

Bullying in PE - Solve it with Adventure-based Learning

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Presentation Outline

8:50 - 8:55 (5 m)	Introductions and Goals for the Day	
8:55 - 9:00 (5 m)	Getting to Know You Categories <i>Chicken Baseball</i> Toss a Name	
9:00 - 9:05 (5 m)	Adventure Based Learning - What is it? Experiential Learning Sequence & Flow Processing - debriefing	
9:05 - 9:17 (12 m)	Communication Activities - Active Listening and Body Language High Five Morphing <i>Have you Ever? (regular and loaded)</i> <i>Growth Circles</i> <i>The Being</i>	
9:17 - 9:27 (10 m)	Cooperation Activities - Perspective Taking, Hidden Agenda, Mixing Moon Ball <i>Giants, Wizards & Elves</i> Fill the Basket	
9:27 - 9:40 (13 m)	Emotional and Physical Trust - Making Mistakes, Empathy, Risk Taking, Trustworthiness <i>Toss 10</i> Turnstile Helium Stick <i>Feelings Turning Over a New Leaf</i>	
9:40 - 9:55 (15 m)	Problem Solving - Decision Making, Group Goals, Leadership, Conflict Resolution <i>Teamweb</i> <i>Toxic Waste Transfer</i> <i>Meteorite Mission</i> <i>Falling Sticks,</i> <i>Team Timber</i>	
9:55 - 10:00 (5 m)	Discussion, Closure and Feedback Forming = Getting to Know You and Communication Storming = Communication/Cooperation Norming = Cooperation/Emotional Trust Performing = Physical Trust/Problem Solving	

ABL Bullying Prevention Summary Points

- **Follow the sequence**
 - Getting to Know You (may not be necessary if the class has been together for a while and knows each other)
 - Communication
 - Cooperation
 - Trust - emotional and physical
 - Problem solving

- **Be aware of the issues that arise in each part of the sequence**
 - Communication - Active Listening and Body Language
 - Cooperation - Perspective Taking, Hidden Agenda, Mixing
 - Trust - Making Mistakes, Empathy, Risk Taking, Trustworthiness
 - Problem Solving - Decision Making, Group Goals, Leadership, Conflict Resolution

- **To be effective you need to spend time on the model**
 - 2-3 days will only get the group to the forming and maybe the beginning of the storming stage. This is not a good place to finish as there are many, many issues that arise in the storming stage that can lead to issues of bullying
 - A minimum of 7 days should allow you to move to the norming stage (understanding that not all groups will make it there in such a short time frame)
 - Closer to 20 days would be ideal for a group to reach the performing stage (understanding that all groups will move through the sequence at a different rate)
 - Not all of the 20 days needs to be in Physical Education - collaborate with other teachers or school personnel to implement the model. There are many, many activities that can be done in a classroom space.

- **Debrief, debrief, debrief**
 - This is where the power of the model occurs.
 - It is during this time that students make meaning of their experience and understand their intrapersonal and interpersonal growth.
 - Ensure that you talk about the different roles in bullying situations - Bully, Victim, Bully-victim, and Bystander - and what students can do in situations where bullying occurs.
 - Focus on building empathy, recognizing individual strengths, and recognizing that others have similar experiences.

- Take time to develop the **Full Value Contract** (the Being activity we did) as this is powerful and helps the group to understand what each group members needs to successfully engage in the activities.

- **Set up the activity and then step back and watch how the group works**
 - Frame the lesson by providing a focus for what the group is going to work on
 - Facilitate rather than teach how
 - Explain the objectives and rules of the activity
 - Let the class work on the activities without telling them how to do it
 - Provide prompts (without telling them what to do) if they are getting frustrated - help them to refocus, think about how to re-work a solution, listen to other ideas etc.
 - Watch how the group is working together, observe interaction patterns, who takes leadership roles, who is taking a back seat, is anyone checking out, who is not being heard or ignored, where is the conflict etc.

- **Experience and debriefing are the keys to the model**
 - This model is based on experiential learning where the group engages in an experience, then makes sense of what happened and how they can use their learning in other areas of their lives (beyond that activity).
 - Without debriefing the activities are fun but intrapersonal and interpersonal development is left to chance

- **Each group will work through the sequence at a different rate (flow)**
 - The rate at which a group moves through the sequence depends on the intrapersonal and interpersonal development of group members and how quickly and smoothly they work through the forming, storming, norming, performing stages.

- **Don't be afraid to let a group fail or come up against frustration just make sure you debrief so they can learn from the experience**
 - Failure and frustration is the most powerful learning experience if it is debriefed well.
 - Avoid constant failure or frustration but be careful of jumping in too early at the first sign of frustration.
 - Help them to learn how to deal with frustration rather than checking out, anger, giving up, placing blame etc.

- **Look for how the group is doing before moving on in the sequence (see attached sheets)**
 - Be aware of the issues that will arise in each stage of the sequence

- Don't be afraid to move backwards in the sequence if you have moved too quickly and issues arise again.
- **It's not about getting through as many activities as possible, it is the group processes that are important**
- **Remember the sequence of small group development**
 - Forming, storming, norming, performing.
 - It takes time, patience, and debriefing to move beyond storming.
 - The sequence aligns with the ABL sequence
 - *Forming* = Getting to Know You and Communication
 - *Storming* = Communication/Cooperation
 - *Norming* = Cooperation/Emotional Trust
 - *Performing* = Physical Trust/Problem Solving

Resources:

- Frank, L. S. (2013). *Journey Toward the Caring Classroom: Using Adventure to Create Community* 2nd Edition. Oklahoma City, OK. Wood 'N' Barnes Publishing & Distribution. ISBN: 978-1939019103
- www.wilderdom.com/games/

If you have any questions please feel free to contact me:

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Have You Ever Questions

Modified from - R.A.I.S.E - Active Group Lessons for Bullying Prevention and Social Skills
Childs & Wilson - Project Adventure

Round 1: Use this to get the students used to the game and to get to know about each other

- Have you ever:
 - Read a book?
 - Played a game?
 - Hiked a trail?
 - Traveled out of the State?
 - Traveled out of the USA?
 - Owned a pet?
 - Tried to hold your breath underwater?
 - Been to a zoo?
 - Been super happy for no reason?
 - Seen a snake?
 - Got mixed up between the "boys" and "girls" bathroom and gone into the wrong one?
 - Eaten something gross?
 - Taught someone a skill?
 - Had a really fun day with a friend?
 - Eaten ice cream in the winter?
 - Laughed so hard you cried?
 - Broken something valuable?

Round 2: Questions on intrapersonal and interpersonal relationships with the goal to help students to understand that they are not alone in their experiences.

- Have you ever:
 - Been embarrassed about how you look?
 - Been afraid that someone will make fun of a new haircut?
 - Been called a name you didn't like?
 - Called someone a name that was mean?
 - Said hello to someone new to help him or her feel welcome?
 - Ever hurt someone with your words?
 - Ever hurt someone with your actions?
 - Felt embarrassed in public?
 - Felt embarrassed at school?
 - Felt embarrassed at home?
 - Stood up for someone what was being teased?

- Stood up for someone who was being bullied?
- Felt like you were being excluded from a group?
- Heard or seen someone being teased and NOT done anything about it?
- Felt unsafe around someone else?
- Felt unsafe at school?
- Felt unsafe on the school bus?
- Felt unsafe in physical education?
- Made a decision that your friends didn't like?
- Made a decision that your teacher didn't like?
- Made a decision that your family didn't like?
- Said or done something that you later regretted?
- Been picked on for being different from others?
- Had a friend who stood up for you in a tough situation?
- Met someone and knew right away that you would be friends?
- Heard or used the words "gay" or "retarded" as an insult or joke?
- Spoken up about a comment or joke that you felt was mean?
- Felt pressure from friends, family or society to act more "boyish" or "girlish"?
- Felt appreciated for who you are?
- Made friends with someone who you didn't expect to be friends with a first glance?

ABL Activities

Getting to Know You

• **Categories**

- Get into groups based on your response to the question
- When in the group quickly introduce yourself
- Regroup based on the next category and repeat.
- When you clasp your hands together and fold your thumbs across the top, is your right or left thumb on top?
- Fold your arms across your chest - is your right or left hand on top?
- When you put your pants on which leg do you put in first?
- Which eye do you prefer to wink with?
- Can you roll your tongue?
- When licking an ice cream cone do you
 - Twirl the cone clockwise
 - Twirl the cone anti-clockwise
 - Lick up or down?
- How many siblings do you have?
- What is your favorite season?
- What type of shoes are you wearing?
- Create other categories based on the age of the group

• **Chicken Baseball**

- Equipment - rubber chicken
- Divide group into two teams.
- This game is like baseball by name only!!!
- Team 1 will start in the infield. Team 2 will be the outfield.
- Team 1 will start by tossing the chicken anywhere in the designated area of play
- Team 2 will run toward the chicken and line up single file behind it. Students will then pass the chicken alternately through their legs and over their heads the last student in the line will yell stop when he/she has the chicken. During this time members of team 1 will take turns running around their whole group. Each successful revolution equals a run.
- The teams switch fields every time the last person yells stop. The last person in the line (the one that yells stop) will then throw the chicken to an open area to begin the next half inning.
- The game lasts five innings or a set period of time.

• **Toss a Name**

- Equipment - variety of soft throw able objects
- Arrange participants in groups of 8-10 standing in a circle.
- The ball starts with one member of the group and they throw a ball to someone else in the circle - saying
 - "Hi Freddy, my name is James...here you go!" [underarm throw a ball to Freddy]
 - Freddy then says "Thank you James", picks someone and says "Hi X, my name is

- Freddy...here you go!" [Throw].... they say "Thank you, Freddy] and on we go.
- If you're not trying to learn names, skip the naming part & just throw!
 - The ball is thrown around to everyone in the circle and finally back to the person who started the activity.
 - The group then repeats the sequence making sure they use names with each throw.
 - This time round the groups tries to do it as quickly as possible without making any mistakes - not saying the right name, forgetting to say a name, passing to a person out of sequence, or dropping the ball. If a mistake is made the group has to start again from the start.
 - This round the first person in each group adds different objects into the mix once the first ball has started. The group can set a goal of how many objects they can successfully keep going without making any mistakes (as listed above)

• Pairs Tag

- Equipment - cones or poly spots for boundaries if not court markings on floor
- Focus is on building community, being put on the spot, acting silly
- Students will work in a new pair; someone new to them or someone they don't usually work with
- There is a tagger and taggee in each pair to start the game
- The game is played with walking feet only at this point
- To tag their partner the tagger must gently touch them on the back between waist and shoulders
- The game is played within the boundaries (basketball court size or smaller depending on the size of the group)
- Allow the pair must 30 seconds to decide on a short song (PG rating) that they will sing to allow the taggee time to get away.
- When facilitator says go, a continuous game of tag begins with the tagger singing a song and then trying to catch their partner.
- When tagged, the taggee must sing their song before chasing their partner.
- Stop the game and have students change partners and begin the process again
- Suggested modifications- (space, time, locomotor skill)

Communication

• The Big Question - Perspective taking, active listening

- Equipment - pens and index cards
- Distribute note card to each student
- Students write a question that anyone in the room can answer such as:
 - "What is your favorite movie?"
 - "What is an activity that you like to do?"
 - "What food do you not like?"
- Ask for a student volunteer to show how this will work
- When meet a different student, introduce yourself and ask the question. Listen to answers and ask a follow up question if you want to. Then trade papers and find someone new to ask your question to.

- **Morphing** - acting silly, mixing
 - No equipment needed
 - Make sure everyone knows the game Rock/paper/Scissors and agree on the rules for the game
 - Demonstrate and ask everyone to do the following motions:
 - Egg (squatting on ground)
 - Chicken (hands under arms squawking like a chicken)
 - Dinosaur (arms up making roaring noises)
 - Super hero (flying through the air)
 - Know it All (arms crossed looking smug)
 - Objective of the game is to get as high up the chain as possible
 - Everyone begins as an egg. Find another Egg and play RPS - the winner becomes a Chicken and the non-winner stays as an Egg. Chickens then find another Chicken to play and Eggs find another Egg - so on.
 - When you make it to a Know it All you can stand outside of the circle and watch. A Superhero can challenge a Know it All to a game of RPS. Also a Know it All can challenge another Know it All to a game. The winner becomes a Know it All, the non-winner becomes a Superhero. The know it All can refuse to accept the challenge.
 - The next round have the non-winner of RPS go back to an Egg with each round. Question if this changes how they play the game

- **Have you Ever?** - appreciate different experiences and strengths, honesty, empathy
 - Equipment - Have you ever cards
 - This an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.
 - Use poly spots to create a large circle using one less poly spot than number in the group
 - Everyone stands on a poly spot
 - To play the game a person will call out different things written on the playing cards that may or may not apply to each person. If the item does apply to you, then you have to move to a new spot but it cannot be the one directly to your left or right.
 - Once someone is on a spot, you cannot force her/him off the spot!
 - The person left without a spot then stands in the middle of the circle and calls out the next card.
 - The first round will be general questions.
 - The second round will be questions focused a little more on bullying prevention

- **Pairs Squared**
 - Equipment - Poly spots or cones for boundaries if not court markings on floor
 - Similar to Pairs Tag above but one pair is playing against another pair.
 - Pairs link up by hooking one arm through their partners arm (e.g. my left arm hooked through my partners right arm) leaving them standing side by side.
 - Must move together without losing contact with your partner
 - Can tag only one of the opposing pair

- **Marketplace Relay** - non-verbal communication, acting silly, dealing with frustration, support.

- Equipment - Marketplace Relay Cards
 - This is an active game of charades in which players act out words from the cards.
 - Divide the group into two or three small groups (5-8 persons per group)
 - Have the teams stand at an equal distance from you (on different sides of a court or marked area)
 - On your command one person from each group runs to you and you show them a card with a word or phrase written on it.
 - Once they have read the card they return to their group and act out the word/phrase on the card. **NO TALKING ALLOWED FOR THE ACTOR.**
 - When the group says the correct word/phrase, the next person runs to you to see the next card.
 - Each group can pass on two cards only. If they pass they see the next card.
 - The objective is to guess all of the words correctly.
 - Modifications - depending on the age of the group you can use different actors, movies, children's shows, sports, math concepts etc.
- **Growth Circles - Sue will lead -**
 - Equipment - dome cones or ploy spots to make circles on floor
 - Explain to students that today's activity will explore the idea of our growth as individuals through challenge as well as choice.
 - Outline the growth circles on the floor and discuss the meaning of growth circles.
 - Inner circle is our comfort zone - When we are in our comfort zones each of us is in a place that is safe and secure
 - Middle circle is our growth zone - When we choose to challenge ourselves by stepping out of our comfort zone into the growth zone, we are open to new ideas and experiences. Although not always comfortable, this is a place for optimal learning.
 - Outer circle is our panic zone - What we try to avoid is going beyond the growth zone into the panic zone. The panic zone is a place where learning can't take place because the threat is too great.
 - Everyone starts in their comfort zone - in the inner circle
 - Ask students questions and have the people put themselves into the circles they feel are most appropriate
 - How do you feel about:
 - Spiders
 - Speaking in front of a large group
 - Singing solo in front of a large group (this group)
 - Singing in a choir?
 - Bungee Jumping
 - Camping in a tent
 - Telling a family member that you love her/ him?
 - Heights
 - Confronting a friend about something they did or said
 - Snakes
 - Taking a math test
 - Introducing yourself to someone new?

- After each question is asked and people have moved into position, give the students a chance to comment on why they put themselves in their particular spots.
 - After a few questions, ask the class to provide any questions they have for the class
- **The Being** (FVC, Five Finger Contract)
 - Equipment - Butcher paper and markers
 - Divide into groups of 4-6
 - Each group gets a large piece of butcher paper and variety of markers
 - Each group traces the body outline of one member of their group
 - On the inside of the body the group writes or draws behaviors or qualities that help them to feel safe in physical education or within this class
 - On the outside of the body the group writes or draws behaviors or qualities that hinder or prevents them from feeling safe.
 - All group members sign their poster.
 - One member of each group explains their poster.
 - Post them on the gym walls as a reminder of creating a safe environment in physical education.

Cooperation

- **Moon Ball** - active listening, mixing, perspective taking, goal setting.
 - Equipment - Beach balls
 - Group goal is to hit the ball 100 times in a row without it touching the ground
 - Each person must hit the ball 4 times and no participant can hit the ball twice in a row
 - If the ball hits the ground the group starts over again
 - Add different challenges as the group progresses - move the ball across the gym, cannot hit ball again until everyone has, use different body parts etc.
- **Giants, Wizards & Elves** - mixing, honesty, active listening
 - Equipment - dome cones and ploy spots for boundaries
 - Teach everyone the following three characters:
 - **Giant** - Tip-toes, raise hands above head, curl fingers, growling sounds
 - **Wizard** - Crouch slightly, wave and point a magic wand, shouting "kazaam!"
 - **Elf** - On haunches, hands cupped for big ears, shrill screeching noises
 - Give people plenty of practice by calling out the characters and having them instantly become that character - offer lots of positive encouragement for dramatic effort
 - Form two teams - each team convenes to decide on a character
 - Teams then line up facing each other (use a rope on the ground to separate teams). Have ~ 4 feet between teams.
 - Facilitator dramatically announces "1....2.....3.....", then teams adopt their poses, revealing their identity
 - Immediately, the winning characters (team) must chase the losing team and try to capture (tag) as many as possible
 - Giant wins by 'squishing' an Elf

- Elf wins by 'outwitting' a Wizard
- Wizard wins by 'zapping' a Giant
- Identical characters are a draw
- The losing characters try to reach a "safe zone" (e.g., over another rope) about 30-60 feet away without being captured
- Teams then reconvene and decide on their next character
- Continue until one team entirely consumes the other

- **Asteroids** - honesty & emotional and physical safety
 - Equipment - small foam balls (at least one per person in the group) and dome cones or poly spots for boundaries
 - This active running game can be a very active running game and is a self-elimination game
 - Begin by giving each of the players a fleece ball. Have students spread themselves out within the defined playing area
 - At the signal, players start tossing their balls into the air and allowing them to hit the ground. The play then begins with each player picking up any ball from the floor and throwing it, attempting to hit another player below the waist with an underhand throw
 - Once hit, a player stoops down and is "out". If a ball is in the player's hand when he or she is hit, that ball must be rolled away.
 - The round ends when there is only one player left standing
 - For the next round, if a ball rolls by a squatting player who can reach it, that player can take the ball, get back up, and resume playing.
 - Be very clear on the types of permissible throws at other students (underhand, below the waist) and avoiding being hit by the ball (stay on your feet)

- **Star Wars Game** - risk taking, support, emotional trust, trustworthiness, mixing, perspective taking
 - Equipment - small foam balls (enough for one ball for half the group) and dome cones or poly spots for boundaries
 - Create two teams and position them about 3-5 feet from a line between them. Give one team a small foam ball per person. Give each team a poly spot and a boffer.
 - Each team will select a Jedi Knight that you are trying to protect.
 - Position your Jedi in the best possible place to protect him/her
 - WISG the team with the balls throw them at the opposite team. Must be below the shoulders
 - If hit by a ball you take a knee. You can only be set free by the Jedi who touches you with the boffer. If you are holding a ball when you are hit you can release it to a teammate.
 - If not hit then you can retrieve a ball and try to get someone on the other team out by hitting him or her below the shoulders.
 - The Jedi is safe when they are on their spot. They can leave their spot to free a teammate but if they are hit while off the spot the game is over.

- **Fill the Basket** - roles, perspective taking, active listening, goal setting
 - Equipment - bucket, small foam balls, and dome cones or poly spots for boundaries
 - The objective of the game is to get as many balls in the bucket as possible in two minutes

- It is important to set realistic goals for activities and for yourself. What happens if a goal is too easy? What happens if a goal is too hard?
 - Set a goal before we start
 - Bucket is placed in the center of the playing area
 - Players stand outside of boundaries
 - Two types of players - throwers and retrievers
 - Throwers must remain behind the boundary
 - Retrievers can stand anywhere they want but cannot "help" the ball into the bucket. Their job is to retrieve the missed shots and roll the ball back to the throwers.
 - Cannot change roles once the game starts.
 - Discuss tactics and repeat rounds.
- **Help Me Tag** - empathy, risk taking, emotional trust, trustworthiness
 - Equipment - 4 rubber chickens (or soft objects to throw) and dome cones or poly spots for boundaries
 - This is a large game of tag
 - If you are in possession of a chicken you are safe and cannot be tagged
 - The only way you can get a chicken is to ask for it by saying "Help Me Please"
 - The person(s) with the chicken can then decide to pass the chicken and keep a classmate safe or keep it themselves to stay safe (this will lead to a great discussion at the end of the game)
 - Ask for two volunteer taggers, who have to tag on the back between waist and shoulders
 - Once tagged the person is frozen until passed a chicken to be unfrozen
 - Play for a set time then switch taggers and play again.
 - Between rounds, give the group a chance to discuss and strategize.

Trust

- **Toss 10** - making mistakes, dealing with frustration, emotional trust
 - Equipment - small foam balls (one per person)
 - Stand in a circle
 - Each person has a foam ball
 - We are going to count to 10 and do something with the ball for each number
 - 1- throw and catch
 - 2 - throw in air, clap once, catch
 - 3 - throw in air, clap twice, catch
 - 4 - throw in air, touch ground, catch
 - 5 - throw in air, turn around, catch
 - 6 - pass object to right
 - 7 - pass object to left
 - 8 - pass object to person across circle
 - 9 - throw in air, little jig/dance, catch
 - 10 - throw in air throw arms over head and yell, "Hey ho, way to go!" and catch
 - Practice each number
 - Now one person calls the numbers and we have to complete the movements without mistakes to #10.

- **Turnstile** - making mistakes, dealing with frustration, emotional trust
 - Equipment - 2 long ropes (15-25 feet in length)
 - Ask the class how they feel about making mistakes. Is it okay? Why or why not? Discuss how to show support when a mistake is made
 - Two people turn the rope; all others stand on one side of the rope. Rope should turn toward the jumpers as it arcs over the top
 - Objective is to get everyone from one side of the rope to the other. For students you can tell them they are trying to get everyone to graduate from High School. Once they get through one level they will progress to the next.
 - Level 1 - Preschool - Everyone must get through the rope without it stopping or touching him or her. If the rope stops or touches someone then that person goes back to try again
 - Level 2 - Kindergarten - One person at a time runs in, jumps once and runs out. As above for the consequence of stopping or touching the rope.
 - Level 3 - Elementary School - people jump through in groups of two or three - run in together, jump once and run out. Same consequences for not being successful
 - Level 4 - Middle School - Same as level 2 except that if anyone misses the whole group goes back to start again
 - Level 4 - High School - Same as level 4 except that every time the rope hits the ground a new person must be jumping. Touching, stopping, or no one in the rope means that whole group starts again.

- **Helium Stick** - dealing with frustration, active listening, support, emotional trust
 - Equipment - 2 to 3 lightweight tent poles (8-10 feet in length)
 - Line up two rows facing each other
 - Introduce the Helium Stick - a long, thin, light rod
 - Participants to point their index and middle fingers on each hand (palms facing down) and hold their arms out and at chest level.
 - Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index and middle fingers are touching the stick.
 - Start the stick at chest height of the shortest person in the group.
 - Explain that the challenge is to lower the Helium Stick to the ground
 - The catch: Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole is not allowed - it must rest on top of fingers
 - Reiterate to the group that if anyone's finger is caught not touching the stick, the task will be restarted

- **River of Life** - goal setting, risk taking, emotional and physical trust, trustworthiness
 - Equipment - dome cones or poly spots for boundaries, objects to be in the river, post it note and pencil per person.
 - Place boundaries 20-30 feet apart to form a river
 - Place objects randomly within the river
 - Ask students to think about a personal goal (something they want to work on) and write it on the post it note. Emphasize that the goal should be in personal or social skills.

- Once they have written their goal then place it somewhere in the middle of the river.
 - In pairs stand along the banks of the river. Explain that the river is full of their accomplishments (their goals) but that there are also frustrations to reaching those goals that must be overcome in the river (the objects).
 - Decide who will be the goal-getter first in each pair. The other partner is the guide. The guide stands on the opposite riverbank.
 - The guide must verbally direct the goal-getter (who is blindfolded) to their goal and out the other side of the river. If the goal-getter touches an obstacle they must tell their guides one obstacle to reaching their goal and how they can overcome it.
 - Once the goal-getter is safely out of the river, switch roles with the guide.
- **Car and Driver** - risk taking, emotional and physical trust, empathy, trustworthiness.
 - Equipment - dome cones or poly spots for boundaries, blindfolds, cones for obstacles
 - Divide the group into pairs and have them select a car and a driver for the first round of the activity.
 - Explain that the car will be blindfolded and the driver will direct them around the course.
 - The driver will stand behind the car with their hands on their shoulders.
 - The pair will determine their driving signals, forward, stop, right, left etc.
 - Once they are ready, the drivers will steer their car round the course making sure they avoid the obstacles and other cars.
 - After a set time switch roles.
 - Second round - the driver and car cannot talk during the activity
- **Sherpa Walk** - risk taking, emotional and physical trust, trustworthiness
 - Equipment - blindfolds
 - Divide into groups of 8-10
 - Stand in a line in your group facing the same way
 - Ask for a guide from each group
 - Everyone else puts a blindfold on and holds onto the shoulders of the person in front of them
 - The guide will lead the group on a Sherpa walk around the area, building etc.
 - The guide cannot talk except to keep the group safe. They must communicate through other means.
- **Everybody Up** - risk taking, physical and emotional trust, trustworthiness
 - Equipment - none
 - Clear an area and have people get into pairs
 - Ask for two volunteers to sit down on the floor facing each other. They should put their feet flat on the ground
 - Have the group get a good grip with their hands
 - Two spotters should accompany the group. The spotters' job is to protect the pair in case something goes wrong, making sure the head, neck, and shoulders are protected
 - Tell the two sitting that their responsibility is not to let go of their partner's hands. After a count to three, the pair should pull with their hands and push with their feet. Use the tension to stand up

- Once these volunteers have successfully stood up, have pairs join together to stand and spot for each other.
 - Once everyone has tried it with their partner, have students mix it up and try it with different people.
- **Trust Lean** - risk taking, physical/emotional trust, trustworthiness, empathy
 - Equipment - none
 - Join with a partner
 - One person is the "faller" and assumes the falling position (stand with feet together, arms crossed over the chest, hold body as stiff as a board)
 - The other person is the spotter and stands behind the faller assuming the spotting position (feet staggered, knees bent, keep hands up fingers pointing toward the sky) and stand close to the faller
 - Teach a communication sequence between faller and spotter
 - Faller: "Spotters ready?"
 - Spotter: "Ready!"
 - Faller: "Falling!"
 - Spotters: "Fall On"
 - Faller then tips back into hands of spotter who then gently sets the faller upright.
 - If comfortable, faller can ask the spotter to take a step back and repeat the above.
 - If something should go wrong (faller bends or tilts to the side), the spotter's responsibility is to keep the faller's head, neck, and shoulders from touching the floor.
- **Pendulum Trust Lean** - risk taking, physical/emotional trust, trustworthiness, empathy
 - Equipment - none
 - Go over commands from Trust lean
 - "Spotter ready", "Ready", "Ready to fall", "Fall away", "Falling"
 - Spotting stance - feet staggered, hands in front, fingers point up,
 - Faller - tight body, cross hands at chest, pivot on heels/toes
 - In 4's one person in middle, spotter in front and behind, go through commands, then fall back spotter gently catches person and slowly moves them to the other spotter, repeat. Extra spotter is there for safety purposes
- **Willow in the Wind** - risk taking, physical/emotional trust, trustworthiness, empathy
 - Equipment - none
 - A game to build genuine trust amongst people (requires a mature group that know each other's names and have spent time together). While fun, the objective is to look after or care for one another (calm, supportive atmosphere).
 - Have students get into groups of eight to ten and stand in a circle (close to each other)
 - One person is the faller and stands in the middle of the circle - stand with their feet together; Arms are crossed over the chest; Hold body as stiff as a board
 - Other group members are the spotters and stand shoulder to shoulder assuming the spotting position - legs staggered, knees bent, hands up ready to catch
 - Using the communication sequence outlined above the faller then tips backwards into the hands of a spotter who then gently passes the faller to another part of the circle
 - Spotters primary concern is the head, neck, and shoulders of the faller

- Faller tips backward into the waiting hands of the spotters, who gently push the faller to another part of the circle. This continues until the faller is ready they ask to be stood upright and then swap roles
- There should be at least three hands on the faller, so no single person has to hold the entire weight of the faller alone
- Reminders
 - Make sure the group is tight (shoulder to shoulder, arms outstretched). Hands should almost touch the person standing in the middle - gradually the group can ease back to allow for a more expansive lean. Distribute large and small people evenly, to avoid weak points in the circle.
 - Willow should allow him/herself to be passed around as long as they like - when you've had enough simply open eyes and stand up.

Problem Solving

- **Pigs in a Blanket** - problem solving, conflict resolution, leadership, decision making, goal setting
 - Equipment - 6-8 tarps, 6-8 foam balls
 - In groups of five with one tarp and ball per group
 - Explain that all catches and throws are to be done with the tarp.
 - Only your hands can touch the tarp
 - Only the tarp can touch the ball
 - How many consecutive tosses can you make?
 - Move across the gym, can only move when the ball is in the air
 - Pass to another team, how many passes can you complete?
 - Pass the ball around each group without dropping the ball?
 - Processing Questions- Was your group able to catch and "throw" the different objects successfully? What contributed to your success (or lack thereof)? Did everyone contribute to the solution? In what different ways did people contribute? Were you able to work effectively with another group? How?
- **Balloon Frantic** - problem solving, conflict resolution, leadership, decision making, goal setting
 - Equipment - large balloons (enough for 2-3 per person) and stopwatch
 - Have participants blow up 2 balloons each. Keep one balloon and put the others in a pile near the group
 - With a partner keep two balloons in the air. Stop when a balloon touches the ground. Keep track of your score. Discuss how to increase your own score.
 - Join with another pair and repeat using all 4 balloons.
 - Add that cannot touch a balloon twice in a row.
 - Join with another pair and repeat using all 6 balloons.
 - Move from small groups to a large group
 - On signal, keep balloons in the air without letting it touch the ground
 - Every 5 seconds add an additional balloon to the mix
 - If a balloon touches the ground it counts as a penalty
 - Objective is to see how long the group can keep the balloons in the air before receiving 6 penalties.
 - When a penalty occurs the group shouts out the number so everyone knows.

- Let the group discuss their strategy and begin again
- **Catch as Catch Can** - problem solving, conflict resolution, leadership, decision making, goal setting
 - Equipment - small foam ball and dome cones or poly spots for boundaries
 - Each player needs a soft foam ball
 - Stand in a circle or cluster.
 - Toss ball aloft to a height of at least 10ft., and then attempt to catch a ball they did not throw.
 - Count the number of balls missed (not caught): that's the group's negative score for the round. Allow time to discuss.
 - Try again
 - After some discussion, ask the group to make as many attempts they would like toward achieving the result of no balls missed. Also can see how many all-catch rounds can be made before a miss occurs.
 - Now try with just two people catching all the balls - same rules as above (10ft in the air)
 - Set a team goal.
- **Keypunch** - problem solving, conflict resolution, leadership, decision making, goal setting
 - Equipment - numbered poly spots (1-30), boundary rope, cones
 - *Set-up:* Before the group assembles, form a rectangle on the floor with boundary rope. Spread out the numbered spots within the boundary rope so that consecutive numbers are spread far apart from one another. To the casual observer, these should seem to be placed in a seemingly random fashion. This will form your keypad. Place the cone as a starting/ending point approximately 10 yards away from the keypad.
 - With your group assembled and standing behind the starting point, explain that a terrible computer virus has infected the main computers at the IRS and that this group of computer experts has been hired to disinfect the system.
 - In order to eliminate the virus, the team must enter the restricted area (anywhere beyond the starting cone, press the keys on the keyboard (anywhere within the rope boundary) in sequential order from 1 to 30, and get out of the restricted area in 30 seconds with the following two stipulations:
 - There may only be one person actually contacting the keyboard at any one time. Should two or more individuals be contacting at the same time the board is fried and the group must begin again at number 1. Time, of course, continues
 - Keys must be touched in order. If any keys are touched out of order, the board is fried - start over and time continues.
 - The group has a total of 4 tries to disinfect the computer (time each attempt from when the first person moves past the starting cone on their way to the keypad and ending when the last person arrives back at the cone).
 - At the end of 15 minutes the computer crashes
- **Mass Pass** - problem solving, conflict resolution, leadership, decision making, goal setting
 - Equipment - 2 buckets, variety of soft throw able objects, dome cones or poly spots for boundaries

- Have all students line up around the perimeter of the roped off area facing inward with buckets labeled one and two in opposite corners.
 - There will be three rounds; the goals are to increase the numbers of balls and disks in the second bucket in each round.
 - All objects will start in bucket one; students must transport as many objects as possible to bucket two in 90 seconds.
 - All sides of the boundary must be occupied by at least one student, every student must touch each object at least once before it is dropped into bucket 2, objects may not be passed to anyone immediately to the left or right, and it must cross over the boundary, not passed around the perimeter, no one is allowed inside the perimeter, all action must stop when time is up.
 - Allow the group discusses strategy for three minutes.
 - Variations: Fleece balls are worth one point, disks are worth three points.
- **All Aboard** - cooperation, trust, trustworthiness, perseverance, support
 - Equipment - large tarp
 - Spread out a large tarp and have the group standing beside the tarp
 - Explain to the group that they are stuck in a huge pit and the only way they can get out it to get everyone onto the launch pad and hold it for 5 seconds. Every time the group is successful the pad rises 10 feet out of the pit.
 - Each round the tarp gets smaller but the group still has to get everyone on for 5 seconds to get 10 feet higher.
 - Keep folding the tarp to challenge the group.
- **Turning Over a New Leaf** - cooperation, trust, trustworthiness, perseverance, support
 - Equipment - large tarp, tape, pens
 - Spread out a large tarp and have the group standing beside the tarp
 - On a piece of tape write something that helps contribute to a bullying environment. Place your piece of tape on the tarp. Have volunteers read their piece of tape.
 - Have everyone stand on the tarp.
 - Explain to the group that they are going to get rid of the things that contribute to a bullying environment but turning the tarp over. They must do this without stepping off the tarp or touching the ground around the tarp.
- **Marble Pass** - cooperation, frustration, perseverance, support, leadership
 - Equipment - pvc pipes, marbles, buckets
 - Clearly mark a starting and finishing line. Place a bucket behind the finish line
 - The group has to move a marble from the start line to the bucket.
 - Only the starter can touch the marble
 - Each person has a piece of PVC pipe. Can only hold/touch your piece of pipe. The pipe cannot be held in a vertical plane.
 - The marble can only move through the PVC pipe.
 - When the marble is in the pipe the person cannot move their feet (cannot walk with the marble in the pipe).

- If the marble touches the ground before the bucket, someone touches the marble once it is in the pipe, or someone moves their feet with the marble in their pipe the group has to start over.
- Variations - hold the pipe in the middle, one hand on the pipe, time the attempts