight, over the head. Hold for 10 seconds. Repeat nine times (Anderson, 1980).

Duo Sit-Ups. Have students pair up. One student will lie on the ground, faceup, with his/her head at his/her standing partner's feet. The student will grab the ankles of his/her standing partner and raise both legs, keeping the legs straight, until gently touching his/her partner. The standing partner will catch the legs of his/her partner with the hands. Repeat four to nine times. Switch positions.

 ACTIVITY
1. Falling and Spotting

(Front and Back Roll, Group

Falling Exercises, and Spotting)

 ACTIVITY

SAFETY CONCERNS None.

 DESCRIPTION OF ACTIVITY

Falling. Many children and some adults do not know how to properly fall. Learning this skill can reduce or even

LEVEL 3

WEEK 3

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Falling (continued)

eliminate some injuries, as well as increase a student's confidence in overcoming physical and psychological situations. Students should be prepared to react if they fall (by tripping or being pushed) or jump. For example, a moving fall can be modified into a forward or backward shoulder roll. A jump from a reasonable height can be negotiated by absorbing most of the shock with the legs (bending at the knees) and little of the shock with the hands and arms. An additional explanation of the front roll, back roll, and group falling exercises are forthcoming.

Front Roll. Students begin by rolling forward from a standing or squatting position and continue into a roll. If a roll on the right shoulder is initiated, the left hand is put out as a guide. The right hand is extended, palm down, in front of the student. The right elbow is bent slightly as the forearm provides a surface for the beginning of the roll. The student looks under his/her left armpit in order to ensure the proper head position and then continues a forward rolling movement onto the right shoulder in a tuck position, and finally into a squat position. The front

LEVEL 3**WEEK 3****DAY 3**

DESCRIPTION OF ACTIVITY (continued)Falling (Front Roll) (continued)

roll is completed at a 45-degree angle. Remind students not to land on the point of the shoulder, or injury may result (Rohnke, 1977, 1984, 1989).

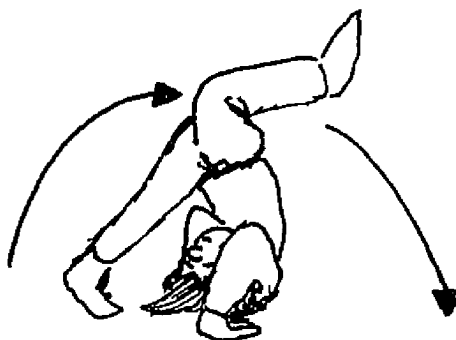


Illustration: Front Roll

Back Roll. Students initiate this roll as the legs begin to bend. The body turns slightly toward the hip that is going to have first contact with the ground. The hands guide the now-tucked body over as the roll is completed over the shoulder on the same side as the hip that initiated the move makes contact with the ground.

Students should begin the front and back roll in the squatting position and then progress to the

LEVEL 3**WEEK 3****DAY 3**

DESCRIPTION OF ACTIVITY (continued)**Falling (Back Roll) (continued)**

standing position and finally to a jogging position (Rohnke, 1977, 1984, 1989).

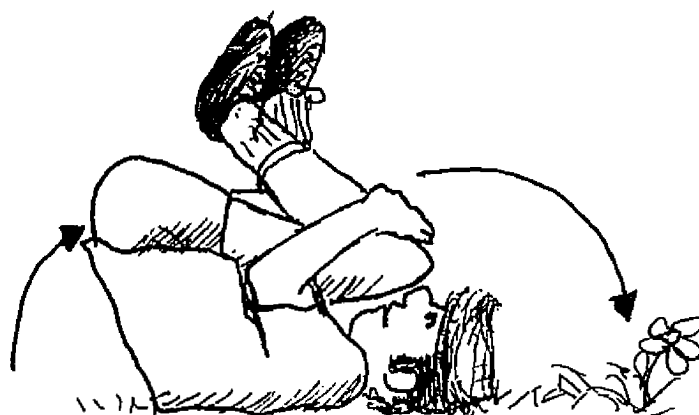


Illustration: Back Roll

Group Falling Exercises. The following exercises are suggested for improving students' proficiency at front and back rolls:

- (1) Have students form a semi-circle facing the instructor. The instructor demonstrates a front roll, stressing the key points. Beginning at one end of the line the instructor asks each student to perform a front roll. Next, the instructor demonstrates a back roll, stressing the key

LEVEL 3

WEEK 3

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Falling (Group Falling Exercises) (continued)

points. Beginning at one end of the line, the instructor asks each student to perform a back roll. The instructor should make corrections as needed.

- (2) Have students line up on the goal line of a football field, facing toward the other goal. Students should allow six to eight feet between them. On the signal, students are to complete as few front rolls as possible up to the 25-yard line. At this point, they get in position for back rolls. On the signal, students are to complete as few back rolls as possible up to the 50-yard line. These two rolls may be used in any combination.
- (3) This exercise is beneficial if the students are mature enough to handle it. Students line up on the goal line of the football field, facing toward the other goal, allowing six to eight feet between them. All students close their eyes. The instructor will walk quietly behind students and randomly deliver a controlled push to the shoulder blades.

LEVEL 3**WEEK 3****DAY 3**

DESCRIPTION OF ACTIVITY (continued)**Falling (Group Falling Exercises) (continued)**

The student will immediately perform a front roll. This exercise can also be used in performing back rolls (Rohnke, 1977, 1984, 1989).

Spotting. Activities performed on the ropes course that are less than six to eight feet off the ground will require spotting. The role of the spotter is to support the upper body and head in a fall, thus protecting the vital areas. While spotting, a student may have to break the fall of another student which may result in either or both of them ending up on the ground. Falls, along with minor scrapes and bruises, are characteristic of some of the activities performed on the ropes course.

Spotting is a difficult skill to teach because students usually do not consider their spotting responsibilities to be very important until they actually have to actively perform it. Stress to students that they must mimic the movements of the participant in the activity, especially on elements, such as the Fidget Ladder, Tension Traverse, Mohawk Walk, Swinging Log, Wild Woosey, Criss-Cross, and Heebie Jeebie. Spotters should duplicate the actions of the participant and position themselves to move with the falling

LEVEL 3

WEEK 3

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Spotting (continued)

movement. When spotting, students should be balanced and centered, with knees flexed to absorb impact, hands up and ready. Eyes should be constantly focused on the participant. When absorbing the force of a falling student, spotters should give with the body, moving or rolling in the direction of force (Rohnke, 1977, 1989). Specific spotting techniques regarding individual elements will be discussed further in Levels 4, 5, and 6.

SUGGESTIONS No specific suggestions--this space is
 provided for the instructor.

 LEVEL 3

WEEK 3

DAY 4

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will utilize memory techniques
A--AFFECTIVE	and concentration skills.
	P--Students will improve hand-eye
	coordination, balance, flexibility, and
	coordination.
	P--Students will demonstrate proper
	knot-tying techniques.
	A--Students will enhance group
	cooperation, communication,
	responsibility, trust, and commitment.

ACTIVITY LEVEL Low

 EQUIPMENT NEEDS Knot-tying--one piece of rope or webbing
 (15 feet in length) per student.

WARM-UPS	1. <u>Side Bender</u>
	2. <u>Standing Cradle</u>
	3. <u>Side Saddle Stretch</u>

DESCRIPTION OF WARM-UPS

Side Bender. Students are in a standing position, hands on hips. Bend to the left as far as possible. Hold for five seconds. Now bend to the right. Hold for five

 LEVEL 3

WEEK 3

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Side Bender (continued)

seconds. Repeat eight more times in both directions (Rohnke, 1989).

Standing Cradle. Students are in a standing position. Grasp the left foot with both arms and pull it slowly toward the chest, attempting to keep the other leg straight, and maintain balance. Hold for 10 seconds. Alternate feet. Repeat two more times with each foot (Rohnke, 1977).

Side Saddle Stretch. Students lie on their left side with legs extended. Raise the right leg slowly, keeping it extended as high as possible. Then return slowly to the original position. Repeat nine more times. Alternate sides. Repeat with left leg 10 times (Rohnke, 1977).

ACTIVITY

1. Knot Tying

(Square Knot, Overhand Knot,
Swiss Seat, Bowline, Bowline
Around a Tree with Safety Knot,
and Bowline on a Bit)

ACTIVITY

SAFETY CONCERNS None.

LEVEL 3

WEEK 3

DAY 4

DESCRIPTION OF ACTIVITY

Knot Tying. This activity is a prerequisite to the next three levels which involve activities on the ropes course. Students will have to practice continuously in order to become proficient at knot tying. The type of knots taught to the students will depend upon the equipment available on the ropes course. If sling ropes or webbing are going to be utilized in place of harnesses, then students must be taught the square knot, the overhand knot, and the bowline. Sling rope and webbing are considerably less expensive than harnesses and demand that the student take more responsibility for his/her equipment. However, comfort will be somewhat sacrificed. Additionally, sling ropes will have to be replaced sooner than webbing or harnesses.

Students will participate in the setup and execution of the ropes course. Therefore, it will be necessary for them to tie a bowline around a tree and a bowline on a bit for belaying and rappelling.

If the instructor plans to continue on with the next three levels, additional training will be necessary. During this training, these knots, as well as other knots, will be demonstrated. Also, hints regarding successful ways of teaching knots to students will be given. It is a good idea

LEVEL 3

WEEK 3

DAY 4

DESCRIPTION OF ACTIVITY (continued)

Knot Tying (continued)

to purchase a general all-purpose knots book. Some suggested books are included in Appendix D.



Illustration: Square Knot

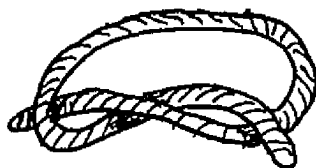


Illustration: Overhand Knot

LEVEL 3

WEEK 3

DAY 4

DESCRIPTION OF ACTIVITY (continued)

Knot Tying (continued)

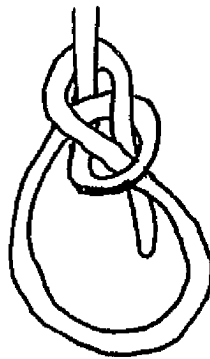


Illustration: Bowline

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 3

WEEK 3

DAY 5

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will utilize concentration
A--AFFECTIVE	skills.
	P--Students will improve hand-eye
	coordination, balance, flexibility, and
	coordination.
	P--Students will demonstrate the proper
	stance, hand movements, and braking
	action when belaying.
	A--Students will enhance cooperation,
	communication, responsibility, and
	commitment.

ACTIVITY LEVEL	High, low
----------------	-----------

EQUIPMENT NEEDS	<u>Belaying</u> --one piece of rope or webbing (15 feet in length) per student and several belaying ropes and stations for students' practice.
-----------------	---

WARM-UPS	1. <u>Dorsal Finger Touch</u>
	2. <u>Candle</u>
	3. <u>Mini-Balance Test</u>

LEVEL 3**WEEK 3****DAY 5**

DESCRIPTION OF WARM-UPS

Dorsal Finger Touch. Students are in a standing position. Reach behind the back with both arms (the left arm coming down over the shoulder and the right arm coming up from the waist) and try to touch or grip fingertips of opposite hands. Hold for five seconds. Relax for 10 seconds. Now repeat, but reverse the positions of the hands (the right arm coming down over the shoulder and the left arm coming up from the waist). Hold for five seconds. Relax for 10 seconds. Repeat entire stretch twice (Rohnke, 1977).

Candle. Students are in a standing position. With the left foot on the ground, tuck the right foot up as far on the left inner thigh as possible. Balance here momentarily and then with the hands placed in a praying position, raise them slowly up over the head, keeping the hands together. As the hands pass the level of the eyes, close the eyes and try to maintain this balance position for 15 seconds. Relax for 30 seconds. Repeat once more (Rohnke, 1977, 1984).

Mini-Balance Test. Students are in a standing position. Stand with the feet together and raise up on tiptoes. The arms are extended together to the front so one looks ready to begin a dive. Try to hold this position with the eyes closed for 30 seconds without falling from the

 LEVEL 3

WEEK 3

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Mini-Balance Test (continued)

tiptoe stance. Count the number of times the balance is lost within the 30 seconds so a comparison can be made on other attempts. Relax. Repeat exercise one more time (Rohnke, 1977, 1984).

ACTIVITY

1. Belaying Skills

ACTIVITY

SAFETY CONCERNS Belaying Skills--instructor should be competent and confident regarding belaying ability before teaching the students.

DESCRIPTION OF ACTIVITY

Belaying Skills. This activity is a prerequisite to Level 6 which involves the high elements on the ropes course. Students will actively participate in the belaying of other students. Once again, the instructor will require additional training. Belaying skills can be found in many books, but nothing can replace the actual experience. A good belayer is characterized as one who demonstrates confidence in his/her ability, rather than a high degree of skill. Therefore, it is critical that the instructor have actively participated in belaying for a period of time

LEVEL 3**WEEK 3****DAY 5**

DESCRIPTION OF ACTIVITY (continued)**Belaying Skills (continued)**

before teaching belaying skills to the students. Additionally, the students will then need sufficient practice in belaying in order for them to also develop personal confidence. Students will have to practice often in order to become proficient at belaying.



Illustration: Belaying Skills

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

SECTION 2: LEVELS 4-6

LEVEL 4: GROUP INITIATIVES ON THE ROPES COURSE

LEVEL 5: LOW ELEMENTS ON THE ROPES COURSE

LEVEL 6: HIGH ELEMENTS ON THE ROPES COURSE

LEVELS 4-6: INTRODUCTION

In utilizing Levels 4, 5, and 6, specific activities have been recommended as part of the ropes course. Staffing must be a major consideration when designing a ropes course. It is a good idea to develop your program in a manner where several elements can be utilized in combination. If the class sizes are small (between 15 and 20), then students can participate in one activity or one section of the course each day. If the class sizes are large (between 35 and 50), then it will be difficult to move all the students through the activity or one section of the course in such a limited time period. Level 4 includes group initiatives on the ropes course. It is suggested that the first day of each week be an instructional time. The instructor would introduce all the elements to be challenged for that week. Objectives, teacher presentation, and safety precautions would be addressed. The remaining four days the students would be divided into smaller groups and directed to follow a rotation schedule for a different activity each day.

By the time students reach Levels 5 and 6 (the low and high ropes course), they will have completed a minimum of 12 weeks of the program. From this point on, students will actively participate in the operation of the course. Examples include belaying another student from a high element to the ground, spotting an individual on a low

element, or just acknowledging support to a fellow participant in need of encouragement.

In challenging the low elements, it is suggested that the instructor initiate the class by introducing one low element to the class. After initial information is given and students are ready to begin, a few of the students should remain at that activity. The other students will move on to another low element. After initial information is given, a few students will remain at this location, and the instructor will continue with the other students. The number of activities introduced will depend on class size. For example, if there are 50 students, divide them into five groups of 10 each. Assign five activities for the week. Have students rotate to a new activity at the completion of their present activity. As students randomly move to a new activity, the students already at that location will instruct them accordingly. This method promotes maximum participation within the constraints of time, as well as leadership and cooperation skills.

Similar recommendations would be given for Level 6. The students would be divided into two groups. Two sections of the course will be operated at the same time. For example, utilizing the high element design suggested in this manual, group 1 would negotiate the Inclined Log/Burma Bridge/Two-Line Bridge, and group 2 would challenge the Dangle Doo. Nevertheless, it would be unrealistic to expect

no delay time when processing a large number of students through an individual or dual task. A running-belay system appears to be the most time- and staff-efficient.

LEVEL 4: GROUP INITIATIVES ON THE ROPES COURSE

Level 4 is an extension of Level 3. It includes some difficult group initiatives, using various obstacles found on the ropes course. The format of daily instruction will include a brief warm-up activity and then a group initiative that may or may not be completed in one class period. Students will continue to enhance their physical skills and develop coordination, balance, flexibility, agility, muscular strength/endurance, and cardiovascular endurance. With respect to cognitive abilities, students should be quite competent at cooperative learning skills before attempting this level. A strong emphasis will be placed on higher-ordered thinking skills, decision-making techniques, and problem-solving activities. The affective thinking of the students will directly influence the success of the group. Students must demonstrate responsibility, cooperation, ingenuity, support, commitment, and trust.

Overview--Level 4: Group Initiatives on the Ropes Course

Day	Week 1	Week 2	Week 3
1	*Hopping (Scissor Hop, Criss-Cross, and Ski Hopping) -Training Session for Week 1	*Hopping (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop) -Training Session for Week 2	*Competitive Walking (1/4 of a mile) -Training Session for Week 3
2	*Grab Your Toes *Reach and Grab *Bottoms Up -Aussie Switch -TT Pole	*Karate Stretch *Inch Worm *Reach for Your Feet -Zig Zag	*Frisbee Throwing -The Wall
3	*Comfortable Position *Return-to-the-Soil Position *Cobra *Angel	*Rowboat Stretch *Duo Stretch *Duo Sit	*Walking Backward (1/8 to 1/4 of a mile)

Overview--Level 4: Group Initiatives on the Ropes Course (Continued)

Day	Week 1	Week 2	Week 3
3	-Playpen -Amazon	-Hole in One	-Prouty's Landing
4	*Duo Isometrics *Stand Up *Stand Off -Nitro Crossing	*Hamstring Stretch *Sitting Groin Stretch *Plowing -Disc Jockeys	*Jog in Place (3-5 minutes) -Spider Web
5	*Double Cobra *Hamstring/Quadricep Stretch *Ballet Stretch -Maze	*Hopping (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping) -The Beam	*Invisible Jump Rope -Electric Fence

Note. * indicates a warm-up. - indicates an activity.

LEVEL 4--LESSON PLANS

 LEVEL 4

WEEK 1

DAY 1

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	coordination, and cardiovascular/ muscular endurance.
	A--Students will enhance group communication.

ACTIVITY LEVEL Low

EQUIPMENT NEEDS	<u>Aussie Switch, TT Pole, Playpen, and Nitro Crossing</u> --these elements should already be present on the ropes course.
	<u>Nitro Crossing</u> --set up the trip wires and rope swing.
	<u>Amazon</u> --provide props (plank, pole, rope, stick, and #10 tin can with handle).

WARM-UP	1. <u>Hopping</u> (Scissor Hop, Criss-Cross, and Ski Hopping)
---------	---

DESCRIPTION OF WARM-UP

Hopping. Have students scatter themselves. Students begin hopping with feet together. Encourage students to jump at their own pace. Continue for 30 seconds. Next,

 LEVEL 4

WEEK 1

DAY 1

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

have students begin to scissor hop. Bring left foot forward as the right foot moves backward. Continue alternative feet. Gradually increase the distance. Continue for 30 seconds. Then criss-cross the legs on each hop, again trying to increase the length of each lateral movement (this is similar to the lower half of a jumping jack except the feet cross). Continue for 30 seconds. Finally, ski hop by locking the legs together and hop side-to-side (as if jumping over a log). Continue for 30 seconds (Rohnke, 1977, 1989).

 ACTIVITIES
1. Training Session for Week 1

ACTIVITY

SAFETY CONCERNS Aussie Switch, TT Pole, Playpen, Amazon, and Nitro Crossing--the instructor should stress safety rules and proper spotting techniques when discussing each activity. Inspect all the elements.

 DESCRIPTION OF ACTIVITIES

Training Session for Week 1. Unless the instructor is fortunate enough to have the desired number of students

LEVEL 4

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Training Session for Week 1 (continued)

(12 or less), it will be necessary for a training session to be provided at the beginning of each week regarding the activities for the rest of the week. If the instructor does have a group of 12 or less, it still can be beneficial to have a training session before starting the activities.

With a large group, the instructor should beforehand divide the students into workable groups of 8 to 12. Since there are four activities scheduled for the week, then four groups will be needed. The groups will rotate to a new activity each day. On the days when a group is assigned two activities to complete, it might be desirable to divide this group into two smaller groups if appropriate for the activities. Training session 1 will discuss thoroughly the objectives, rules, restrictions, and safety measures needed to complete each activity. Additionally, the instructor should provide each group with written directions for its particular activity on the day it performs the activity. This will not only help to reinforce what the students learned during the training session, but also will allow the instructor to do more monitoring of all the groups, rather than re-explaining an activity to a particular group.

LEVEL 4

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Training Session for Week 1 (continued)

The activities to be performed for week 1 are the Aussie Switch/TT Pole, Playpen/Amazon, Nitro Crossing, and Maze. Lesson plans for days 2 through 5 include a description and an illustration of these activities.

NOTE: A reminder--these activities can only be performed if the ropes course includes the elements. Also, the instructor will need additional training regarding the course setup, teacher presentation, and safety measures associated with implementing these types of group initiatives.

The students at this level should be very group-centered. In other words, they should demonstrate individual/group cooperation, responsibility, communication skills, leadership abilities, compassion, trust, and commitment. Students who still engage in horseplay, criticize other students, or appear to be self-centered should NOT participate in these activities because the potential for a serious injury occurring will now greatly increase.

Only general information will be given regarding each activity. It would be futile to discuss extensively the activities in regard to construction, teacher presentation,

LEVEL 4

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Training Session for Week 1 (continued)

spotting skills, and safety procedures since this information would be covered in the additional training acquired by the instructor.

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 4	WEEK 1	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, and flexibility.
	A--Students will enhance group
	cooperation, communication,
	responsibility, trust, and commitment.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>Aussie Switch and TT Pole</u> --these elements should already be present on the ropes course. No additional equipment will be required.
-----------------	--

WARM-UPS	1. <u>Grab Your Toes</u>
	2. <u>Reach and Grab</u>
	3. <u>Bottoms Up</u>

DESCRIPTION OF WARM-UPS

Grab Your Toes. Have students sit down on the ground or floor. With the legs extended and separated on the ground or floor, ask students to grab the toes (or whatever they can reach) and lean backward, trying to hold a

LEVEL 4

WEEK 1

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Grab Your Toes (continued)

balance-point on their coccyges (bottoms) for 20 seconds. Now roll over backward while holding onto the toes. Relax for 20 seconds. Repeat (Rohnke, 1989).

Reach and Grab. Have students sit down on the ground or floor with legs spread apart. Students try to reach as far forward as possible, grabbing some grass or fingering the floor. Hold for 20 seconds. Sit up and relax for 20 seconds. Repeat, but this time try to reach farther than the first attempt. Hold for 20 seconds. Rest for 20 seconds. Repeat once more, but this time try to reach farther than the second attempt. Hold for 20 seconds (Rohnke, 1989).

Bottoms Up. Have students pair up. Partners sit on the floor, facing one another, and place the bottoms of their feet against each other. Legs should be bent, with feet held high and posteriors fairly close to one another. On the signal, attempt to push against each other's feet while supporting the body's weight on the arms and hands until both derrieres (bottoms) come off the ground or floor. Hold for 20 seconds. Return to the starting position and relax for 30 seconds. Repeat exercise. Hold for 30 seconds (Rohnke, 1984, 1989).

LEVEL 4

WEEK 1

DAY 2

ACTIVITIES

1. Aussie Switch
 2. TT Pole
-

ACTIVITY

SAFETY CONCERNS Aussie Switch and TT Pole--make sure the area surrounding the activities is free of obstructions and debris. Inspect the elements.

DESCRIPTION OF ACTIVITIES

Aussie Switch. Ask three students to stand on log B and to remain on that log for the duration of the initiative problem. The object is for team A on log A to change places with team C on log C without touching the ground. The three students on log B act as designated helpers to aid the transfer as it pertains to log B. Remind students that groups A, B, and C are all part of the same team and are not competing against one another. Encourage students not to pull off other students if they begin to fall. This activity can also be a timed event. Simply add a 15-second penalty each time a student touches the ground (Rohnke, 1984, 1989).

LEVEL 4

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

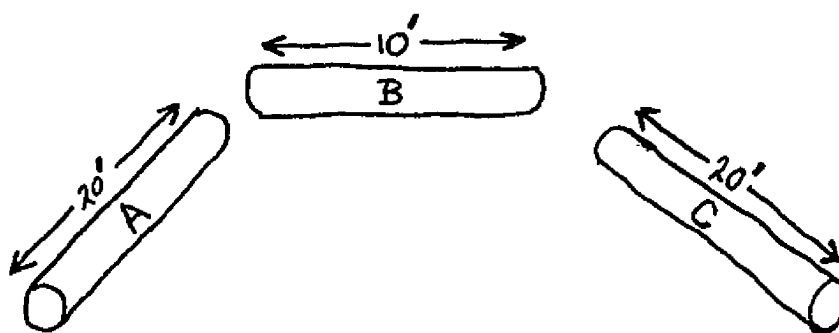
Aussie Switch (continued)

Illustration: Aussie Switch

TT Pole. This activity is a variation of the playground teeter-totter. The object is to balance a small group (10 to 12) on top of the TT log for 10 seconds. If the log touches the ground at either end, at any time, the event must start again with all students off the log. Students are allowed to climb on the log only at the long end (fulcrum to end). An easier variation includes starting over only if the log touches the ground at the far end (Rohnke, 1984).

LEVEL 4

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITIES (continued)

TT Pole (continued)



Illustration: TT Pole

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 4	WEEK 1	DAY 3
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and muscular strength.
	A--Students will enhance group cooperation, communication, responsibility, ingenuity, trust, and commitment.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Playpen and Amazon</u> --these elements should already be present on the ropes course.
	<u>Amazon</u> --provide the needed props (plank, pole, rope, stick, and #10 tin can with a handle).

WARM-UPS	1. <u>Comfortable Position/Return-to-the-Soil Position</u>
	2. <u>Cobra</u>
	3. <u>Angel</u>

LEVEL 4

WEEK 1

DAY 3

DESCRIPTION OF WARM-UPS

Comfortable Position. This activity helps students become accustomed to the unexpected, which is characteristic of adventure education. The instructor has the students lie down on the ground with him/her. Students place the right hand on the ground first, next the left hand on top of the right hand, and then the chin on top of the left hand (Rohnke, 1977, 1989).

Return-to-the-Soil Position. Beginning from the Comfortable Position, have students put their right hand beside the trunk (waist) with palm up. Repeat the same procedure with the left hand. Now put the face (nose-down) into the ground. Slowly and comfortably take three deep breaths (Rohnke, 1977, 1989).

Cobra. Students begin from the Return-to-the-Soil Position. Have students raise the top half of the body, head up as far as possible, and hold that position for five seconds. As the head and torso rise up, slowly inhale. As the body lowers, slowly exhale. Repeat two to three times (Rohnke, 1977, 1989).

Angel. Students are in a standing position. With the feet about shoulder-width apart and with legs kept straight, bend slowly at the waist and attempt to touch the palms to the ground. Hold that position for five seconds. Next,

 LEVEL 4

WEEK 1

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Angel (continued)

begin to slowly rise to an arms-up (reaching-for-the-sky), body fully extended, Angel position. Take in air as the upper body lifts until the lungs fill and the arms-extended, palms-up, on-the-toes, head-back, arched position is reached. Hold for five seconds. Repeat entire exercise twice (Rohnke, 1977, 1989).

ACTIVITIES

1. Playpen
 2. Amazon
-

ACTIVITY

SAFETY CONCERNS Playpen--do NOT allow students to walk from stump to stump. Students have received broken sternums when attempting to do this after school hours. Because of after-school unauthorized use by students, the playpen event will need to be secured in some manner.

Playpen and Amazon--the surrounding area should be free of obstructions and debris on the ground. Inspect the element.

LEVEL 4**WEEK 1****DAY 3**

DESCRIPTION OF ACTIVITIES

Playpen. Ask a group of students (8 to 15, depending on the course design) to stand in a circle behind the stumps of the playpen. On the signal, students mount the stumps (one student per stump) and join hands. This event is timed from the signal to the joining of hands (a minute or more). Have students repeat the activity three to five times with the goal of improving their time (Rohnke, 1984).

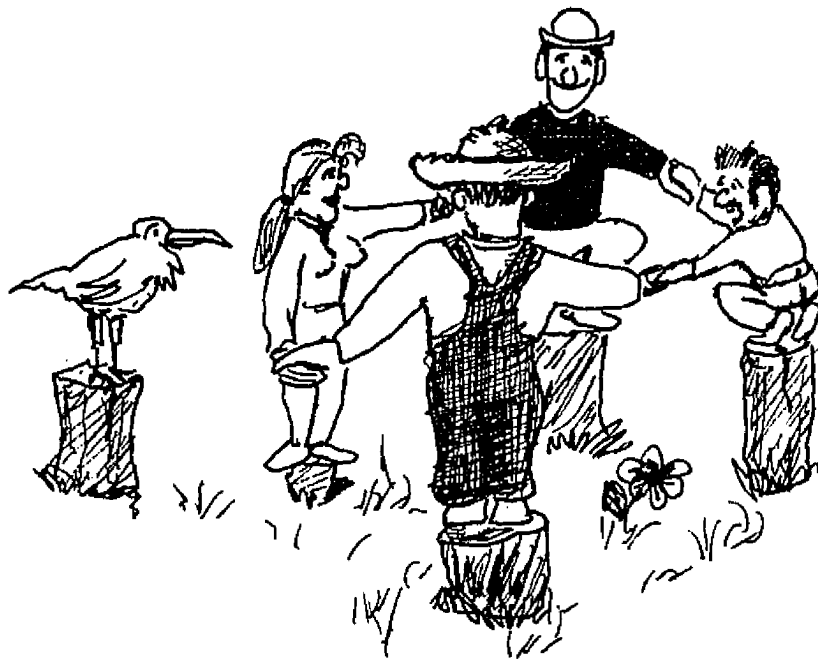


Illustration: Playpen

LEVEL 4**WEEK 1****DAY 3**

DESCRIPTION OF ACTIVITIES (continued)

Amazon. This activity is best-suited for groups of 8 to 10. The object is for the group to retrieve a container placed some distance from a simulated riverbank, using only the props provided (a plank, a pole, a length of rope, and a stick). If a student touches ground (water) between the bank and the container, he/she must go back to the bank and begin again. Time penalties can be assigned every time the plank, stick, or individual touches the ground.

This activity will require some setup and forethought by the instructor. The plank should be at least six inches wide, two inches thick, and preferably of hardwood. The pole should be at least 1 1/2 inches in diameter. The pole does not have to be perfectly straight. A tree limb will do. The rope should be 5/8-inch-diameter multi-line rope or slash gold-line. The reaching pole (stick) may be constructed of any available material. The container can be a #10 tin can with a wire handle attached (Rohnke, 1977, 1984).

LEVEL 4

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITIES (continued)

Amazon (continued)

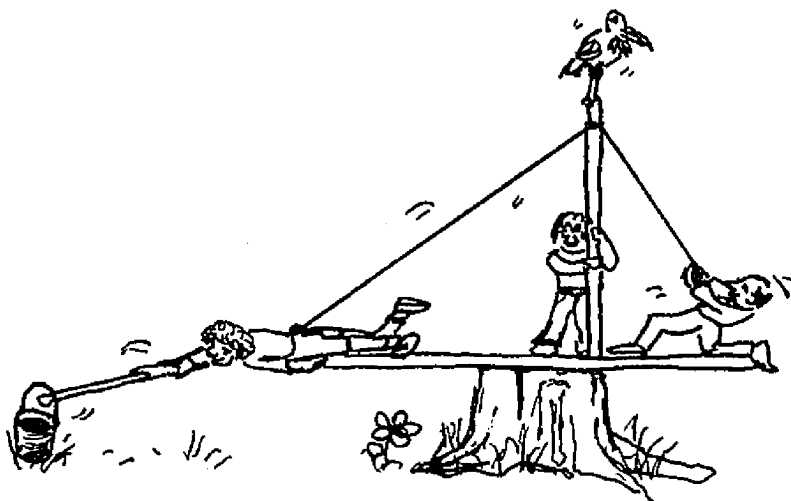


Illustration: Amazon

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 4

WEEK 1

DAY 4

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, coordination, and muscular strength/endurance.
	A--Students will enhance group cooperation, communication, responsibility, ingenuity, trust, and commitment.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Nitro Crossing</u> --this element should already be present on the ropes course; make sure the trip wires and rope swing are set up.
-----------------	---

WARM-UPS	1. <u>Duo Isometrics</u>
	2. <u>Stand Up</u>
	3. <u>Stand Off</u>

LEVEL 4

WEEK 1

DAY 4

DESCRIPTION OF WARM-UPS

Duo Isometrics. Have students pair up with someone of similar height. Facing one another with arms extended, ask students to put both hands on each other's shoulders. Partners gradually begin trying to push each other into the ground. Increase pressure over a five-second time span, maintain full pressure for about five seconds, and then gradually decrease pressure for about five seconds until back to normal. Next, with the students still facing one another, have them extend one hand forward as if they were going to shake their partner's hand. Keeping hands open and flat (not clasped) with arms extended, begin to exert lateral pressure on your partner's arm, using the five-five-five-second pattern in the previous exercise. Now one partner extends his/her arms with the palms up. The other partner extends his/her arms, palms down, and covers his/her partner's palms-up hands. Students are to exert upward or downward pressure on his/her partner's hands, using the five-five-five-second pattern (Rohnke, 1977, 1984, 1989).

Stand Up. Students pair up with someone of similar height and weight. Have couples sit on the ground back-to-back, knees bent, and elbows linked. On the signal, the students stand up together by pushing against each other's backs (Fluegelman, 1976).

 LEVEL 4

WEEK 1

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Stand Off. Students pair up with someone of similar height and weight. The couples stand face-to-face on a level surface at one arm's length. Each individual player's feet are together, and both players' toes are touching at the front. The players present their hands with their palms touching their partner's hands. Each player attempts to cause his/her partner to lose his/her balance, making contact with the hands only. If a student moves one or both feet, or lunges forward toward his/her partner, then his/her partner gains a point. The best two out of three points wins (Fluegelman, 1976).

ACTIVITY

Nitro Crossing

ACTIVITY

SAFETY CONCERNS Nitro Crossing--clear the surrounding area of any obstructions or debris. Inspect the element and additional equipment.

DESCRIPTION OF ACTIVITY

Nitro Crossing. The object is for a group to obtain a rope, using any resource found within the group, and cross the area bordered by trip wires without touching the ground. Additionally, the group must at some point transfer a

LEVEL 4**WEEK 1****DAY 4**

DESCRIPTION OF ACTIVITY (continued)**Nitro Crossing (continued)**

#10 tin can filled $7/8$ full with "nitro" (water) without spilling a drop. If a trip wire is knocked down or any of the water spills, the entire group must return and begin again. If a student touches the ground while swinging, but does not touch the trip wires, he/she only must return and begin again. Once a student crosses to the other side,

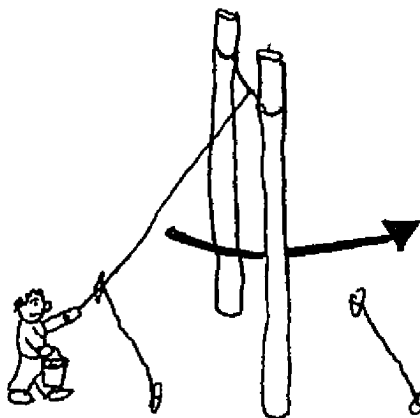


Illustration: Nitro Crossing

LEVEL 4**WEEK 1****DAY 4**

DESCRIPTION OF ACTIVITY (continued)**Nitro Crossing (continued)**

he/she may not assist in any way, except to spot other group members coming across. It will be necessary for the instructor or a couple of students to spot the first two students crossing. Do not permit diving or jumping at the rope (Rohnke, 1984, 1989).

SUGGESTIONS

The Nitro Crossing can be accomplished indoors by utilizing the gymnasium-climbing rope as the rope swing. The trip wires can be accomplished by placing a pole on top of two empty tennis ball cans.

LEVEL 4

WEEK 1

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Double Cobra (continued)

then return slowly to the ground, releasing their breath the way a balloon loses its air (Rohnke, 1977).

Hamstring/Quadricep Stretch. Begin in a standing position. Students grasp the toes of the right foot with the left hand and lean forward (as if they are leaning toward the ground to pick up something), so that the left leg is kept straight while leaning. Use the right arm to balance. Alternate sides (Rohnke, 1977).

Ballet Stretch. Begin in a standing position, with both arms fully extended (as if flying a plane). Raise the left leg, bending at the knee. Hold that position for five seconds. Next, extend the left leg and straighten at the knee. Hold this position for five seconds. Then rotate the left leg to the left so that the leg is extended on the left side. Hold the position for five seconds. Rotate the left leg to the right so that it is now extended in front of the body (the second position described). Hold for five seconds. Then bend the left leg at the knee and hold for five seconds (the first position). Finally, return the left leg to the ground. Repeat all positions with the right leg (Rohnke, 1977).

LEVEL 4

WEEK 1

DAY 5

ACTIVITY

1. Maze

ACTIVITY

SAFETY CONCERNS Maze--check for any obstructions within the maze (the surrounding area should be free of obstructions and debris). Inspect the element.

DESCRIPTION OF ACTIVITY

Maze. The activity consists of several 1/4- to 3/8-inch-diameter ropes strung at waist-height in and around a series of trees to form a single entry/exist maze. Students should be blindfolded far enough from the maze so they have no visual image of it. The group is placed in the maze (have them duck under the ropes). On the signal, the group are to find their way out of the maze. Students must maintain contact with the ropes at all times. Students may choose to maintain contact with group members. This activity can be made more difficult by not allowing the students to verbally communicate (Rohnke, 1989; Webster, 1989).

LEVEL 4

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITY (continued)

Maze (continued)

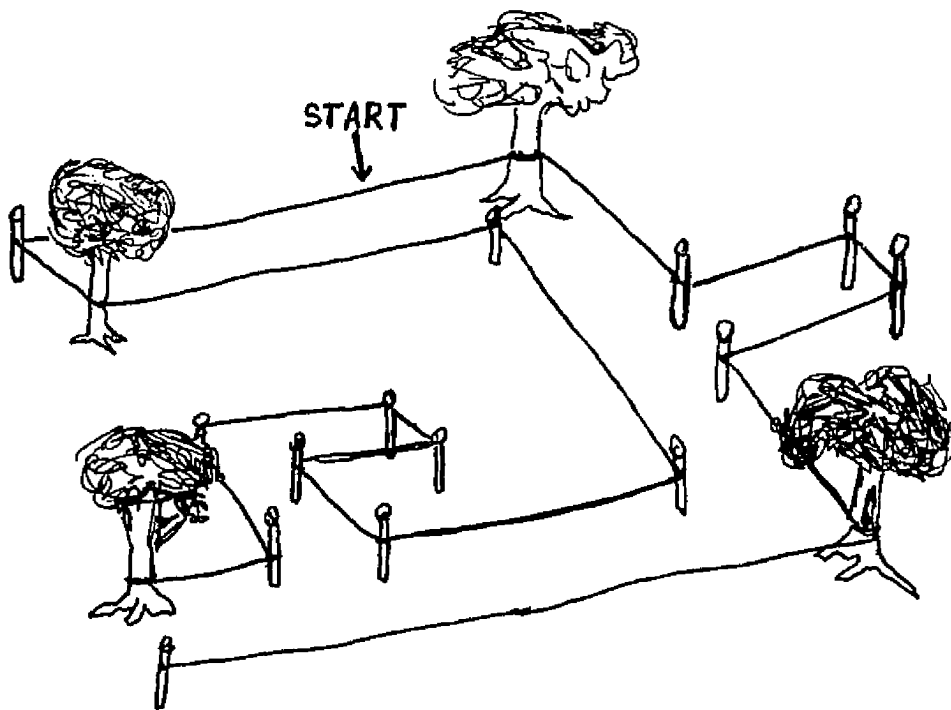


Illustration: Maze

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 4

WEEK 2

DAY 1

 DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

behind, and then change legs after 20 to 30 repetitions. Next, hop on one leg while spinning, letting the other leg centrifuge up into an "L" position in front of you. Use the arms for balance. Now hop and try to spin 360 degrees in either direction (must be on grass or a mat). Finally, scissor kick-hop to the front and then to the rear. Kicks should be as high as possible (Rohnke, 1977, 1989).

 ACTIVITIES

 1. Training Session for Week 2

 ACTIVITY

SAFETY CONCERNS Zig Zag, Hole in One, Disc Jockeys, and The Beam--the instructor should stress safety rules and proper spotting techniques when discussing each activity.

Inspect all the elements.

 DESCRIPTION OF ACTIVITIES

Training Session for Week 2. Divide the students into workable groups of 8 to 12 before beginning the training session. Since there are four activities scheduled for the week, four groups will be needed. The groups will rotate to a new activity each day. Training session 2 will discuss

LEVEL 4

WEEK 2

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Training Session for Week 2 (continued)

thoroughly the objectives, rules, restrictions, and safety measures needed to complete each activity. Additionally, the instructor should provide each group with written directions for its particular activity on the day it performs the activity. This will not only help to reinforce what the students learned during the training session, but also will allow the instructor to do more monitoring of all the groups, rather than re-explaining an activity to a particular group.

The activities to be performed for week 2 are the Zig Zag, Hole in One, Disc Jockeys, and The Beam. Days 2 through 5 include a description and an illustration of these activities. NOTE: Reminder--these activities can only be performed if the ropes course includes the elements. Also, the instructor will need additional training regarding the course setup, teacher presentation, and safety measures associated with implementing these types of group initiatives.

The students at this level should be very group-centered. In other words, they should demonstrate individual/group cooperation, responsibility, communication skills, leadership abilities, compassion, trust, and

LEVEL 4**WEEK 2****DAY 1**

DESCRIPTION OF ACTIVITIES (continued)Training Session for Week 2 (continued)

commitment. Students who still engage in horseplay, criticize other students, or appear to be self-centered should NOT participate in these activities because the potential for a serious injury occurring will greatly increase.

Only general information will be given regarding each activity. It would be futile to discuss extensively the activities in regard to construction, teacher presentation, spotting skills, and safety procedures since this information would be covered in the additional training acquired by the instructor.

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 4

WEEK 2

DAY 2

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and muscular strength.
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Zig Zag</u> --this element should already be present on the ropes course. Provide students with the props (three crossing boards).
-----------------	---

WARM-UPS	1. <u>Karate Stretch</u>
	2. <u>Inch Worm</u>
	3. <u>Reach for Your Feet</u>

DESCRIPTION OF WARM-UPS

Karate Stretch. Have students sit down on the ground. While seated, bring the feet together so that the soles meet. Reach forward to grasp both of the feet at the toe

LEVEL 4

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Karate Stretch (continued)

and pull the heels toward the crotch. The elbows will be bent, with forearms above and about parallel to the feet. Hold this position for 15 seconds. Release the feet and sit up, breathing slowly and deeply. Re-grasp the feet and once again pull toward the crotch. However, this time make sure the elbows are outside the shins. Hold for 15 seconds. Repeat entire exercise twice (Rohnke, 1989).

Inch Worm. Have students pair up. Partners sit on the ground facing each other. Move toward each other until you are able to sit on each other's feet. Grasp your partner's elbows or upper arms with each hand. The pair then determines which direction it will move. The partner, in whose direction it is going, lifts his/her derriere off the ground and moves backward. The second partner now lifts off the ground and, in a cooperative one-two bug-like movement, lifts his/her derriere off the ground and moves toward his/her partner. Continue for two to three minutes (Rohnke, 1984, 1989).

Reach for Your Feet. Have students sit down. With legs extended on the ground, grasp the toes, keeping the knees locked, and pull up so that the student is balancing

 LEVEL 4

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Reach for Your Feet (continued)

on his/her derriere. Hold for 15 seconds, then roll over backward. Repeat twice (Rohnke, 1977).

ACTIVITY 1. Zig Zag

ACTIVITY

SAFETY CONCERNS Zig Zag--the surrounding area should be free of obstructions and debris. Inspect the element and the props.

DESCRIPTION OF ACTIVITY

Zig Zag. The object is to transport a group across a designated area without touching the ground with either the available props (three boards) or any part of the student's body. The boards must be placed in the slotted posts. They may not be turned flat and placed on top of a post. If a student or a board touches the ground, the instructor may assign a time penalty or require the entire group to return to the start and begin again.

Two-foot by six-inch boards should be used as the crossing boards. Board BC should be equal to the space DE. Board AB and CD should be less than the distance between DE so that only board BC will fit space DE. Posts are placed

LEVEL 4**WEEK 2****DAY 2**

DESCRIPTION OF ACTIVITY (continued)Zig Zag (continued)

so that approximately 14 inches of the post are above the ground and three feet are in the ground. The top of the posts are notched approximately for the boards with a chain saw or chisel. Distances AB and CD measure seven feet, six inches, and distance BC measures seven feet, nine inches (Rohnke, 1984).

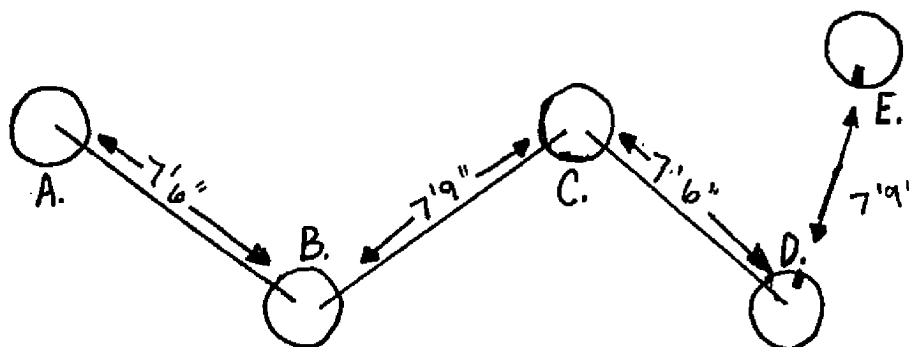


Illustration: Zig Zag

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 4

WEEK 2

DAY 3

OBJECTIVES C--Students will follow verbal directions
 C--COGNITIVE as given by the instructor.
 P--PSYCHOMOTOR C--Students will develop decision-making
 A--AFFECTIVE skills and problem-solving techniques.
 P--Students will improve balance,
 flexibility, and muscular strength.
 A--Students will enhance group
 cooperation, communication,
 responsibility, trust, and commitment.

ACTIVITY LEVEL Medium, low

EQUIPMENT NEEDS Hole in One--this element should already
 be present on the ropes course; no
 additional equipment will be required.

WARM-UPS

1. Rowboat Stretch
2. Duo Stretch
3. Duo Sit

DESCRIPTION OF WARM-UPS

Rowboat Stretch. Have students pair up with someone of similar height. Partners sit on the ground facing each other, legs extended and soles of feet together. Grasp hands and take turns pulling one another back and forth, stretching the hamstring muscles. Some pairs may have to

 LEVEL 4

WEEK 2

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Rowboat Stretch (continued)

bend at the knees in order to grasp hands (Rohnke, 1977, 1989).

Duo Stretch. Students pair up with someone of similar weight. Stand back-to-back, with elbows linked. One partner locks his/her knees and elbows and lifts the other off the ground. He/she gently shakes his/her partner. The individual on top should try to relax. Alternate. NOTE: This exercise should not be performed by students who have back problems (Rohnke, 1977).

Duo Sit. Have students pair up with someone of similar height. Students face each other and grasp hands. On the signal, they simultaneously squat to a 90-degree angle, as if to sit in a chair. Back is straight, and knees are bent. Hold for 60 seconds (Rohnke, 1977).

ACTIVITY

1. Hole in One

 ACTIVITY

SAFETY CONCERNS Hole in One--the surrounding area should be free of obstructions and debris.
Inspect the element.

LEVEL 4**WEEK 2****DAY 3**

DESCRIPTION OF ACTIVITY

Hole in One. The object of this timed event is to move a group through a suspended truck/tractor tire as quickly and efficiently as possible. The instructor or a couple of students will have to spot the first few students through the tire until enough students are on the other side to do the spotting. If females are part of the group, it is recommended that they not be the first through the tire because the friction from the tire causes one's shirt to be raised above one's abdominal and chest area. Allow the group to repeat the task in order to improve its time. Point out to the group how discussing strategy and

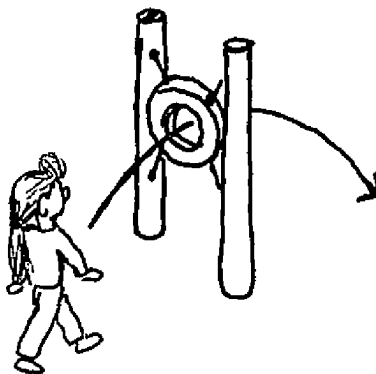


Illustration: Hole in One

LEVEL 4

WEEK 2

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Hole in One (continued)

developing better cooperation can greatly decrease its time
(Rohnke, 1989).

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

 LEVEL 4

WEEK 2

DAY 4

OBJECTIVES C--Students will follow verbal directions
 C--COGNITIVE as given by the instructor.
 P--PSYCHOMOTOR C--Students will develop decision-making
 A--AFFECTIVE skills and problem-solving techniques.
 P--Students will improve balance,
 coordination, flexibility, and muscular
 strength/endurance.
 A--Students will enhance group
 cooperation, communication,
 responsibility, ingenuity, trust, and
 commitment.

 ACTIVITY LEVEL Medium, low

EQUIPMENT NEEDS Disc Jockeys--this element should already
 be present on the ropes course. Set up
 the trip wires, rope swing, and the wooden
 discs. Inspect the element and additional
 equipment.

WARM-UPS 1. Hamstring Stretch
 2. Sitting Groin Stretch
 3. Plowing

LEVEL 4

WEEK 2

DAY 4

DESCRIPTION OF WARM-UPS

Hamstring Stretch. Have students sit on the ground or floor. Extend the right leg. Bend the left leg and place the foot against the inside of the right thigh. From this position, slowly bend forward from the hips toward the foot of the straight right leg until the muscle is stretched. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Alternate legs (Anderson, 1980).

Sitting Groin Stretch. Students sit with the feet spread apart. Slowly lean forward from the hips, placing the hands in front on the ground or floor for leverage. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds (Anderson, 1980).

Plowing. Students begin in a standing position, feet slightly wider than shoulder-width apart. Locking the knees, bend down, placing the hands between the legs as far

 LEVEL 4

WEEK 2

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Plowing (continued)

back as possible. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once again, bending down and extending the hands back between the legs slightly farther than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending down and extending the hands back between the legs slightly farther than the second attempt. Hold for 30 seconds.

 ACTIVITY
1. Disc Jockeys

ACTIVITY

SAFETY CONCERNS Disc Jockeys--the surrounding area should be free of obstructions and debris. Inspect the element and additional equipment.

DESCRIPTION OF ACTIVITY

Disc Jockeys. The object of this activity is for a group to obtain the rope using any resources found within the group, cross the area bordered by the trip wires without touching the ground, and land on a series of wooden discs or hula-hoops. Provide one disc per student. The discs are arranged in a pyramidal fashion, with the pyramid base

LEVEL 4

WEEK 2

DAY 4

DESCRIPTION OF ACTIVITY (continued)

Disc Jockeys (continued)

located about eight feet from the swing rope. Discs are set about 14 inches apart. The activity is complete when each student is standing on or within a disc. Two feet on a disc is the limit. If three feet end up on a disc, both students must return to the start. A student can step to only one more disc beyond the one with which he/she initially made contact. If only one foot makes contact with the first disc, as soon as both feet are located on a disc, that is where the student must stay. However, a student may be physically passed onto any disc within the pyramid if he/she is initially caught. If a student touches the ground at any time, he/she must return to the start. If a trip wire is

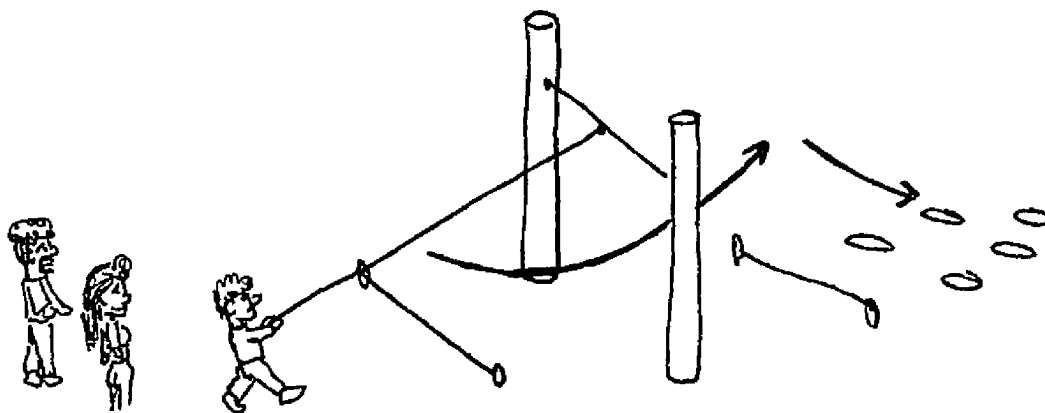


Illustration: Disc Jockeys

LEVEL 4

WEEK 2

DAY 4

DESCRIPTION OF ACTIVITY (continued)

Disc Jockeys (continued)

knocked off its supports at any time, all participants must return to the start (Rohnke, 1989; Webster, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 4	WEEK 2	DAY 5
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, and muscular strength.
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>The Beam</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UP	1. <u>Hopping</u> (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping)
---------	--

DESCRIPTION OF WARM-UP

Hopping. Have students pair up. Start everyone hopping. Ask students to hold their partner's hand as they continue to hop (duo hopping). Next, instruct them to continue hopping, but only on one leg (right leg) and spin around together in opposite directions. Make sure to grasp

LEVEL 4

WEEK 2

DAY 5

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

hands tightly. After 30 seconds or so, have them change hands, legs, and spinning direction. Then ask couples to join up (group of four) and, standing side-to-side (single-file formation), put their arms around each other's waist. Instruct them to begin to kick simultaneously together, alternating kicks in sets of three from side-to-side, starting with the left leg, kicking to the right (troika hop). This movement is similar to that of the Rockettes. After everyone has caught on and had time to practice, ask the students to form two flanking lines with equal numbers, facing one another about six feet apart, everyone arm-in-arm. Students begin hopping. On the signal, everyone begins the kicks in the same direction, alternating left to right in sets of three (group hopping). It is helpful to continue to cue the students; for example, "Ready, kick right one-two-three and now left one-two three," etc. (Rohnke, 1977, 1989).

ACTIVITY

1. The Beam

LEVEL 4

WEEK 2

DAY 5

ACTIVITY

SAFETY CONCERNS The Beam--the surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

The Beam. The object of this activity is to physically move a group up and over an eight-foot horizontally suspended beam without using the support of the trees or poles (no more than two students on top of the beam at a time, with one additional student in the process of going over). Climbers should not be thrown over the beam. Head-first rolls over the beam are not permitted. Students may not jump from the beam. Once a student is over the beam, he/she may not return to the start to assist the other students; however, he/she may give assistance on the far side. Encourage students to carefully spot on both sides of the beam. The instructor or two students will need to spot the first two students over the beam (Rohnke, 1977, 1989; Webster, 1989).

LEVEL 4

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITY (continued)

The Beam (continued)

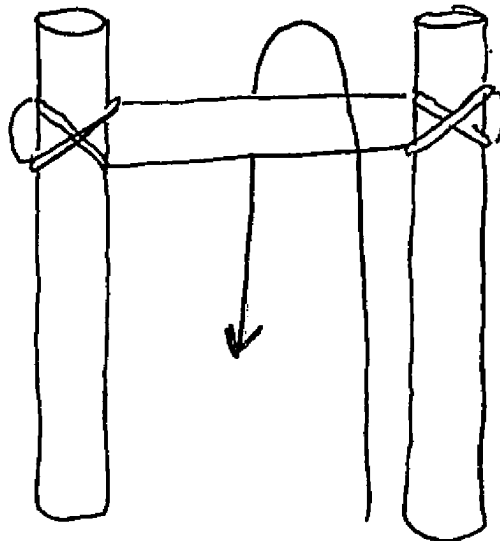


Illustration: The Beam

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 4	WEEK 3	DAY 1
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	P--Students will improve balance, coordination, flexibility, and cardiovascular/muscular endurance.	
A--AFFECTIVE	A--Students will enhance group communication.	
ACTIVITY LEVEL	Low	
EQUIPMENT NEEDS	<u>The Wall, Prouty's Landing, Spider Web, and Electric Fence</u> --these elements should already be present on the ropes course. <u>Prouty's Landing</u> --set up the trip wires, rope swing, and three-foot by three-foot platform.	
WARM-UP	1. <u>Competitive Walking</u> (1/4 of a mile)	
DESCRIPTION OF WARM-UP	<u>Competitive Walking</u> . Demonstrate the technique used in competitive walking (pumping arms and wiggling hips). Have students briskly walk 1/4 of a mile around the track (Rohnke, 1977, 1989).	

LEVEL 4

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITIES (continued)

Training Session for Week 3 (continued)

The activities to be performed for week 3 are The Wall, Prouty's Landing, Spider Web, and Electric Fence. Days 2 through 5 include a description and an illustration of these activities. NOTE: Reminder--these activities can only be performed if the ropes course includes the elements. Also, the instructor will need additional training regarding the course setup, teacher presentation, and safety measures associated with implementing these types of activities.

The students at this level should be very group-centered. In other words, they should demonstrate individual/group cooperation, responsibility, communication skills, leadership abilities, trust, and commitment. Students who still engage in horseplay, criticize other students, or appear to be self-centered should NOT participate in these activities because the potential for a serious injury occurring will now greatly increase.

Only general information will be given regarding each activity. It would be futile to discuss extensively the activities in regard to construction, teacher presentation, spotting skills, and safety procedures since this information would be covered in the additional training acquired by the instructor.

LEVEL 4

WEEK 3

DAY 1

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

LEVEL 4

WEEK 3

DAY 2

DESCRIPTION OF WARM-UP (continued)

Frisbee Throwing (continued)

they attempt some fancy catching, such as "behind-the-back" or "between-the-legs." Continue for five minutes.

ACTIVITY

1. The Wall

ACTIVITY

SAFETY CONCERNS The Wall--check the wall for protruding nails and unsmooth surfaces (splinters). The surrounding area should be free of obstructions and debris.

DESCRIPTION OF ACTIVITY

The Wall. The object of this activity is to move a group up and over an eight-foot vertical wall without using the sides of the wall or the support trees (no more than three students on the top of the wall with one additional student in the process of going over the wall). After a student has ascended the front of the wall and descended the back of the wall, he/she cannot come back to the front of the wall and offer physical assistance; however, he/she may and should help spot the other group members. Students who are waiting on their turn should assist in spotting the other group members. When descending the back of the wall,

LEVEL 4

WEEK 3

DAY 2

DESCRIPTION OF ACTIVITY (continued)

The Wall (continued)

students should have the climbing rope in both hands and should touch each four-inch by four-inch board with their feet (a climbing rope is only on the descending side of the wall). If a student leans over the wall in an attempt to get the last group member over the wall, that student must be supported by two other students, both of whom have their feet on the standing platform. Stress to students the importance of spotting on this activity. Spotters should be placed laterally on each side of the climbing action in addition to the underneath position. Also stress to students the importance of implementing proper lifting and supporting techniques, especially when students are standing on other group members' shoulders or are being lifted up to that position. Do not permit students to hang by the legs in order to reach the last member of the group. Do not permit students to use belts, shoelaces, or other articles of clothing that might not support the heavier members of the group.

Encourage students to develop a strategy before attempting the activity. Remind them that it is easy for articles of clothing to come off of a student when other students begin pulling on the clothes in order to get

LEVEL 4**WEEK 3****DAY 2**

DESCRIPTION OF ACTIVITY (continued)The Wall (continued)

him/her over the wall. It is helpful to prepare students for this possibility. If a group has difficulty with the height or arm strength among the members, permit the descending rope to be used for the first and last two students (Rohnke, 1977, 1989; Webster, 1989).

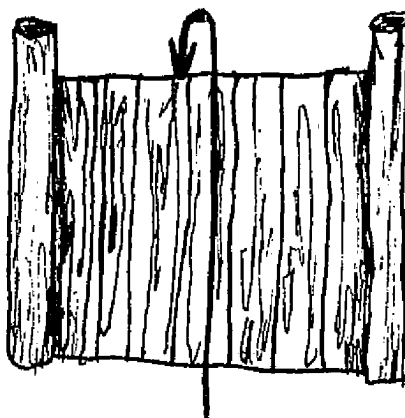


Illustration: The Wall

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 4

WEEK 3

DAY 3

OBJECTIVES C--Students will follow verbal directions
 C--COGNITIVE as given by the instructor.
 P--PSYCHOMOTOR C--Students will develop decision-making
 A--AFFECTIVE skills and problem-solving techniques.
 P--Students will improve balance,
 coordination, flexibility, muscular
 strength, and cardiovascular/
 muscular endurance.
 A--Students will enhance group
 cooperation, communication,
 responsibility, ingenuity, trust, and
 commitment.

 ACTIVITY LEVEL Medium, low

EQUIPMENT NEEDS Prouty's Landing--this element should
 already be present on the ropes course.
 Set up the trip wires, rope swing, and
 wooden discs. Inspect the element and the
 additional equipment.

 WARM-UP 1. Walking Backward
 (1/8 to 1/4 of a mile)

LEVEL 4

WEEK 3

DAY 3

DESCRIPTION OF WARM-UP

Walking Backward. Have students walk backward for 1/8 (200 m.) to 1/4 (400 m.) of a mile. Have students pick their own starting point. On the signal, have them travel as far as possible in a three to four minute time period. Use a track if available. This will help to minimize the confusion associated with computing the distance traveled (Rohnke, 1977, 1989).

ACTIVITY

1. Prouty's Landing

ACTIVITY

SAFETY CONCERNS Prouty's Landing--the surrounding area should be free of obstructions and debris. Inspect element and additional equipment.

DESCRIPTION OF ACTIVITY

Prouty's Landing. The object of the group is to obtain a rope using any resources found within the group, cross the area bordered by the trip wires without touching the ground, and land on a three-foot by three-foot platform. Each student must try to land on the platform and stay there until the entire group is on the platform together and remains balanced there for a minimum of five seconds. If a student steps or slips off the platform, he/she must start

LEVEL 4**WEEK 3****DAY 3**

DESCRIPTION OF ACTIVITY (continued)**Prouty's Landing (continued)**

over. If a trip wire is knocked down, the entire group must start over. Do not permit students to stand on each other's shoulders throughout this activity. Do not permit students to dive or jump for the rope (Rohnke, 1989; Webster, 1989).

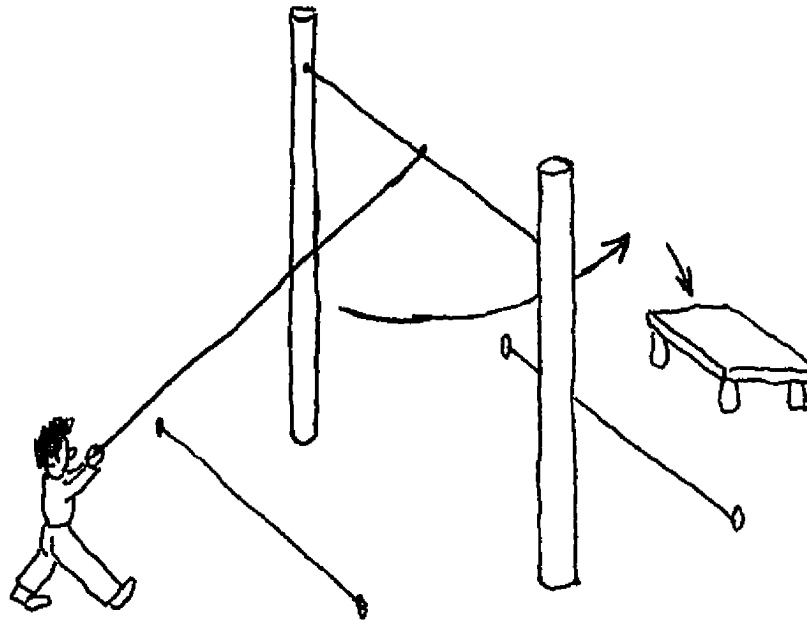


Illustration: Prouty's Landing

LEVEL 4

WEEK 3

DAY 3

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

LEVEL 4	WEEK 3	DAY 4
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, muscular strength, and cardiovascular/muscular endurance.	
	A--Students will enhance group cooperation, communication, responsibility, trust, and commitment.	
ACTIVITY LEVEL	Medium, low	
EQUIPMENT NEEDS	<u>Spider Web</u> --this element should already be present on the ropes course. No additional equipment will be required.	
WARM-UP	1. <u>Jog in Place</u> (three to five minutes)	

DESCRIPTION OF WARM-UP

Jog in Place. Have students jog in place for three to five minutes. It will be helpful to describe a scenario with this activity, which includes climbing hills (raise up knees), running at different speeds, and jumping over

LEVEL 4

WEEK 3

DAY 4

DESCRIPTION OF WARM-UP (continued)

Jog in Place (continued)

imaginary obstacles. The three- to five-minute time period will seem to pass by faster.

ACTIVITY

1. Spider Web

ACTIVITY

SAFETY CONCERNS Spider Web--the surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Spider Web. This activity uses a prefabricated web strung between two trees 10 to 14 feet apart and made up of 14 to 17 open web sections. The top of the web should be no more than seven feet in height. The object is for the group to pass each member through a separate web opening without letting any part of the body touch any part of the web. Once a student uses an opening, that section is closed to further passage. If a student touches a section of the web during passage, then he/she must start over. If a helping student on the opposite side touches the web for any reason, he/she must start again, and the web section that he/she was originally passed through still remains closed. Students

LEVEL 4**WEEK 3****DAY 4**

DESCRIPTION OF ACTIVITY (continued)**Spider Web (continued)**

cannot be passed over or under the web. Stress to students the importance of spotting. Students who are waiting to be passed through the web should spot. Students on the opposite side of the web should also spot. Remind students not to drop or let go of a group member because someone touches the web. Students will soon discover that this activity requires some forethought and pre-planning before attempting it (Rohnke, 1984, 1989; Webster, 1989).

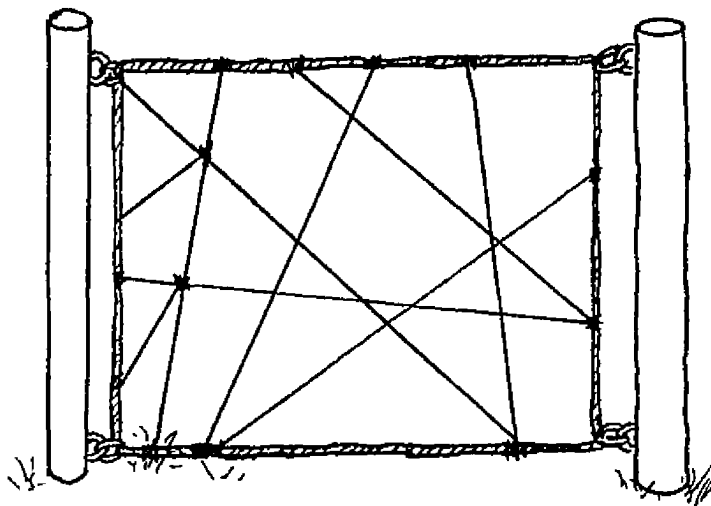


Illustration: Spider Web

LEVEL 4

WEEK 3

DAY 4

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

 LEVEL 4

WEEK 3

DAY 5

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve hand-eye
	coordination, balance, flexibility,
	coordination, muscular strength, and
	cardiovascular/muscular endurance.
	A--Students will enhance group
	cooperation, communication,
	responsibility, ingenuity, trust, and
	commitment.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Electric Fence</u> --this element should
	already be present on the ropes course.
	No additional equipment will be required.

WARM-UP	1. <u>Invisible Jump Rope</u>
---------	-------------------------------

DESCRIPTION OF WARM-UP

Invisible Jump Rope. Have students scatter themselves within the established boundaries. Instruct each student to measure his/her invisible jump rope by standing on the rope and bringing the ends up under the armpits. Have students

 LEVEL 4

WEEK 3

DAY 5

DESCRIPTION OF WARM-UP (continued)

Invisible Jump Rope (continued)

begin slowly, jumping comfortably. Now have the students try a trick. Have students cross the hands (and the arms up to the elbows) vigorously in front of them each time they jump. Try a double crossover. This isn't so hard, after all. Next, have students attempt a double jump, then a triple jump. Encourage students to try some fancy footwork. Be creative. Now have students pair up. Begin by performing the same routine. On the signal, both students toss their ropes to each other and continue the routine. Have partners move closer together and intertwine their ropes. What talent! Finally, finish up this activity with "Hot Pepper" (Rohnke, 1984).

ACTIVITY

Electric Fence

ACTIVITY

SAFETY CONCERNS

Electric Fence--the surrounding area should be free of obstructions and debris. Inspect the element.

LEVEL 4**WEEK 3****DAY 5**

DESCRIPTION OF ACTIVITY

Electric Fence. The object of this activity is to transport the group over a four-foot "electrified" fence (rope) using only themselves and a conductive beam (board). The electrical fence is in a triangular configuration. Use a board eight-feet long and two inches by four inches in width. If a student touches the electric fence (rope), he/she must start again. If the conductive beam (board) touches the electric fence, all those in contact with it must start again. Students may not use the trees or other supports. Do not permit students to hurl group members over the electric fence. Do not permit the last student to perform a head-first dive into a shoulder roll. Stress to students the importance of spotting. Students waiting to cross or who are already across the electric fence should spot the other group members (Rohnke, 1977, 1984).

LEVEL 4

WEEK 3

DAY 5

DESCRIPTION OF ACTIVITIES (continued)

Electric Fence (continued)

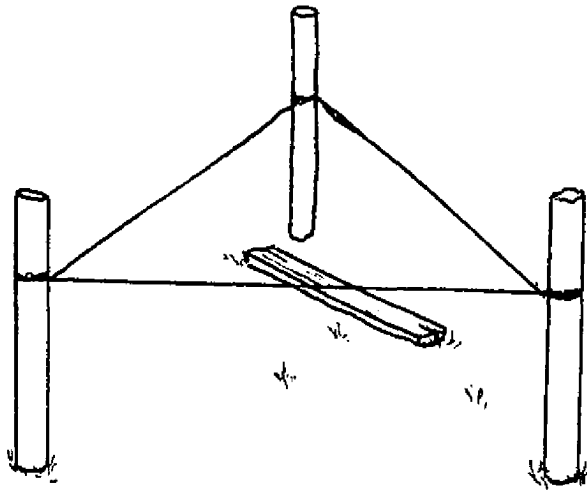


Illustration: Electric Fence

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5: LOW ELEMENTS ON THE ROPES COURSE

Level 5 involves the low elements found on the ropes course. Low elements would be defined as a series of obstacle-type ropes, cables, and logs less than six feet from the ground. The format for daily instruction will be for an individual or a group of individuals to attempt to complete a low element. Physical skills of coordination, balance, flexibility, agility, muscular strength/endurance, and cardiovascular endurance are key components to the student's success. All the cognitive abilities and affective attitudes (communication, leadership, cooperation, responsibility, ingenuity, decision-making, problem-solving, commitment, and trust) developed in Levels 1 through 4 will now be challenged. Individual students will naturally set their own limitations and ultimately determine which elements will be attempted. The previously developed group support and trust will be significant to the success of individuals.

Overview--Level 5: Low Elements on the Ropes Course

Day	Week 1	Week 2	Week 3
1	<ul style="list-style-type: none"> *The Bends *Human Spring *Stork Stretch -Swinging Log 	<ul style="list-style-type: none"> *Grab Your Toes *Reach and Grab *Bottoms Up -Mohawk Walk 	<ul style="list-style-type: none"> *Karate Stretch *Inch Worm *Reach for Your Feet -Hickory Jump
2	<ul style="list-style-type: none"> *Cradle *Legs Over Your Head *Duo Sit-Ups -Triangular Tension Traverse 	<ul style="list-style-type: none"> *Comfortable Position *Return-to-the-Soil Position *Cobra *Angel -Log Ladder 	<ul style="list-style-type: none"> *Rowboat Stretch *Duo Stretch *Duo Sit -Kitten Crawl
3	<ul style="list-style-type: none"> *Side Bender *Standing Cradle *Side Saddle Stretch -Wild Woosey 	<ul style="list-style-type: none"> *Duo Isometrics *Stand Up *Stand Off -Tire Traverse 	<ul style="list-style-type: none"> *Hamstring Stretch *Sitting Groin Stretch *Plowing -Commando Crawl

Overview--Level 5: Low Elements on the Ropes Course (Continued)

Day	Week 1	Week 2	Week 3
4	*Dorsal Finger Touch *Candle *Mini-Balance Test -Criss-Crotch	*Double Cobra *Hamstring/Quadricep Stretch *Ballet Stretch -Fidget Ladder	*Hopping (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping) -Rope Climb Trio
5	*Hopping (Scissor Hop, Criss-Cross, and Ski Hopping) -Bosun's Chairs	*Hopping (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop) -Heebie	*Competitive Walking (1/4 of a mile) -Sea Gull Swing

Suggestion. Wagon Wheel Traverse accommodates more students than a Triangular Tension Traverse or Wild Woosey (6 participants and 12 spotters). This is recommended for those on limited budgets.

Note. * indicates a warm-up. - indicates an activity.

LEVEL 5--LESSON PLANS

LEVEL 5	WEEK 1	DAY 1
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, flexibility, and
	strength.
	A--Students will enhance group
	communication, cooperation,
	responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Swinging Log</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UPS	1. <u>The Bends</u>
	2. <u>Human Spring</u>
	3. <u>Stork Stretch</u>

DESCRIPTION OF WARM-UPS

The Bends. Have students pair up. Students then shake hands (using the right hand) with their partner and hold that grip. Students now take the left hand and reach behind, grabbing the uplifted left foot. The object of the

LEVEL 5

WEEK 1

DAY 1

DESCRIPTION OF WARM-UPS (continued)

The Bends (continued)

activity is to make your partner lose his/her balance and release the foot. After several rounds, have students grip left hands and then hold the right foot with the right hand. Encourage students to demonstrate compassion toward their partner. Once the student has clearly lost his/her balance, then the other partner should provide hand support, rather than continuing to be aggressive and aiding in the fall. This exercise must be performed on soft ground or mats (Rohnke, 1992).

Human Spring. Have students pair up with someone of similar size. Couples stand facing each other at arm's length with feet spread at shoulder-width. Students place the hands up in front of them, palms facing forward. On the signal, the partners lean forward, keeping the body rigid, catching each other with the palms, then rebounding to a standing position with a spring-like action. Instruct couples to take a small step back from each other and attempt the exercise again. Continue until the distance apart is deemed too dangerous. This exercise must be performed on soft ground or mats (Fluegelman, 1981).

Stork Stretch. Divide students into groups of three. Students stand in a triangular configuration, facing each

LEVEL 5

WEEK 1

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Stork Stretch (continued)

other. One student raises the right leg and places the right foot on the right thigh of the student to the right, who raises the right leg and places the right foot on the right thigh of the student to the right, as the third student repeats the same action. Therefore, all three students' right legs are as parallel to the ground as possible, with the right leg being supported on the partner's thigh to the right. The left leg of each supports the trio. Once a balanced position is reached, each student attempts to lean over and place his/her head on his/her right knee. Hold for 10 seconds. Relax for 10 seconds. Repeat stretch and hold for 10 seconds. Relax for 10 seconds. To get out of the stretch, each student should turn right, facing the outside of the circle. This will allow the right foot to fall off of the partner's right thigh (Rohnke, 1984).

ACTIVITY

1. Swinging Log

LEVEL 5

WEEK 1

DAY 1

ACTIVITY

SAFETY CONCERNS Swinging Log--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Swinging Log. A log (25 to 30 feet) is suspended between two trees or poles 8 to 10 inches above the ground by support cables connected to the ends of the log.

Students can attempt four different challenges:

- (1) One student mounts and walks the log, attempting to maintain his/her balance.
- (2) One student begins three feet away from the log. He/she attempts to step onto the log and maintain balance for five seconds.
- (3) Two students start at opposite ends of the log. They attempt to walk toward one another, pass around each other, and continue on.
- (4) Two students start at opposite ends of the log. They attempt to unbalance one another through various log-rolling techniques. Students may not make physical contact.

LEVEL 5

WEEK 1

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Swinging Log (continued)

Do not permit students to jump off the log or run the length of the log (Rohnke, 1977, 1989; Webster, 1989).

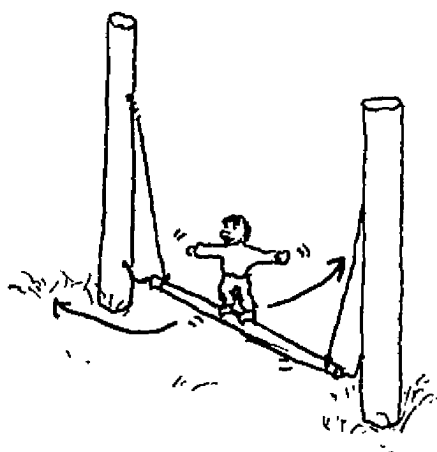


Illustration: Swinging Log

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5	WEEK 1	DAY 2
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and muscular strength/endurance.	
	A--Students will enhance group communication, coordination, responsibility, commitment, and trust.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<u>Triangular Tension Traverse</u> --this element should already be present on the ropes course. Connect the ropes to the cables above each tree or pole.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>Cradle</u> 2. <u>Legs Over Your Head</u> 3. <u>Duo Sit-Ups</u> 	

DESCRIPTION OF WARM-UPS

Cradle. Have students sit down. Grasp the left lower leg with both arms and pull it slowly toward the chest,

 LEVEL 5

WEEK 1

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Cradle (continued)

attempting to keep the other leg straight out. Hold for 30 seconds. Alternate legs. Repeat twice (Rohnke, 1977).

Legs Over Your Head. Have students lie down, faceup. Lift both legs, keeping them straight, over the head. Hold for 10 seconds. Repeat nine times (Anderson, 1980).

Duo Sit-Ups. Have students pair up. One student will lie on the ground, faceup, with his/her hand at his/her standing partner's feet. The student will grab the ankles of his/her standing partner and raise both legs, keeping the legs straight, until gently touching his/her partner. The standing partner will catch the legs of his/her partner with the hands. Repeat four to nine times. Switch positions.

 ACTIVITY
1. Triangular Tension Traverse

ACTIVITY

SAFETY CONCERNS

Triangular Tension Traverse--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element and the additional equipment.

LEVEL 5

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITY

Triangular Tension Traverse. A series of three cables are strung tautly between trees at a height of 2 to 2 1/2 feet above the ground and form a triangulated tension traverse. An additional cable/rope is suspended above each traverse (three in all). This cable/rope can be used by the student when negotiating the element. Students can attempt three different challenges:

- (1) One student can begin at one end of the triangular traverse and negotiate one or all three cables.
- (2) Three students can each begin at one of the three ends of the triangular traverse and negotiate one or all three cables at the same time. Students may have to pass by each other.
- (3) The students can negotiate the triangular traverse as a group initiative. The instructor can determine his/her own rules. For example, divide the students into two groups. Have both groups stationed at the same tree or pole (same starting point), but on opposite sides. On the signal, each group is to negotiate the element on one side of the tree (left), walk the three cables, and end up on the opposite side of the tree (right). A

LEVEL 5

WEEK 1

DAY 2

DESCRIPTION OF ACTIVITY (continued)

Triangular Tension Traverse (continued)

penalty can be assessed each time a student falls off.

Do not permit students to jump off the cable (Rohnke, 1977, 1989; Webster, 1989).

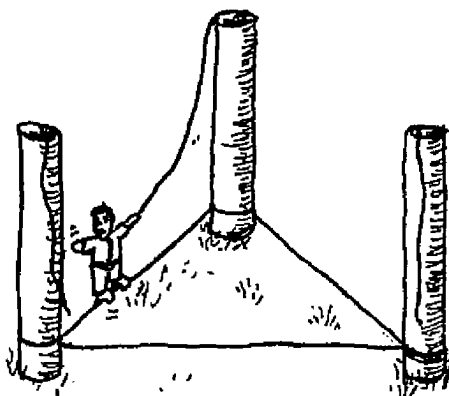


Illustration: Triangular Tension Traverse

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5	WEEK 1	DAY 3
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, flexibility, and muscular
	strength/endurance.
	A--Students will enhance group
	communication, cooperation,
	responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Wild Woosey</u> --this element should already
	be present on the ropes course. No
	additional equipment will be required.

WARM-UPS	1. <u>Side Bender</u>
	2. <u>Standing Cradle</u>
	3. <u>Side Saddle Stretch</u>

DESCRIPTION OF WARM-UPS

Side Bender. Students are in a standing position, hands on hips. Bend to the left as far as possible. Hold for five seconds. Now bend to the right. Hold for five

 LEVEL 5

WEEK 1

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Side Bender (continued)

seconds. Repeat eight more times in both directions (Rohnke, 1989).

Standing Cradle. Students are in a standing position. Grasp the left foot with both arms and pull it slowly toward the chest, attempting to keep the other leg straight, and maintain balance. Hold for 10 seconds. Alternate feet. Repeat two more times with each foot (Rohnke, 1977).

Side Saddle Stretch. Students lie on their left side with legs extended. Raise the right leg slowly, keeping it extended as high as possible. Then return slowly to the original position. Repeat nine more times. Alternate sides. Repeat with the left leg 10 times (Rohnke, 1977).

ACTIVITY

Wild Woosey

ACTIVITY

SAFETY CONCERNS

Wild Woosey--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

LEVEL 5**WEEK 1****DAY 3**

DESCRIPTION OF ACTIVITY

Wild Woosey. Two tautly strung cables about two feet off the ground begin at the same point. The cables progress outward to end points approximately 10 to 12 feet apart. Two students (one per cable) walk the cables, facing each other, while using each other for support (maintain physical contact) until they can go no farther or they reach the far support trees. Do not permit students to interlock fingers

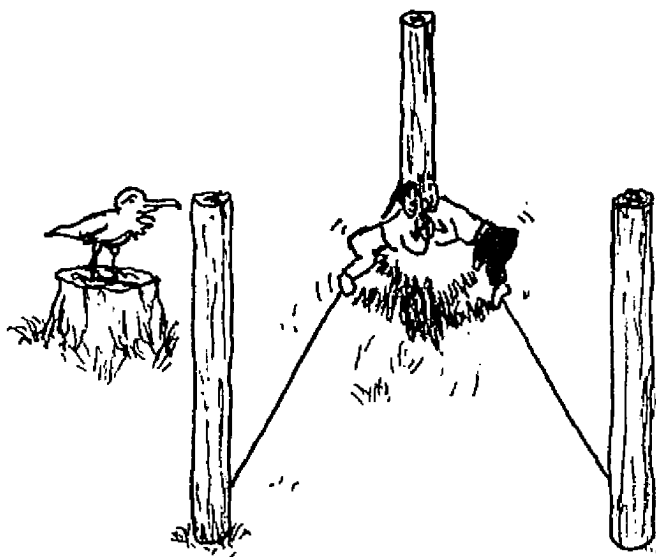


Illustration: Wild Woosey

LEVEL 5

WEEK 1

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Wild Woosey (continued)

(broken fingers could result). This activity can be modified as a group initiative. The instructor measures the distance traversed by each pair. Add up the total distance and set a group goal (Rohnke, 1977, 1989; Webster, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5	WEEK 1	DAY 4
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, and flexibility.
	A--Students will enhance group communication, cooperation, responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Criss-Crotch</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UPS	1. <u>Dorsal Finger Touch</u>
	2. <u>Candle</u>
	3. <u>Mini-Balance Test</u>

DESCRIPTION OF WARM-UPS

Dorsal Finger Touch. Students are in a standing position. Reach behind the back with both arms (the left arm coming down over the shoulder and the right arm coming up from the waist) and try to touch or grip fingertips of opposite hands. Hold for five seconds. Relax for 10

LEVEL 5

WEEK 1

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Dorsal Finger Touch (continued)

seconds. Now repeat, but reverse the positions of the hands (the right arm coming down over the shoulder and the left arm coming up from the waist). Hold for five seconds.

Repeat entire stretch twice (Rohnke, 1977).

Candle. Students are in a standing position. With the left foot on the ground, tuck the right foot up as far on the left inner thigh as possible. Balance here momentarily and then, with the hands placed in a praying position, raise them slowly up over the head, keeping the hands together. As the hands pass the level of the eyes, close the eyes and try to maintain this balance position for 15 seconds. Relax for 30 seconds. Repeat once more (Rohnke, 1977, 1984).

Mini-Balance Test. Students are in a standing position. Stand with the feet together and raise up on tiptoes. The arms are extended together to the front so one looks ready to begin a dive. Try to hold this position with the eyes closed for 30 seconds, without falling from the tiptoe stance. Count the number of times the balance is lost within the 30 seconds so a comparison can be made on other attempts. Relax. Repeat exercise one more time (Rohnke, 1977, 1984).

LEVEL 5

WEEK 1

DAY 4

ACTIVITY

1. Criss-Crotch

ACTIVITY

SAFETY CONCERNS Criss-Crotch--discuss spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Criss-Crotch. The Criss-Crotch consists of two tautly strung and intersecting cables (forming an x) approximately two feet off the ground. Students may attempt two challenges:

- (1) One student begins at one end of the element and walks to the other end.
- (2) Two students start at opposite ends of the element. Students walk to the other end, passing each other in the middle (where the cables intersect) (Rohnke, 1977; Webster, 1989).

LEVEL 5

WEEK 1

DAY 4

DESCRIPTION OF ACTIVITY (continued)

Criss-Crotch (continued)

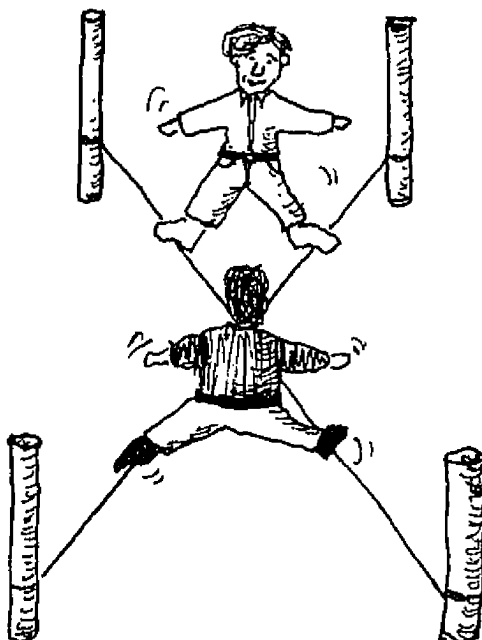


Illustration: Criss-Crotch

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5	WEEK 1	DAY 5
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve hand-eye coordination, balance, flexibility, coordination, muscular strength/endurance, and cardiovascular/muscular endurance.
	A--Students will enhance group communication, cooperation, responsibility, commitment, and trust.

ACTIVITY LEVEL	High, medium
----------------	--------------

EQUIPMENT NEEDS	<u>Bosun's Chairs</u> --this element should already be on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UP	1. <u>Hopping</u> (Scissor Hop, Criss-Cross, and Ski Hopping)
---------	--

DESCRIPTION OF WARM-UP

Hopping. Have students scatter themselves. Students begin hopping with feet together. Encourage students to

 LEVEL 5

WEEK 1

DAY 5

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

jump at their own pace. Continue for 30 seconds. Next, begin to scissor hop. (Bring left foot forward as the right foot moves backward. Continue alternating feet.) Gradually increase the distance. Continue for 30 seconds. Then criss-cross the legs on each hop, again trying to increase the length of each lateral movement (this is similar to the lower half of a jumping jack except the feet cross). Continue for 30 seconds. Finally, ski hop by locking the legs together and hop side-to-side (as if jumping over a log). Continue for 30 seconds (Rohnke, 1977, 1989).

 ACTIVITY
1. Bosun's Chairs

 ACTIVITY

SAFETY CONCERNS Bosun's Chairs--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

 DESCRIPTION OF ACTIVITY

Bosun's Chairs. A series of steps are suspended at varying heights from a cable or rope. Students are to cross the Bosun's Chairs by swinging from step to step. Remind

LEVEL 5

WEEK 1

DAY 5

DESCRIPTION OF ACTIVITY (continued)

Bosun's Chairs (continued)

students that fatigue of the upper body (arms, shoulders, and hands) sets in quickly (Rohnke, 1977; Webster, 1989).

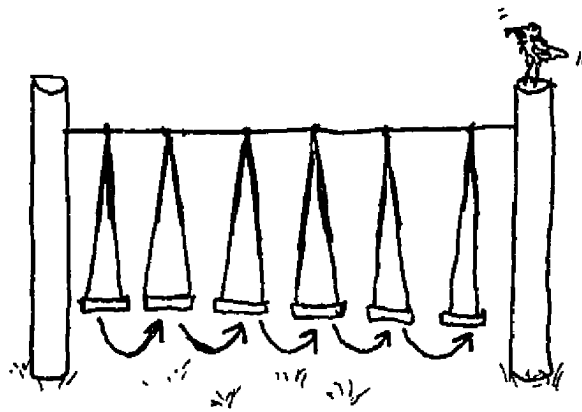


Illustration: Bosun's Chairs

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5	WEEK 2	DAY 1
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and muscular endurance.
	A--Students will enhance group communication, cooperation, responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Mohawk Walk</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	--

WARM-UPS	<ol style="list-style-type: none"> 1. <u>Grab Your Toes</u> 2. <u>Reach and Grab</u> 3. <u>Bottoms Up</u>
----------	--

DESCRIPTION OF WARM-UPS

Grab Your Toes. Have students sit down on the ground or floor. With the legs extended and separated on the ground or floor, ask students to grab the toes (or whatever they can reach) and lean backward, trying to hold a

LEVEL 5

WEEK 2

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Grab Your Toes (continued)

balance-point on their coccyges (bottoms) for 20 seconds. Now roll over backward, while holding onto the toes. Relax for 20 seconds. Repeat (Rohnke, 1989).

Reach and Grab. Have students sit down on the ground or floor with legs spread apart. Students try to reach as far forward as possible, grabbing some grass or fingering the floor. Hold for 20 seconds. Sit up and relax for 20 seconds. Repeat, but this time try to reach farther than the first attempt. Hold for 20 seconds. Rest for 20 seconds. Repeat once more, but this time try to reach farther than the second attempt. Hold for 20 seconds (Rohnke, 1989).

Bottoms Up. Have students pair up. Partners sit on the ground or floor, facing one another, and place the bottoms of their feet against each other. Legs should be bent with feet held high and posteriors fairly close to one another. On the signal, attempt to push against each other's feet while supporting the body's weight on the arms and hands until both derrieres (bottoms) come off the ground or floor. Hold for 20 seconds. Return to the starting

 LEVEL 5

WEEK 2

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Bottoms Up (continued)

position and relax for 30 seconds. Repeat exercise. Hold for 30 seconds (Rohnke, 1984, 1989).

ACTIVITY

1. Mohawk Walk

ACTIVITY

SAFETY CONCERNS Mohawk Walk--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Mohawk Walk. Position a series of five to seven tautly strung cables approximately 18 inches above the ground between support trees. Students as a group are to move from a starting point to a finish point. The students record the number of times that they individually fall off the cable. A total for the group is recorded. Permit the group to attempt the element again in order to see if it can reduce the number of falls/slips. It is not recommended that these types of activities be timed. Students will tend to hurry, thus becoming careless, and increase the likelihood of an injury occurring.

LEVEL 5**WEEK 2****DAY 1**

DESCRIPTION OF ACTIVITY (continued)**Mohawk Walk (continued)**

Do not permit students to execute a dive-like maneuver as they approach the support trees. Do not permit students to use clothes (belts) as aids (Rohnke, 1977, 1984; Webster, 1989).

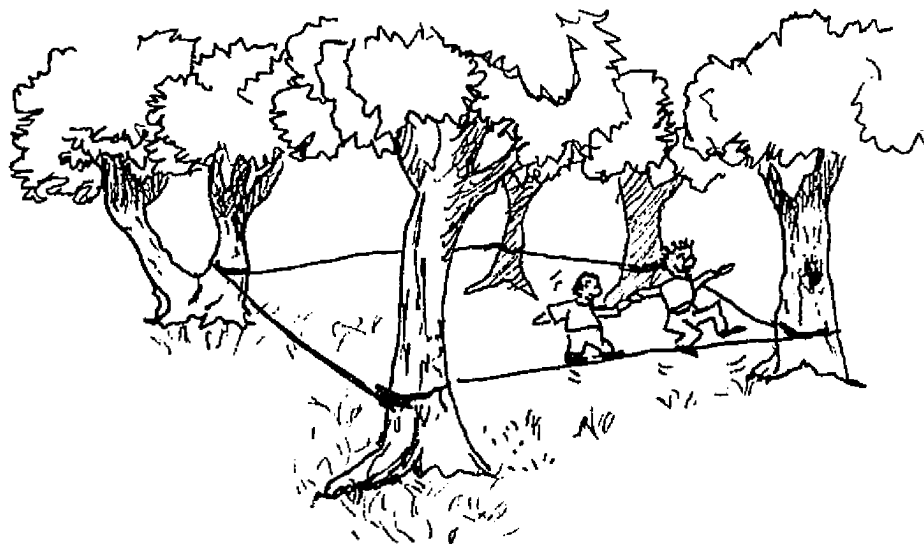


Illustration: Mohawk Walk

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 5

WEEK 2

DAY 2

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, flexibility, and muscular
	strength/endurance.
	A--Students will enhance group
	communication, cooperation,
	responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Log Ladder</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UPS	1. <u>Comfortable Position/Return-to-the-Soil Position</u>
	2. <u>Cobra</u>
	3. <u>Angel</u>

DESCRIPTION OF WARM-UPS

Comfortable Position. This activity helps students become accustomed to the unexpected, which is characteristic of adventure education. The instructor has the students lie

LEVEL 5

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Comfortable Position (continued)

down on the ground with him/her. Students place the right hand on the ground first, next the left hand on top of the right hand, and then the chin on top of the left hand (Rohnke, 1977, 1989).

Return-to-the-Soil Position. Beginning from the Comfortable Position, have students put their right hand beside the trunk (waist) with palm up. Repeat the same procedure with the left hand. Now put the face (nose-down) into the ground. Slowly and comfortably take three deep breaths (Rohnke, 1977, 1989).

Cobra. Students begin from the Return-to-the-Soil Position. Have students raise the top half of the body, head up as far as possible, and hold that position for five seconds. As the head and torso rise up, slowly inhale. As the body lowers, slowly exhale. Repeat two to three times (Rohnke, 1977, 1989).

Angel. Students are in a standing position. With the feet about shoulder-width apart and with legs kept straight, bend slowly at the waist and attempt to touch the palms to the ground. Hold that position for five seconds. Next, begin to slowly rise to an arms-up (reaching-for-the-sky), body fully extended, Angel position. Take in air as the

 LEVEL 5

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Angel (continued)

upper body lifts until the lungs fill and the arms-extended, palms-up, on-the-toes, head-back, arched position is reached. Hold for five seconds. Repeat entire exercise twice (Rohnke, 1977, 1989).

ACTIVITY

1. Log Ladder

ACTIVITY

SAFETY CONCERNS Log Ladder--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Log Ladder. The Log Ladder consists of a series of five to six horizontal logs that increase in distance apart and in height off the ground. One student attempts to reach the top of the log ladder only by using the horizontal rungs. The instructor may permit students to complete this element in pairs. Spotting is minimal since a cargo net is positioned beneath the element (Rohnke, 1977).

LEVEL 5

WEEK 2

DAY 2

DESCRIPTION OF ACTIVITY (continued)

Log Ladder (continued)

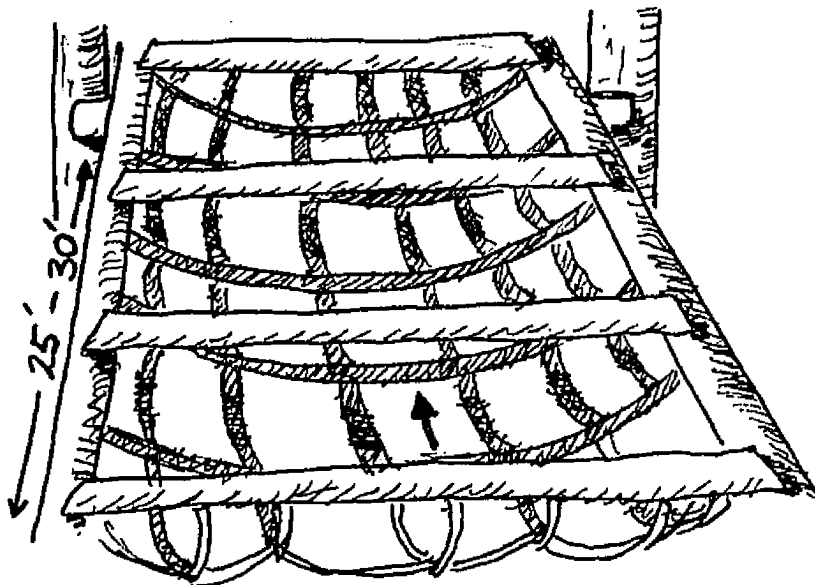


Illustration: Log Ladder

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 5

WEEK 2

DAY 3

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, flexibility, and muscular
	strength/endurance.
	A--Students will enhance group
	communication, coordination,
	responsibility, commitment, and trust.

ACTIVITY LEVEL	High, medium, low
----------------	-------------------

EQUIPMENT NEEDS	<u>Tire Traverse</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	--

WARM-UPS	1. <u>Duo Isometrics</u>
	2. <u>Stand Up</u>
	3. <u>Stand Off</u>

DESCRIPTION OF WARM-UPS

Duo Isometrics. Have students pair up with someone of similar height. Facing one another with arms extended, ask students to put both hands on each other's shoulders. Partners gradually begin trying to push each other into the

LEVEL 5

WEEK 2

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Duo Isometrics (continued)

ground. Increase pressure over a five-second time span, maintain full pressure for about five seconds, and then gradually decrease pressure for about five seconds until back to normal. Next, with the students still facing one another, have them extend one hand forward as if they were going to shake their partner's hand. Keeping hands open and flat (not clasped) with arms extended, begin to exert lateral pressure on your partner's arm using the five-five-five-second pattern in the previous exercise. Now one partner extends his/her arms with the palms up. The other partner extends his/her arms, palms down, and covers his/her partner's palms-up hands. Students are to exert upward or downward pressure on his/her partner's hands using the five-five-five-second pattern (Rohnke, 1977, 1984, 1989).

Stand Up. Students pair up with someone of similar height and weight. Have couples sit on the ground back-to-back, knees bent, and elbows linked. On the signal, the students stand up together by pushing against each other's backs (Fluegelman, 1976).

Stand Off. Students pair up with someone of similar height and weight. The couples stand face-to-face on a level surface at one arm's length. Each individual player's

 LEVEL 5

WEEK 2

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Stand Off (continued)

feet are together, and both players' toes are touching at the front. The students present their hands with their palms touching their partner's hands. Each student attempts to cause his/her partner to lose his/her balance, making contact with the hands only. If a student moves one or both feet, or lunges forward toward his/her partner, then his/her partner gains a point. The best two out of three points wins (Fluegelman, 1976).

ACTIVITY

1. Tire Traverse

ACTIVITY

SAFETY CONCERNS Tire Traverse--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Tire Traverse. A series of tires are suspended from an overhead cable or rope. A swing rope is used to reach the first tire, and a swing rope is used to reach the finish line from the last tire. One student negotiates the element by swinging from tire to tire. This activity can also be

LEVEL 5

WEEK 2

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Tire Traverse (continued)

used as a group initiative by having the group transport a heavy object to the other side without the object or them touching the ground. Include some fantasy about the significance of the heavy object (like it is a bomb that will explode in 30 minutes unless the group can get it and themselves to the other side). Remind students that upper body fatigue (arms, shoulders, hands) may occur quickly (Rohnke, 1989).

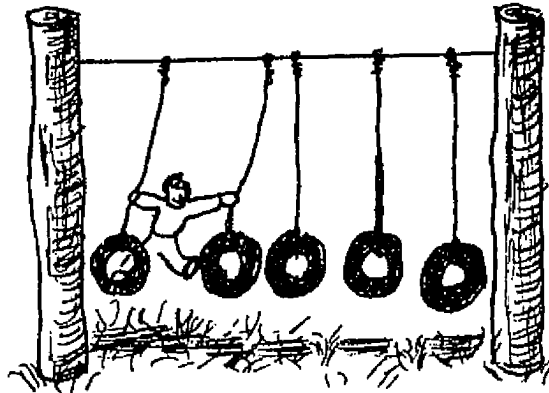


Illustration: Tire Traverse

LEVEL 5

WEEK 2

DAY 3

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

 LEVEL 5

WEEK 2

DAY 4

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, flexibility, and muscular
	strength/endurance.
	A--Students will enhance group
	communication, cooperation,
	responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Fidget Ladder</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	--

WARM-UPS	1. <u>Double Cobra</u>
	2. <u>Hamstring/Quadri- ceps Stretch</u>
	3. <u>Ballet Stretch</u>

DESCRIPTION OF WARM-UPS

Double Cobra. Students begin this exercise from a prone position, facedown. Students inhale deeply and raise their torsos to the fully stretched position (head and feet raised as high as possible), hold it for five seconds, and

LEVEL 5

WEEK 2

DAY 4

DESCRIPTION OF WARM-UPS (continued)

Double Cobra (continued)

then return slowly to the ground, releasing their breath the way a balloon loses its air (Rohnke, 1977).

Hamstring/Quadricep Stretch. Begin in a standing position. Students grasp the toes of the right foot with the left hand and lean forward (as if they are leaning toward the ground to pick up something) so that the left leg is kept straight while leaning. Use the right arm to balance. Alternate sides (Rohnke, 1977).

Ballet Stretch. Have students begin in a standing position, with both arms fully extended (as if flying a plane). Raise the left leg, bending at the knee. Hold that position for five seconds. Next, extend the left leg and straighten at the knee. Hold this position for five seconds. Then rotate the left leg to the left so that the leg is extended on the left side. Hold the position for five seconds. Rotate the left leg to the right so that it is now extended in front of the body (the second position described). Hold for five seconds. Then bend the left leg at the knee and hold for five seconds (the first position). Finally, return the left leg to the ground. Repeat all positions with the right leg (Rohnke, 1977).

LEVEL 5

WEEK 2

DAY 4

ACTIVITY 1. Fidget Ladder

ACTIVITY

SAFETY CONCERNS Fidget Ladder--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Mats should be placed under the element. Inspect the element.

DESCRIPTION OF ACTIVITY

Fidget Ladder. The Fidget Ladder consists of a diamond-shaped rope and wood ladder strung at an oblique angle between two support trees. The lower end of the ladder is approximately 2 1/2 feet above the ground. The top end of the ladder is approximately nine feet above the ground. One student is to move from the ground onto the lower end of the ladder and then, using only the hands and feet for support, traverse the length of the ladder in order to touch the far support tree. Two students may steady the ladder until the participant gets on and is ready to start. If a student expresses frustration after several unsuccessful attempts, permit him/her to use his/her knees as supports. Also, the instructor may want to share these helpful hints with the students:

LEVEL 5

WEEK 2

DAY 4

DESCRIPTION OF ACTIVITY (continued)

Fidget Ladder (continued)

- (1) Keep a low center of gravity (derriere down).
- (2) Use the following hand and foot movements: As the right hand is moved forward and pressure is applied, simultaneously apply the same amount of pressure with the left foot.
- (3) Don't go up the center of the ladder (Rohnke, 1977, 1989; Webster, 1989).

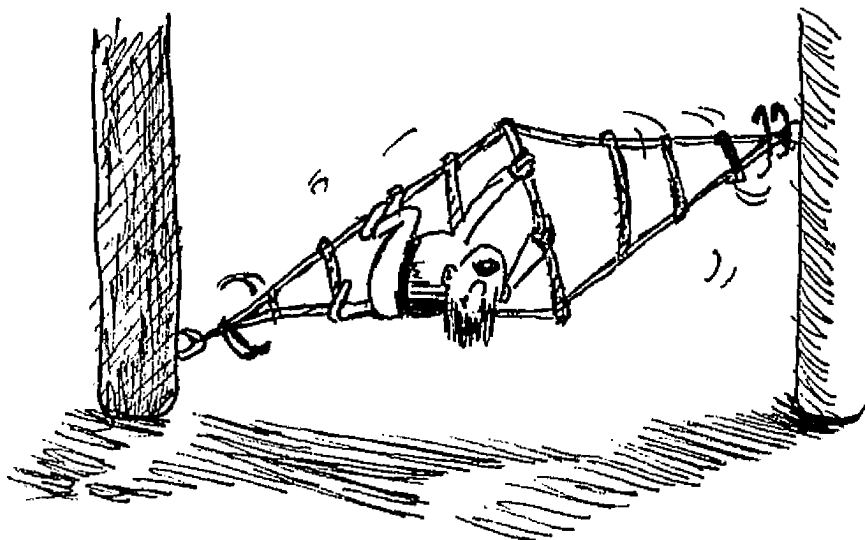


Illustration: Fidget Ladder

LEVEL 5**WEEK 2****DAY 4**

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

LEVEL 5	WEEK 2	DAY 5
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, muscular strength, and cardiovascular/muscular endurance.	
	A--Students will enhance group communication, cooperation, responsibility, commitment, and trust.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<u>Heebie</u> --this element should already be present on the ropes course. No additional equipment will be required.	
WARM-UP	1. <u>Hopping</u> (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)	

DESCRIPTION OF WARM-UP

Hopping. Students scatter themselves. Begin by having the students hop on one leg, holding the other bent leg from behind, and then change legs after 20 to 30 repetitions.

 LEVEL 5

WEEK 2

DAY 5

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

Next, hop on one leg while spinning, letting the other leg centrifuge up into an "L" position in front of you. Use the arms for balance. Now hop and try to spin 360 degrees in either direction (must be on grass or a mat). Finally, scissor kick-hop to the front and then to the area. Kicks should be as high as possible (Rohnke, 1977, 1989).

ACTIVITY

1. Heebie

ACTIVITY

SAFETY CONCERNS Heebie--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Heebie. The Heebie consists of a tautly strung cable (15 feet) between two support trees, approximately two feet off the ground. An additional rope at an oblique angle is connected 2/3 of the distance to the cable. One student is to cross from one support tree to the other support tree (Rohnke, 1991c).

LEVEL 5

WEEK 2

DAY 5

DESCRIPTION OF ACTIVITY (continued)

Heebie (continued)

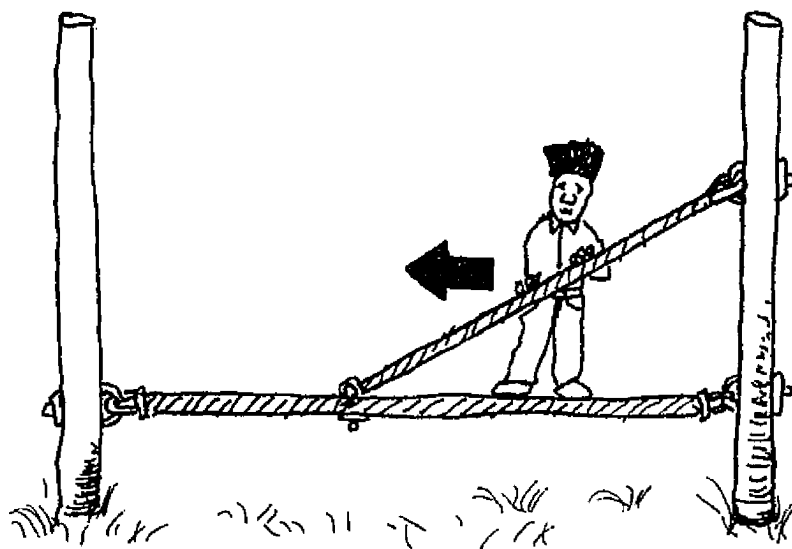


Illustration: Heebie

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 5

WEEK 3

DAY 1

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and muscular strength.
	A--Students will enhance group communication, cooperation, responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Hickory Jump</u> --this element should already be on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UPS	1. <u>Karate Stretch</u>
	2. <u>Inch Worm</u>
	3. <u>Reach for Your Feet</u>

DESCRIPTION OF WARM-UPS

Karate Stretch. Have students sit down on the ground. While seated, bring the feet together so that the soles meet. Reach forward to grasp both of the feet at the toe and pull the heels toward the crotch. The elbows will be

LEVEL 5

WEEK 3

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Karate Stretch (continued)

bent with forearms above and about parallel to the feet. Hold this position for 15 seconds. Release the feet and sit up, breathing slowly and deeply. Re-grasp the feet and once again pull toward the crotch. However, this time make sure the elbows are outside the shins. Hold for 15 seconds. Repeat entire exercise twice (Rohnke, 1989).

Inch Worm. Have students pair up. Partners sit on the ground facing each other. Move toward each other until you are able to sit on each other's feet. Grasp your partner's elbows or upper arms with each hand. The pair then determines which direction it will move. The partner, in whose direction it is going, lifts his/her derriere off the ground and moves backward. The second partner now lifts off the ground and, in a cooperative one-two bug-like movement, lifts his/her derriere off the ground and moves toward his/her partner. Continue for two to three minutes (Rohnke, 1984, 1989).

Reach for Your Feet. Have students sit down. With legs extended on the ground, grasp the toes, keeping the knees locked, and pull up so that the student is balancing on his/her derriere. Hold for 15 seconds, then roll over backward. Repeat twice (Rohnke, 1977).

LEVEL 5

WEEK 3

DAY 1

ACTIVITY

1. Hickory Jump

ACTIVITY

SAFETY CONCERNS Hickory Jump--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element. Never permit a student to swing through after catching the trapeze. He/she should be in an upright standing position.

DESCRIPTION OF ACTIVITY

Hickory Jump. A trapeze is suspended about eight feet above the ground. Directly behind and in line with the trapeze are a series of graduated stumps that vary in height and distance. One student will stand on a stump and dive for the trapeze. The student will continue to progress to the next stump (which is at a greater distance and height) until he/she misses the trapeze. A minimum of eight spotters will be required. The spotting is very similar to that of a trust dive (Rohnke, 1977, 1989; Webster, 1989).

LEVEL 5

WEEK 3

DAY 1

DESCRIPTION OF ACTIVITY (continued)

Hickory Jump (continued)

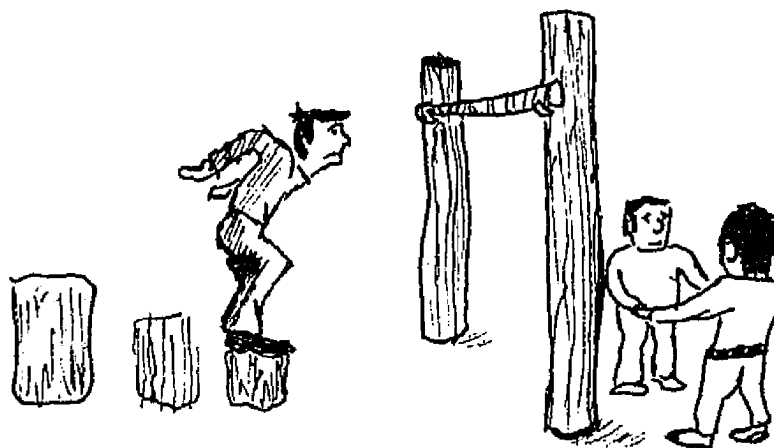


Illustration: Hickory Jump

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 5

WEEK 3

DAY 2

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	C--Students will develop decision-making
A--AFFECTIVE	skills and problem-solving techniques.
	P--Students will improve balance,
	coordination, flexibility, and muscular
	strength/endurance.
	A--Students will enhance group
	communication, cooperation,
	responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, high
----------------	--------------

EQUIPMENT NEEDS	<u>Kitten Crawl</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UPS	1. <u>Rowboat Stretch</u>
	2. <u>Duo Stretch</u>
	3. <u>Duo Sit</u>

DESCRIPTION OF WARM-UPS

Rowboat Stretch. Have students pair up with someone of similar height. Partners sit on the ground facing each other, legs extended and soles of feet together. Grasp hands and take turns pulling one another back and forth,

LEVEL 5

WEEK 3

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Rowboat Stretch (continued)

stretching the hamstring muscles. Some pairs may have to bend at the knees in order to grasp hands (Rohnke, 1977, 1989).

Duo Stretch. Students pair up with someone of similar weight. Stand back-to-back, with elbows linked. One partner locks his/her knees and elbows and lifts the other off the ground. He/she gently shakes his/her partner. The individual on top should try to relax. Alternate. NOTE: This exercise should not be performed by students who have back problems (Rohnke, 1977).

Duo Sit. Have students pair up with someone of similar height. Students face each other and grasp hands. On the signal, they simultaneously squat to a 90-degree angle, as if to sit in a chair. Back is straight, and knees are bent. Hold for 60 seconds (Rohnke, 1977).

ACTIVITY

1. Kitten Crawl

ACTIVITY

SAFETY CONCERNS Kitten Crawl--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element. It is

LEVEL 5

WEEK 3

DAY 2

DESCRIPTION OF ACTIVITY (continued)

Kitten Crawl (continued)

or attempt the underneath crossing by using hands and feet (body hanging below the rope). The degree of success experienced by each student will depend on his/her overall body strength (Rohnke, 1977, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5	WEEK 3	DAY 3
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and muscular strength/endurance.
	A--Students will enhance group communication, cooperation, responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Commando Crawl</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UPS	<ol style="list-style-type: none"> 1. <u>Hamstring Stretch</u> 2. <u>Sitting Groin Stretch</u> 3. <u>Plowing</u>
----------	---

DESCRIPTION OF WARM-UPS

Hamstring Stretch. Have students sit on the ground or floor. Extend the right leg. Bend the left leg and place the foot against the inside of the right thigh. From this position, slowly bend forward from the hips toward the foot

LEVEL 5

WEEK 3

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Hamstring Stretch (continued)

of the straight right leg until the muscle is stretched. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Alternate legs (Anderson, 1980).

Sitting Groin Stretch. Students sit with their feet spread apart. Slowly lean forward from the hips, placing the hands in front on the ground or floor for leverage. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat, this time bending forward slightly more than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending forward slightly more than the second attempt. Hold for 30 seconds (Anderson, 1980).

Plowing. Students begin in a standing position, feet slightly wider than shoulder-width apart. Locking the knees, bend down, placing the hands between the legs as far back as possible. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once again, bending down and extending the hands back between the legs slightly farther

 LEVEL 5

WEEK 3

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Plowing (continued)

than the first attempt. Hold for 30 seconds. Raise up and relax for 30 seconds. Repeat once more, bending down and extending the hands back between the legs slightly farther than the second attempt. Hold for 30 seconds.

ACTIVITY

1. Commando Crawl

ACTIVITY

SAFETY CONCERNS Commando Crawl--discuss specific spotting techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element.

DESCRIPTION OF ACTIVITY

Commando Crawl. One horizontal rope approximately three to five feet off the ground is suspended between two support trees (25 feet). One student in a prone, balanced position is to pull and slide across the rope, beginning at one support tree and finishing at the other support tree. The student may use the crawl position (body upright on top of the rope) or attempt the underneath crossing by using the hands and feet (body hanging below the rope). The degree of

LEVEL 5

WEEK 3

DAY 3

DESCRIPTION OF ACTIVITY (continued)

Commando Crawl (continued)

success experienced by each student will depend on his/her overall body strength (Rohnke, 1977, 1989).

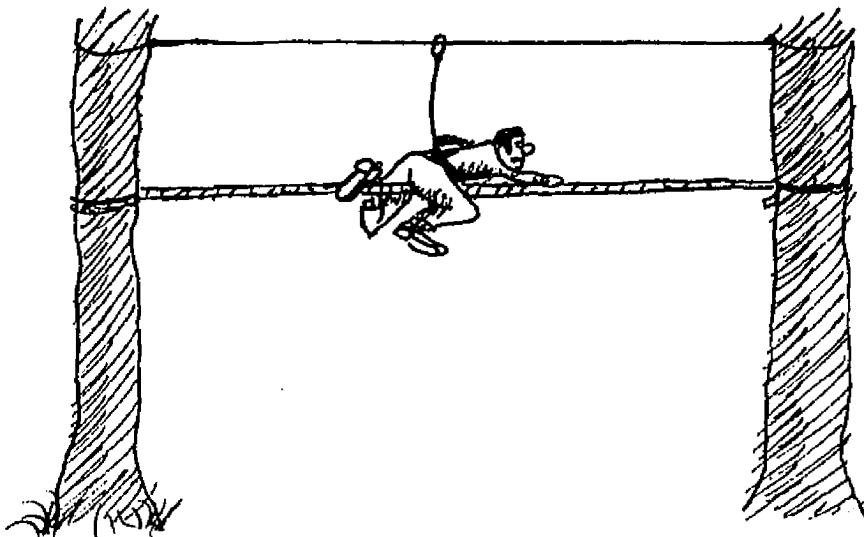


Illustration: Commando Crawl

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 5	WEEK 3	DAY 4
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, muscular strength/endurance, and cardiovascular/muscular endurance.
	A--Students will enhance group communication, coordination, responsibility, commitment, and trust.

ACTIVITY LEVEL	High, medium
----------------	--------------

EQUIPMENT NEEDS	<u>Rope Climb Trio</u> --this element should already be on the ropes course. Three ground belays will need to be set up.
-----------------	--

WARM-UP	1. <u>Hopping</u> (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping)
---------	--

DESCRIPTION OF WARM-UP

Hopping. Have students pair up. Start everyone hopping. Ask students to hold their partner's hand as they continue to hop (duo hopping). Next, instruct them to

LEVEL 5**WEEK 3****DAY 4**

DESCRIPTION OF WARM-UP (continued)Hopping (continued)

continue hopping, but only on one leg (right leg) and spin around together in opposite directions. Make sure to grasp hands tightly. After 30 seconds or so, have them change hands, legs, and spinning direction. Then ask couples to join up (group of four) and, standing side-to-side (single-file formation), put their arms around each other's waist. Instruct them to begin to kick simultaneously together, alternating kicks in sets of three from side-to-side, starting with the left leg, kicking to the right (troika hop). This movement is similar to that of the Rockettes. After everyone has caught on and had time to practice, ask the students to form two flanking lines with equal numbers, facing one another about six feet apart, everyone arm-in-arm. Students begin hopping. On the signal, everyone begins the kicks in the same direction, alternating left to right in sets of three (group hopping). It is helpful to continue to cue the students; for example, "Ready, kick right one-two-three and now left one-two-three," etc. (Rohnke, 1977, 1989).

 LEVEL 5

WEEK 3

DAY 4

 ACTIVITY
Rope Climb Trio

 ACTIVITY

SAFETY CONCERNS Rope Climb Trio--discuss specific belaying techniques with students. The surrounding area should be free of obstructions and debris. Inspect the element and the additional equipment.

DESCRIPTION OF ACTIVITY

Rope Climb Trio. The first log is suspended three feet off the ground. The second log is suspended 12 to 15 feet off the ground. The third log is suspended 16 to 20 feet off the ground. Three knotted ropes are positioned on the second log. Three students are put on ground belays. They mount the first log. These students will be belayed by six other students (one belayer, one back-up belayer per student) who are supervised by the instructor. A figure-eight belay is recommended. The three students are to negotiate the rope climb (9 to 12 feet). When the students reach the second log, they are to mount the log (climb on top of it). This element demands good upper-body strength. The belayer may be able to assist the climber somewhat by keeping the tension on the belay rope tight (Rohnke, 1977).

LEVEL 5

WEEK 3

DAY 4

DESCRIPTION OF ACTIVITY (continued)

Rope Climb Trio (continued)

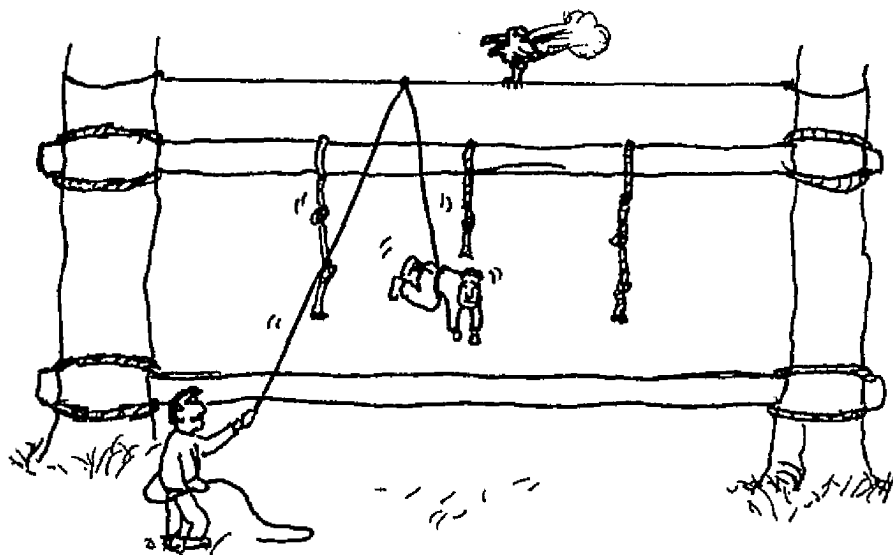


Illustration: Rope Climb Trio

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 5

WEEK 3

DAY 5

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, muscular strength, and cardiovascular/muscular endurance.
	A--Students will enhance group communication, cooperation, responsibility, commitment, and trust.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Sea Gull Swing</u> --this element should already be present on the ropes course. No additional equipment will be required.
-----------------	---

WARM-UP	1. <u>Competitive Walking</u> (1/4 of a mile)
---------	--

DESCRIPTION OF WARM-UP

Competitive Walking. Demonstrate the technique used in competitive walking (pumping arms and wiggling hips). Have

LEVEL 5

WEEK 3

DAY 5

DESCRIPTION OF ACTIVITY (continued)

Sea Gull Swing (continued)

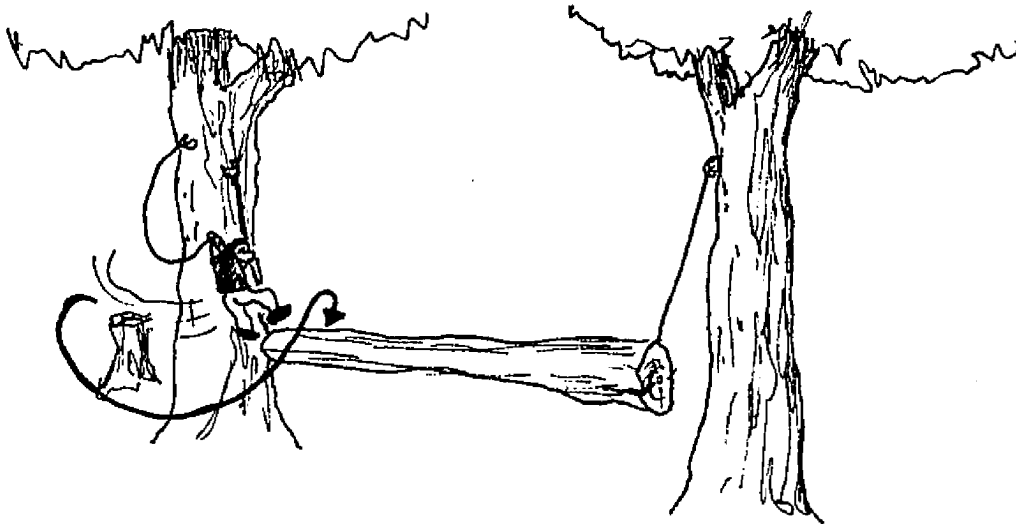


Illustration: Sea Gull Swing

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

LEVEL 6: HIGH ELEMENTS ON THE ROPES COURSE

Level 6 is the final level. It has been described as the most exciting. This level involves the high elements on the ropes course. High elements would be described as a series of obstacle-type ropes, cables, logs, and bridges more than six feet above the ground. The format for daily instruction will be for an individual to attempt to complete a high element. All of the cognitive, psychomotor, and affective behaviors that have consistently been reinforced throughout previous program levels will be critical to the student's success:

1. Cognitive abilities of communication, decision-making, and problem-solving;
2. Psychomotor skills of coordination, balance, flexibility, agility, muscular strength/endurance, and cardiovascular endurance; and
3. Affective behaviors of cooperation, responsibility, ingenuity, creativity, commitment, and trust.

Overview--Level 6: High Elements on the Ropes Course

Warm-Ups

Day	Week 1	Week 2	Week 3
1	*Frisbee Throwing	*Cradle *Legs Over Your Head *Duo Sit-Ups	*Comfortable Position *Return-to-the-Soil Position *Cobra *Angel
2	*Walking Backward (1/8 to 1/4 of a mile)	*Side Bender *Standing Cradle *Side Saddle Stretch	*Duo Isometrics *Stand Up *Stand Off
3	*Jog in Place (3-5 minutes)	*Dorsal Finger Touch *Candle *Mini-Balance Test	*Double Cobra *Hamstring/Quadricep Stretch *Ballet Stretch

Overview--Level 6: High Elements on the Ropes Course (Continued)

Warm-Ups

Day	Week 1	Week 2	Week 3
4	*Invisible Jump Rope	*Hopping (Scissor Hop, Criss-Cross, and Ski Hopping)	*Hopping (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)
5	*The Bends *Human Spring *Stork Stretch	*Grab Your Toes *Reach and Grab *Bottoms Up	*Karate Stretch *Inch Worm *Reach for Your Feet

Note. * indicates a warm-up.

Overview--Level 6: High Elements on the Ropes Course (Continued)

Activities

Days	Week 1	Week 2	Week 3
1-5	(a) -Inclined Log -Burma Bridge -Two-Line Bridge with Belay Down (b) -Dangle Trio	(a) -Rope Ladder -Cat Walk -Heebie Jeebie -Tired Two-Line Bridge with Swing Down (b) -Pamper Pole -Vertical Playpen	(a) -Firecracker Ladder -High Tension Traverse -Multi-Vine Traverse -Zip Line (b) -Centipede Climbs with Rappelling Wall

Suggestion. Divide students into two groups. After an individual has completed section (a), then he/she will move on to section (b) and vice versa.

Note. - indicates an activity.

LEVEL 6: LESSON PLANS

LEVEL 6

The format for Level 6 is slightly different from the other levels. Previously in Levels 1, 2, 3, 4, and 5, the objectives, activity level, equipment needs, warm-ups, and description of warm-ups for a particular day would immediately be followed by the activities, activity safety concerns, and description of activities for the same particular day. However, in Level 6, the warm-ups are scheduled on a daily basis; whereas, the activities are scheduled for the entire week. This is due to the type of activities presented in Level 6. Therefore, the objectives, activity level, equipment needs, warm-ups, and description of warm-ups for each day will be given at the beginning of Level 6. The activities, activity safety concerns, and description of activities for the week will be stated after all the daily warm-ups are presented. A description of the order of the activities for each week will be given in the forthcoming paragraphs.

First Week. The students will begin by hooking into a ground belay and walking up the Inclined Log to access the Burma Bridge. The students will next hook into a running belay and cross the Burma Bridge. Then these students will hook into a ground belay and cross the Two-Line Bridge from where they will be belayed down. Students may also attempt

the Dangle Trio. One to three students will hook into ground belays and climb the Dangle Trio.

Second Week. The students will begin by hooking into a ground belay and climb the Rope Ladder to access the Cat Walk. Next, the students will hook into a running belay and walk the Cat Walk. Next, the students will hook into a ground belay and attempt the Heebie. Then the students will hook into a running belay and walk the Tired Two-Line Bridge. Students will step onto the platform, hook into the swing, and swing down. Students may also attempt the Pamper Pole and Vertical Playpen. Both of these elements use ground belays.

Third Week. The students will begin by hooking into a ground belay and climb the Firecracker Ladder to access the High Tension Traverse. The students will then hook into a ground belay and cross the High Tension Traverse. Next, the students will hook into a ground belay and cross the Multi-Vine Traverse. Finally, the students will stand on the platform, hook into the pulley, and ride down the Zip Line. Students may also attempt the Centipede Climbs (two of them) from which they will step on a platform and rappel down a wall.

LEVEL 6	WEEK 1	DAY 1
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	P--Students will improve hand-eye coordination, balance, agility, coordination, and cardiovascular/muscular endurance.	
A--AFFECTIVE	A--Students will enhance peer communication, cooperation, responsibility, and personal creativity.	
ACTIVITY LEVEL	High, medium	
EQUIPMENT NEEDS	<u>Frisbee Throwing</u> --one frisbee per couple.	
WARM-UP	1. <u>Frisbee Throwing</u>	
DESCRIPTION OF WARM-UP		
<p><u>Frisbee Throwing.</u> Have students pair up and grab a frisbee. Instruct pairs to scatter themselves within the established boundaries. Encourage students to throw at different distances. Additionally, suggest to students that they attempt some fancy catching, such as "behind-the-back" or "between-the-legs." Continue for five minutes.</p>		

LEVEL 6	WEEK 1	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve balance, coordination, flexibility, and cardiovascular/muscular endurance.
A--AFFECTIVE	A--Students will enhance peer communication, cooperation, and personal responsibility.

ACTIVITY LEVEL	High, medium
----------------	--------------

EQUIPMENT NEEDS	<u>Walking Backward</u> --a track is preferred, but not essential.
-----------------	--

WARM-UP	1. <u>Walking Backward</u> (1/8 to 1/4 of a mile)
---------	--

DESCRIPTION OF WARM-UP

Walking Backward. Have students walk backward for 1/8 (200 m.) to 1/4 (400 m.) of a mile. Have students pick their own starting point. On the signal, have them travel as far as possible in a three- to four-minute time period. Use a track if available. This will help to minimize the confusion associated with computing the distance traveled (Rohnke, 1977, 1989).

 LEVEL 6

WEEK 1

DAY 3

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	coordination, flexibility, and
	cardiovascular/muscular endurance.
	A--Students will enhance peer
	communication, cooperation, and
	personal responsibility.

ACTIVITY LEVEL	High, medium
----------------	--------------

EQUIPMENT NEEDS	<u>Jog in Place</u> --no equipment will be required.
-----------------	--

WARM-UP	1. <u>Jog in Place</u> (three to five minutes)
---------	---

DESCRIPTION OF WARM-UP

Jog in Place. Have students jog in place for three to five minutes. It will be helpful to describe a scenario with this activity, which includes climbing hills (raise up knees), running at different speeds, and jumping over imaginary obstacles. The three- to five-minute time period will seem to pass by faster.

 LEVEL 6

WEEK 1

DAY 4

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	coordination, agility, and
	cardiovascular/muscular endurance.
	A--Students will enhance peer
	communication, cooperation,
	responsibility, and personal
	creativity.

ACTIVITY LEVEL	High, medium
----------------	--------------

EQUIPMENT NEEDS	<u>Invisible Jump Rope</u> --each student will
	need to have his/her invisible jump rope.

WARM-UP	1. <u>Invisible Jump Rope</u>
---------	-------------------------------

DESCRIPTION OF WARM-UP

Invisible Jump Rope. Have students scatter themselves. Instruct each student to measure their invisible jump rope by standing on the rope and bringing the ends up under the armpits. Have students begin slowly, jumping comfortably. Now have the students try a trick. Cross the hands (and the arms up to the elbows) vigorously in front of you each time you jump. Try a double crossover. This isn't so hard after all. Next, have students attempt a double jump, then a

LEVEL 6

WEEK 1

DAY 4

DESCRIPTION OF WARM-UP (continued)

Invisible Jump Rope (continued)

triple jump. Encourage students to try some fancy footwork. Be creative. Now have students pair up. Begin by performing the same routine. On the signal, both students toss their ropes to each other and continue the routine. Have the partners move closer together and intertwine their ropes. What talent! Finally, finish up this activity with "Hot Pepper" (Rohnke, 1984).

LEVEL 6	WEEK 1	DAY 5
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	P--Students will improve balance, coordination, flexibility, and muscular strength.	
A--AFFECTIVE	A--Students will enhance peer communication, cooperation, responsibility, commitment, and trust.	
ACTIVITY LEVEL	Low	
EQUIPMENT NEEDS	<u>The Bends, Human Spring, and Stork Stretch</u> --no equipment will be required.	
WARM-UPS	<ol style="list-style-type: none"> 1. <u>The Bends</u> 2. <u>Human Spring</u> 3. <u>Stork Stretch</u> 	

DESCRIPTION OF WARM-UPS

The Bends. Have students pair up. Students then shake hands (using the right hand) with their partner and hold that grip. Students now take the left hand and reach behind, grabbing the uplifted left foot. The object of the activity is to make your partner lose his/her balance and release the foot. After several rounds, have students grip left hands and then hold the right foot with the right hand.

LEVEL 6

WEEK 1

DAY 5

DESCRIPTION OF WARM-UPS (continued)

The Bends (continued)

Encourage students to demonstrate compassion toward their partners. Once the student has clearly lost his/her balance, then the other partner should provide hand support, rather than continuing to be aggressive and aiding in the fall. This exercise must be performed on soft ground or mats (Rohnke, 1992).

Human Spring. Have students pair up with someone of similar size. Couples stand facing each other at arm's length with feet spread at shoulder-width. Students place their hands in front of them, palms facing forward. On the signal, the partners lean forward, keeping the body rigid, catching each other with the palms, then rebounding to a standing position with a spring-like action. Instruct couples to take a small step back from each other and attempt the exercise again. Continue until the distance apart is deemed too dangerous. This exercise must be performed on soft ground or mats (Fluegelman, 1981).

Stork Stretch. Divide students into groups of three. Students stand in a triangular configuration, facing each other. One student raises the right leg and places the right foot on the right thigh of the student to the right, who raises the right leg and places the right foot on the

LEVEL 6

WEEK 1

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Stork Stretch (continued)

right thigh of the student to the right, as the third student repeats the same action. Therefore, all three students' right legs are as parallel to the ground as possible, with the right leg being supported on the partner's thigh to the right. The left leg of each supports the trio. Once a balanced position is reached, each student attempts to lean over and place his/her head on his/her right knee. Hold for 10 seconds. Relax for 10 seconds. Repeat stretch and hold for 10 seconds. Relax for 10 seconds. To get out of the stretch, each student should turn right, facing the outside of the circle. This will allow the right foot to fall off of the partner's right thigh (Rohnke, 1984).

LEVEL 6	WEEK 1	DAYS 1-5
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	P--Students will improve balance, coordination, flexibility, and muscular strength.	
	P--Students will demonstrate proper knot-tying skills and belaying techniques.	
	A--Students will enhance peer communication, cooperation, responsibility, ingenuity, trust, and commitment.	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	1. A ground belay will be used on the Inclined Log, Two-Line Bridge, and Dangle Trio. Therefore, set up one belay for the Inclined Log, one belay for the Two-Line Bridge, and three belays for the Dangle Trio.	

LEVEL 6	WEEK 1	DAYS 1-5
EQUIPMENT NEEDS (continued)	2. A running belay will be used on the Burma Bridge. This belay should already be set up on the ropes course.	
ACTIVITIES	(a)	(b)
	1. <u>Inclined Log</u> 2. <u>Burma Bridge</u> 3. <u>Two-Line Bridge</u> <u>with Belay Down</u>	1. <u>Dangle Trio</u>

ACTIVITY

- SAFETY CONCERNS
1. Check student's sling rope, webbing, or harness. Make sure proper knots are tied.
 2. Two to four spotters should spot the student up the Inclined Log until he/she is six feet above the ground.
 3. Set up the Inclined Log and the Two-Line Bridge in such a way that the belayer can move freely with the traversing student. The belay apparatus should always remain above the climber.

LEVEL 6**WEEK 1****DAYS 1-5**

ACTIVITY**SAFETY CONCERNS**
(continued)

4. On the Inclined Log and the Two-Line Bridge, have the belayer stand close enough to the element so if the student falls, the belayer will not be pulled toward the element and thus unable to control the fall.
 5. If possible, on the Inclined Log and the Two-Line Bridge, have the belayer stand in a position where a falling student will not be able to grab the part of the belay rope that runs to the belayer.
 6. On the Dangle Trio, have two spotters per student when mounting the first log.
 7. On the Dangle Trio, do not permit students to wrap their belay rope around the horizontally suspended logs during their climb up the element.
 8. On the Dangle Trio, have another student pull the element out of the way when belaying students down.
-

LEVEL 6**WEEK 1****DAYS 1-5**

DESCRIPTION OF ACTIVITIES

Inclined Log. Have a log which is approximately 30 to 35 feet in length which is attached to a tree at an incline of 20 to 30 degrees. This element is usually used as a means to access the higher elements on the ropes course. This element has a medium degree of difficulty because of the angle of the log. The student is clipped into a ground belay, and then he/she walks, shimmies, or crawls up to the top of the log (Rohnke, 1977, 1989; Webster, 1989).

Burma Bridge. A V-shaped bridge is formed between two trees or poles, with the bottom of the V serving as the foot cable and the two tops of the V serving as handrails. This is an excellent element to utilize in the beginning of a ropes course because of its low degree of difficulty. The student walks across the foot cable while using the two hand cables for support (Rohnke, 1977, 1989; Webster, 1989).

Two-Line Bridge with Belay Down. Two parallel cables are strung horizontally between trees or poles. The cables are approximately 4 to 4 1/2 feet apart. This is an excellent element to utilize in the beginning of a ropes course because of its low degree of difficulty. The student walks across the lower cable which serves as the foot cable and holds onto the upper cable which provides support for the hands. The student will be belayed down from the

LEVEL 6

WEEK 1

DAYS 1-5

DESCRIPTION OF ACTIVITIES (continued)

Two-Line Bridge with Belay Down (continued)

Two-Line Bridge by another student (Rohnke, 1977, 1989;
Webster, 1989).

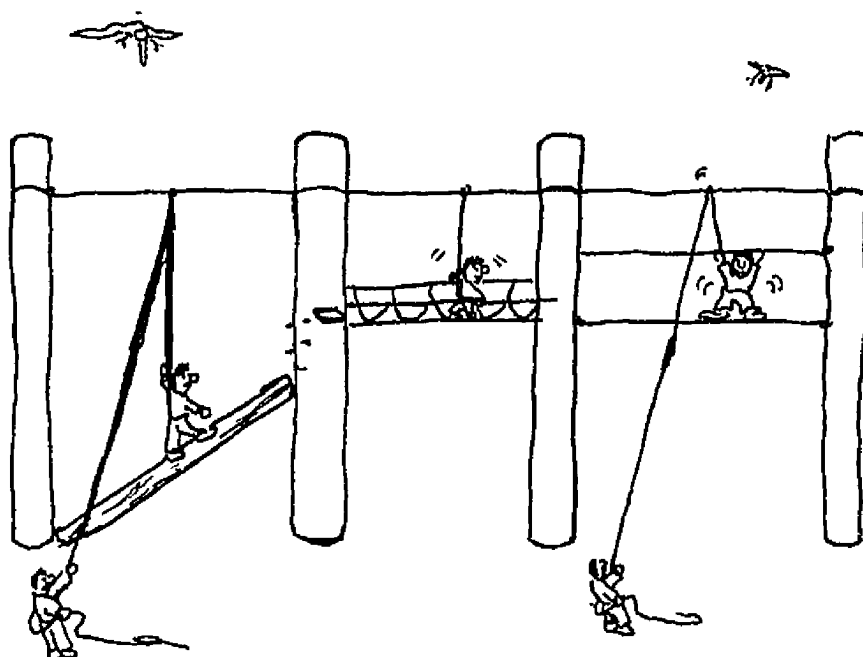


Illustration: Combination of Inclined Log,
Burma Bridge, and Two-Line Bridge

LEVEL 6

WEEK 1

DAYS 1-5

DESCRIPTION OF ACTIVITIES (continued)

Dangle Trio. A vertical log ladder is suspended from an overhead cable that attaches to support trees or poles. Each log is two to three inches above the previous log below it. This element has a high degree of difficulty because of the upper-body strength required and the height of the element. Three students will climb the ladder, using only the support of the logs and/or the other students. Students

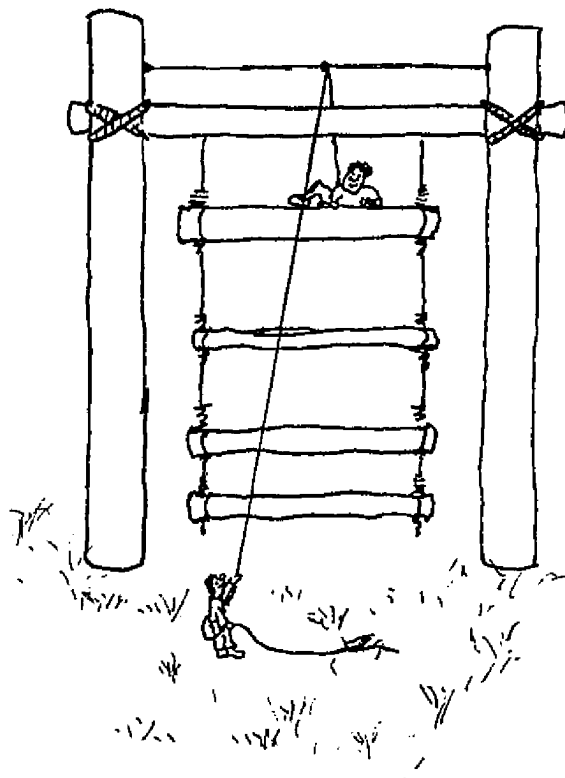


Illustration: Dangle Trio

LEVEL 6

WEEK 1

DAYS 1-5

DESCRIPTION OF ACTIVITIES (continued)

Dangle Trio (continued)

are not permitted to use the side cables for climbing
(Rohnke, 1977, 1989; Webster, 1989).

SUGGESTIONS

No specific suggestions--this space is
provided for the instructor.

LEVEL 6	WEEK 2	DAY 1
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve balance coordination, flexibility, and muscular strength.
A--AFFECTIVE	A--Students will enhance peer communication, cooperation, and responsibility.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>Cradle, Legs Over Your Head, and Duo Sit-Ups</u> --no equipment will be required.
-----------------	--

WARM-UPS	1. <u>Cradle</u>
	2. <u>Legs Over Your Head</u>
	3. <u>Duo Sit-Ups</u>

DESCRIPTION OF WARM-UPS

Cradle. Have students sit down. Grasp the left lower leg with both arms and pull it slowly toward the chest, attempting to keep the other leg straight out. Hold for 30 seconds. Alternate legs. Repeat twice (Rohnke, 1977).

LEVEL 6

WEEK 2

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Legs Over Your Head. Have students lie down, faceup. Lift both legs, keeping them straight, over the head. Hold for 10 seconds. Repeat nine times (Anderson, 1980).

Duo Sit-Ups. Have students pair up. One student will lie on the ground, faceup, with his/her head at his/her standing partner's feet. The student will grab the ankles of his/her standing partner and raise both legs, keeping the legs straight, until gently touching his/her partner. The standing partner will catch the legs of his/her partner with the hands. Repeat four to nine times. Switch positions.

LEVEL 6	WEEK 2	DAY 2
---------	--------	-------

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve balance, coordination, and flexibility.
A--AFFECTIVE	A--Students will enhance peer communication, cooperation, and responsibility.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>Side Bender, Standing Cradle, and Side Saddle Stretch</u> --no equipment will be required.
-----------------	---

WARM-UPS	1. <u>Side Bender</u>
	2. <u>Standing Cradle</u>
	3. <u>Side Saddle Stretch</u>

DESCRIPTION OF WARM-UPS

Side Bender. Students are in a standing position, hands on hips. Bend to the left as far as possible. Hold for five seconds. Now bend to the right. Hold for five seconds. Repeat eight more times in both directions (Rohnke, 1989).

LEVEL 6

WEEK 2

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Standing Cradle. Students are in a standing position. Grasp the left foot with both arms and pull it slowly toward the chest, attempting to keep the other leg straight and maintain balance. Hold for 10 seconds. Alternate feet. Repeat two more times with each foot (Rohnke, 1977).

Side Saddle Stretch. Students lie on their left side with legs extended. Raise the right leg slowly, keeping it extended as high as possible. Then return slowly to the original position. Repeat nine more times. Alternate sides. Repeat with left leg 10 times (Rohnke, 1977).

 LEVEL 6

WEEK 2

DAY 3

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	coordination, and flexibility.
	A--Students will enhance peer
	communication, cooperation, and
	responsibility.

ACTIVITY LEVEL Low

 EQUIPMENT NEEDS Dorsal Finger Touch, Candle, and Mini-Balance Test--no equipment will be required.

 WARM-UPS

1. Dorsal Finger Touch
2. Candle
3. Mini-Balance Test

DESCRIPTION OF WARM-UPS

Dorsal Finger Touch. Students are in a standing position. Reach behind the back with both arms (the left arm coming down over the shoulder and the right arm coming up from the waist) and try to touch or grip fingertips of opposite hands. Hold for five seconds. Relax for 10 seconds. Now repeat, but reverse the positions of the hands (the right arm coming down over the shoulder and the left

LEVEL 6

WEEK 2

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Dorsal Finger Touch (continued)

arm coming up from the waist). Hold for five seconds.

Repeat entire stretch twice (Rohnke, 1977).

Candle. Students are in a standing position. With the left foot on the ground, tuck the right foot up as far on the left inner thigh as possible. Balance here momentarily and then with the hands placed in a praying position, raise them slowly up over the head, keeping the hands together. As the hands pass the level of the eyes, close the eyes and try to maintain this balance position for 15 seconds. Relax for 30 seconds. Repeat once more (Rohnke, 1977, 1984).

Mini-Balance Test. Students are in a standing position. Stand with the feet together and raise up on the tiptoes. The arms are extended together to the front so one looks ready to begin a dive. Try to hold this position with the eyes closed for 30 seconds, without falling from the tiptoe stance. Count the number of times the balance is lost within the 30 seconds so a comparison can be made on other attempts. Relax. Repeat exercise one more time (Rohnke, 1977, 1984).

LEVEL 6

WEEK 2

DAY 4

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

similar to the lower half of a jumping jack, except the feet cross). Continue for 30 seconds. Finally, ski hop by locking the legs together and hop side-to-side (as if jumping over a log). Continue for 30 seconds (Rohnke, 1977, 1989).

 LEVEL 6

WEEK 2

DAY 5

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	flexibility, and muscular strength.
	A--Students will enhance peer
	communication, cooperation, and
	responsibility.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>Grab Your Toes, Reach and Grab, and</u> <u>Bottoms Up</u> --no equipment will be required.
-----------------	--

WARM-UPS	1. <u>Grab Your Toes</u>
	2. <u>Reach and Grab</u>
	3. <u>Bottoms Up</u>

DESCRIPTION OF WARM-UPS

Grab Your Toes. Have students sit down on the ground or floor. With the legs extended and separated on the ground or floor, ask students to grab the toes (or whatever they can reach) and lean backward, trying to hold a balance-point on their coccyges (bottoms) for 20 seconds. Now roll over backward while holding onto the toes. Relax for 20 seconds. Repeat (Rohnke, 1989).

LEVEL 6**WEEK 2****DAY 5**

DESCRIPTION OF WARM-UPS (continued)

Reach and Grab. Have students sit down on the ground or floor with legs spread apart. Students try to reach as far forward as possible, grabbing some grass or fingering the floor. Hold for 20 seconds. Sit up and relax for 20 seconds. Repeat, but this time try to reach farther than the first attempt. Hold for 20 seconds. Rest for 20 seconds. Repeat once more, but this time try to reach farther than the second attempt. Hold for 20 seconds (Rohnke, 1989).

Bottoms Up. Have students pair up. Partners sit on the ground or floor, facing one another, and place the bottoms of their feet against each other. Legs should be bend with feet held high and posteriors fairly close to one another. On the signal, attempt to push against each other's feet while supporting the body's weight on the arms and hands until both derrieres (bottoms) come off the ground or floor. Hold for 20 seconds. Return to the starting position and relax for 30 seconds. Repeat exercise. Hold for 30 seconds (Rohnke, 1984, 1989).

LEVEL 6	WEEK 2	DAYS 1-5
---------	--------	----------

OBJECTIVES C--Students will follow verbal directions
C--COGNITIVE as given by the instructor.

P--PSYCHOMOTOR C--Students will develop decision-making
A--AFFECTIVE skills and problem-solving techniques.

P--Students will improve hand-eye
coordination, balance, flexibility,
coordination, muscular strength/
endurance, and cardiovascular/
muscular endurance.

A--Students will enhance group
communication, cooperation,
responsibility, ingenuity, trust, and
commitment.

ACTIVITY LEVEL High, medium, low

EQUIPMENT NEEDS 1. Set up the Rope Ladder.

 2. A ground belay will be used on the
 Rope Ladder, Heebie Jeebie, Pamper
 Pole, and Vertical Playpen.
 Therefore, set up one belay for the
 Rope Ladder, one belay for the Heebie
 Jeebie, one belay for the Pamper Pole,
 and one/two belays for the Vertical
 Playpen.

 LEVEL 6

WEEK 2

DAYS 1-5

EQUIPMENT NEEDS (continued) 3. A running belay will be used on the Cat Walk and the Tired Two-Line Bridge. These belays should already be set up on the ropes course.

ACTIVITIES

(a)

(b)

- | | |
|--------------------------|----------------------------|
| 1. <u>Rope Ladder</u> | 1. <u>Pamper Pole</u> |
| 2. <u>Cat Walk</u> | 2. <u>Vertical Playpen</u> |
| 3. <u>Heebie Jeebie</u> | |
| 4. <u>Tired Two-Line</u> | |
| | <u>Bridge with</u> |
| | <u>Swing Down</u> |
-

ACTIVITY

- SAFETY CONCERNS
1. Check student's sling rope, webbing, or harness. Make sure proper knots are tied.
 2. Set up the Heebie Jeebie, Pamper Pole, and Vertical Playpen in such a way that the belayer can move freely with the traversing student. The belay apparatus should always remain above the climber.
 3. On the Heebie Jeebie, Pamper Pole, and Vertical Playpen, have the belayer

LEVEL 6**WEEK 2****DAYS 1-5**

ACTIVITY**SAFETY CONCERNS**

(continued)

stand close enough to the element so if the student falls, the belayer will not be pulled toward the element and thus unable to control the fall.

4. If possible, on the Heebie Jeebie, Pamper Pole, and Vertical Playpen, have the belayer stand in a position where a falling student will not be able to grab the part of the belay rope that runs to the belayer.
5. On the Vertical Playpen, have two spotters per student when mounting the first obstacle.
6. On the Vertical Playpen, do not permit students to wrap their belay rope around the horizontally suspended logs, ropes, or tires during their climb up the element.
7. On the Vertical Playpen, have another student pull the element out of the way when belaying students down.
8. On the Pamper Pole, a Just-Rite Descender is recommended for belaying.

 LEVEL 6

WEEK 2

DAYS 1-5

 ACTIVITY

 SAFETY CONCERNS
 (continued)

The belayer should move backward and take up the slack as the student jumps from the element.

DESCRIPTION OF ACTIVITIES

Rope Ladder. The Rope Ladder consists of a wooden-runged rope ladder 20 to 30 feet in height. This element is usually used as a means to access the higher elements on the ropes course. This element has a medium degree of difficulty because of the upper-body strength required. The student ascends up the ladder to the Cat Walk (Rohnke, 1991b).

Cat Walk. A horizontal log or pole is suspended between two trees or poles. This is an element with a low degree of difficulty. The students walks the log (Rohnke, 1977, 1989; Webster, 1989).

Heebie Jeebie. Two diagonally crossing multi-line ropes are connected from support trees or poles to the taut traverse foot cable at points 2/3 the distance from the trees or poles. This is an element with a high degree of difficulty because of the upper-body strength required. The student walks the element either between or on the outside of the crossing ropes (Rohnke, 1989; Webster, 1989).

LEVEL 6**WEEK 2****DAYS 1-5**

DESCRIPTION OF ACTIVITIES (continued)

Tired Two-Line Bridge. The Tired Two Line Bridge consists of two foot cables approximately one to two feet apart. This is an element with a medium degree of difficulty because of the design of the element (nothing to hold onto). The student walks the element with one foot on each cable. The student will swing down from the Tired Two-Line Bridge (Rohnke, 1989; Webster, 1989).

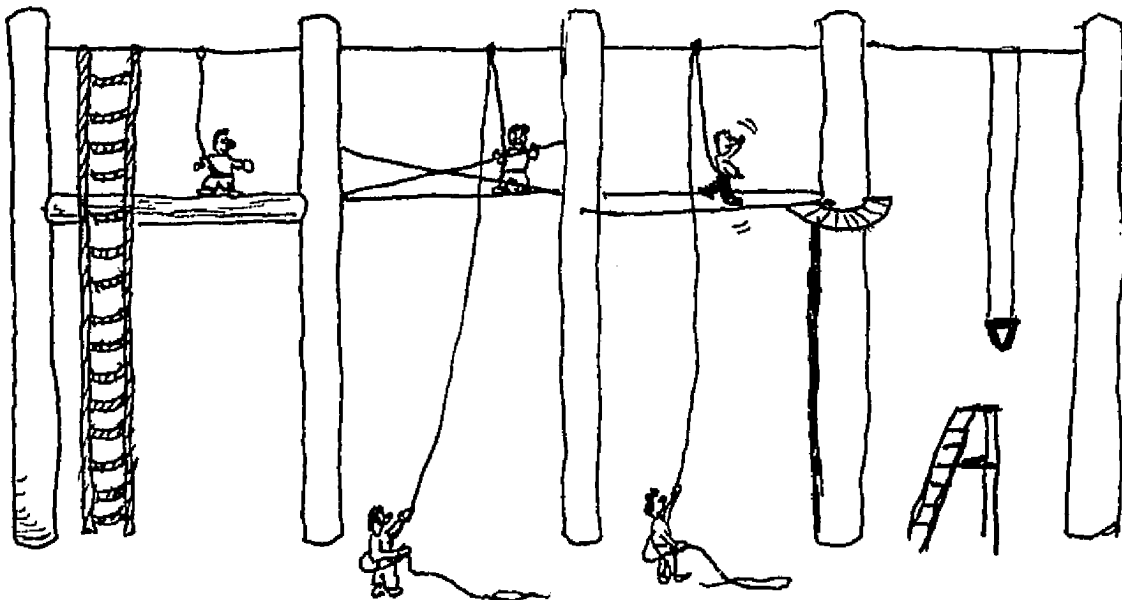


Illustration: Combination of Rope Ladder, Cat Walk, Heebie Jeebie, Tired Two-Line Bridge, and Swing Down

LEVEL 6**WEEK 2****DAYS 1-5**

DESCRIPTION OF ACTIVITIES (continued)

Pamper Pole. The pole is 25 to 30 feet in height. A trapeze is suspended from a cable approximately five to nine feet from the top of the pole. This is an element with a high degree of difficulty because of the height and design of the element. The student climbs the pole, comes to a standing position, balances himself/herself, and then dives for the trapeze (Rohnke, 1977, 1989; Webster, 1989).

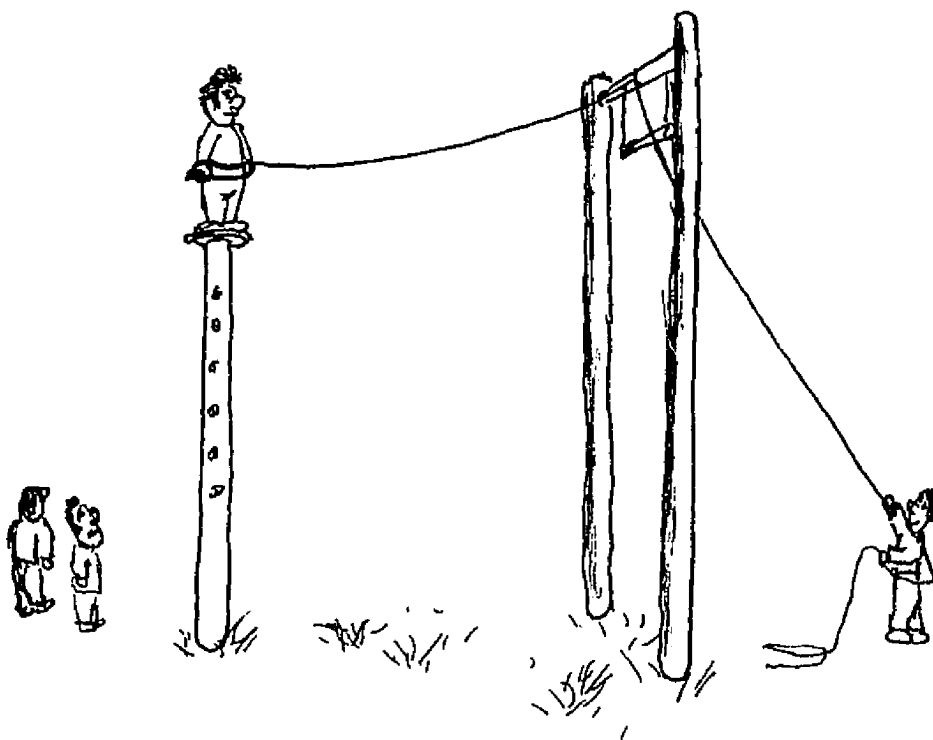


Illustration: Pamper Pole

LEVEL 6**WEEK 2****DAYS 1-5**

DESCRIPTION OF ACTIVITIES (continued)

Vertical Playpen. A vertically suspended group of obstacles (tires, boards, poles, ladders, and ropes) are supported by trees or poles. An example of a typical pattern would be: a suspended horizontal beam, a four-foot ladder, a vertically suspended truck tire, a horizontally strung section of large-diameter rope, a horizontal pole, and a horizontally suspended tire. This is an element with

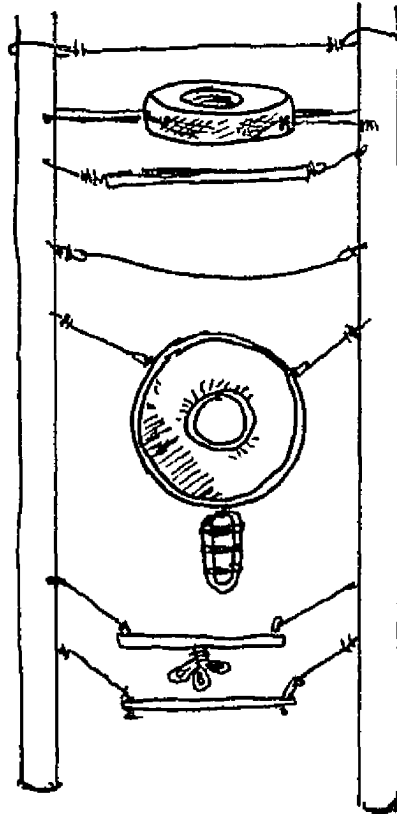


Illustration: Vertical Playpen

LEVEL 6

WEEK 2

DAYS 1-5

DESCRIPTION OF ACTIVITIES (continued)

Vertical Playpen (continued)

a high degree of difficulty because of the upper-body strength required and the height of the element. The student climbs upward over a series of obstacles (Rohnke, 1989; Webster, 1989).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

 LEVEL 6

WEEK 3

DAY 1

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	coordination, and flexibility.
	A--Students will enhance peer
	communication, cooperation, and
	responsibility.

ACTIVITY LEVEL Low

 EQUIPMENT NEEDS Comfortable Position/Return-to-the-Soil
Position, Cobra, and Angel--no equipment
 will be required.

 WARM-UPS

1. Comfortable Position/Return-to-the-Soil Position
2. Cobra
3. Angel

DESCRIPTION OF WARM-UPS

Comfortable Position. This activity helps students become accustomed to the unexpected, which is characteristic of adventure education. The instructor has the students lie down on the ground with him/her. Students place the right hand on the ground first, next the left hand on top of the

LEVEL 6

WEEK 3

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Comfortable Position (continued)

right hand, and then the chin on top of the left hand (Rohnke, 1977, 1989).

Return-to-the-Soil Position. Beginning from the Comfortable Position, have students put their right hand beside the trunk (waist) with palm up. Repeat the same procedure with the left hand. Now put the face (nose-down) into the ground. Slowly and comfortably take three deep breaths (Rohnke, 1977, 1989).

Cobra. Students begin from the Return-to-the-Soil Position. Have students raise the top half of the body, head up as far as possible, and hold that position for five seconds. As the head and torso rise up, slowly inhale. As the body lowers, slowly exhale. Repeat two to three times (Rohnke, 1977, 1989).

Angel. Students are in a standing position. With the feet about shoulder-width apart and with legs kept straight, bend slowly at the waist and attempt to touch the palms to the ground. Hold that position for five seconds. Next, begin to slowly rise to an arms-up (reaching-for-the-sky), body fully extended, Angel position. Take in air as the upper body lifts until the lungs fill and the arms-extended, palms-up, on-the-toes, head-back, arched position is

LEVEL 6

WEEK 3

DAY 1

DESCRIPTION OF WARM-UPS (continued)

Angel (continued)

reached. Hold for five seconds. Repeat entire exercise twice (Rohnke, 1977, 1989).

 LEVEL 6

WEEK 3

DAY 2

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	coordination, and flexibility.
	A--Students will enhance peer
	communication, cooperation, and
	responsibility.

ACTIVITY LEVEL	Low
----------------	-----

EQUIPMENT NEEDS	<u>Duo Isometrics, Stand Up, and Stand Off</u> -- no equipment will be required.
-----------------	---

WARM-UPS	1. <u>Duo Isometrics</u>
	2. <u>Stand Up</u>
	3. <u>Stand Off</u>

DESCRIPTION OF WARM-UPS

Duo Isometrics. Have students pair up with someone of similar height. Facing one another with arms extended, ask students to put both hands on each other's shoulders. Partners gradually begin trying to push each other into the ground. Increase pressure over a five-second time span, maintain full pressure for about five seconds, and then gradually decrease pressure for about five seconds until back to normal. Next, with the students still facing one

LEVEL 6**WEEK 3****DAY 2**

DESCRIPTION OF WARM-UPS (continued)Duo Isometrics (continued)

another, have them extend one hand forward as if they were going to shake their partner's hand. Keeping hands open and flat (not clasped) with arms extended, begin to exert lateral pressure on your partner's arm, using the five-five-five-second pattern in the previous exercise. Now one partner extends his/her arms with the palms up. The other partner extends his/her arms, palms down, and covers his/her partner's palms-up hands. Students are to exert upward or downward pressure on their partner's hands using the five-five-five-second pattern (Rohnke, 1977, 1984, 1989).

Stand Up. Students pair up with someone of similar height and weight. Have couples sit on the ground back-to-back, knees bent, and elbows linked. On the signal, the students stand up together by pushing against each other's backs (Fluegelman, 1976).

Stand Off. Students pair up with someone of similar height and weight. The couples stand face-to-face on a level surface at one arm's length. Each individual player's feet are together, and both players' toes are touching at the front. The students present their hands with their palms touching their partner's hands. Each student attempts to cause his/her partner to lose his/her balance, making

LEVEL 6

WEEK 3

DAY 2

DESCRIPTION OF WARM-UPS (continued)

Stand Off (continued)

contact with the hands only. If a student moves one or both feet or lunges forward toward his/her partner, then his/her partner gains a point. The best two out of three points wins (Fluegelman, 1976).

 LEVEL 6

WEEK 3

DAY 3

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve balance, coordination, and flexibility.
A--AFFECTIVE	A--Students will enhance peer communication, cooperation, and responsibility.

ACTIVITY LEVEL Low

EQUIPMENT NEEDS	<u>Double Cobra, Hamstring/Quadricep Stretch, and Ballet Stretch</u> --no equipment will be needed.
-----------------	---

WARM-UPS	1. <u>Double Cobra</u>
	2. <u>Hamstring/Quadricep Stretch</u>
	3. <u>Ballet Stretch</u>

DESCRIPTION OF WARM-UPS

Double Cobra. Students begin this exercise from a prone position, facedown. Students inhale deeply and raise their torso to the fully stretched position (head and feet raised as high as possible), hold it for five seconds, and then return slowly to the ground, releasing their breath the way a balloon loses its air (Rohnke, 1977).

LEVEL 6

WEEK 3

DAY 3

DESCRIPTION OF WARM-UPS (continued)

Hamstring/Quadricep Stretch. Begin in a standing position. Students grasp the toes of the right foot with the left hand and lean forward (as if they are leaning toward the ground to pick up something) so that the left leg is kept straight while leaning. Use the right arm to balance. Alternate sides (Rohnke, 1977).

Ballet Stretch. Begin in a standing position, with both arms fully extended (as if flying a plane). Raise the left leg, bending at the knee. Hold that position for five seconds. Next, extend the left leg and straighten at the knee. Hold this position for five seconds. Then rotate the left leg to the left so that the leg is extended on the left side. Hold the position for five seconds. Rotate the left leg to the right so that it is now extended in front of the body (the second position described). Hold for five seconds. Then bend the left leg at the knee and hold for five seconds (the first position). Finally, return the left leg to the ground. Repeat all positions with the right leg (Rohnke, 1977).

 LEVEL 6

WEEK 3

DAY 4

OBJECTIVES	C--Students will follow verbal directions as given by the instructor.
C--COGNITIVE	
P--PSYCHOMOTOR	P--Students will improve balance, coordination, flexibility, and cardiovascular/muscular endurance.
A--AFFECTIVE	A--Students will enhance peer communication, cooperation, and responsibility.

ACTIVITY LEVEL High

 EQUIPMENT NEEDS Hopping--no equipment will be required.

WARM-UP 1. Hopping

(Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)

DESCRIPTION OF WARM-UP

Hopping. Students scatter themselves. Begin by having the students hop on one leg, holding the other bent leg from behind, and then change legs after 20 to 30 repetitions. Next, hop on one leg while spinning, letting the other leg centrifuge up into an "L" position in front of you. Use the arms for balance. Now hop and try to spin 360 degrees in either direction (must be on grass or a mat). Finally,

LEVEL 6

WEEK 3

DAY 4

DESCRIPTION OF WARM-UP (continued)

Hopping (continued)

scissor kick-hop to the front and then to the area. Kicks should be as high as possible (Rohnke, 1977, 1989).

 LEVEL 6

WEEK 3

DAY 5

OBJECTIVES	C--Students will follow verbal directions
C--COGNITIVE	as given by the instructor.
P--PSYCHOMOTOR	P--Students will improve balance,
A--AFFECTIVE	coordination, flexibility, and muscular
	strength.
	A--Students will enhance peer
	communication, cooperation, and
	responsibility.

ACTIVITY LEVEL	Medium, low
----------------	-------------

EQUIPMENT NEEDS	<u>Karate Stretch, Inch Worm, and Reach for Your Feet</u> --no equipment will be needed.
-----------------	--

WARM-UPS	1. <u>Karate Stretch</u>
	2. <u>Inch Worm</u>
	3. <u>Reach for Your Feet</u>

DESCRIPTION OF WARM-UPS

Karate Stretch. Have students sit down on the ground. While seated, bring the feet together so that the soles meet. Reach forward to grasp both of the feet at the toe and pull the heels toward the crotch. The elbows will be bent with forearms above and about parallel to the feet. Hold this position for 15 seconds. Release the feet and sit up, breathing slowly and deeply. Re-grasp the feet and once

LEVEL 6

WEEK 3

DAY 5

DESCRIPTION OF WARM-UPS (continued)

Karate Stretch (continued)

again pull toward the crotch. However, this time make sure the elbows are outside the shins. Hold for 15 seconds.

Repeat entire exercise twice (Rohnke, 1989).

Inch Worm. Have students pair up. Partners sit on the ground facing each other. Move toward each other until you are able to sit on each other's feet. Grasp the partner's elbows or upper arms with each hand. The pair then determines in which direction it will move. The partner, in whose direction it is going, lifts his/her derriere off the ground and moves backward. The second partner now lifts off the ground and, in a cooperative one-two bug-like movement, lifts his/her derriere off the ground and moves toward his/her partner. Continue for two to three minutes (Rohnke, 1984, 1989).

Reach for Your Feet. Have students sit down. With legs extended on the ground, have students grasp the toes, keeping the knees locked, and pull up so that the student is balancing on his/her derriere. Hold for 15 seconds, and then roll over backward. Repeat twice (Rohnke, 1977).

LEVEL 6	WEEK 3	DAYS 1-5
OBJECTIVES	C--Students will follow verbal directions as given by the instructor.	
C--COGNITIVE		
P--PSYCHOMOTOR	C--Students will develop decision-making skills and problem-solving techniques.	
A--AFFECTIVE	<p>P--Students will improve hand-eye coordination, balance, agility, coordination, muscular strength/endurance, and cardiovascular/muscular endurance.</p> <p>A--Students will enhance group communication, cooperation, responsibility, commitment, ingenuity, and trust.</p>	
ACTIVITY LEVEL	High, medium, low	
EQUIPMENT NEEDS	<p>1. A ground belay will be used on the Firecracker Ladder, High Tension Traverse, Multi-Vine Traverse, Centipede Climbs, and Rappelling Wall. Therefore, set up one belay for the Firecracker Ladder, one belay for the High Tension Traverse, one belay for the Multi-Vine Traverse, one belay for</p>	

LEVEL 6	WEEK 3	DAYS 1-5
EQUIPMENT NEEDS (continued)	each Centipede Climb, and two belays for the Rappelling Wall.	
	2. A special apparatus similar to a running belay will be used on the Zip Line. This equipment will have to be set up.	
ACTIVITIES	(a)	(b)
	1. <u>Firecracker Ladder</u>	1. <u>Centipede</u>
	2. <u>High Tension Traverse</u>	<u>Climbs with</u>
	3. <u>Multi-Vine Traverse</u>	<u>Rappelling</u>
	4. <u>Zip Line</u>	<u>Wall</u>
ACTIVITY		
SAFETY CONCERNS	<p>1. Check student's sling rope, webbing, or harness. Make sure proper knots are tied.</p> <p>2. Set up the Firecracker Ladder, High Tension Traverse, Multi-Vine Traverse, Centipede Climbs, and Rappelling Wall in such a way that the belayer can move freely with the traversing student. The belayer apparatus should always remain above the climber.</p>	

LEVEL 6

WEEK 3

DAYS 1-5

ACTIVITY

SAFETY CONCERNS
(continued)

3. On the Firecracker Ladder, High Tension Traverse, Multi-Vine Traverse, Centipede Climbs, and Rappelling Wall, have the belayer stand close enough to the element so if the student falls, the belayer will not be pulled toward the element and thus unable to control the fall.
4. If possible, on the Firecracker Ladder, High Tension Traverse, Multi-Vine Traverse, Centipede Climbs, and Rappelling Wall, have the belayer stand in a position where a falling student will not be able to grab the part of the belay rope that runs to the belayer.
5. On the Firecracker Ladder, have two spotters steady the ladder for the climber to get started.
6. On the Firecracker Ladder, Multi-Vine Traverse, and Centipede Climbs, do not permit students to wrap their belay

 LEVEL 6

WEEK 3

DAYS 1-5

 ACTIVITY

 SAFETY CONCERNS
 (continued)

 rope around or between the elements
 while traversing.

7. On the High Tension, have the student let go of the rope swing if he/she falls. If not, the belayer will have to be prepared for a possible pendulum fall.

 DESCRIPTION OF ACTIVITIES

Firecracker Ladder. The Firecracker Ladder consists of a wooden-runged rope ladder (approximately 20 to 30 feet in height) with every other rung opposite of each other. This element is usually used as a means to access the higher elements on the ropes course. This element has a high degree of difficulty because of the upper-body strength required and the design of the element. The student climbs the ladder to reach the High Tension Traverse (Rohnke, 1991b).

High Tension Traverse. A single cable is strung tautly between two support trees or poles at a height of 20 to 30 feet. An additional cable and rope are suspended at the beginning of the single cable in order to provide a tensioned rope for the student to use while walking across

LEVEL 6

WEEK 3

DAYS 1-5

DESCRIPTION OF ACTIVITIES (continued)

High Tension Traverse (continued)

the element. This element has a medium to high degree of difficulty because of the height and design of the element. The student will use his/her skills developed on the low tension traverse and apply those at this height (Webster, 1989).

Multi-Vine Traverse. A single cable is strung tautly between two support trees or poles at a height of 20 to 30 feet with a series of multi-line ropes suspended from an overhead cable, positioned just beyond the average student's reach. This element has a medium to high degree of difficulty because of the height and design of the element. The student is to walk across the foot cable, using the various vines (ropes) for support (Rohnke, 1989; Webster, 1989).

Zip Line. A long cable is attached from a tree or pole to a lower tree or pole. At the tree where the cable is the highest, a platform is positioned six to eight feet below the cable. This element has a medium degree of difficulty because of the height of the element. The student stands on the platform, hooks into a pully system, and rides down the cable to a point where he/she is stopped by either a gravity

LEVEL 6

WEEK 3

DAYS 1-5

DESCRIPTION OF ACTIVITIES (continued)

Zip Line (continued)

brake system or a trust brake (Rohnke, 1977, 1989; Webster, 1989).

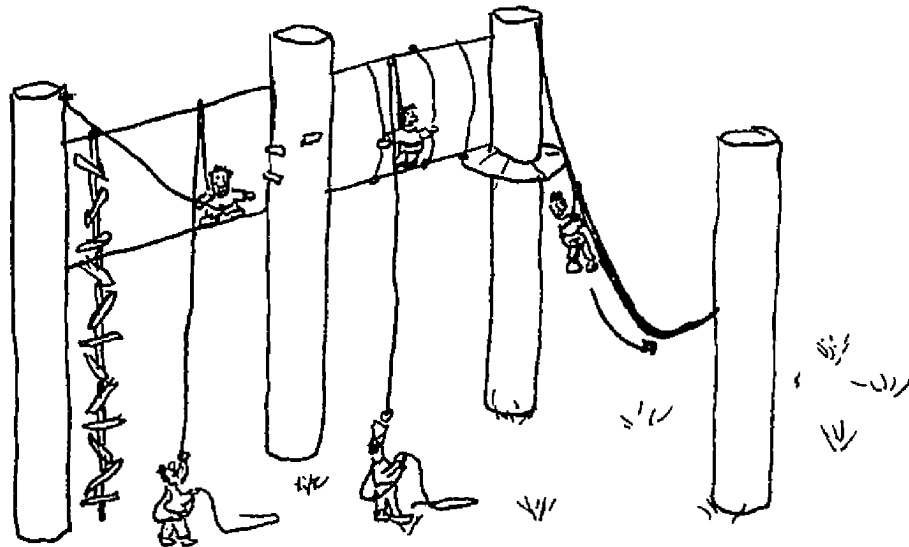


Illustration: Combination of Firecracker Ladder, High Tension Traverse, Multi-Vine Traverse, and Zip Line

Centipede Climbs. A series of vertically suspended four-inch by four-inch by four-foot boards, at a height of 20 to 30 feet, have randomly placed 1/2-inch staples in order to provide handholds and footholds. This element has

LEVEL 6**WEEK 3****DAYS 1-5**

DESCRIPTION OF ACTIVITIES (continued)Centipede Climbs (continued)

a low degree of difficulty. Students will climb up the two centipedes to the climbing wall (Rohnke, 1989; Webster, 1989).

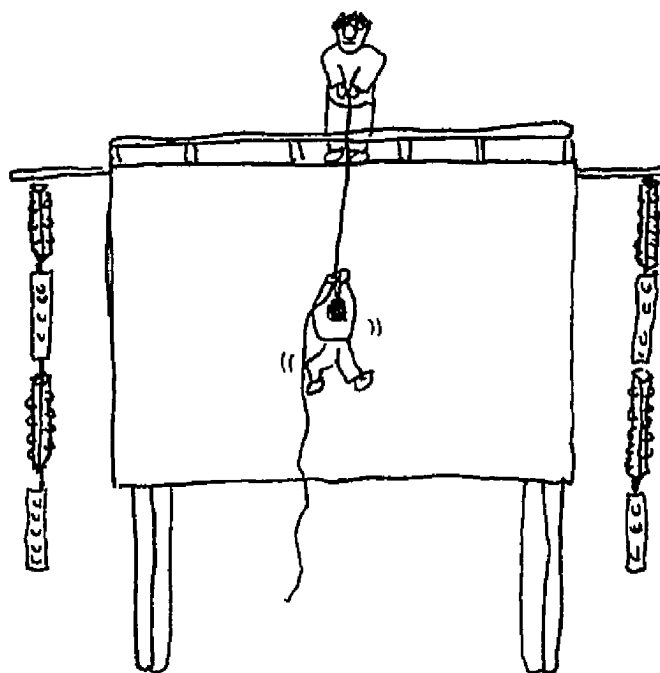


Illustration: Rappelling Wall and Centipede Climbs

LEVEL 6**WEEK 3****DAYS 1-5**

DESCRIPTION OF ACTIVITIES (continued)

Rappelling Wall. A smooth-surfaced wall at a height of 20 to 30 feet, with a platform built near the top of the ascending side, is needed. Two belays and two rappels will be set up for students to descend the wall. This element has a low to medium degree of difficulty because of the height and design of the element. Two students will stand on the platform, hook into the belay and rappel ropes, and rappel down the descending side of the wall (Rohnke, 1977).

SUGGESTIONS

No specific suggestions--this space is provided for the instructor.

INDEX

SECTION 1: LEVELS 1-3

WARM-UPS	PAGE
Angel	39, 156
Ballet Stretch	50, 164
Balloon Blow-Up	96
The Bends	121, 223
Bottoms Up	32, 152
Candle	22, 137, 241
Cobra	38, 156
Comfortable Position	38, 155
Competitive Walking	91, 206
Cradle	13, 129, 227
Dollar Jump	98
Dorsal Finger Touch	22, 137, 241
Double Cobra	49, 163
Duo Isometrics	43, 159
Duo Sit	65, 185
Duo Sit-Ups	14, 129, 228
Duo Stretch	65, 185
Fried Egg Simulator	97
Frisbee Throwing	110, 209
Funny Face	70, 190
Grab Your Toes	31, 151
Hamstring Stretch	75, 194

 SECTION 1: LEVELS 1-3

WARM-UPS	PAGE
Hamstring/Quadricep Stretch	50, 164
Hopping (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping)	81, 201
Hopping (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)	54, 172
Hopping (Scissor Hop, Criss-Cross, and Ski Hopping)	27, 142
Human Spring	122, 224
Inch Worm	60, 179
Invisible Jump Rope	118, 219
Jog in Place	114, 215
Karate Stretch	60, 178
Legs Over Your Head	14, 129, 228
Mini-Balance Test	22, 138, 241
Plowing	76, 195
Reach and Grab	32, 152
Reach for Your Feet	60, 179
Red Baron Stretch	69, 189
Return-to-the-Soil Position	38, 156
Rowboat Stretch	64, 184
Side Bender	17, 132, 235
Side Saddle Stretch	18, 133, 236
Sitting Groin Stretch	76, 195
Stand Off	45, 160

SECTION 1: LEVELS 1-3

WARM-UPS	PAGE
Stand Up	44, 160
Standing Cradle	18, 133, 236
Stork Stretch	123, 225
Toss a Name Game	9
Two-Person Mirroring	70, 190
Walking Backward	103, 212

 SECTION 1: LEVELS 1-3

ACTIVITIES	PAGE
Add-On Tag	51
All Aboard	133
All Catch	99
Amoeba Race	24
Anaerobic Tag	35
Ankle Biters	29
Asteroids	30
Balance Broom	203
Balloon Countdown	99
Balloon Frantic	34
Balls Galore	41
Belaying Skills	242
Blind Square	182
Blob	51
Body English	183
Booop	34
Breathe Easy	140
Broken Spoke	52
Catch the Dragon's Tail	72
Chronological Lineup	187
Circle the Circle	46
Clam Free	62
The Clock	191

 SECTION 1: LEVELS 1-3

ACTIVITIES	PAGE
Comet Ball Horseshoes	16
Coming and Going of Rain	174
Count Off	173
Crab Grab	67
Diminishing Load Problem	192
Dragon Dilemma	124
Elbow Tag	61
Emergency	111
Everybody Up	92
Everybody's It	62
Falling	228
Front Roll	229
Back Roll	230
Group Falling Exercises	231
Flip Me the Bird Tag	23
Flying Dutchman	72
Frisalevio	84
Frog Wars #1	62
Full House	24
Gauntlet	214
Giants/Elves/Wizards	78
Go Tag	83
The Great Egg Drop	153

 SECTION 1: LEVELS 1-3

ACTIVITIES	PAGE
Group Juggling	112
Group Mirroring	180
Hog Call	11
Hoop Relay	47
How're Ya Doing? Just Fine, Thanks!	202
Hustle Handle	15
I Trust You, But	202
I'm Speechless	112
Impulse II	175
Introduction	10
Jelly Roll	161
Junk Yard	130
Killer	71
Knot Tying	237
Knots	100
Last Detail	57
Lemonade	77
Levitation	213
Line Up	196
Loose Caboose	56
Macro/Micro Challenge	129
Marathon Whistle	28
The Meuse	165

 SECTION 1: LEVELS 1-3

ACTIVITIES	PAGE
Minute Measure	100
Monarch	68
Moonball	40
Needle and Thread Tag	188
New Volleyball	20
#10 Tin Can Foot Pass	177
#10 Tin Shoe	157
People to People	19
Physics Phantasy	15
Pick and Choose	107
Popsicle Push-Up	197
Python Pentathlon	56
Quail Shooter's Delight	47
Quick Lineup	186
Rattlers	55
Rock Stack	139
Samurai Warrior	40
Sherpa Walk	207
Ship Wreck	52
Sit Down Dodgeball	19
Skin the Snake	73
Smaug's Jewels	41
Snake in the Grass	67

 SECTION 1: LEVELS 1-3

ACTIVITIES	PAGE
Speed Rabbit	79
Spotting	233
Squash Balls	117
Star Wars	84
Sticky Wicket	187
Stranded	143
Swat	25
Tattoo	15
Ten Member Pyramid	106
3-D Mine Field	139
Toe Fencing	33
Touch My Can	92
Traffic Jam	103
Trash Ball	19
Trench Warfare	115
Triangle Tag	33
Trust Circle	181
Trust Dive	221
Trust Fall	216
The Turnstile	94
Two by Four	134
Two in a Row	93
Two-Person Trust Fall	181

 SECTION 1: LEVELS 1-3

ACTIVITIES	PAGE
Upside-Down Popsicle Push-Up	198
Warp Speed	111
Waumpum	29
Where in the Circle Am I?	93
Willow in the Wind	
Circle Fall	211
Circle Pass	210
Wordles	119
Yurt Circle	176
Zen Clap	66

SECTION 2: LEVELS 4-6

WARM-UPS	PAGE
Angel	263, 347, 423
Ballet Stretch	274, 356, 429
The Bends	322, 394
Bottoms Up	258, 343, 413
Candle	336, 409
Cobra	263, 347, 423
Comfortable Position	263, 346, 422
Competitive Walking	298, 379
Cradle	327, 404
Dorsal Finger Touch	335, 408
Double Cobra	273, 355, 428
Duo Isometrics	269, 350, 425
Duo Sit	286, 368
Duo Sit-Ups	328, 405
Duo Stretch	286, 368
Frisbee Throwing	302, 389
Grab Your Toes	257, 342, 412
Hamstring Stretch	290, 371
Hamstring/Quadricep Stretch	274, 356, 429
Hopping (Duo Hopping, Dance Hopping, Troika Hop, and Group Hopping)	294, 375
Hopping (Hop on One Leg, Hop'n Spin, 360-Degree Spin, and Scissor Kick-Hop)	277, 360, 430

 SECTION 2: LEVELS 4-6

WARM-UPS	PAGE
Hopping (Scissor Hop, Criss-Cross, and Ski Hopping)	252, 339, 410
Human Spring	323, 395
Inch Worm	282, 364, 433
Invisible Jump Rope	314, 392
Jog in Place	310, 391
Karate Stretch	281, 363, 432
Legs Over Your Head	328, 405
Mini-Balance Test	336, 409
Plowing	290, 372
Reach and Grab	258, 343, 413
Reach for Your Feet	282, 364, 433
Return-to-the-Soil Position	263, 347, 423
Rowboat Stretch	285, 367
Side Bender	331, 406
Side Saddle Stretch	332, 407
Sitting Groin Stretch	290, 372
Stand Off	270, 351, 426
Stand Up	269, 351, 426
Standing Cradle	332, 407
Stork Stretch	323, 395
Walking Backward	307, 390

 SECTION 2: LEVELS 4-6

ACTIVITIES	PAGE
Amazon	266
Aussie Switch	259
The Beam	296
Bosun's Chairs	340
Burma Bridge	400
Cat Walk	417
Centipede Climbs	439
Commando Crawl	373
Criss-Crotch	337
Dangle Trio	402
Disc Jockeys	291
Electric Fence	316
Fidget Ladder	357
Firecracker Ladder	437
Heebie	361
Heebie Jeebie	417
Hickory Jump	365
High Tension Traverse	437
Hole in One	287
Inclined Log	400
Kitten Crawl	369
Log Ladder	348

 SECTION 2: LEVELS 4-6

ACTIVITIES	PAGE
Maze	275
Mohawk Walk	344
Multi-Vine Traverse	438
Nitro Crossing	270
Pamper Pole	419
Playpen	265
Prouty's Landing	307
Rappelling Wall	441
Rope Climb Trio	377
Rope Ladder	417
Sea Gull Swing	380
Spider Web	311
Swinging Log	325
Tire Traverse	352
Tired Two-Line Bridge with Swing Down	418
Training Session for Week 1	253
Training Session for Week 2	278
Training Session for Week 3	299
Triangular Tension Traverse	329
TT Pole	260
Two-Line Bridge with Belay Down	400
Vertical Playpen	420

SECTION 2: LEVELS 4-6

ACTIVITIES	PAGE
The Wall	303
Wild Woosey	333
Zig Zag	283
Zip Line	438

CHAPTER 5

Summary, Discussion, Suggestions, and Recommendations

Summary

This study was initiated because a review of the literature indicated that adventure education is absent from many of the traditional middle school physical education curricula. It was also felt that such a program would constitute an invaluable contribution to the intellectual, psychological, physiological, and social development of the students if included in the traditional curriculum. Therefore, the purpose of this study was to gather, compile, formulate, and prepare materials, including lesson plans for adventure education, which will serve as a curriculum and instructional manual for instructors who teach physical education at the middle school level. The manual consists of six levels. Each level contains a three-week unit. Each three-week unit contains daily lesson plans (using a standard of five days per week). Each daily lesson plan includes the following information:

1. Objectives (cognitive, psychomotor, and affective);
2. Activity level;
3. Equipment needs;
4. Warm-ups;
5. Description of warm-ups;
6. Activities;

7. Activity safety concerns;
8. Description of activities; and
9. Suggestions.

The manual is divided into Section 1 and Section 2. Section 1 includes Levels 1, 2, and 3. Section 2 includes Levels 4, 5, and 6. A necessary distinction was made between Section 1 and Section 2 because of differentiated levels of requisite instructor expertise in adventure education and the need for appropriate facilities in Section 2. Section 1 of the adventure education manual includes games, individual/group trust-building activities, and group initiatives which will require no additional training for the physical educator. Skills related to gymnastics, physical fitness, cooperation, self-concept development, and so forth, should already be possessed by the certified physical education specialist. Section 1 includes activities pertaining to the ropes course. Therefore, instructors utilizing Section 2 of the manual must have access to a ropes course. Furthermore, additional training specific to ropes course setup, spotting procedures, safety measures, rappelling and belaying techniques, and rescue methods is required for instructors implementing this section of the program.

Discussion

The activities included in the adventure education manual were selected from a review of the literature and the

writer's 14 years of experience in adventure education. The activities included were either performed by the writer as a participant or taught by the writer as an instructor.

The effectiveness of this program lies in the proper use of the adventure education manual. The methodology and affective attitude displayed by the instructor will directly affect the success of the program. It is critical that the instructor demonstrate competency and confidence when teaching adventure education activities for students. Students who sense that the instructor is uncomfortable or unsure about the activities will internalize and parallel that response. The most effective and efficient method for the instructor to achieve this level of comfort is to actively participate in adventure education programs and/or workshops.

The information contained in this manual was intended for middle school physical education teachers. However, the material encompassed in the manual is appropriate for any age level and can be adapted to the recreational, therapeutic, or corporate setting. The benefits derived from adventure education are often those desired and pursued by the various institutions and organizations. Instructors should feel free to modify and supplement the activities in the manual in order to meet the specific needs of their programs. For example, in the games section (Level 1), the instructor may run out of time before all the activities can

be implemented. Therefore, the instructor may select those activities deemed most appropriate for the participating students.

Suggestions

In the implementation of the adventure education manual, the following information will be helpful:

1. Adventure education is a broad area that might be found within the college physical education and/or recreation major courses. It is an area very likely to be overlooked in the preparation of the physical education specialist. As a result, it will be somewhat difficult for the instructor to pick up the manual and implement the non-traditional activities which initially may seem strange and unusual. A distinct attitude and approach are necessary in the presentation of the activities. The most practical and expedient method of developing the mind-set for teaching adventure education is for the instructor to participate in an adventure education workshop.

2. The instructor will have to know students' strengths and weaknesses and discern which activities included in the adventure education manual are appropriate for these particular students. The instructor must recognize that some students may not be mature enough socially or emotionally to engage in the activities that require group cooperation, communication, responsibility, commitment, and trust. Thus, it may be necessary to remove

a few students from the activity or remove an activity altogether in order to facilitate program implementation appropriate to a particular learning group.

Recommendations

This study presented information regarding the need for adventure education as a component of the middle school physical education curriculum. As a result, an adventure education manual was developed for utilization by the physical education specialist. This manual may also be utilized by auxiliary agencies, such as recreation departments, mental health facilities, and private corporations. As previously stated, the first three levels (Levels 1, 2, and 3) do not require additional training of a certified physical education specialist. However, attending a workshop would greatly improve not only the instructor's presentation of the activities, but also afford opportunities to observe experts in the field conducting the program. The last three levels (Levels 4, 5, and 6) do require additional training since they occur on the ropes course. Thus, the situation could be remedied in one of two ways. First, the college physical education department could be responsible for providing adventure education as a component of the undergraduate professional preparation curriculum. If the curriculum is already set and it would be neither practical nor feasible to drop any requirements in order to add adventure education, then a possible

solution would be to require physical education majors to attend a weekend workshop. Second, the physical education specialist who has an interest in teaching adventure education, but had not received any training during the undergraduate program, may suggest that inservice credit be made available to those instructors who desire to attend a workshop.

Research has been conducted regarding the physical, social, emotional, and psychological benefits and learning outcomes of adventure education. However, adventure education continues to be absent from many middle school curricula. Perhaps the only way to change this tendency is to continue to educate both the public and private sectors concerning the benefits and learning outcomes associated with adventure education. Thus, further study is desired and imperative.

APPENDICES

APPENDIX A
A COMPARISON OF SAFETY STATISTICS

APPENDIX A
A COMPARISON OF SAFETY STATISTICS

Program Exposure	Accident Rate Per Million Hours
Project Adventure Study	5.13
Physical Education Classes Study	9.60
Outward Bound Study	37.50
Automobile Driving Study	60.00

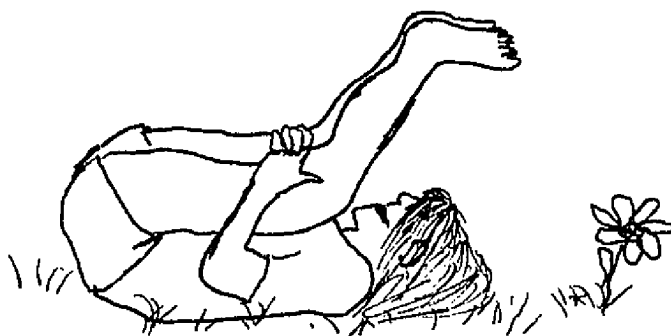
APPENDIX B
ILLUSTRATIONS OF THE WARM-UPS

APPENDIX B
ILLUSTRATIONS OF THE WARM-UPS

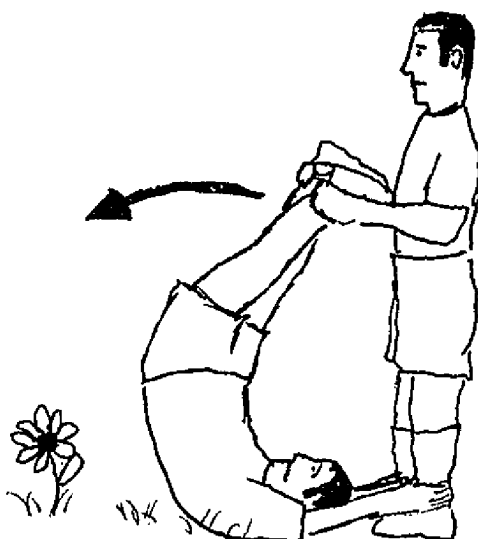
Cradle



Legs Over Your Head



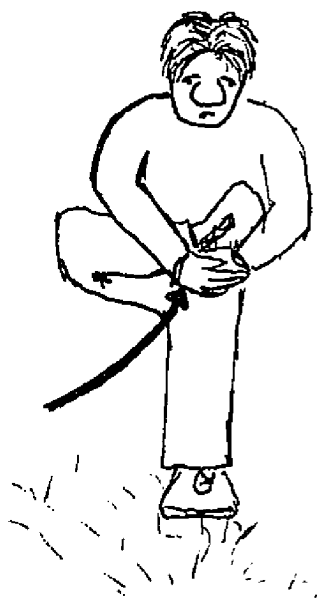
Duo Sit-Ups



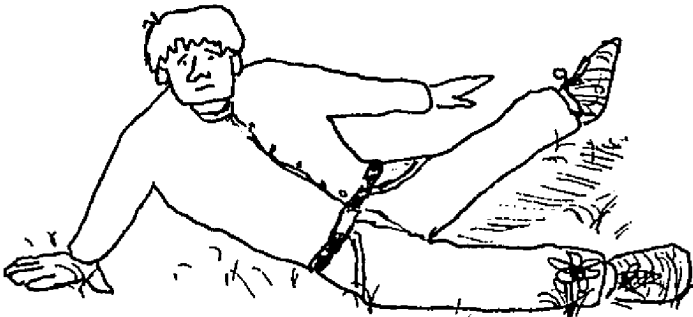
Side Bender



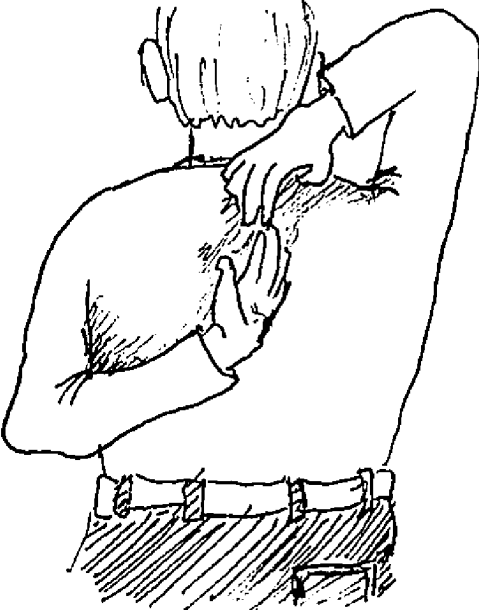
Standing Cradle



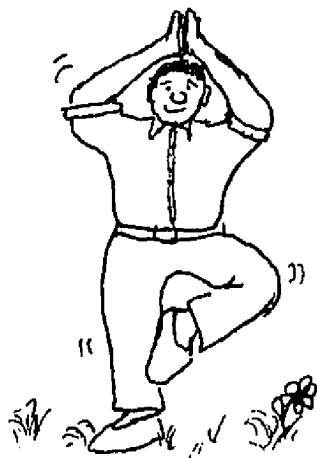
Side Saddle Stretch



Dorsal Finger Touch



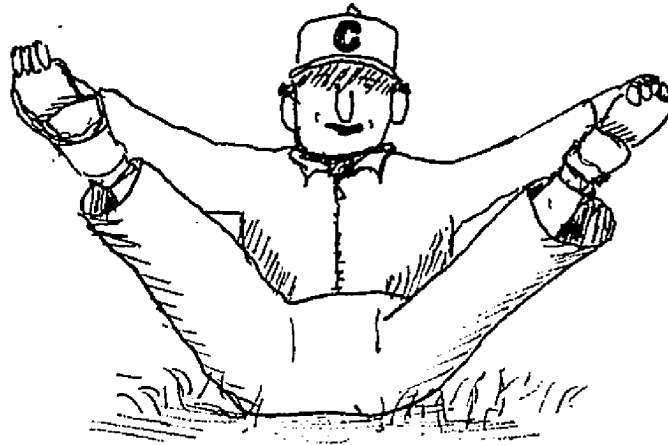
Candle



Mini-Balance Test



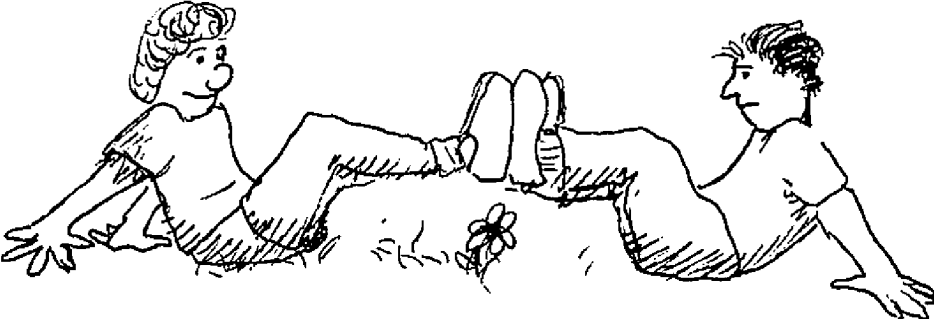
Grab Your Toes



Reach and Grab



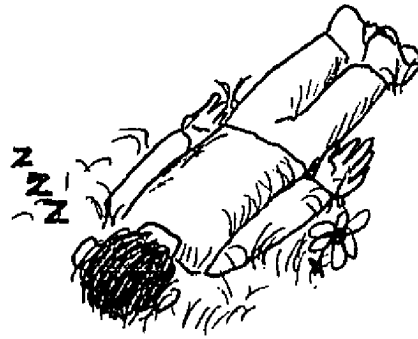
Bottoms Up



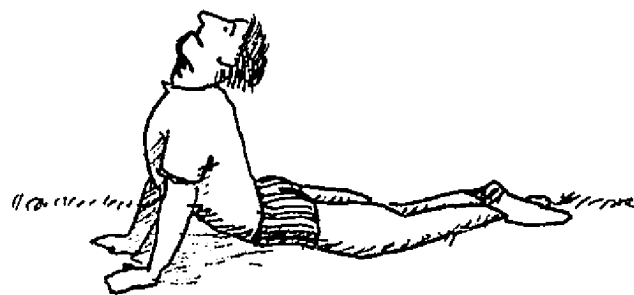
Comfortable Position



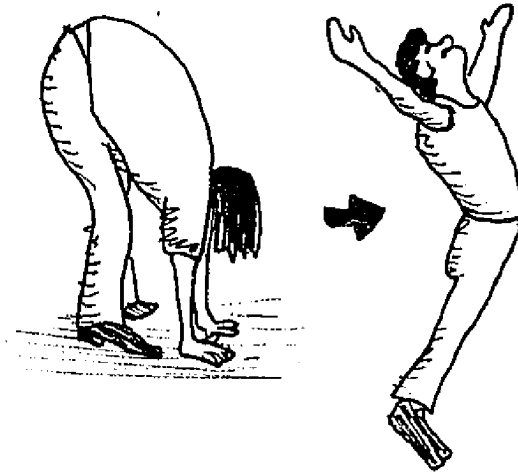
Return-to-the-Soil Position



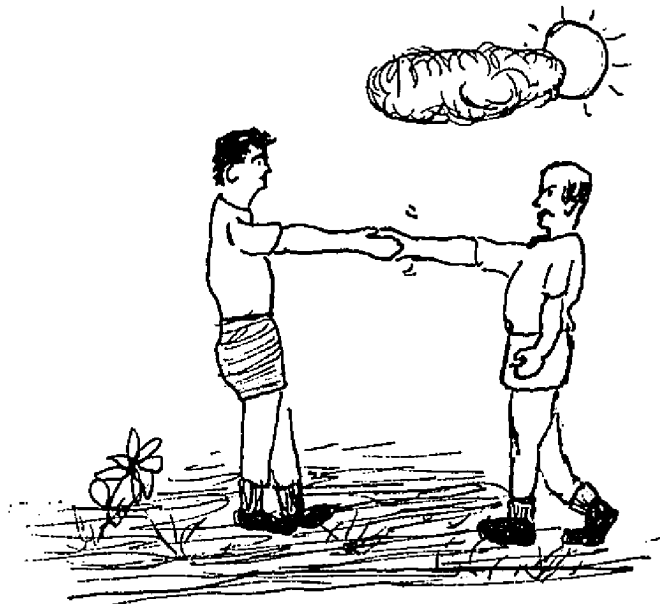
Cobra



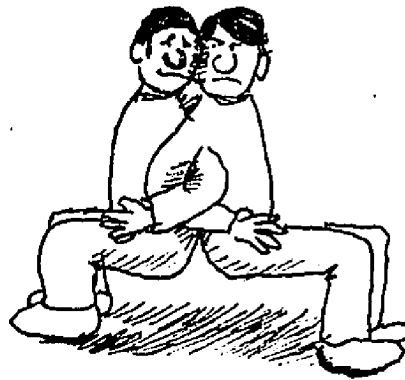
Angel



Duo Isometrics



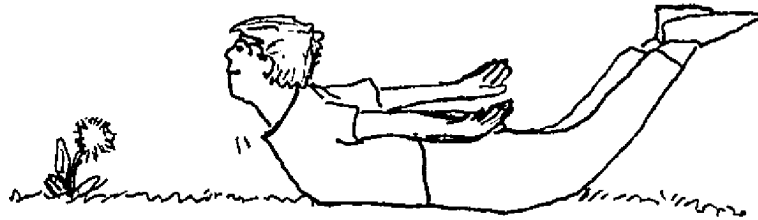
Stand Up



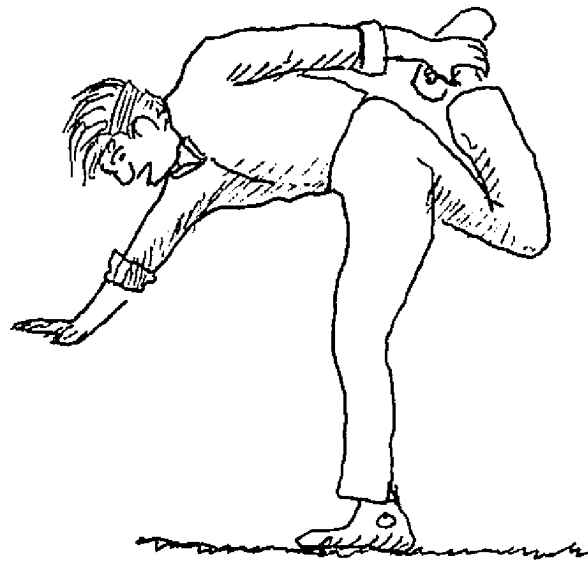
Stand Off



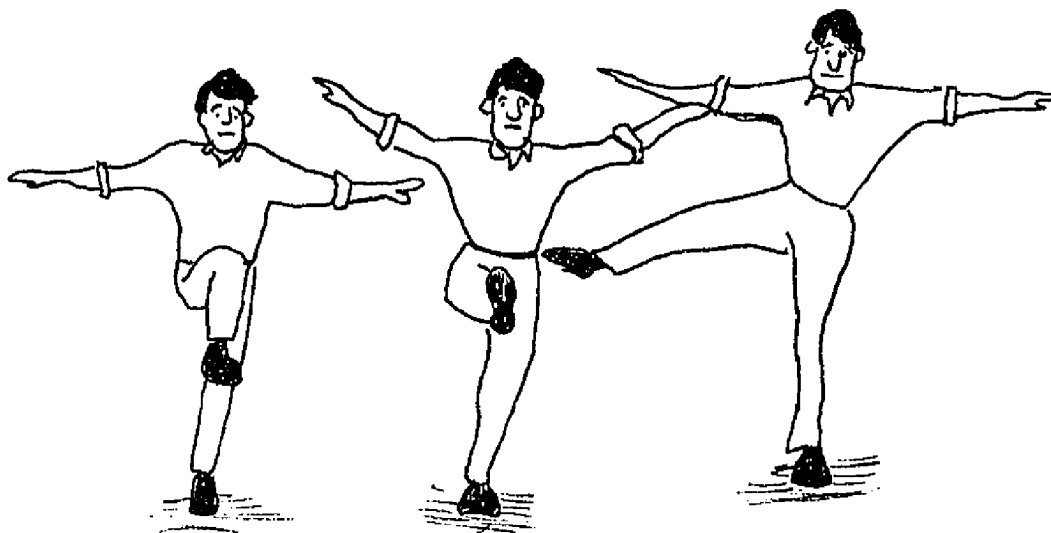
Double Cobra



Hamstring/Quadricep Stretch



Ballet Stretch



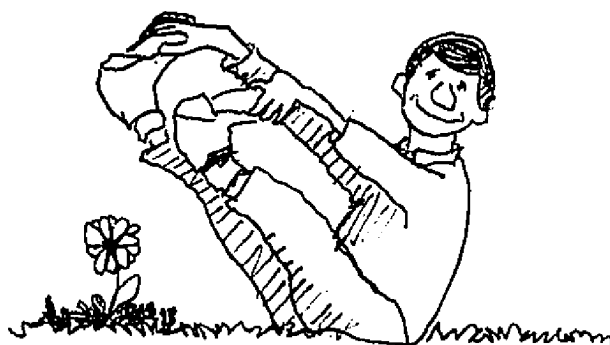
Karate Stretch



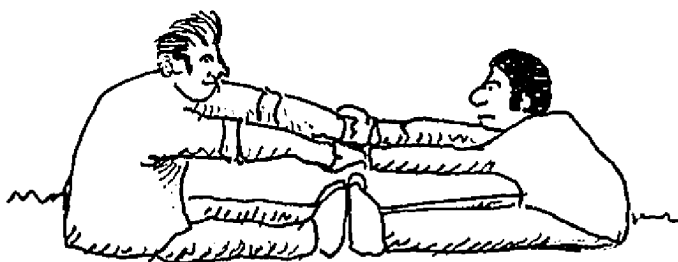
Inch Worm



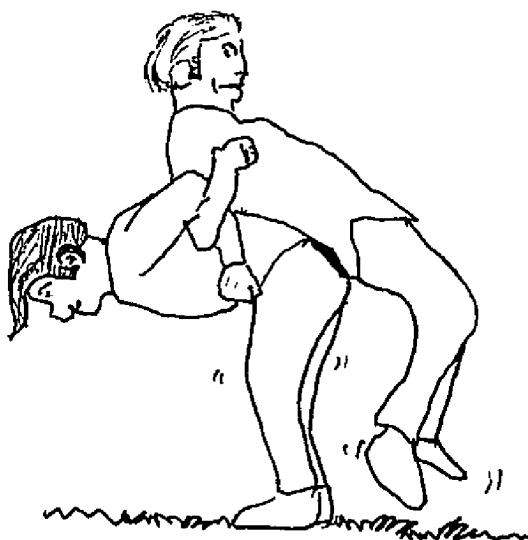
Reach for Your Feet



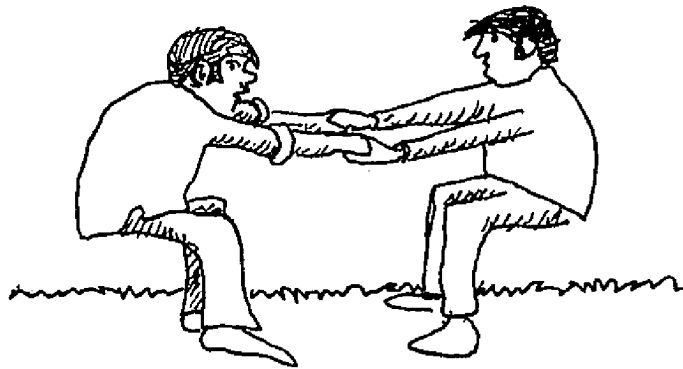
Rowboat Stretch



Duo Stretch



Duo Sit



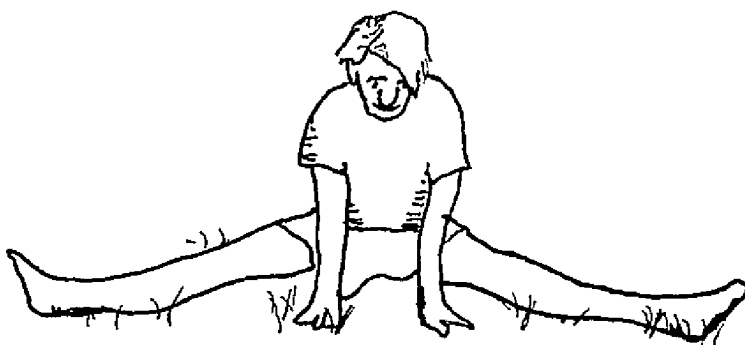
Red Baron Stretch



Hamstring Stretch



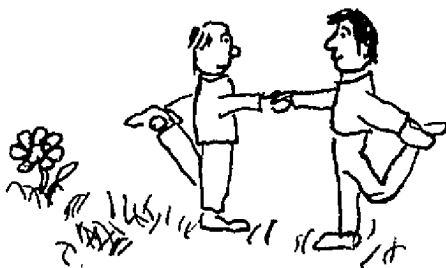
Sitting Groin Stretch



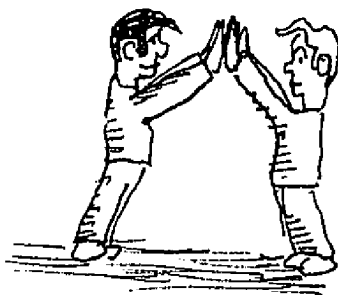
Plowing



The Bends



Human Spring





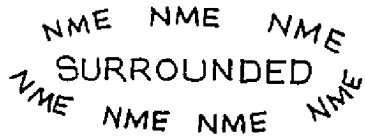
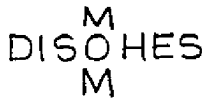
Stork Stretch



APPENDIX C
WORDLES AND ANSWERS

APPENDIX C
WORDLES AND ANSWERS

Wordles

- | | |
|--|--|
| 1. SIDE SIDE | 11. HO |
| 2. YOU/JUST/ME | 12. HIJKLMNO |
| 3. BAN ANA | 13. TIME
ABDE |
| 4. <u>ONCE</u>
ATIME | 14.  |
| 5. NOON LAZY | 15. ED
+ED |
| 6. DEAL | 16. TIMING TIM ING |
| 7.  | 17. MCE
MCE
MCE |
| 8.  | 18. WHEATHER |
| 9. ECNALG | 19. ME NT |
| 10. <u>2UM</u>
+2UM | 20. ALLWORLD |
| | 21.  |

- 22. IECEXCEPT
- 23. BJAOCKX
- 24. H A N D
- 25. PAS
- 26. A G O
- 27. YOUP P A N N T S
- 28. GESG
- 29. ONE
ONE
- 30. ISSUE ISSUE
ISSUE ISSUE
ISSUE ISSUE
ISSUE ISSUE
ISSUE ISSUE
- 31. NAFISH
NAFISH
- 32. _____ IT
- 33. S T O M A C H
- 34. P R O M I S E S
- 35. L A L
- 36. MOTH
CRY
CRY
CRY
- 37. ME QUIT
- 38.
M.D.
Ph.D.
L.L.D

- 39. ii ii
O O
- 40. STAND
I
- 41. DICE
DICE
- 42. O-144
- 43. CYCLE
CYCLE
CYCLE
- 44. KNEE
LIGHT
- 45. GROUND
FEET
FEET
FEET
FEET
FEET
FEET
- 46. HE'S/HIMSELF
- 47. DOCTOR
DOCTOR
- 48. K
C
E
H
C
- 49. R
ROAD
A
D
- 50. ++
- 51. THHAENRGE

52. Thought-^{on}thought

53. Ballo-t

54. Come co

55. Performance

56. +er school

57. COLOWME

58. S
B
U
C
H
I
T

59. Close
Close
Close
Close


60. W,I

61. Weekkkkk

62. XQQQME

63. YUO'ER

64. NIRENDEVOLUSGHT

65. 

66. Copi Cappy Copy

67. LEAN
REVO

68. H/E/A/D

69. LET/
BE/GONES

70. I
C
N
I
D
E
N
C
E

71. LOI'MVE/YOU

72. SEA SON

73. T
H
G
N

74. \$\$ X

75. HEAD
LHEOEVLSE

Answers

- | | |
|--|------------------------------|
| 1. Side-by-side | 23. Jack-in-the box |
| 2. Just between you and me | 24. Hand-in-hand |
| 3. Banana split | 25. Incomplete pass |
| 4. Once upon a time | 26. Long ago |
| 5. Lazy afternoon | 27. Ants in your pants |
| 6. Big deal | 28. Scrambled eggs |
| 7. Misunderstanding
between friends | 29. One-on-one |
| 8. Surrounded by enemies | 30. Tennis shoes |
| 9. Backward glance | 31. Tuna fish |
| 10. Forum | 32. Blanket |
| 11. Half-an-hour | 33. Upset stomach |
| 12. Water (H to O) | 34. Broken promises |
| 13. Long-time-no-see | 35. All mixed up |
| 14. Matinee | 36. Mothballs |
| 15. Added | 37. Quit following me |
| 16. Split-second timing | 38. Three degrees below zero |
| 17. Three blind mice | 39. Circles under the eyes |
| 18. A bad spell of weather | 40. I understand |
| 19. Apartment | 41. Paradise |
| 20. It's a small world
after all | 42. O--gross |
| 21. Mom breaking dishes | 43. Tricycle |
| 22. I before E except
after C | 44. Neon light |
| | 45. Six feet underground |
| | 46. He's beside himself |
| | 47. Paradox |

48. Checkup
49. Crossroad
50. Double cross
51. Hang in there
52. On second thought
53. Absentee ballot
54. There's more to come
55. Repeat performance
56. Summer school
57. Low income
58. Thumbs up
59. Foreclose
60. I'm upset
61. Long weekend
62. Excuse me
63. You're confused
64. Midnight rendezvous
65. Key ring
66. Copyright
67. Lean over backwards
68. Headquarters
69. Let bygones be bygones
70. Angle of incidence
71. I'm in love with you
72. Open season
73. One-night stand
74. Money market
75. Head over heels in love

APPENDIX D
KNOTS BOOKS

APPENDIX D
KNOTS BOOKS

- Budworth, G. (1985). The knot book. New York: Sterling.
- Cassidy, J. (1985). The Klutz book of knots. Palo Alto, CA: Klutz Press.
- Hammett, C. T. (1950). Your own book of campcraft. New York: Pocket Books.
- Jarman, C. (1985). The essential knot book. Camden, ME: International Marine.
- Rohnke, K. (1992). Forget me knots. Dubuque, IA: Kendall/Hunt.

BIBLIOGRAPHY

BIBLIOGRAPHY

- Anderson, B. (1980). Stretching. Bolinas, CA: Shelter.
- Bunker, L., & Rotella, R. (1977). Getting them up, not uptight. In J. R. Thomas (Ed.), Youth sports guide for coaches and parents (pp. 75-87). Washington, DC: Manufacturers Life Insurance and the National Association for Sport and Physical Education.
- Bunting, C. J. (1982). Managing stress through challenge activities. Journal of Physical Education, Recreation, and Dance, 53(7), 48-49.
- Clifford, E., & Clifford, M. (1967). Self-concepts before and after survival training. British Journal of Social Clinical Psychology, 6, 241-248.
- Cole, C. C., Jr. (1976). Instructional implications of the Outward Bound Program. Liberal Education, 62(4), 608-619.
- Crompton, J. L., & Sellar, C. (1981). Do outdoor education experiences contribute to positive development in the affective domain? Journal of Environmental Education, 12(4), 21-29.
- Dickey, H. L. (1978). Outdoor adventure training. Journal of Physical Education and Recreation, 49(4), 34-35.
- Eder, S. (1976). Learning on the rocks. American Education, 12(3), 16-21.
- Ewert, A. (1986). A new dimension. Journal of Physical Education, Recreation, and Dance, 57(5), 56-57, 60.
- Farrington, P. (1976). Games. In A. Fluegelman (Ed.), The new games book (pp. 7-20). Garden City, NY: Dolphin Books/Doubleday.
- Fluegelman, A. (1976). The new games book. Garden City, NY: Dolphin Books/Doubleday.
- Fluegelman, A. (1981). More new games. Garden City, NY: Dolphin Books/Doubleday.

- Frakt, A. N. (1978). Adventure programming and legal liability. Journal of Physical Education, Recreation, and Dance, 49(4), 49-53.
- Freishlag, J. (1986). Team dynamics--Implications for coaching. Journal of Physical Education, Recreation, and Dance, 56(9), 67-71.
- Gibbs, J., & Allen, A. (1978). Tribes: A process for peer involvement. Oakland, CA: Center Source Publications.
- Godfrey, R. (1980). Outward Bound. Garden City, NY: Anchor Press/Doubleday.
- Hale, A. (Ed.). (1975). Directory of program in outdoor adventure activities. Mankato, MN: Outdoor Experiences.
- Jensen, M., & Young, A. B. (1981). Alternatives for Outdoor Education Programming. Journal of Physical Education, Recreation, and Dance, 52(8), 64-67.
- Joynt, D. F. (1974). Repeated Obstacles--Participant Expectation (ROPE) Project: Design and implementation of an outdoor learning experience (Doctoral dissertation, Boston College, 1974). Dissertation Abstracts International, 35/03-A, 1500.
- Keating, L. A. (1978). Integrating natural and human environments. Journal of Physical Education and Recreation, 49(1), 33-34.
- Kimball, R. O. (1986). Experiential therapy for youths: The adventure model. Children Today, 15(2), 26-31.
- Klausner, S. Z. (1968). Why men take chances: Studies in stress seeking. Garden City, NY: Doubleday.
- Malcomson, B., & Laurence, M. (1986). Quicksand and healthy minds. Gifted Child Today, 9(6), 2-6.
- Marx, J. D. (1988). An outdoor adventure counseling program for adolescents. Social Work, 33(6), 517-20.
- Maynard, A. L. (1969, May 17). Nature as teacher. Saturday Review, p. 77.
- Meier, J. F. (1978). Is the risk worth taking? Journal of Physical Education, Recreation, and Dance, 49(4), 31-33.

- Miles, J. C. (1978). The value of high adventure activities. Journal of Physical Education and Recreation, 49(4), 27-28.
- Milosevich, D. D. (1988). The leadership. Gifted Child Today, 11(6), 26-30.
- Ongena, J. (1982). Adventure education: An opportunity to teach youth self-confidence, respect. National Association of Secondary Schools Principals Bulletin, 66(454), 71-78.
- Outward Bound. (1992a). Catalog and course directory. Morganton, NC: North Carolina Outward Bound School.
- Outward Bound. (1992b). Revised course schedule. Greenwich, CT: Outward Bound USA.
- Paling, D. (1984-1985). Project Adventure. College Board Review, pp. 21-24.
- Payne, J., Drummond, A. W., & Lunghi, M. (1970). Changes in the self-concepts of school learners who participated in an Arctic expedition. British Journal of Educational Psychology, 40, 211-216.
- Peterson, C. A. (1978). The right to risk. Journal of Physical Education, Recreation, and Dance, 49(4), 47-48.
- Priest, S. (1986). Redefining outdoor education: A matter of many relationships. Journal of Environmental Education, 17(3), 13-15.
- Project Adventure. (1978, March). What about the insurance implications of adventure programming? Hamilton, MA: Author.
- Project Adventure. (1982, September). Ten year safety study. Hamilton, MA: Author.
- Project Adventure. (1986, September). Fifteen year safety study. Hamilton, MA: Author.
- Project Adventure. (1991). Workshop schedule. Hamilton, MA: Author.
- Project Adventure. (1993). Some thoughts on estimating and managing installation of a challenge ropes course. Covington, GA: Author.

- Prouty, D. (1989). Evaluation. In K. Rohnke, Cowstails and cobras II (Appendix C, pp. 198-199). Dubuque, IA: Kendall/Hunt.
- Rankin, K. (1972). 35 days in the Wyoming wilderness. Journal of Health, Physical Education, and Recreation, 43(9), 42-43.
- Rhudy, E. (1979). An alternative to Outward Bound programs. Journal of Physical Education and Recreation, 50(1), 26-27.
- Rillo, T. J. (1983-1984). Megatrends in outdoor education: Past, present, and future. Journal of Outdoor Education, 18, 4-17.
- Rogers, R. J. (1979). Leading to share, sharing to lead. Sudbury, ON: The Council of Outdoor Educators.
- Rohnke, K. (1977). Cowstails and cobras. Hamilton, MA: Project Adventure.
- Rohnke, K. (1982). Bag of tricks (No. 15). Hamilton, MA: Project Adventure.
- Rohnke, K. (1984). Silver bullets. Hamilton MA: Project Adventure.
- Rohnke, K. (1985). Bag of tricks (No. 25). Hamilton, MA: Project Adventure.
- Rohnke, K. (1989). Cowstails and cobras II. Dubuque, IA: Kendall/Hunt.
- Rohnke, K. (1991a). Bag of tricks (No. 51). Hamilton Project Adventure.
- Rohnke, K. (1991b). The bottomless bag. Dubuque, IA: Kendall/Hunt.
- Rohnke, K. (1991c). Bottomless baggie. Dubuque, IA: Kendall/Hunt.
- Rohnke, K. (1992). Bag of tricks (No. 54). Hamilton, MA: Project Adventure.
- Rosenfeld, L. B. (1976). Now that we're all here . . . Relations in small groups. Columbus, OH: Charles E. Merrill.

- Schoel, J., Prouty, D., & Radcliffe, P. (1988). Islands of healing: A guide to adventure based counseling. Hamilton, MA: Project Adventure.
- Siedentap, D., Herkowitz, J., & Rink, J. (1984). Elementary physical education methods. Englewood Cliffs, NJ: Prentice-Hall.
- Singer, R. N. (1968). Motor learning and human performance. New York: Macmillan.
- Ulrey, G. L. (1974). Effects of an outdoor educational experience on children's locus of control and performances in physical tasks. (Doctoral dissertation, Boston College, 1974). Dissertation Abstracts International, 35/03-A, 1516.
- Webster, S. E. (1978). Project Adventure: A trip into the unknown. Journal of Physical Education and Recreation, 49(4), 39-41.
- Webster, S. E. (1989). Ropes course safety manual. Dubuque, IA: Kendall/Hunt.
- Webster's ninth new collegiate dictionary. (1987). Springfield, MA: Merriam-Webster.
- White, B. (1978). Natural challenge activities (toward a conceptual model). Journal of Physical Education and Recreation, 49(4), 44-46.
- Whittaker, T. (1981). Danger, adventure, education, and schools. Journal of Physical Education, Recreation, and Dance, 52(9), 53-54.