A Handbook of Ideas:
Teaching Adventure Education

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Introduction

Adventure activities seek to develop in the pupil:

- the skills and techniques which will facilitate enjoyable participation in adventure activities
- decision-making skills and leadership qualities
- awareness of positive group dynamics
- an understanding and appreciation of the need for environmental protection
- an awareness of personal safety and a basic knowledge of first aid with particular reference to the outdoors.

(JCPE, 2002, p. 15.)

This handbook is intended to provide assistance in teaching toward JCPE adventure activity goals and objectives. JCPE (2002) indicates that adventure activities are intended to develop young people "personally, socially, and physically in a safe and challenging environment" (p. 15).

First, we share ideas on how to develop adventure concepts that set the stage for pupil cooperation and interaction; 1) full value contract, 2) challenge with choice, and 3) strategies for processing (debriefing) the adventure experience to increase pupil responsibility and awareness. Next, we develop adventure through a series of four themes that move pupils toward achievement of the first two JCPE adventure goals noted above; getting acquainted and cooperating, building trust, communicating and collaborating, team challenge, problem solving, and low level initiatives. Each theme will include an explanation followed by a set of activities to help young people understand and apply the theme in their behaviour. Each activity will be developed through a purpose, procedures, and debriefing question ideas. In the second half of the handbook we develop activity ideas appropriate for all

four JCPE adventure goals noted above especially goals three and four with a focus on outdoor adventure including backpacking, camping, and orienteering. All activities will be those we have used in primary and secondary schools, for training physical education teachers, and those designed and implemented by our teachers-in-training.

Initially, we distinguish between recreation, adventure, and outdoor education although some activities might be categorized as more than one of these. Recreation involves participation in activities that take place during leisure time as a means to relax and recreate alone or with others. Recreational activities include archery, cycling, Frisbee activities, jogging, surfing, team sports, water aerobics, walking, and much more. These activities can also fall into other JCPE areas of study beyond adventure such as dance, games, aquatics, or health related fitness.

What is adventure education and how is it different from outdoor education? Adventure and outdoor education are similar, yet different. Both involve elements that link closely to development of self-reliance and self-confidence, personal responsibility, and respect for others as well as the environment (JCPE, 2002). However, many of the concepts or themes developed in adventure education (e.g., trust, communication, problem solving) are prerequisites for participation in activities in the outdoor environment. The list of characteristics identified below are common to both adventure and outdoor education.

- Experiential – based on the notion of "doing" that instills a sense of ownership

- Risk – understanding that risk means something different to every person

- Challenge – helping young people to accept challenge as a means to grow

- Enjoyment -- pleasure is "key" to continued participation in any activity

- Problem Solving -- resolving problems individually or in a group is critical to group cohesion and cooperation

Outdoor focus is ON activity, Adventure focus is on growth and development THROUGH activity.

Outdoor takes place in the NATURAL environment, Adventure takes place in a CONTRIVED environment intended to represent real life.

Adventure Education

Adventure is a philosophy rather than a set of activities. Consistent with the holistic perspective presented in the JCPE curriculum, adventure is about trust, choice, cooperation, self confidence, respect, discovery, problem solving, enjoyment, challenge, and taking risks. We propose that these aspects be taught in an experiential way where young people problem solve and discover on their own and then through debriefing they process the activity and learn from it to increase their own responsibility and awareness.

> "Experiential learning provides learners with the opportunity to challenge themselves physically and mentally, work cooperatively as a group to solve problems and overcome risk, and gain respect for, confidence in, and trust in themselves and their peers" (Siedentop & Tannehill, 2001, p. 151).

Adventure will be explored through a concepts- and themes-based approach where content is developed in a progressive fashion. Adventure concepts are thought of as holistic ideas that form the framework …

- Full value contract (what, when, how, why?)

- Challenge with choice (comfort, groan, growth zones)

- Processing or debriefing (experiencing, reflecting, generalizing, applying)

Adventure themes provide the scaffolding by which the structure (concepts) are supported.

- Getting acquainted and cooperating

- Building trust

- Communicating and collaborating

- Team challenge, problem solving, and low level initiatives

Outdoor Education

Outdoor pursuits or wilderness sports are intended to provide participants with experiences and skills to enjoy and care for our natural environment. Outdoor activities include rock climbing/bouldering, hill walking, caving, snorkeling, surfing, kayaking, backpacking, boating, camping, canoeing, kayaking, fly casting, orienteering, wilderness trek, and more. These activities done during leisure time may be considered recreational but when implemented as part of the JCPE curriculum fit into the Adventure area of study and thus intended to achieve the stated goals. Many physical education programmes in Ireland extend delivery of the JCPE Adventure strand through

organized trips to local Adventure Centres as a means of further developing the skills and interest of young people in this increasingly exciting and popular area.

The outdoor section of this handbook will focus on a selection of activities that might be taught by the physical education teacher in a school physical education programme, and extends the examples provided in the JCPE Guidelines for Teachers.

- Orienteering

- Camp Craft

    o Rope Work

    o Other Activities

It is important to recognize that this handbook provides merely a sample of adventure and outdoor activities that might be introduced in physical education and are consistent with the learning goals of the JCPE Adventure strand.

It should be noted that the ideas and activities in this handbook are not our own. We have collected them over the years from one place or another, through experiencing them in other workshops, hearing about them from colleagues, or seeing pieces of them used in life experiences. We have attempted to acknowledge resources where these and other might be found.

Section 1: Adventure Education

Full Value Contract (FVC)

Project Adventure is said to be "the most widely known program for integrating adventure education into the physical education curriculum" (Dyson & Brown, 2005, p. 157). The holistic learning goals outlined by Project Adventure are aimed at individual growth and development as well as mutual group support and are consistent with the desired outcomes of JCPE. The Full Value Contract (FVC) was developed by Project Adventure. It is an agreement developed by and agreed to among members of a group in an effort to create an effective learning environment for all participants. Members design a contract to cover all their needs and concerns including specific criteria/elements of how they will function as a group and as individuals. Individuals are then asked to agree to these behaviour guidelines as a way of insuring that everyone fully understands what is expected and appropriate. The Full Value Contract must be understood, agreed to, signed by all group members, and monitored collaboratively. To monitor, the FVC is used as a reference to which the group can compare their performance or refer to if group goals are not being attained, if some members are not experiencing success, or if changes need to be made in behaviour.

The FVC can be simple or it can become elaborate; the group makes the decision on which direction the FVC takes. FVC are useful for helping groups that have difficulty working together, those that already have effective working relations, or those just getting acquainted. The FVC helps all participants feel a sense of ownership of the adventure activity/experience regardless of the type of group. A physically, emotionally, and cognitively safe environment is the outcome of this FVC process.

According to Project Adventure (2004), the FVC asks the group to understand and/or create safe and respectful behavioural norms under which it will operate, commit to these norms by everyone in the group, and accept a shared responsibility for the maintenance of these group norms. Project Adventure has identified five principles that contribute to the FVC. These guiding principles can stand alone, be developed further, or made more specific by participants in an adventure setting.

1. Be here

2. Be safe

3. Set goals

4. Let go and move on

5. Be honest

One teacher developed these principles further for her setting, described them, and posted them on the flyer on the next page to lead discussion of the FVC.

Full Value Contract

A Full Value Contract is an agreement where individuals seek to create the most effective learning environment for all participants. Individuals are asked to agree to these behavioural guidelines as a way to insure everyone understands what is expected and what is accepted.

BE PRESENT

Be present mentally, physically and emotionally throughout the class. Be on time. Honor the commitment of others by giving fully of yourself.
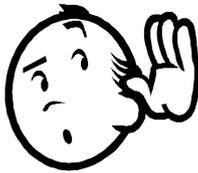
PAY ATTENTION

Listen to what others say and focus on understanding the ideas. Try to minimize distractions that take your focus away from the activity.

SPEAK YOUR TRUTH

Share your thoughts and opinions openly and honestly. Your opinion is as valid as anyone else. Don't hold back your opinions and ideas, what you withhold may be the critical piece of information or knowledge that the group needs at the moment.
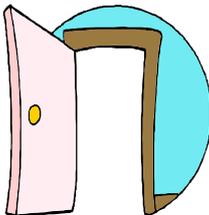
BE OPEN TO OUTCOMES

Try not to prejudge what is happening. If you have preconceived notions about what you will learn or experience, you may limit you ability to perceive other insights and ideas.

CREATE A SAFE ENVIRONMENT

Be aware and sensitive to the impact of what you say and do. Create a level of safety for others to allow them to feel comfortable. Point out any issues or concerns that may affect this safe environment.

http://www.nksd.net/schools/nkhs/staff/julie_maguire/handoutFVC.htm

One way to introduce the concept of the FVC before you have pupils develop their own is to hold your hand up and use the example shown below.

Thumb – Thumbs up to reflect a positive attitude

Index Finger – Responsibility goes two ways, toward the group and back toward yourself

Middle finger – respect in both verbal and non verbal communication

Ring finger – commitment

Pinky – connections and working together

How is a FVC developed?

While there are numerous strategies to use in developing a FVC, the following guidelines can be incorporated.

- Brainstorm expectations and goals as a group

- Review brainstorm ideas as a group

- Identify elements all members immediately agree on (respect)

- Eliminate elements which are trivial or useless in goal attainment

- All members must reach consensus and ratify the contract

What does a FVC look like?

The final product might resemble a written contract with contract terms listed as bullet points, or perhaps the contract terms are recorded within the outline of the hands of group members, on lego blocks built into a tower, or on each square in a soccer ball as shown below.

Full Value Contract Ideas

The following are FVC ideas that were developed by our teachers-in-training in the PY 4054 – Applied Studies in Outdoor Adventure Education module delivered at University of Limerick in the autumn and spring of 2006-07. While numerous examples were developed and shared, we chose our favourite from among those submitted.
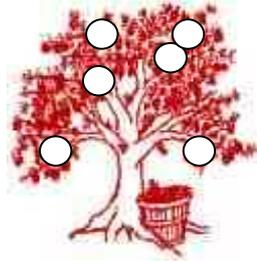
Jigsaw
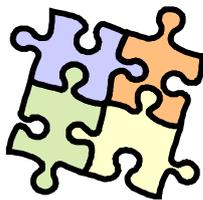
These pupils suggested that the FVC be implemented using a large JIGSAW Puzzle. In this example, the teacher identifies the following five commitments that should be brought to class by each pupil every day; be here, be safe, be honest, set goals, and let go and move on. These commitments are represented by puzzle pieces that make up the four corners and the centre of the Jigsaw.

1. The pupils then sit down and agree on words or representations of words (i.e., picture, symbol) to which they would like to commit in their FVC.
2. When all the words are agreed on the class writes, draws pictures to represent the word.
3. Each person is provided with a piece that they must bring to each class.
4. The symbolism is that each Jigsaw piece (person-commitment) must be brought to every class. Each week the class makes the puzzle as a constant reminder to pupils of the importance of the FVC.
5. If pupils participate in wood work at school they could make this Jigsaw in a class. This would give the pupils total ownership of the FVC.
6. Pupils may also come up with their own way of making a Jigsaw puzzle.

Full Value Tree

The Tree is another way of developing a FVC within the classroom.

1. The teacher includes the same five Project Adventure commitments seen in the FVC Jigsaw which represent what the teacher expects from each pupil. The FV Tree is presented to the pupils with the five commitments making up the main branches of the tree.

2. Each pupil is then asked to suggest a word (commitment) that they would like to have in their FV Tree.

3. When all words are agreed on, each pupil writes their own word on an apple to be hung on the FV Tree. Pupils must agree to abide by **all** of the words in the FV tree.

4. Pupils can be as creative as they wish when writing their words on the apples. Their creativity and effort symbolise the importance of this word to them in the FVC context.

5. The FV Tree symbolises the growth and unity of the class as they make a conscious commitment to the contract.

My Favourite Sport

Each pupil draws their favourite piece of equipment on the poster (e.g., a rugby ball). Inside they write a word that is significant to them for physical education class (e.g., enthusiasm). Then, underneath this word they write a motto to which they can refer back throughout the year. For example, if the word is

encouragement, they might use the motto of, 'Just do it'. This contract then acts as a reminder of what is important to him/her individually and the class as a whole. These teachers-in-training intend to use the FVC throughout all JCPE strands they teach.

Picture Contract

A poster showing the five Project Adventure commitments of the FVC (be here, be safe, be honest, set goals, and let go and move on) are put on the wall of the sports hall. Each pupil must bring in a picture of him or herself and sign an agreement underneath the statement: "I hereby agree to the above commitments of the FVC." By signing the poster each pupil is making a promise to themselves and to their fellow classmates that they will abide by the five commitments during all their physical education classes. If a pupil does not fulfil all the commitments they will be letting themselves down as well as the rest of their class, and by doing so they will be breaking the FVC.

Photo Card Contract

This group suggested asking each pupil to bring a recent photo of themselves, put this photo on a card with the word/commitment they think is most important to them. Hang these cards on a string and then hang the string up on a wall

where it can be seen clearly. All must agree to "live up to" the ideas on the FVC during class.

Physical Education as Machine

This FVC idea was based on a machine. In order for the machine to work all the cogs must be running smoothly. If one cog is not working well the machine will not work effectively. The machine might be a metaphor for the physical education class. If everyone works together and fully commits they will achieve their aims but if someone is not pulling their weight then the whole class suffers. Everyone is given a cog - all cogs are the same size because this means everyone plays an equal part. Each pupil writes what their commitment to the class on the cog. Cogs are all joined on the wall with the one large cog in the middle with a picture of the class together smiling. Each one of the small cogs makes this class work together successfully.

Team Theme Contract
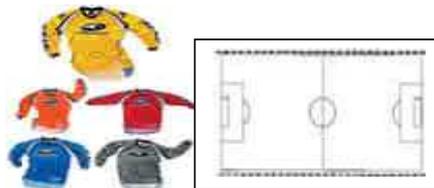
Display an image of a GAA pitch or a soccer pitch on the wall, give each pupil a piece of cardboard, or a sticker in the shape of a jersey, big enough so that the pupil can write their addition to the FVC, and then stick it on the image of the pitch. When all the pupils' jerseys are posted there will be a whole "team" of commitments on the wall.

Bucket of Ideas

Each pupil contributes one commitment to the FVC and writes it on a card. This takes place before the class begins. All the cards are then stuck up on the wall so the pupils can see every card. There is then a discussion over the commitments and they are agreed on. All the cards are then taken off the wall and put into a bucket. On the way out after the class the pupils pick out a card. It can be any card at all. They then rate themselves out of 5 on whether they carried out that commitment during the class. The card is then placed in the bucket for use in future classes.

Sunflower Contract

Draw a huge sunflower and put on the wall. On each petal of the flower pupils write one commitment they think will lead to a better physical education class. Pupils revisit the poster at the close of each class session to discuss whether they are living up to their expectations.

Building blocks

Have pupils write a word representing behaviour expectations on a piece of tape that it put on one of the blocks. Pupils rank the most important blocks and place these as the foundation of a tower building upwards. Discuss how removing these expectations and goals could cause the tower to collapse.

Challenge with Choice

Adventure education is about challenging participants in ways that promote personal development, social skills and self management, creative thinking, problem solving, reasoning, and self esteem all of which are consistent with the aims and objectives of the JCPE curriculum. Since all members of a community are not at the same developmental level in any one of these categories, the notion of challenge with choice is based on the premise that as teachers we design learning experiences for young people and they choose the level at which they feel comfortable. It is important that participants not be coerced or pressured to take part in a challenge, rather they need to be encouraged to take part in a way that fits their ability, strengths, and comfort level. Challenge with choice does not suggest that a participant may opt out of activity but rather that they engage in the personal challenges at some level, even if that is only providing support to other members undertaking their own personal challenge. This suggests that a "pass" is a legitimate choice so having alternatives available is essential. As a teacher, challenge with choice requires designing appropriate, thought-provoking, and progressive learning opportunities that allow all participants to reflect upon, gain insight into, and come to understand their own level of comfort when taking risks. This self awareness will allow them to choose to participate at a level where they feel safe physically, emotionally, and cognitively.

Any activity can be developed using the Challenge with Choice philosophy, as risk is perceived differently for every individual. What is a risk to one is not necessarily a risk to another. For example, for some, holding hands is uncomfortable, yet sky diving is not. Demonstrating physical prowess may be easy for one individual who struggles letting his/her cognitive abilities be seen,
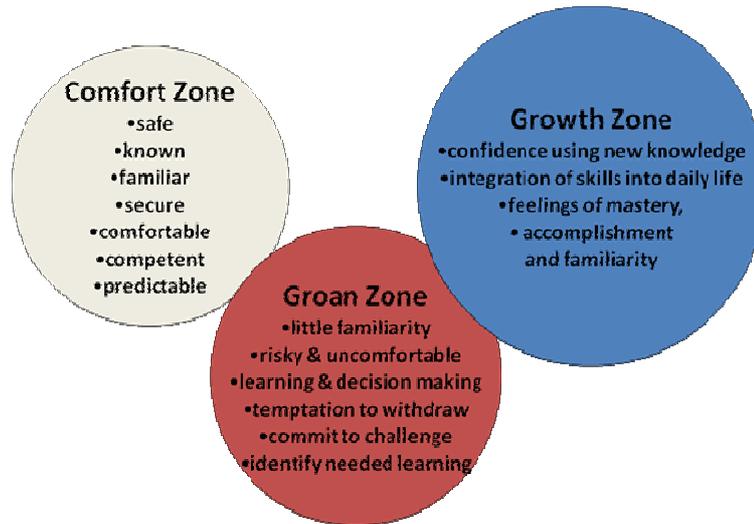
and still others are comfortable trying any challenge that is presented to them no matter how risky it may seem.
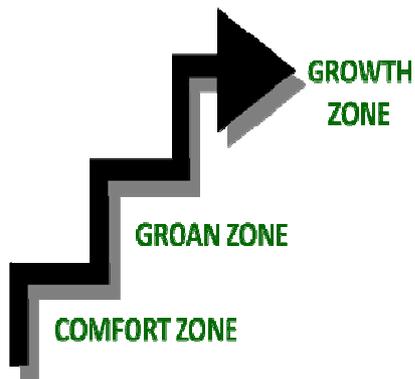
Challenge with Choice might be viewed as moving from our "comfort zone" where we feel safe into our "groan zone" where the challenge is viewed as a threat on some level, and finally into our "growth zone" where we are able to achieve success by integrating new knowledge and skills with what we already know how to do. It should be noted that our "growth zone" will become our "comfort zone" as we develop new skills and confidence with them.

Helping young people understand the Challenge with Choice philosophy is best achieved by designing lessons with multiple levels of performance and then allowing pupils to choose a level at which they want to begin participation. The choices you offer pupils might include assorted task progressions that range between simple and complex, performance expectations that require both less and more skilled performance, choice of implements by size, shape, colour, or texture, or the number of repetitions (Siedentop & Tannehill, 2000). Once given these choices, pupils select how to complete the task depending upon their skill ability, motivation, comfort level with the task, or willingness to take risks.

The characteristics displayed in the circles presented on the next page help pupils to understand the impact of their choices on their development and that of their peers.

Comfort Zone
- safe
- known
- familiar
- secure
- comfortable
- competent
- predictable

Groan Zone
- little familiarity
- risky & uncomfortable
- learning & decision making
- temptation to withdraw
- commit to challenge
- identify needed learning

Growth Zone
- confidence using new knowledge
- integration of skills into daily life
- feelings of mastery,
  - accomplishment and familiarity

A simple example is when we ask a group of young people to form a human chain to accomplish a specific team initiative. Instead of saying, "everyone hold hands", we might instead suggest that they may "hold hands, link elbows, hold shirt sleeves, or hold buddy ropes" in order to achieve the task. In other words, which of these methods of linking to a peer is each individual willing and able to perform within his or her comfort zone? Pupils may begin to discover that tasks are easier to accomplish with physical contact and progress quite rapidly to hand holding or linking elbows.

Processing (Debriefing)

Processing is one portion of the experiential learning cycle intended to assist the learner in deriving meaning from the learning experience;

- reflecting on and analysing what occurred
- making connections between new and existing knowledge/experiences
- integrating new ways of thinking
- making application to different contexts
- coming to understand the lesson theme/concept.

Reflecting on an experience is the key piece of processing that turns an activity into experiential learning by causing the learner to contemplate what he/she saw, felt, and thought throughout the experience. Processing, or debriefing involves communication among the group (self, pairs, small groups, entire class) and can be accomplished through talking and listening, writing and reading, debating, arguing and defending, negotiating and compromising (Henton, 2005). The more of these interactive strategies employed the more learning pupils will achieve.

Experiential Approach to Learning

Viewing the diagram above displays the steps in the Experiential Learning Cycle (ELC). Project Adventure suggests that processing of the ELC is guided by three questions, What?, So What?, and Now What?.

- The first step, *experiencing* provides pupils with an activity in which they will experience the concept or theme you are attempting to help them learn.
- In step two, *reflecting* is where pupils attempt to bring their own meaning to the experience by answering "What happened?". This might include how they felt, what was said, how they approached a problem, ideas they explored, or what went well or not so well.
- Step three, *generalizing* is the stage where pupils analyze what happened and interpret what it might mean to previous experiences, "So what?". In other words, what connections can they make to help them determine their next step?
- Finally, step four, *applying* is the stage where pupils determine how to make changes, how to make group decisions, and how to strategize actions; in other words, "Now what?".

Throughout this handbook we provide debriefing (processing) questions to guide reflection and discussion of the activities and experiences we have outlined. These are merely ideas to guide you and need not limit the experiential learning process. Build your own processing strategies based on the outcomes that have been the focus of each lesson. The following are FVC ideas that were developed by our teachers in training in the PY 4054 – Applied Studies in Outdoor Adventure Education module delivered at University of Limerick in the autumn and spring of 2006-07 in response to Henton's (2005) themes for processing. Again, we have selected examples to demonstrate how processing might occur.

Process through pass the paper roundtable

Pass the Ball for Comments

After an activity or task the teacher wants pupils to reflect on and share their thoughts without being on display to the class. Each pupil writes their comment on a piece of tape, be it positive or negative. A ball is passed around to each pupil who in turn sticks his/her tape on it before passing the ball to the next person. At the end, all the comments can be read out and taken on board for the next time. In this way everyone has an equal say and opinion.

Processing Around A Theme

Cooperation and Team Building

This example assumes the lesson theme has been introduced to pupils so they know what they are expected to achieve. During the debrief pupils will relate what they have done and experienced back to the lesson theme. Let's say that the theme was cooperation and team building. The pupils imagination would be stimulated by a prompt and showing of various pictures of groups working together in order to achieve something important. Pupils would then be asked to write on a chart what they learned about teamwork and why they think it's important for teamwork. They could also consider future implications for it. A symbol could be a good way for the pupils to understand the whole idea of co-operation. For instance, using links of a chain to write what they learned might emphasise that all the links of a chain together form the team's strength.

Process through Go-Arounds

Cooperation and Communication

In this example, the debrief revolves around the learners who are sitting in a large circle facing one another. A number of questions would be posed to illicit responses from the pupils about the activities that made up the lesson. They are asked to share short, one-word answers. Each pupil has the right to pass and not answer a question at any time if that reflects their feelings. To add variety a number of questions could be posted on a board and pupils could select the question to which they feel most comfortable answering. Or, pupils could be asked to write their answers on a sheet of paper and pin it up next to the relevant question.

Processing through art work

A picture of what I learned

Pupils draw pictures of what has been done in class and their progress. For example, they may choose to draw in stages- at the beginning, how did they feel and perhaps convey the emotion that accompanied this. The second picture or stage may show how they improved or developed, and again how they felt. An alternative might be for each pupil to make a sculpture with play-dough to represent their learning experience. This sculpture may represent what was actually learned or how they felt as a learner in relation to the lesson.

Collages and murals are an excellent idea to get pupils cooperating by compiling art diaries that represent what they have experienced in physical education lessons. A mural or picture collage could be compiled from a collection of old magazines; personalized pictures drawn to depict events that

happened in the class, or connections to their full value contracts might be created; or pupils could develop images for visitors from a foreign country or for those for whom English is a second language.

A Collage

At the end of a lesson or at home pupils can cut pictures out of old magazines and postcards or draw their own pictures and stick them up in a collage. The pictures should represent what they learned and how they felt during the lesson.

A Mural

Footprints

Murals should be used because they are different, they are helpful for pupils for whom English is a second language, they are a form of a visual aid, they are creative, they stimulate pupils to get involved, and they check for understanding. This idea involved making a path up to a hill using footprints representing each pupil's perspective.

- Each pupil traces his/her foot onto paper
- In the footprint each pupil places a word. This word represents what they expect of each other
- Each pupil puts his/her name on the heel of the footprint
- Cut out footprints and stick onto a large poster
- With the footprints, create a winding path which is going towards a steep hill
- On top of the hill is the class goal
- Each week the pupil places a facial expression beside his/her footprint. This expression represents how they felt the class went

Other examples of murals might be in the sand on a beach, along a path in the countryside, or clouds in the sky.

Process around goals

Did I reach my goals?

Goals are used to provide direction and structure, but it is the journey toward these goals that is important. The pupils should be able to monitor their progress by processing the experience. One way this could be done is through a bar graph or chart with the pupils determining and marking their progress each day on a scale of ten and also by writing on the bar, commenting on how their day went and how they might improve. They could also add pictures, drawings, or anything they thought was relevant or maybe just fun.

Processing in pairs

Pair share

Split the class into pairs and give each group a designated area to work in. Each partner writes down three things they learned in the class, what helped them learn these things, why they feel this learning holds particular significance and how their new knowledge will apply in future lessons. Each pair compares and discusses their answers for two minutes before deciding on one learning outcome which they will share with the class as a whole. Each pair will be invited to write their final decision on a class poster and discuss it with the rest of the group.

Processing through questions

Question cards

At the end of a lesson, previously developed question cards could guide processing. Hand out the question cards to all the pupils. After the pupils have had time to reflect on the questions a group discussion about the topic covered in the lesson could be encouraged. Make sure that each pupil gets to express his/her opinion. Questions could revolve around feelings, barriers, and struggles that might impact a pupil's interactions in future lessons.

Processing through the Full Value Contract

Two ideas are presented here to process around a FVC.

Leaves

Before beginning the day's activities pupils will develop a FVC. This will take the form of a tree without any leaves that will be hanging on a bulletin board. Pupils will write their ideas for the FVC on paper leaves which will be hung on the tree. At the conclusion of the day's activities pupils will assess as a class which aspects of the FVC they achieved and which aspects still need work. The leaves of the aspects not achieved will be pulled from the tree and placed under the tree on "the ground". This gives the pupils a visual of the individual parts of the contract still needing work. Also, a quick glance at how bare or full the branches of the tree are will tell how well the class is following the FVC.

Building with Lego

Pupils FVC shows their commitments taped onto large Lego blocks which are stacked in a tower. At the conclusion of a day's activities the class will assess what parts of the contract they have achieved and what parts still need work. The blocks that still need worked will be removed from the tower and set to the side. The class will then work together to construct something out of the Lego that remain. If during this construction time they do practice the things that needed work they can earn those blocks back and add them to their masterpiece!

Getting Acquainted & Cooperating

Before participants can develop into a trusting, caring, and interactive adventure community they must first come to know themselves and one another. This set of activities is designed for pupils to get acquainted, discover something new about themselves, explore the similarities and differences among them, and enjoy interacting. The activities are also intended to begin to help pupils cooperate with one another through challenging experiences.

Getting Acquainted

Make a Line

Purpose An activity to assist pupils in getting to know something about each other and begin to interact in an informal way.

Procedure With pupils sitting in a large group explain that they are going to complete a series of tasks where they must line up in a specific sequence. Encourage them to follow the "no talking", "no peeking" guidelines as it makes the activities more meaningful.

First, without speaking, line up by day and month of your birth with January on the left and December on the right.

Second, without speaking AND with your eyes closed, line up from A on the left to Z on the right according to the first letter of your surname.

Third, without speaking AND with your eyes closed, attempt to line up in a straight line down the centre of the hall.

Debriefing Questions (to be asked between phases of the sequence)

1. What did you do to solve the task? Or, once you closed your eyes what did you do differently?
2. How did you feel moving among one another with eyes closed?
3. Did you feel safe reaching and touching without being able to see?

Have you Ever?

Purpose   This activity is intended to get pupils to interact with one another based on their experiences and background. This activity is a new version of musical chairs.

Procedure   Hot spots are placed around a large circle in the hall. Pupils are asked to find a hot spot on which to stand and the one pupil who is not able to find a hot spot starts the activity, or a volunteer may be sought. The starter stands in the center of the circle and asks, "have you ever gone fishing?", or "have you ever gone to New Zealand?" or "have you ever…". The question must be something that this pupil has done previously. As soon as the question is asked any pupil who has also done this must try to switch hot spots and the starter tries to get on a hot spot also. Whoever is left without a hot spot must move to the centre and ask the question. You might have a set of questions prepared in case a pupil cannot think of anything to ask and they could draw a question to read.

Debriefing Questions

1. What kind of things did you learn about the group?

2. Did anything surprise you when your peers responded to the questions?

3. What helped you to get acquainted in this activity?

Find Your Match

    Purpose   Designed to get pupils mingling and interacting with one another.

    Set-up   In this activity, each person will be given a card with a word written on it. It will either be an animal or a type of outdoor activity. Each person will have somebody else that has the same word written on his/her card.

        Kayaker, Fisherman, Hiker, Surfer, Lion, Elephant, Mouse, Eagle

    Purpose   When the game starts, the pupils will move around the space acting out what is on their card. If the card says, elephant, the pupils must act like an elephant. If it says kayaker, they must appear to be kayaking. The goal of this activity is to find your match. All of the pupils will be walking and running around acting out their assigned word and trying to find their match. When they find each other, they must decide if they want to challenge the rest of the class to figure out what they are. Once every group has found each other, everyone will make a large circle and each small group who wants to challenge the class will go into the center, act out their word, and the rest of the circle must guess what they are doing.

    Rules   Pupils may only act out their word but may not talk.
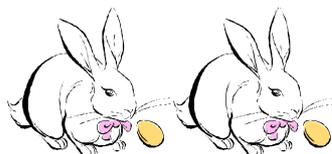
Debriefing Questions

1. How did you feel acting out your role?
2. How did your willingness to act affect others?
3. How did you and your partner decide if you wanted to challenge the whole group?

Who Am I?

Purpose   Intended to help pupils get to know one another.

Purpose   An activity similar to the last yet a bit more personalized. Pupils are each given a piece of paper with 10 statements on it (e.g., been camping, been to a concert, taken the train to Dublin). Their task is to mingle among the group and find someone who has done each statement and have them sign next to it. However, before they sign they must share something about the statement. For example, if I have been camping then I need to tell a bit about it and who I was with. There will be hula hoops spread around the hall and before two pupils can begin to talk about the statements and identify one they must move to a hula hoop so that they are just the two of them and a bit removed from the rest of the class. No pupil can sign more than one statement on another pupils' paper.

Debriefing Questions

1. What did you learn about a peer?
2. What surprised you most from one of your peers?
3. Which of the statements was most meaningful to you?

Adjective Wardrobe

Purpose   Designed to help pupils get to know themselves better.

Procedure   Have each pupil rip a piece of paper into ten sections. On each section have pupils write down an adjective that describes who they are.

These should be adjectives that are parts of them that make up their personality and their character including both positive and negative traits.

- When all pupils are finished, ask them to read through each of their adjectives silently to themselves visualizing how this adjective is a part of them.
- This time as pupils read through each adjective, ask them to set aside those that they don't like. What is it that they don't like and can they imagine themselves without this particular trait? Are they willing to attempt to change?
- If they are willing to attempt changing the trait, ask pupils to write on the back of the paper what they will do to make that change. They should only do this IF they are willing to attempt to change.
- Ask pupils to share with one peer what it is they are going to attempt to change, why, and how.
- Each pupil will place their adjectives in an envelope and revisit them at the close of the semester to see what progress they have made. They might select a peer that they will keep informed of their progress.

Debriefing Questions

1. How did you feel about that activity?
2. Is anyone willing to share their "I learned..." statement?
3. How might this activity help us as we begin to work in a group?

Hula Hoop Pass

Purpose   A fun activity to get pupils to work together to solve a challenge. This is an activity designed to help pupils begin to feel more comfortable with new friends.

Procedure   When pupils have completed the adjective wardrobe, ask them to make a large circle standing next to someone they have just gotten to know a bit better and holding hands. Place a hula hoop on the clasped hands of two pupils. The group task is to pass the hoop around the circle without unclasping hands. This activity can be timed for speed if the participants choose and then try to beat their own time. More than one hoop can be passed at one time and/or hoops passed in different.

Debriefing Questions

1. How well did we cooperate in this task?
2. What made you successful?
3. How did you deal with it if you had two hoops arrive at the same time?
4. How did you provide assistance to anyone in the group?
5. Could you handle two hoops get to you at the same time?

Alternative   In the same circle, place a hoop on the foot of one participant. The task is to pass the hoop around the circle without letting it touch the floor. Again, this activity can be timed for speed if the participants choose and then try to beat their own time.

Debriefing Questions

1. What happened to the challenge?
2. How difficult was this challenge, and why?
3. Were interactions different when the hoop moved to the foot?

Toss & Share

Purpose   The intent is for pupils to learn one more pupil and also share something they learned about themselves.

Procedure   A final Debriefing Questions activity to bring closure to the day. Pupils remain in the circle, standing shoulder to shoulder. The teacher calls a pupil's name and tosses a soft ball to him/her. When the pupil catches the ball, the pupil shares one thing they learned about themselves or a peer in today's activities and how it might help them work as an adventure group. Pupils are asked to call the name of a pupil they did not know before today. If they do not know the pupil's name, they may ask before repeating it and then tossing the ball to him/her.

Debriefing Questions

1. What happened in this challenge?
2. How many names did you learn?

Cooperation

Group Juggling

Purpose   To get to know one another and everyone's name

Equipment   10 – 15 soft objects of different size, weight, and shape, such a nerf balls, koosh balls, stuffed toys, beach ball, tape balls, tennis balls.

Procedure   Members of the group are asked to throw balls or other objects around a group trying not to drop any, and learning the names of those thrown to and received from.

Step 1: Leader selects a player across the circle, calls out his/her name, and tosses the ball underhand to him or her. They in turn, throw it to someone else, etc., until everyone has caught and thrown the ball. Say the name of person you are throwing to and remember who it is.

Step 2: Practice! Always throw to the same person, say their name before throwing, concentrate on the person throwing to you.

Step 3: Add additional balls (objects). Time how long it takes for one object to make it around. Count number of drops. Try to improve as a whole group. Reverse direction. If a ball is dropped or missed, let it go.

Debriefing Questions

1. How many names did you learn? Ask for someone to go around the group and tell names
2. What assistance were you provided if you had difficulty?
3. How did you feel if you dropped the object?

Make Buddy Ropes

Purpose   To prepare for cooperative activities

Equipment Lengths of soft rope

Procedure With a short piece of rope (16-20"), tie a slip knot at each end of the rope so that your hand can slide in easily and your partner can slip into the other end.

Human Knot

Purpose   To work cooperatively to unravel the group from a seemingly impossible "knot." Some may end up in one circle, some in two circles, some as two interlocking circles. Contact may not be lost with person next to you.

Procedure

Step 1 - Players arrange themselves standing in a circle, as close together as possible, one shoulder facing toward the center of the circle and one should facing out.

Step 2 - Each person raises their right hand with buddy rope.

Step 3 - Each person reaches over and grabs hold of the hand/buddy rope of one other person. (If there is an odd number in the group, one person will be left out. He/she will "connect up" during the next move.)

Step 4 - With the left hand, reach LOW into the centre of the group and grab hold of the hand of a different person. IN other words, you should now be holing hands with two different people. (Again, if there is an odd member in the group, a second person will be unconnected. That person now reaches up to grab the hand of the person not connected in step 3).

Rules

1. You may not release hands/buddy ropes
2. Palms may pivot on one another, and grips may change, but contact may not be lost.

Variation   If the group is having difficulty, and you are losing them, have them perform a "surgery." This is accomplished by having the group decide on one set of hands breaking and rejoining any place they would like. Remember, the group may not move until they are reconnected.

Debriefing Questions

1. How did your actions affect others?
2. Why was it important to collaborate to achieve a goal?
3. Did anyone take on a leadership roles within the knot?

Pass it quick

Purpose To challenge a group to work together to achieve a task

Equipment Soft ball

Procedure Standing in a tight circle begin passing the ball to each person in the circle, everyone must touch it. Challenge the group to time how quickly they can pass the ball. Keep challenging them to see if they can do it faster. Tell them that they are almost at a world record, do they think they can break it?

Debriefing Questions

1. What variations did you come up with to pass the ball in record time?

Find your Shoes

Purpose To challenge partners to work together

Equipment Buddy ropes

Procedure Everyone removes their shoes and places them in a large pile in the centre of the gym. Partners hold inside hands/elbows/buddy ropes so that they only have use of their outside hand. On a signal, all partner groups run to centre and find their own shoes bringing them back to their home base. Then, they must put on and tie their shoes using only the outside hands of the two pupils.

Debriefing Questions

1. Did you find your shoes?
2. What difficulties did you have getting shoes on and tied?
3. What did your partner do to assist you?
4. Did one of you take a leadership role?

Giants, Wizards and Elves

Purpose   This is a team approach to the ancient game of ROCK, PAPER, SCISSORS. It is a great game to use with a group to get acquainted and encourage communication and teamwork.

Procedure   The key to the game is that wizards cast spells on giants, giants squish elves, and elves are small and quick and outsmart wizards.

The game begins with teams huddling together, deciding which creatures the team will be. The entire team must be the same creature at the same time. As soon as the teams have decided on their creature, they line up face to face with the opposing team, in rows about four feet apart. On the leaders command team members jump to their pose. A point is scored on the basis of which creature beats which. If both teams form the same creature, no point is scored and teams return to their huddle to decide their next team move. The first team to score 5-7 points wins. Keep games short. Sides can be scrambled, and the game played again to avoid any emphasis on competition.

Motions: <u>Giants</u> - Stand tall. Arms straight over head. Fingers curled ready to grab. Voices give a loud "growl."

<u>Wizards</u> - Crouch slightly. Arms extended, fingers extended to cast spell. Eyes lurk behind arms. Voice a wizardry "hiss."

<u>Elves</u> - Crouch down on haunches. Hands and arms in front puppy style. Voice one loud "ha."

Debriefing Questions

1. Why was it important to collaborate together to achieve a goal?
2. What leadership roles develop within this activity?

Name by Name

Purpose   To get to know the group and their names

Procedure   Have the class standing in a large circle facing the centre. Go around the group and ask each person to say their first name slowing and loud. If it isn't loud enough, say REPEAT. Ask the group to rearrange the circle in alphabetical order without talking, singing, pointing, or gesturing. Quiz 1 is to have the circle say their names and see if the circle is accurate. If not, ask the group to again rearrange. Quiz 2 is to say the names again. Continue to rearrange and quiz until the circle is in alphabetical order.

Debriefing Questions

1. How did you do in remembering names?
2. Did anyone give you help in finding your space in the circle?
3. What tricks might you suggest to someone to help them?

How tall are you? Hey, and when is your birthday?

Purpose   For pupils to cooperate and determine their level of risk taking

Task 1: Pull the group into the centre of the space. Tell them they are going to be challenged to cooperate and take a risk of not talking. Ask pupils to line up on a designated line in order of their birthday month WITHOUT talking to one another.

Task 2:   Pull the group into the centre of the space. Tell them they are going to be challenged to cooperate and take a risk of closing their eyes. Ask pupils to line up on a designated line up alphabetically by surname with their EYES CLOSED.

Task 3:   Pull the group into the centre of the space. Tell them they are going to be challenged to cooperate and take a risk of closing their eyes and

not talk to complete the next task. Ask pupils to line up in a STRAIGHT line by height, short to tall.

Debriefing Questions   To be asked in between each task

1. How did you achieve the task?
2. If you did talk, what made you break down and talk?
3. Are you willing to try again with an added challenge?
4. If you opened your eyes, what made you break down and open them?
5. Are you willing to try again with an added challenge?
6. What made you more successful at following the guidelines?

Everybody's It

Purpose   For pupils to cooperate with one another in this nobody is out tag game

Procedure   Pupils spread out around the space. Everyone is "it" and must attempt to tag their peers with a TOUCH of the hand. When you are tagged, you must freeze by standing with your legs wide apart. The object is for your peers to rescue you by crawling between your legs to give you freedom. "It" cannot tag someone when they are on a rescue mission.

Debriefing Questions

1. How many of you were able to rescue your peers?
2. How many of you focused on rescue or keeping yourself safe?
3. If you weren't rescued, did you attempt to get your peers attention?
4. How might we have worked together better to keep everyone free?

Caught Red-Handed

Purpose   To get pupils interacting with one another

Object   To get two objects into the lap of the person next to you, and avoid getting two objects into your own lap

Procedure   Pupils sitting cross legged in a circle. Distribute objects around the circle, evenly spaced between pupils (start with a few objects at first). Objects can be passed to the right or the left at the discretion of the person holding it. Objects can be passed only to the player next to you, no skipping or throwing objects. If a player gets two objects in his/her lap at one time they must screech out as if burned. There is no consequence other than the shriek. The action starts again by changing the direction of the passing.

Debriefing Questions

1. What did you have to do to be successful in not getting two objects?
2. How about getting two objects to the person next to you?

Link Tag

Purpose   To get students interacting with one another

Object   To successfully link up with a twosome to avoid being tagged

Procedure   Students standing in pairs with elbows linked. Break up one pair and have one person "it". "It" chases the other person attempting to gently tag him/her. The pupil being chased must link elbows with a pair, and the pupil on the other side of the pair is now being chased.

Rules   If one group is ignored, make rules to accommodate all, such as not going to the same group each time, having pairs moving at all times, etc.

Debriefing Questions

1. What did you have to do to be successful?

2. How about getting two objects to the person next to you?

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Turning over a New Leaf

Purpose   To get students interacting with one another and working together.

Object   To turn over a leaf (tarp) that all students are standing on without anyone stepping off or touching the ground.

Procedure Students standing on a tarp (leaf). Challenge students to turn over the leaf without anyone touching the ground off the mat.

Debriefing Questions

1. What did you have to do to be successful?

2. How did you determine a strategy to solve the task?

Building Trust

Physically and emotionally trusting one another is a prerequisite for many adventure activities. Without an operating level of trust within a group there is little chance of achieving group goals. The following activities are presented in a particular order as we feel it is essential to progressively develop trust just as we would any other type of skill.

Holding Hands

Purpose   To determine how safe the group feels holding hands

Procedure   Ask the group to hold hands, shirt sleeves, or link elbows around a circle.

Debriefing Questions

1. How do you feel having physical contact?
2. Is physical contact as much a risk for you as sky diving might be? Help pupils understand the difference in risk among various people. What is a risk for some is not a risk for others.

Triangle Tag

Purpose   To introduce the concept of trust and its role in terms of group and self development.

Procedure   Class is split into groups with 4 in a group. Three members of the group join hands. One person is 'IT'. The person not joining hands must tag 'IT' while the other two members protect 'IT'. The game continues until 'IT' is caught or until players are tired. Each person should get an opportunity at each role.

1. Using your fingers show the number that reflects the amount of trust you placed in your protectors – 5 being maximum.
2. As a 'protector' how did you/ could you instil trust?
3. As 'IT' how could you trust your protectors to protect you?
4. How important is this for a group to trust?

Elevator

Purpose   To help pupils begin to develop trust within the group.

Procedure   Have the entire class stand inside the boundaries formed by four cones; space should be relatively cramped without participants touching each other. Discuss how when we usually enter an elevator we all face forward with no physical contact, little eye contact, and seldom talking. Encourage pupils to mingle and chat while you progressively make the space smaller so that physical contact results. See how small a space the group is willing to let you create as they are forced to move together and even be held on up by their peers.

Safety   Point out building up safety issue if the group chooses to.

Debriefing Questions

1. How did you feel as the space grew smaller and physical contact occurred?
2. Did you feel comfortable as members of the group began building up?

Back to back

Purpose   To develop trust with a partner, and then extend this trust to a group.

Procedure   Starting out in pairs (progression to 4 in a group/ 8 etc. with potentially the full group). With a chosen partner, put your backs together while interlocking your arms at the elbows. When partners are ready, slowly begin to move your feet forward (away form your partner) until you are sitting down on the ground. Please note that you do not want to fall on to the ground, but instead that you want to walk out slowly until you are sitting with your back forward your partner on the ground. After sitting attempt to get back to the standing position by leaning against your partner's opposing force until you are standing in an upright position.

Safety   This activity works best for people that are of similar height. Direct pupils to walk slowly away from each other so you don't 'fall' on the ground.

Debriefing Questions

1. Did you trust your partner not to let you fall/slide?
2. Did you encounter any difficulties?
3. Did you overcome these?
4. How could you overcome these?

Extension

Join with the group beside you and complete task in groups of four.

Debriefing Questions

1. How did your role change as the group numbers increased?
2. How did / could you successfully complete the challenge?

Increase challenge to groups of 8 / full group (depending on ability/group size)

1. What aspects of your FVC did you use to help you complete your challenge?
2. What aspects of your FVC could you use to help you in your next task?
3. Is there anything we might now add to the FVC to allow us to better achieve?

Trust Walk / Mine Field

Purpose   To demonstrate how various communication methods help to instill trust and/or experience how difficult it is to trust in a situation where communication lacks.

Equipment Cones, hula hoops, bean bags + various. Equipment is placed all over the gymnasium floor so it looks like a maze of "junk".

Procedure Participants find a partner and stand at either end of the room opposite each other with all the equipment laid out on the floor between them. One person is the 'guide'; this person's role is to safely guide their partner through the 'mine field' without touching a 'mine'. The person being guided must keep their eyes closed throughout the activity. When the person arrives to their partner time is given for strategies to improve methods of trust and communication.

Debriefing Questions

1. Guiders / Walkers - How did you feel during this activity?
2. What, if anything caused stress or for you to worry?
3. Did you partner help you through this, or how might he/she have assisted you?
4. Based on your experience discuss with your partner strategies that you could use to help you to tailor your communication to help increase trust.

Swap roles   Activity same as above.

Debriefing Questions

1. What changes did you make? Was it/were they effective?
2. What methods of communication did you use that you found effective / ineffective?
3. Did the communication method used increase levels of trust?

Spotting and Falling Cues to be taught before Trust Falls

This is a safe and effective technique used to support participants of an activity where falling from low heights is being carried out in a controlled manner. The correct stance is when the spotter stands with one leg forward of the other in a wide stance. Weight should be easily transferable from one leg to the other to prevent falling over when supporting a fellow team-mate. When the person falls back towards the spotter the **palm of the hand** is used as the point of contact on the shoulder blades of the person falling. Care is taken not to create a fist or clenched fingers. Elbows should remain down and hands at shoulder height throughout.

Falling

Participants should stand rigid with arms criss-crossed, palms touching their opposite shoulder. They must hold this stance all the way through the 'fall'. They should fall poker stiff.

Falling Cues

Faller	'Are you ready?'
Spotters	'Yes'
Faller	'Ready for fall?'
Spotters	'OK'
Faller	'Falling…'
Spotters	"Fall on"

1 v 1 Trust Falls

Purpose   To increase the perception of trust using physical support as well as verbal.

Procedure   In pairs, one participant stands behind the other. The person in front 'falls' back into the arms of the 'catcher' (spotter) The person behind uses the spotting stance to support the person as they fall. Before falling, communication must be clear between all involved. As participants become more comfortable with the activity and develop trust with their partner they can increase their challenge by stepping further away from their partner. Individuals use the 'Challenge with Choice' ethos to increase the level to which they are comfortable with. Each person gets an opportunity to be a 'catcher' and 'faller'.

Safety

Spotting and Falling technique and correct communication when falling should be taught, practiced, and used.

Debriefing Questions

1. How did you feel during this activity?
2. Did your partner do something specific that increased your level of trust in them?
3. What could you and/or your partner have done to increase your level of trust in them?

Group Trust Fall

Purpose   To demonstrate the progression of group trust in a situation where the perception of risk is/can be increased.

Procedure   Groups of at least 7.

Equipment   Benches, gym equipment of various heights such as a 'horse' etc.

Procedure   One student is the 'faller'. The rest of the participants stand in two lines facing each other. All participants stand with elbows by their side, arms out and palms facing upwards. The two rows move closer together so that participants are snugly grouped; placing their arms between each others arms so that they create a 'weave' like platform for the faller to fall back on to. The 'weave' should consist of a pattern (e.g., left arm, right arm, right arm, left arm etc). The catchers should remain in an upright position with shoulders and head back to allow the faller to fall onto the 'weave'. The faller keeps their back to the catchers and keeping stiff falls backwards onto the arms of their catchers. Before falling the faller must use the correct falling communication signals. As participants' gain confidence and trust in themselves and their group they can increase the height they wish to fall from.

Safety   The maximum height a participant falls from should be no higher than their own shoulder height.

 Debriefing Questions

1. How did you feel during this activity?
2. What prevented you from going into the 'panic' zone?
3. How important is the 'Challenge with choice' ethos during this activity?
4. What aspects of your FVC did you use today?
5. Is their anything you would like to add to your FVC having completed these activities as a group?

Communicating and Collaborating

Pupils learning to effectively communicate with peers, parents, teachers, and friends with whom they may interact is a critical personal skill. A prerequisite for a group of learners to work cooperatively in an adventure setting is the ability to communicate and thus the focus of this set of activities. Communication can be thought of as conveying information, evoking understanding, sharing a feeling or perception, or relating to one another socially. In order to do any of these an individual must be able to speak clearly, articulate distinctly and coherently, and express words succinctly. In addition, communication involves listening which requires making an effort to hear what is said, taking notice of the individual speaking, and seeking clarification if there is confusion. For both conveying information or receiving information there must be a desire to both hear and share what is being communicated. Communication can be verbal or nonverbal. Non verbal communication includes hand gestures, facial expressions, and body language that can be open or closed.

Drawing Bugs

or Building a Flying Airplane

Problem   Determine how to draw a "like" bug to the sample drawing or design a flying airplane (can fly a given distance & aesthetics pleasing)

Purpose   For pupils to work communicate, cooperate, and collectively solve a problem

Procedure   Class split into small groups. One group developing criteria for success and the other small groups draw a bug or build a plane and then submit for judging.

- An added challenge is to not allow talking within small groups.

Debriefing Questions

1. How did the group communicate? Make decisions?

2. Did you feel that your voice was heard by your peers?

3. Were you willing to share your viewpoint and ideas?

4. Did one person take on the leadership? How did you feel about this?

Telephone

Problem   To pass on the correct story that was shared with you

Purpose   For pupils to develop their listening skills

Procedure   Sitting in hoops spread around the gym. The teacher reads the story to the first person. That person moves to a peer and whispers the story to them taking their place in their hoop. It is passed around the gym until all have heard the story and the final person shares what they heard.

The Story…Michelle and Deborah are planning a hill walk for their 4th year outdoor adventure module. They decided it should be a weekend event starting in Fanore and traversing through the Burren to Lahinch. Upon arrival in Lahinch they will all feast on periwinkles before braving the waves for a surf.

Debriefing Questions

1. What happened to the story as it moved around the group?

2. Were you worried that you would not be able to share the story correctly?

3. Why do you think the story seemed to change as it was passed among the group?

4. What does this activity suggest about our communication with peers and family?

Back to back -- Puzzle with partner

Problem   For partner to be able to put together a puzzle by only hearing directions of their peer.

Purpose   For pupils to develop verbal describing and listening skills

Procedure   Partners sit back to back. One partner has a picture of the puzzle and describes it to his/her partner. The other partner must attempt to put the pieces of the puzzle together as directed. Neither partner may turn to look a the picture or how the puzzle is coming along.

Debriefing Questions

1. How well were you able to describe the puzzle? How do you know you were clear?

2. How well were you able to listen to the description of the puzzle and make sense of it? What might have made it easier for you?

3. What did you learn about listening? Describing?

Words alone

Problem   For partner to be able to put together a puzzle by only hearing directions from his/her peer

Purpose   For pupils to develop verbal description and listening skills

Procedure   Partners sitting and facing each other around the space. One partner picks a word from a bucket and attempts to communicate the word to his/her partner without talking.

Debriefing Questions

1. How well were you able to communicate the words to your partner?

2. What problems did you encounter?

3. What did you learn about your ability to communicate a concept?

Nightline

Problem   For pupils to communicate directions and physical dangers to the partner behind them, while both have their eyes closed. Involves an element of trust as well.

Purpose   For pupils to develop verbal description and listening skills

Procedure   A course is set along a river or hilly area by tying a rope around trees or obstacles at waist height. Pupils form a line, one hands on shoulder and one hand on the rope, person in front "sighted", all others visually

impaired (blindfolds or eyes closed). First person leads group through obstacle course by holding rope and communicating dangers.

Debriefing Questions

1. How comfortable were you traveling without sight along an unknown course?

2. Did you trust the person in front of you not to let you hit an obstacle?

3. What types of language did the person in front of you use to guide you?

Jigsaw on hill

Problem   For teams to be able to locate and collect puzzle pieces by directing a "non seeing" team member to the piece to retrieve. The puzzle must then be constructed by a "non seeing" member.

Purpose   For pupils to develop verbal description and listening skills

Procedure   Two teams, each with a long rope laid out in a circle that is 10' by 10' to hold the puzzle frame. Jigsaw pieces are in plain sight spread out within boundaries on a large hill. One player on each team takes turns going to find pieces and bring back to puzzle frame while blindfolded. They are directed by teammates to their own puzzle pieces. When all pieces are in frame, one player (or take turns) putting puzzle together while blindfolded. Directions come from peers standing above the puzzle frame.

Debriefing Questions

1. How did you feel wandering around blindfolded looking for the puzzle?

2. What did your teammates do that assisted you with this task?

3. What was said that might have been a barrier for your success?

Revisit FVC

Now that we have finished a series of communication tasks, let's take a look at our FVC and see if there is anything that we need to add to help each of us be successful? Have each pupil take a post-it note and write down one thing that was most helpful to them during these activities. Have the group sit down in a semi circle facing the FVC and see if each of the items is represented on it, and if not if all would agree to add it.

Team Challenge & Low Level Initiatives

Team challenges revolve around problems posed to a group who must then determine possible solutions. Problems are designed to challenge groups to collectively and cooperatively find solutions to the problem. Generally the problems involve both cognitive and physical effort. We have divided team challenges into three categories which we believe are consistent with resources in the adventure field.

- Team challenges that do not require equipment to solve the problem

- Low level initiatives that are associated with solving problems involving equipment placed within 0-4' of the ground

- High level initiatives that include high ropes courses and elements that are suspended from the air (above 4' off the ground)

This handbook will provide ideas for both the team challenges and low level initiatives yet leaves the high level initiatives to the Activity Centres and other resources noted at the conclusion of these materials.

Team Challenges

This section will focus on team challenges that do not require equipment to solve the problem. However, due to the thorough set of materials that are provided in the JCPE Guidelines for Teachers, this section will include one of our favorites.

Traffic Jam

Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust,

communication, and cooperation feed into solving the tasks. Great focus on communication and leadership in this activity.

Problem   Two teams work together to exchange places on a line of markers that has one more place than the number of people in the group. Players need to be in the same order when they arrive on the other side.

Procedure   One half of group stands on hot spots to the left of middle and the other half lines up to the right of middle. An open spot is left in the middle. Relying on legal moves only, the pupils on the left must move to the right and the pupils on the right must move to the left.

Legal Moves

1. Pupils may only move in one direction. No backward moves.

2. Pupils can only pass someone facing in the opposite direction. In other words, team members cannot pass one of their own group.

3. Pupils may only pass one at a time.

4. Pupils may only move into a spot that is already open.

5. Only one pupil may move at a time.

▶   ▶   ▶   ▶   ▶   ▶   ◀   ◀   ◀   ◀   ◀   ◀
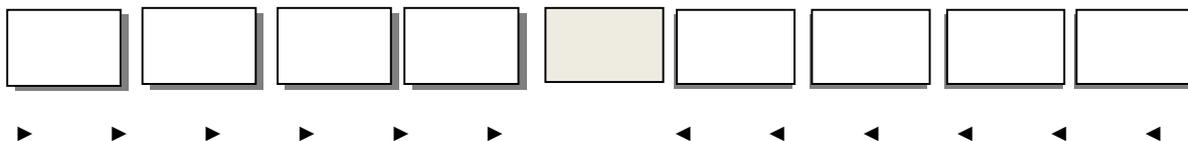
Debriefing Questions

1. Did someone become leader, and how did this happen?

2. How did your place in the line affect your participation?

3. How does it feel to be at the back of the line, away from the action?

Low Level Initiatives

This section will focus on low level initiatives that are associated with solving problems involving equipment placed within 0-4' of the ground.

All Aboard with the stumps

Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks.

Problem   For all members of the group to be able to get on the stump without touching the ground and stay balanced while they repeat *Betty Bought a Bit of Butter.*

   Betty Bought a Bit of Butter rhyme

   Betty bought a bit of butter but the butter Betty bought was bitter so Betty bought better butter than the bitter butter Betty bought before.

   Debriefing Questions

1. How did you make decisions on solving this challenge?

2. Did everyone feel that his/her voice was heard? If not, what happened to prevent it?

3. What might you do differently in decision making next time to solve a problem?

Lizard Building – The Escher Dilemma

Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks.

Problem   Groups are challenge to build a triangular lizard puzzle.

Procedure   Lizard pieces are in a pile accessible to all group members. Instruction cards are distributed among the group. Each person only knows the rule on their instruction card. No one can show anyone else there instruction card. Set a time limit of 10-15 minutes. There is no talking as the group attempts to put the puzzle together. As the puzzle pieces are placed the pupils with the task cards merely say, "no, that can't go there" in accordance with the rule on their instruction card.

Debriefing Questions

1. How did you feel telling the group, "no, you can't put that there"?

2. How did you go about solving the problem?

3. How was the task card format effective for allowing all members to play a role in the puzzle development?

Puzzle Pass

Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks.

Problem   Groups are challenged to put the lizard puzzle together one piece at a time as it is passed through the spider web (See JCPE Teacher Guidelines, p. 65).

Procedure   Pupils are divided in half on either side of the spider web. The lizards are split into two piles with each group of pupils in possession of one pile. Lizard pieces are passed one at a time through the web. One lizard begins the task and the final pass must include all the lizards connected in the puzzle which

must then be safely placed on the ground. Once an opening has been used, it is closed. As lizard pieces are passed through the spider web they must be joined to another piece before being passed back. Same colour lizards may not be attached. Throughout the activity, no pupil or lizard may touch the netting of the spider web and the lizard puzzle must not break apart.

Debriefing Questions

1. How did the groups decide how to proceed?

2. How did you all work together to achieve this task?

3. What communication strategies were most effective?

Connectiles
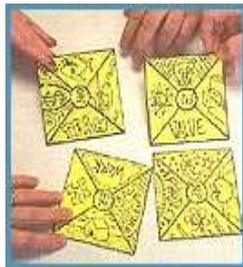
Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks. Connectiles is a highly interactive activity that will motivate your group to work as a team by having fun, sharing insights and thinking creatively.

Problem & Procedures   Small groups are challenged to assemble a shared puzzle based on associations between words, images, sounds and ideas.

Debriefing Questions

1. How did the group make their decisions on putting the puzzle together?

2. Did everyone feel that their voice was heard?

Chain or Olympic Rings

Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks.
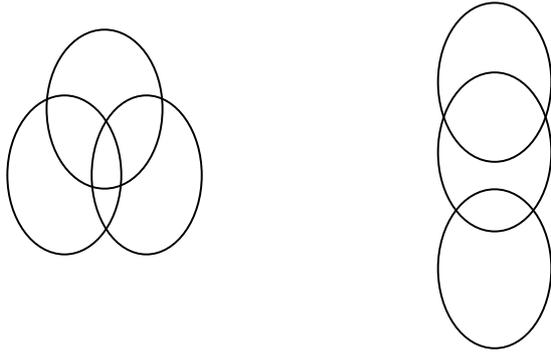
Problem   Six sets of Olympic ring (left below) or chain (right below) ropes are spread around the gym, each inside a hula hoop on the floor. The task if for groups of pupils to move to each hoop and by observing the ropes determine if they are Olympic rings or chains.

Rules

1. Pupils may not touch the ropes or put inside the hoop

2. Only one group of pupils at each hoop at a time

Debriefing Questions

1. How did you make your decisions?

2. Did a leader emerge? If yes, was it a given, agreed upon, or forced?

3. Can you describe how anyone might have felt his or her voice was ignored?

Cycle Time Puzzle
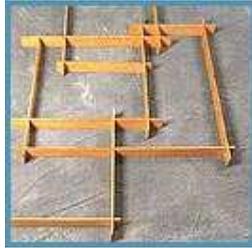
Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks. Cycle time puzzle is a challenge that tests a group's ability to solve complex problems.

Problem & Procedure   Participants examine the provided diagram and are given the challenge to replicate it using the custom-made, wooden puzzle pieces.
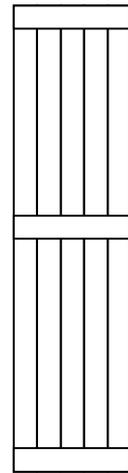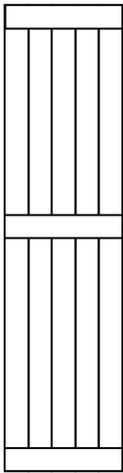
Debriefing Questions

1. What kinds of teamwork did you experience?

2. Which communication skills were necessary to solve this problem?

3. How were you successful?

Changing Platforms

Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks.

Problem & Procedure   Platforms are used in team challenges and problem solving. Small groups of pupils are challenged to move their entire team from one platform to the other without touching the ground and only using the two pieces of wood provided. Note that neither length of wood will reach from one platform to the other.

Debriefing Questions

1. What kinds of teamwork did you experience?

2. Which communication skills were necessary to solve this problem?

3. How did you solve the problem?

Team Back to Back Puzzle
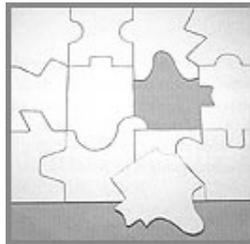
Purpose   Group problem solving with pupils developing strategies for working together to solve initiatives and then being able to identify how trust, communication, and cooperation feed into solving the tasks. The large puzzle is perfect emphasizing themes of cooperation, communication, and even competition between groups.

Problem & Procedure   This activity can be done with two or more puzzles and two or more groups simultaneously. Puzzle pieces can be all one colour for an extreme challenge, or the other side can have puzzle pieces painted in alternate colours. One team has a picture of the large puzzle and the other team has the puzzle board and pieces. The communicating team must describe where the puzzle pieces go and try to direct the other team to complete the puzzle.

Debriefing Questions

1. How did you communicate to solve this problem?

2. What kind of directions were most effective in communicating "how to"?

Section 1: Outdoor Education

Orienteering

Orienteering is an activity that involves pupils collecting a series of clues in various locations; these clues can be found through the use of navigational skills that may involve using equipment such as a map and compass. There are numerous types of orienteering events that focus on specific skills and on reaching specific learning outcomes. A brief introduction will be given to the following orienteering events: star event, cross country event, photo event, line event, score event and Norwegian event. These events can be used to link and extend many of the lesson plans found in the JCPE Guidelines for Teachers.

Orienteering is an activity that can take place both indoors and outdoors. The equipment necessary varies depending on the course and expected learning outcomes, however it is possible to run orienteering events with minimal equipment. Sample lessons will be included in this handbook along with sample compass introduction and development activities.

Orienteering develops pupils problem-solving, decision-making and leadership skills in addition orienteering fosters an awareness and development of group dynamics. The development of personal and group safety and responsibility are also an intricate aspect of orienteering. Orienteering events that take place in the outdoors can be linked to aspects of environmental education such as the 'Leave no trace' ethics detailed in the camp craft section of the JCPE Guidelines for Teachers. Resource materials are provided including activities for developing map reading, map orientation, map familiarity and symbol recognition.

Types of orienteering events

Star Event

Equipment Map (optional), controls, control card (or paper), pencil/pen

Purpose   A star event is where pupils retrieve a clue and return to their teacher demonstrating they have been to the correct location. Pupils may then be sent to retrieve another clue and again return to their teacher. Pupils must always return after they have retrieved their clue before being told where to find the next.

Procedure   Pupils are given controls. (A control is a clue that pupils need to find. A control may be a puncher, a letter, a puzzle, a photo etc. It needs to be a piece of information that pupils gather that can prove they have been to the correct location). The pupils must place the control in a given location (marked on their map). Each pupil (or group of pupils) must place the control and then return to their teacher. Each group swaps maps and must in turn collect the control or the information on the control marked on the new map and return to their teacher. Pupils can continue to swap maps until they have been to all controls.

Another sample of a star event can be found in the JCPE Guidelines for Teachers page 25.

Variation   If pupils are familiar with pacing and compass work pupils can be given the compass bearing and estimated distance in order to find the control. This eliminates the need for a map.

Cross Country Event

Equipment   Map, controls, control card (or paper), pencil/pen

Purpose   A cross country event involves participants continuing around a orienteering course collecting information from numerous control points before returning to their end point.

Procedure   Pupils are divided into groups and given a map. The control points are marked on the map. Pupils must go to each control, collect the required information, either stamp or write this information on their control card,

and continue to the next control point. When pupils have been to all controls they must return to their leader with their control card.

Score Event

Equipment Map, controls, control card (or paper), pencil/pen

Purpose   A score event is where pupils are given a map; on the map the control points marked are given various points.

Procedure   The control points that are further away from the start are generally worth more points. Pupils are given a time limit in which they are encouraged to return. The aim is to collect information (points) at as many control points as possible. The equivalent number of points outlined on the map at each control point visited is awarded. If pupils return within the given time limit they receive extra bonus points. Another sample of a score event can be found in the JCPE Guidelines for Teachers page 38.

Line Event

Purpose   Participants are given a map with a line drawn that they must follow, this leads them around the orienteering course.

Procedure   Pupils are given a map with a line drawn on it. The line drawn can be continuous; therefore the start and end points join up or the end and start line can be in different locations. Either way the pupils are guided around the course by following the line. Pupils follow the line and collect details at the control points. The control points can be drawn on the map and pupils must collect the information to demonstrate they have been to the correct location. Another variation is that pupils follow the line and must find the control and collectively mark the spot on the map; therefore the map would act as the control card.

Photo Orienteering

Purpose   Photo orienteering is using photographs to guide pupils around an event or acting as a guide for control points. This event can be combined with a `Line Event' described above.

Procedure   Pupils are given a page with a series of photographs. The photographs can either be the control points or signify the location of the control points.   Pupils are given a map with a line event drawn on it. They must follow the line on the map. The photographs are located somewhere along the line; they must find the locations at which the photos are and thus the control point. Pupils must mark the correct location of the photographs on the line on the map, (or gather the required information to demonstrate they have been to the correct location / control point.

Trivia Orienteering

Purpose   This style of event is for pupils to solve a quiz at each control.

Procedure   The quiz can be tailored to suit the location where the event is being run. One such possibility is that each trivia question when solved leads pupils to the next control point. This event can be combined with many of the other events listed above (see JCPE Guidelines for Teachers page 39).

Variation   Another variation for this event is where pupils collect a clue at each control point. Each clue is connected and therefore it is necessary for pupils to collect all the clues in order to solve a puzzle.

Norwegian Event

Purpose   In this event pupils are guided to the first control point which in turn leads them to the next and so on.

Procedure   Pupils are either given a map with the control point marked on it; or they are given a section of the map with the start and first control point

marked. Pupils follow the guidelines to the control point.   When they arrive at the control point there is a section of the map outlining the next control point. If pupils have a map they can find the control point and use their map to go to the next point. If no map was provided pupils need to memorise the route before heading to the next point. Pupils go to all control points and are in turn lead back to the start.

Compass Work

The compass is a tool that can be used alone or in conjunction with a map to challenge pupils as their knowledge and experience increases. When combined with orienteering navigational strategies (see JCPE Guidelines for Teachers page 17) and other skills (map reading, symbol recognition; pacing). It increases the participant's level of performance. To be successful in an orienteering event, orienteering skills and techniques are as or more important than physical conditioning.

Silva Compass Parts & Functions

Purpose   To become familiar with the parts and terminology of a compass

1. Direction of travel arrow

Indicates the direction you will travel.

2. Base Plate

The rectangular 'body' of the compass which the participant holds.

3. Moveable Dial / Compass Housing

When the moveable dial is rotated it changes the position of the lines and an arrow at the bottom of the dial. Around the dial are numbers marked and hash lines indicated, these depict degrees. There are 2 degrees between each hash mark. To read the number of degrees or set the number of degrees to be moved, look below the sign reading "Read Bearing Here" where the direction of travel arrow intersects the moveable dial.

4. Magnetic Needle

We are interested in the red side of the needle. The magnetic needle points to the magnetic north located northwest of Hudson Bay, CAN.

5. Orienting Arrow

As you move the moveable dial, this arrow likewise moves. When you use the compass you will be aligning this arrow with the red part of the magnetic needle.

6. Orienting Lines

These are the lines at the bottom of the moveable dial that are parallel to the orienting arrow. When using the map and compass these lines will be aligned so that they parallel the declination lines on the orienteering map.

7. Safety String

Used to attach the compass to the participant's arm.

A Real Compass Walk

Purpose   To check skills at using a compass to navigate a course.

Procedure

1.   Place a coin/marker/bean bag on the ground between your feet. Set your Silva compass for an arbitrary direction between 0 and 120 degrees (for example, 40 degrees). Face your chosen bearing as directed by the compass and walk this bearing for 20 steps--STOP.

2.   Look at your compass again. Add 120 degrees to your original bearing (for example, 40 plus 120 = 160). Set this new bearing on your compass. Face this new bearing as directed by the compass, walk this new bearing for 20 steps, and STOP.

3.   Again, add 120 degrees to your last setting (for example, 160 plus 120 = 280). Reset your compass, determine the new direction to walk, and take 20 steps in the direction indicated by the travel arrow--STOP.

4.   Your coin/marker should be right between your feet if you have used the Silva compass properly and walked exactly. If you did not succeed, try it again. You will succeed in finding your starting point. This is excellent practice.

Example compass walk using 40 degrees as the starting point.
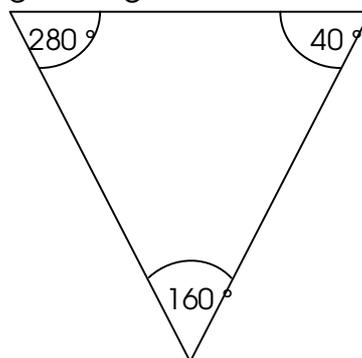
Designing a Compass Walk

Purpose   To allow pupils to design their own compass walk/course. This gives pupils an opportunity to design a walk and in turn to challenge a peer to follow and outline the course they have designed.
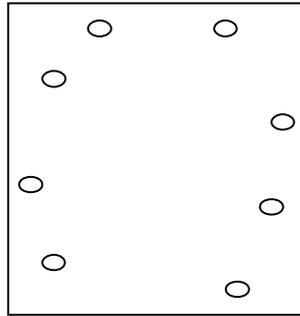
Procedure   This activity can be completed indoors or outdoors. Coloured cones are dispersed around the area.

1.   Using steps to identify bearings of specific cones, you are to devise your own course around the cones and then have a peer attempt to identify the sequence.

2.   Start at a `base/start' cone. From this base cone select a second cone and identify the bearings to move to that particular cone (first cone to second cone). Using the procedure used in the "real compass walk" move to the cone sighted and select a third cone. Identify the bearings of the third cone and move to it. Move from one cone to the next eventually taking yourself back to `base/start' cone.

3.   As you move from cone to cone record each bearing and the sequence among cones below. (e.g. 27 degrees to cone 2/yellow, 120 degrees to cone 3/red). Degrees alone will be given to your peer who will attempt to identify the sequence to follow by moving from cone to cone according to the compass and correct degrees.

Peer Challenge – Designer's Copy   Name # _____

Base / Start Cone # 1 _____ (colour)

_____ degrees to cone #2 _____ (colour)

_____ degrees to cone #3 _____ (colour)

_____ degrees to cone #4 _____ (colour)

_____ degrees to cone #5 _____ (colour)

_____ degrees to cone #1 _____ (colour)

Peer Challenge – Partner's Copy

Designer, *include start cone and degrees ONLY. Give to a peer to navigate your course.*

Base / Start Cone # 1 _____ (colour)

_____ degrees to cone #2 _____ (colour)

_____ degrees to cone #3 _____ (colour)

_____ degrees to cone #4 _____ (colour)

_____ degrees to cone #5 _____ (colour)

_____ degrees to cone #1 _____ (color)

Peer, **once you have completed the course, come to the instructor to check your responses**.

Resource Materials

Map Familiarity Task Sheet

Purpose   To improve map reading and memorisation skills, promote visual awareness and feature recognition, and improve map orientating ability.

Equipment

1. Two sets of map cut outs (cards) per group.
2. The cards are sections of a map cut up. They are of aspects relevant to the expected learning outcomes (e.g., feature recognition).

Procedure   Pupils and one set of cards remain at one end of the room. Another set of cards are placed at the other end of the room.

```
┌─────────────────────────────────────────────┐
│ ☐                                         ☐  │
│ ☐                                         ☐  │
│ ☐                                         ☐  │
│ ☐                                         ☐  │
│ ☐                                         ☐  │
│ ☐                                         ☐  │
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│ ☐                                         ☐  │
└─────────────────────────────────────────────┘
```

Pupils must choose a card, which they must memorise. They then make their way to the set of cards across the room while leaving their card at the start. They must choose the correct card that matches theirs and bring it back to the start. Pupils compare the cards to ensure they are a match, if not, the card must be returned and another chosen. When the correct card is chosen the next team member repeats the procedure. Play continues until all cards are matched.

Variation   Pupils must choose a card and head to the other side of the room. They must find the match for their card and orientate their card to the

correct match and place alongside it. When they have completed the task they return to the start where the next team member repeats the procedure until all cards are matched. These activities can be used in conjunction with other resource materials outlined in the JCPE Guidelines for Teachers on page 24.

**Jigsaw map Task Sheet**   (Various maps cut up into jigsaws)

Purpose

- To increase map familiarity reading skills
- To promote visual awareness
- To increase ability to identify feature recognition
- To improve map orientation skills

Equipment   Various maps cut up in different shapes and sizes
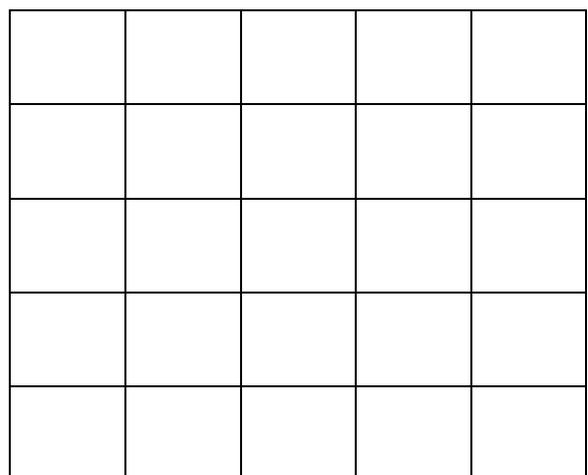
Procedure

Pupils receive all pieces of a jigsaw. They must make the jigsaw. As pupils progress they can progress to the next level (i.e., similar jigsaw cut in to smaller pieces)
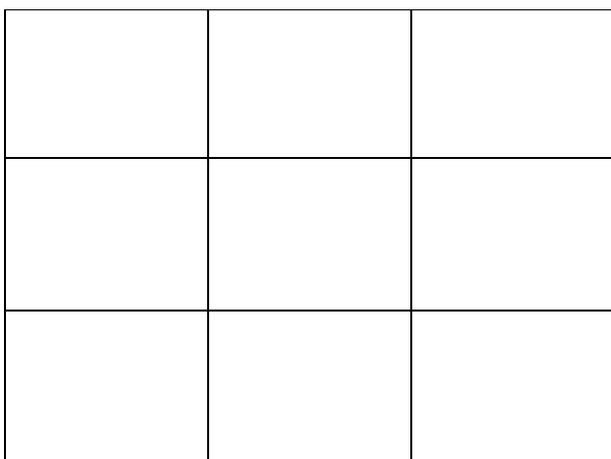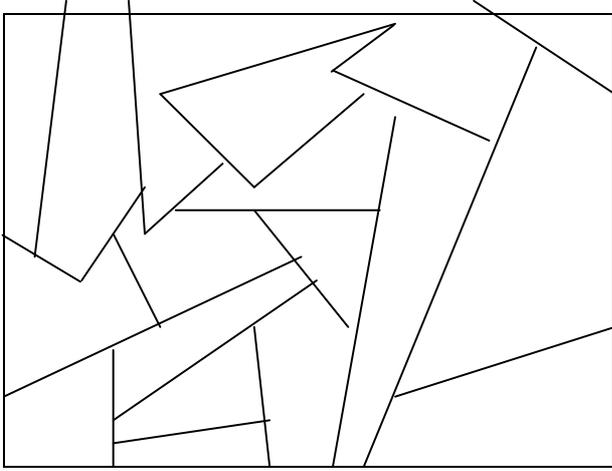
Example 1:   Example 2:

Example 3:

Camp Craft

Camp craft consists of a number of activities that involve going on a trip or expedition and potentially staying over night. Many of the skills and activities in camp craft interact with and connect to other adventure events such as orienteering and team challenges. Many camp craft activities can be introduced in a school setting and then extended at an outdoor adventure education centre. Camp craft activities facilitate and promote group responsibility and dynamics, well as safety awareness, and provide the opportunity to experience and gain respect for knowledge of the environment. Example lessons of the following will be given: What to bring; Leave no trace; and rope-work.

What to bring?

Purpose   This is a sample activity used for preparing pupils for packing a rucksack for an overnight camping trip.

Equipment   Large blank laminated drawing of a rucksack (see example JCPE Guidelines for Teachers page 72). Large collection of photos/pictures of items for camping trip.

Procedure

1.   Pupils are divided into groups. Each group must create a list of items they would bring with them when going on an overnight camping trip. Pupils will be asked to justify their reasoning for each object or alternatively they could write their reasoning beside each item.

2.   Pupils are then assigned a 2D empty rucksack that is taped to the wall at one end of the gym.   At the other end of the gym are a series of bundles of possible items that the pupils might bring with them on the hike.

3.   One pupil at a time must collect the items from the piles and stick them (pack their rucksack) on their rucksack. The use of pedometers could be incorporated into this activity also.   Pupils can re-assess and adjust their list should they find items they had omitted from the initial list. Pupils are only allowed bring back one item at a time.

Pictures of items, stacked in random piles
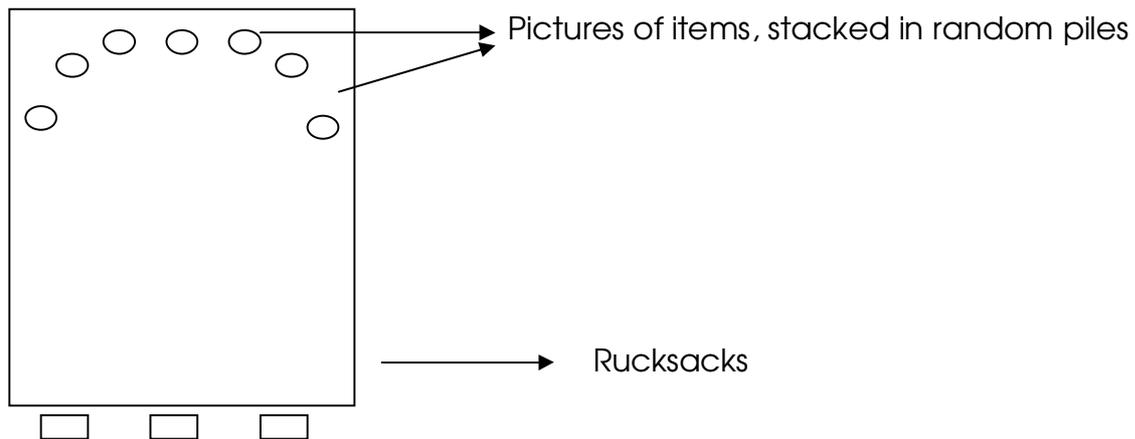
Rucksacks

At the end of the allocated time each group must present their rucksack that they have packed and justify its contents.

Pupils then discuss decisions that were made.

Leave no Trace

The information for the next section was sourced from the Mountaineering Council of Ireland (www.mountaineering.ie). The Leave no trace ethic was set up to impart knowledge and understanding of the impact of our presence in outdoor environments in the hope of influencing the practice of preservation and impact minimisation.   Below is a list of the seven 'Leave no Trace' principles.

1. PLAN AHEAD AND PREPARE

o   Before you go check, where possible, if access is allowed and your activity is permitted in the area you wish to visit.

o   Respect any signs, regulations, policies and special concerns for the area that you wish to visit. Permits may sometimes be needed for activities on public lands.

o   Where possible travel by public transport or share cars; consider the availability of parking.

o   Ensure you have the skills and equipment needed for your activity and to cope with emergencies that could arise

o   Check the weather forecast and always be prepared for changing weather conditions.

o   For environmental and safety reasons, and to minimise your impact on other users, keep group numbers small; split larger parties into smaller groups.

2. BE CONSIDERATE OF OTHERS

o   Respect the people who live and work in the countryside.

o   Park appropriately – avoid blocking gateways, forest entrances or narrow roads.

o   Remember that farm machinery, local residents and the emergency services may need access at all times.

o   Take care not to damage property, especially walls, fences and crops

o   Respect other visitors and protect the quality of their experience.

o   Let nature's sounds prevail. Keep noise to a minimum.

3. RESPECT FARM ANIMALS AND WILDLIFE

o   Dogs should be kept under close control and should only be brought onto hills or farmland with the landowner's permission.

o   Observe wild animals and birds from a distance. Avoid disturbing them, particularly at sensitive times: mating, nesting and raising young (mostly between spring and early summer).

o   Keep wildlife wild, don't feed wild animals or birds - our foods damage their health and leave them vulnerable to predators.

o   Farm animals are not pets; remain at a safe distance.

4. TRAVEL AND CAMP ON DURABLE GROUND

o   Durable ground includes established tracks and campsites, rock, gravel, dry grasses or snow.

o   Aim to leave your campsite as you found it, or better.

In popular areas

▪   Concentrate use on existing tracks and campsites.

▪   To avoid further erosion, travel in single file in the middle of the track even when wet or muddy.

In more remote areas

▪   Disperse use to prevent the creation of new tracks and campsites.

▪   Avoid places where impacts are just beginning to show.

If camping

▪   Protect water quality by camping at least 30m from lakes and streams.

▪   Keep campsites small and discreet

5. LEAVE WHAT YOU FIND

o   Respect property. For example, farming or forestry machinery, fences, stone walls etc. Leave gates as you find them (open or closed).

o   Preserve the past: examine - without damaging - archaeological structures, old walls and heritage artifacts e.g. holy wells, mine workings, monuments.

o   Conserve the present: leave rocks, flowers, plants, animals and all natural habitats as you find them. Fallen trees are a valuable wildlife habitat; do not remove or use for firewood.

o   Avoid introducing non-native plants and animals e.g. zebra mussels in rivers and lakes.

o   Do not build rock cairns, structures or shelters.

6. DISPOSE OF WASTE PROPERLY

o   *"If You Bring It In, Take It Out"* - take home all litter and leftover food (including tea bags, fruit peels and other biodegradable foods).

o   To dispose of solid human waste, dig a hole 10-12cms deep and at least 30m from water, campsites and tracks. Cover and disguise the hole when finished.

o   Bring home toilet paper and hygiene products.

o   Wash yourself or your dishes 30m away from streams or lakes and if necessary use small amounts of biodegradable soap. Bring home any solids and scatter strained dishwater.

7. MINIMISE THE EFFECTS OF FIRE

o   Fires can cause lasting impacts and be devastating to forests, natural habitats and farmland. Therefore when camping use a lightweight stove for cooking.

- o Where fires are permitted:
- o Use established fire rings, barbecues or create a mound fire.
- o Keep fires small. Only use sticks from the ground that can be broken by hand. Do not use growing vegetation for use as firewood.
- o Avoid burning plastics or other substances: which emit toxic fumes.
- o Burn all fires to ash, put out fires completely, and then scatter cool ashes.

LEAVE NO TRACE POEMS….

Teachers-in-training wrote the poems below to help them remember the seven leave no trace principles:

Plan Ahead and Prepare

Plan and prepare is the start of
Our trail…
Cause failing to plan
Is planning to fail…

Be Considerate of Other Visitors

Now that all six are done
We're left with just one
It is fun singing and raising your voice
But remember to others this is just noise

Respect Wildlife

Mind your pets
Don't let `em stray
Be wary of wildlife
Or someone will pay

Travel and Camp on Durable Surfaces

Plan your path well
Or it could be hell
For both you and the land
Working with the environment hand in hand

Leave What You Find

Take only photos
Leave only footprints

Dispose of Waste Properly

Ireland had a lovely land
We never let it go,
And everywhere that tourist went
Leaving no rubbish was a 'no'.

Minimize Campfire Impacts

Keep fires small
Burn them to ash
Away from the trees
Or you'll have to dash

Keep fires compact
Keep fires small
Save the environment
For one and all

Rope-work

Below are knots that can be useful for various camp craft activities such as the construction of a shelter or the building of a clothes line at a camp site location.

Round Turn & 2 half hitches

Purpose   This knot can be tied and released when under strain. It is very useful when tying rope tight. It is particularly useful if making a clothes line or for building a shelter (e.g., Shelter 2 outlined in the JCPE Guidelines for Teachers on page 26).
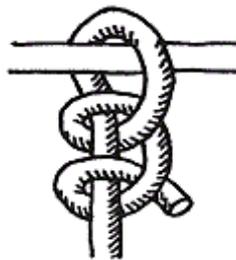
Bowline

Purpose   The bowline is very useful if putting a loop in the rope. It is easy to tie and untie except under strain. It also has a high breaking strength.
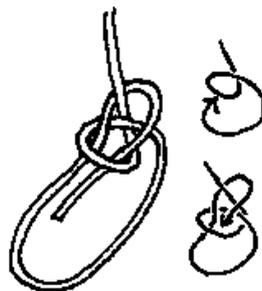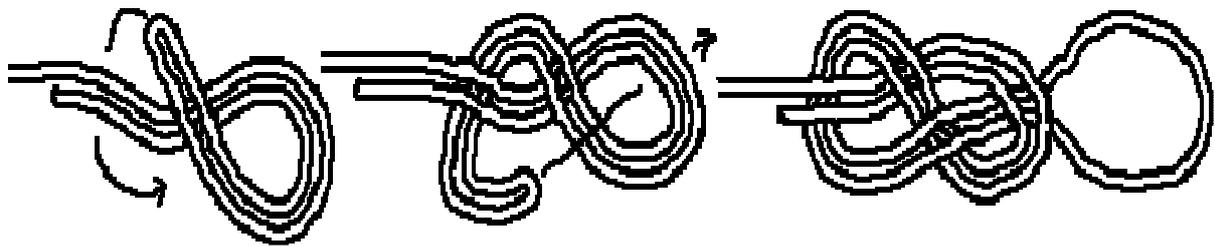
Figure-of-eight on the bite

Purpose The figure of eight on the bite is a self tightening knot. It cannot be opened under strain. It is a very safe and convenient way of making a loop. It is possible to open even after been loaded with a lot of strain. The loop section of this knot can be used to lever a round turn two half hitches knot giving a tight hold around an object.

Other Activities

Sherpa activities

Purpose The activity involves building and developing aspects of trust and communication while also developing environmental awareness through various observation activities.

Procedure Present the following activity to your pupils.

Set the stage by asking, "Have you ever heard of the Sherpa, from the Himalayas?"

Q: What does the term SHERPA mean?

A: Although westerners pronounce it "Sher-pa" the native

Sherpa pronunciation is "Shar-wa"

Shar means "east" –

wa means "person" --

in Sherpa and Tibetan language.

In Tibetan script, the word "Shar-wa" is spelled like this:

ཤར་བ་

Sherpa have become known for their mountaineering skills and guiding travellers on expeditions.

Today you are going to be a Sherpa for your partner. Determine who will be the Sherpa to begin the activity. If you are the Sherpa, ask your partner if he or she prefers to be blindfolded or merely close his/her eyes. You will guide your partner along the river trails. As you travel through the course you help your partner safely navigate the course. Tell your partner about the terrain and where steps can safely be taken. Your task is to help your "sightless" partner experience nature and the beauty to be found. Provide as much description as possible as you describe the flora and fauna, the wildlife, and any aspects of this park that you see.

Once you have navigated the course, go back through it and allow your partner to see what you were describing. Have him or her let you know how accurate your descriptions were or it they can identify what it was that you described. Describe any damage to the environment by humans.

Now, switch partners and follow the same procedure on a different course.

Scavenger Hunt

Purpose   This activity is designed to build environmental awareness through experience and observational skills. Pupils are also introduced to animal tracking awareness and tracking techniques.

Procedure As you see wildlife (birds, bugs, and animals) draw them or describe their characteristics. When you see plants you are unfamiliar with, draw or describe them. Or perhaps you know a unique plant that you might want to find out who else spotted or if they know what it is…draw or describe it. When we get back let's see if we can identify them.

Drawings

Animal Tracks

Purpose   To increase environmental awareness and observation skills by tracking and becoming familiar with animal footprints.

Equipment Animal footprint task card. Pencil.

Procedure   As pupils walk through a wooded area they must scout the area to see what type of footprints they can see. Below are samples they may find. Should pupils find other footprints than those provided; they can sketch them in the box below.

Draw any others that you come across:

Debriefing   Pupils discuss and compare the footprints they found. Pupils can also guess the name of the animal that each footprint belongs to.

Solution

Badger   Fox footprint   Dog   Hare

Otter   Stoat   Hedgehog   Shoe

Useful Resources

Books

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www.cyclingireland.ie
www.mtbireland.com
www.eoe-network.org
www.ahoec.org
http://www.learn-orienteering.org/old/
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WebQuest is an inquiry-based lesson format where most or all the information that pupils work with comes from the web. Many teachers have embraced WebQuest as a way to make good use of the internet while engaging their students in problem solving and in-depth thinking. Check WebQuest for applications that fit adventure content.