***Adventure Education Study Guide***

**Problem Solving**-activities that mentally challenge a group to accomplish a common goal; problem solving challenges: leadership, group involvement, communication and listening skills

1. ***Human (reversing) Pyramid*** *– a problem-solving activity that involves changing a 4-3-2-1 human pyramid 180 degrees in as few moves as possible*
2. ***Traffic Jam*** *– a problem-solving activity where a line of students must get to the opposite side of the “traffic jam” in the exact order as they started.  Spots were placed on the floor to aid in the organization of this activity.*
3. ***Key Pad*** *– a problem-solving activity that involved the group trying various methods to punch (step on) consecutive numbers on spots as quickly as possible.  One member of the group is allowed in the keypad at a time.  Boundaries for this activity were predetermined depending on the space being utilized*
4. ***Horizontal Wall*** *– A problem-solving**activity that involved one student at a time traversing across a horizontal rock wall.  Their partner spotted them from behind as each student moved from rock to rock trying to figure out the most successful path.*

**Team Building**-activities that require the group to work together physically and mentally to accomplish a task; team building challenges: safety, leadership, listening skills, willingness to work as a team, accessing individual ability, and perseverance

1. ***Islands*** *– A team building activity where a small group of students had to move across three separate platforms without touching the ground while only being able to use a single board to accomplish the task.*
2. ***Nitro-Crossing*** *– A team building activity**that involved a group of students trying to  get from one side to the other, while transporting objects, using a rope to move across the designated area.*
3. ***Buddy Boards*** *– a team building activity where partners on wooden buddy boards (skis) have to negotiate a slalom course.*

***Trust***-activities that require confidence and belief in the ability of self and classmates for a safe environment; trust activities challenge:  safety, listening skills, focus, confidence, overcoming fears, following directions and concern for others

1. ***Blind Circle*** *– a trust activity where students are sitting on the floor in a circle, blindfolded.  Objects were passed around the circle (rubber snake, fake dog poop, etc) and the group had to figure out what the objects were.*
2. ***Animal Farm/Food Fest*** *– a trust activities that involves classmates to partner up, pick an animal that makes noise or a combo of food that compliments one another.  Partners go to opposite sides of the gym and attempt to find their partner, while blindfolded.*
3. ***Two Person Trust Fall*** *– A trust activity involving partners in proper spotting techniques and commands, this develops trust between classmates through a progression of backward falls.  The* ***reverse grip*** *is used in this activity for safety.* ***Reverse Grip****-a method used by a faller in trust activities of interlocking fingers and tucking in your arms to prevent injury to the spotter*
4. ***Willow in the Wind*** *– A trust activity that involved a small group of students (approx. 7-12) that formed a circle around a fellow student who fell in any direction and was spotted by the rest of the group with arms in* ***“Bumpers Up”*** *position.  This safety measure and spotting technique,* ***“Bumpers Up”*** *is when the arms are extended with the hands open to protect the student participating.*
5. ***Cookie Machine*** *– A trust activity**that involved the entire class forming a “human conveyor belt” and passing (spotting) one student lying on their back – head first – from one end of the line to the other.*
6. ***Tension Traverse\*\**** *– A trust activity**that involved one student walking along a wire trying to get from one end to the other, while using a rope attached to a tree for balance.  All other students in the group were actively spotting on either side of the wire.* ***“Bumpers Up”*** *spotting technique was also used.*
7. ***Tandem Traverse\*\**** *– A trust activity that involved partners working together to help hold each other up, while traversing on two separate wires that became wider apart the further the pair went.*

*\*\*(Traverse:**To move sideways without any significant altitude change)*

*18.* ***Dipsea Race-Survival Run****-a trust video involving 2 people running a race  on a treacherous terrain through the mountains in California, there is a tremendous amount of trust, communication, problem-solving, and team-building*

***Spotting and Safety:***

***Spotting:****Technique used by the students providing safety of their classmate(s) participating in an activity.  Spotting is used in problem solving, team building and trust activities.  It requires primary focus on the participant.**Regardless of the specific spotting technique being used the primary principle is to protect the participants* ***head, neck,*** *and* ***back*** *by providing support in the event of a fall.*

***Key aspects of spotting:***

*1.*      *Eyes constantly follow and focus on the movements of the participant(s).*

*2.*      *Move in and lessen any excessive or dangerous movement of the participant.*

*3.*      *Help to develop the trust and courage of their classmates.*

*4.*      *Establish a good balanced body position:*

*a.*      *staggered stance (shoulder width apart, one foot forward).*

*b.*      *hands out and ready to support in “bumpers up” position.*

*c.*       *knees and elbows flexed ready to absorb a fall.*

***Trust Fall Commands:***

***Faller:*** *“Ready to fall”*

***Spotter:****“Ready to catch”*

***Faller:****“Falling”*

***Spotter:****“Fall away”*

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**CLIMBING UNIT:**

**GLOSSARY OF TERMS**

**Carabiner**: An aluminum ring equipped with a spring-loaded snap gate.

**Belay**: The procedure of providing for the safety of a climber.

**Coiler:** The person who assists the belayer by being responsible for the excess climbing rope.

**Fisherman’s Knot:** A safety knot used after retracing the figure eight

**Gri-Gri-:** A mechanical brake used by the belayer to stop a fall and to control the descent of the climber.

**Harness:** Equipment worn by the climber and belayer. We use the *Headwall* brand. *Common mistakes when putting on the harness are twisted straps, improper seat attachment, and incomplete buckle application*. (Each strap should pass through its’ buckle three times)

**Helmet:** Equipment used by the climber to protect its head.

**Rappel:** To descend a rope by means of a mechanical brake.

**(Retraceable) Figure Eight Knot:** The primary knot used to secure the climber to their harness.

**Climber:** The person who ascends the wall using a harness and rope.

**COS Climb:** The name of the Cherokee climbing wall consisting of a beginner, intermediate, and expert courses.

**Climbing Teams:** A group of high school students consisting of a climber, a belayer, a coiler and ladder assistant (s).

**Overlap:** When the ropes do not lie next to each other when retracing the figure eight knot.

**Over-Under-Through:** Three-word step for beginning the first figure eight knot.

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**Climbing Wall Commands**:

1. Climber: “Ready to climb”

2. Belayer: “On belay”

3. Climber: “Climbing”

4. Belayer: “Climb away”

**Commands are initiated by the climber**.

**Key Aspects of Belaying**

**Principles of Belaying:**

The belayer is at all times responsible for the safety of the person climbing. The belayer is also always in control of the pace of the climb (commands made by the belayer to stop or slow must be obeyed by the climber)

**An effective belayer:**

1. Focuses on the climber

2. Feeds out or takes in rope as needed

3. Keeps excess slack out of the rope

4. Locks off the rope (using the GRI-GRI) if the climber falls

5. Communicates clearly with the climber

6. Lowers the climber in a series of smooth controlled drops