Challenge Course Facilitation and Management  
OED 370  4 Credits  Fall 2011

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Time and Place:  
Tuesday and Thursday 2-4:50  
Wheeler Hall 110  
Our class will take place in Wheeler Hall and the High Ropes Course, the Maxwell Property, and the Ashland Middle School. On days we will be off campus, bring appropriate notebooks, text, clothing for the weather, snacks, water bottles, and tick and mosquito repellant as desired. Transportation is provided.

Risk Management and other matters:  
✦ Come prepared to all classes:
  o Bring closed toe shoes to every class. Bare feet and sandals are not acceptable during activities or environments that expose your feet to potential injuries. Not following this requirement will limit your participation and affect your grade.
  o Bring clothing appropriate for our intended class. We will hold some classes outside and will work with the Ashland Middle School on a weekly basis. Please dress appropriately for the environment— neat and clean clothing for community events, rain gear or other outdoor clothing for outdoor experiences.
  o Water and snacks: Bring snacks and water to class as needed for your comfort and well-being. Please do not share water bottles to reduce chances of communicating cold and flu viruses.
✦ Wasps and Hornet nests are active and large in fall. If you are allergic to bees, wasps, or hornets please talk with your physician to determine if you should carry injectable epinephrine and/or other rapid acting medication in the event of single or multiple stings. Please supply your own medication and alert your course instructor regarding your allergy and any medication you are carrying. When we are outside, all environmental hazards inspections should include checks for nests.
✦ Ticks and mosquitoes are active through fall - please prepare accordingly and remember to do daily tick checks after class. Ticks and mosquitoes are vectors for disease producing organisms. The effects of these vector-borne illnesses can be chronic and debilitating. When we go to the Maxwell Property, I encourage you to wear light colored clothing, long pants that can be tucked in to your socks, and a baseball style cap to tuck long hair into to lessen the chance of becoming a host to ticks. You may also want to invest in and use insect repellant.
✦ We will spend class-time outside and in physical activity. Please notify your course instructor of any limitations or concerns that may affect your participation or success in this class.
✦ Risk management briefings will be given throughout the course; ask if you have any questions or concerns.

Note cards and clear shelf paper for waterproofing (other options acceptable)
Academic and Medical Accommodations:
Students with qualifying disabilities and who need accommodations should contact:

Kathleen Skoraczewski, Disabilities Coordinator
Ponzio Campus Center #202B
Telephone: (715) 682-1369
Fax: (715) 682-1692
Student Services Toll Free Line: (866) 781-0001
Email: kskoraczewski@northland.edu

Also, please talk with your instructor early in the first week of class about specific strategies that enhance your learning experiences.

Reference Books and videos: The Dexter Library has numerous resources in print and video format. To enhance your educational experience, I recommend that you use these resources throughout the semester.

Some titles to look for:
Adventure Curriculum for Physical Education
Developing challenge course programs for schools
The guide for challenge course operations: an essential reference for challenge course practitioners
Essentials of team building: principles and practices
Exploring the power of solo, silence, and solitude
Experiential activities for a better world: a guidebook for facilitators, teachers, trainers and group leaders
Games (& other stuff) for teachers: classroom activities that promote pro-social learning
Affordable portables: a working book of initiative activities & problems solving elements
The bottomless bag again
The bottomless bag...live [videorecording]
The bottomless bag revival!
Developing metaphors for group activities [videorecording]
No props: great games with no equipment
Raptor & other team building activities
Team Building Games a 3 CD set

Course Description: Students will study and practice goal setting, activity selection, processing, curriculum design, risk assessment and management, facilitation of groups, and program evaluation. Under the supervision of the course instructor, students will design and implement no course, low course, and possibly high course options for peer and community groups.

Learning Outcomes:
1. Students will embed the use of educational theories in the design and implementation of challenge course activities.
2. Students will apply universal design concepts in design and implementation of activities.
3. Students will demonstrate proficiency in activity selection and implementation.
4. Students will assess and manage risks inherent in each activity.
5. Students will demonstrate competence with multiple processing techniques.
6. Students will demonstrate the ability to design program curricula to achieve specific group goals.
7. Students will facilitate activities for community groups in accordance with standards of the industry and Northland College Challenge Course Policies and Procedures.
**Attendance Policy:**
Your classmates are dependent upon your active participation in order to take advantage of the experiential nature of this class. Attendance, preparation, and informed participation is required for successful completion of this class; absences or poor preparation will significantly impact your final grade.

Tentative Class Schedule:

**Week One**

**Sept 8**  
Class introductions, goals, expectations. (medical history and assumption of risk forms/ background check)

Introduction to challenge course programs – What are challenge course programs? What are the purposes? Why does it work? Overview of Foundations Chapter 1.  
Visit to High Ropes Course to view the elements and equipment storage

**Reading for next class:** Introduction, Chapter 1 Foundations and Chapter 8 Facilitating the Process. Scan Appendix A.

**Week 2**

**Sept 13**  
Visit to Low Challenge Course- Maxwell Property. Introduce basic spotting technique.  
Introduce Low Challenge Course Activities.  
Discussion: Facilitator responsibilities and skills.  
Hand out Northland College Challenge Course Policies and Procedures

**Reading for next class:** Chapter 2 Creating Conditions for Community, Chapter 3 Mapping the Journey, and the Northland College Challenge Course Policies and Procedures

**Sept 15**  
Location TBA--Possible trip to Lakeland Union HS or Low Challenge Course  
Discussion: Chapters 2 and 3; Basics in managing risk.

**Reading for next class:** Chapter 4 Cooperation pages 31-37+ two Acquaintance/Ice Breaker activities, page 54 Deinhibitizer Activities + 2 activities, page 72 Challenge by Choice + #27 Growth Circles+ 2 CBC activities, page 81 Full Value Contract+ 2 FVC activities, pages 91-92.

**Assignment due next class period**  
*Be prepared to run one activity from each section and try activities in each section. You will be responsible for securing all props needed and note cards for facilitating your activities.*

**Week 3**

**Sept 20**  
Activity Facilitation and Reflection-- Activities purpose, facilitation of early activities. Visit to Ashland Middle School.

Discussions: Importance of activity choices, sequence and reasons for these. Setting the stage through acquaintance, Ice breakers, deinhibitizers, challenge by choice, growth circles, and full value contracts.

**Reading for next class:** Universal Design

**Assignment due next class period:**
Be prepared to run one activity from each section and try activities in each section. You are responsible for securing all props and your note cards for facilitating your activities.

Sept 22
Possible trip to Lakeland Union HS
Continue with activity facilitation practice and processing.
Discussion/Lecture: Moving to Trust. Cooperation and Trust Activities and discussion of content and facilitation.

Assignment due next class period: Plan Acquaintance and Icebreaker Sequence for first day with middle school—Bring a written plan to class.
Your plan must include: 1) goals, 2) a safety plan for the day -simple instructor facilitated rules for safe participation, and 3) an activity sequence 4) a paragraph or two explaining why you chose the specific activities and sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

Be prepared to run your activity sequence. You are responsible for securing all props prior to class.

Week 4
Sept 27
Discuss Sequence and Educational Justification and Risk Management considerations.
Discuss Universal Design Activity Practice and negotiate final plan for the middle school.

Assignment due next class period: Prepare and practice for program delivery. Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class. You are responsible for securing all props prior to class.

Sept 29
2:00-3:30 Risk Management for the Middle School program, Activity Practice
Risk Management Plan (management of physical and emotional safety)
• Primary- Prevention
  o Review of student information and permissions
  o rules of conduct
  o general safety guidelines for jewelry, choking hazards, shoes,
  o activity specific briefings
• Secondary- Incident Response
  o Immediate reaction plan
    • Emergency aid
    • Group management
  o Transfer of authority plan
  o Resumption or termination of activities
• Tertiary-
  o Follow-up

3:40-4:45 Community Teaching 1st day (Acquaintance and Icebreakers sequence)

Assignment due next class period: Plan Icebreaker and Deinhibitizer Curriculum for 2nd day with middle school.
Bring a written plan to class which includes: Your plan must include: 1) goals, 2) a safety plan for the day -simple instructor facilitated rules for safe participation, and 3) an activity sequence 4) a paragraph or two explaining why you chose the specific activities and
sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

**Week 5**

Oct. 4

Reflection/Discussion of 1st Community Teaching Day and facilitation skills. Discuss Day 2 Curricula, educational justification, and risk management. Activity Practice and negotiate final plan for 2nd day at the middle school.

**Reading for next class:** Pages 91-92 Summary and When to Move to Trust, Chapter 5 Trust pages 93-97+ two Trust Activities, page 129 Emotional Self Awareness + #57 + another ESA activity, page 138 Behavioral Goal Setting + #65 + another BGS activity, page 150 Low Challenge Ropes Course + 1 LCRC Trust activity

Assignment due next class period: Prepare for program delivery. Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class.

Oct. 6

2:00-3:30 Discuss Chapter 5 Trust. One Trust Activity 3:40-4:45 Community Teaching 2nd day (Icebreaker and Deinhibitizer seq.)

**Assignment due next Class period:** Reflect on the outcomes of the 2nd Community Teaching Day. Be prepared to make specific curriculum suggestions for Day 3 with the middle school students based on the outcomes from Day 2. Bring a written plan for day 3 with the middle school which includes: 1) goals, 2) a safety plan for the day -simple instructor facilitated rules for safe participation, and 3) an activity sequence including a Full Value Contract activity appropriate for the group (review pgs 81-89) 4) a paragraph or two explaining why you chose the specific activities and sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

**Week 6**

Oct 11

Reflection/Discussion of 2nd Community Teaching Day and facilitation skills Activity Practice and Curriculum Planning for Day 3

**Reading for next class:** pages 153-154 Summary When to Move to Problem Solving, Chapter 6 Problem Solving pages 155-160 + 4 PS activities up to #100.

**Assignment due next class period:** Prepare for program delivery. Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class.

Oct 13

2:00- 3:30 Discuss Chapter 6 Problem Solving. One Problem Solving activity. 3:30-4:45 Community Teaching 3rd day- (Appropriate Activities and Full Value Contract sequence)
Assignment due next class period: Reflect on the outcomes of the 3rd Community Teaching Day. Be prepared to make specific curriculum suggestions for Day 4 with the middle school students based on the outcomes from Day 3.

Bring a written plan for Day 4 with the middle school which includes: 1) goals, 2) a safety plan for the day 3) an activity sequence including a Challenge by Choice instructional sequence appropriate for the group 4) a paragraph or two explaining why you chose the specific activities and sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

Be prepared to run your curriculum in case we are not at the High Challenge Course. You are responsible for securing all props prior to class.

Week 7
Oct 18
Reflection/Discussion of 3rd Community Teaching Day
High Challenge Course Activity Experience Climbing Tower Team Climb

Reading for next class: page 206 Conflict Resolution + 2 CR activities

Assignment due next class period: Prepare for program delivery. Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class.

Oct 20
2:00-3:30 Conflict Resolution and 1 Conflict Resolution Activity
3:30-4:45 Community Teaching 4th day (Appropriate activities and Challenge By Choice sequence)

Assignment due next class period: Reflect on the outcomes of the 4th Community Teaching Day. Be prepared to make specific curriculum suggestions for Day 5 with the middle school students based on the outcomes from Day 4.

Bring a written plan for Day 5 with the middle school which includes: 1) goals, 2) a safety plan for the day 3) an activity sequence including a Goal Setting activity sequence, 4) a paragraph or two explaining why you chose the specific activities and sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

Be prepared to run your curriculum in case we are not at the High Challenge Course. You are responsible for securing all props prior to class.

Reading for next class: Chapter 7 Challenge pages 222-225 + High Y, and Pamper Pole

Week 8
Oct 25
High Challenge Course Activity Experience High Y
Reflection/Discussion of 4th Community Teaching Day and Discuss Curricula

Assignment due next class period: Prepare for program delivery. Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class.

Oct 27
2:00-3:15 Reflection/Discussion of 4th Community Teaching Day and Discuss Curricula
3:30-4:45 Community Teaching 5th day (Appropriate activities and Goal Setting sequence)
Reading for next class: Page 199 Low Challenge Activities + 2 LC activities

Assignment due next class period: Reflect on the outcomes of the 5th Community Teaching Day. Be prepared to make specific curriculum suggestions for Day 6 with the middle school students based on the outcomes from Day 5.
Bring a written plan for Day 6 with the middle school which includes: 1) goals, 2) a safety plan for the day 3) an activity sequence including a Conflict Resolution instruction/activity sequence, 4) a paragraph or two explaining why you chose the specific activities and sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

Be prepared to run your curriculum in case we do not go to the High Challenge course. You are responsible for securing all props prior to class.

Week 9
Nov 1
High Challenge Course Activity Experience Pamper Pole
Reflection/Discussion of 5th Community Teaching Day and Discuss Curricula.

Assignment due next class period: Prepare for program delivery. Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class.

Nov 3
2:00-3:15 Reflection/Discussion of 5th Community Teaching Day and Discuss Curricula.
3:30-4:45 Community Teaching 6th day (Appropriate Activities and Conflict Resolution sequence)

Assignment due next class period: Reflect on the outcomes of the 6th Community Teaching Day. Be prepared to make specific curriculum suggestions for Day 7 with the middle school students based on the outcomes from Day 6.
Bring a written plan for Day 7 with the middle school which includes: 1) goals, 2) a safety plan for the day 3) an intentional activity sequence 4) a paragraph or two explaining why you chose the specific activities and sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

Be prepared to run your curriculum. You are responsible for securing all props prior to class.

Week 10
Nov 8
Reflection/Discussion of 6th Community Teaching Day and Discuss Curricula for Day 7. Activity and Facilitation Practice

Reading for next class: Academic Content Activities, page 217-221, page 228-233 Lessons to be Learned, 279-284 Appendix D.

Assignment due next class period: Prepare for program delivery. Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class.
Nov 10  |  2:00-3:15 Content discussion Academic Standards Curriculum Designs  
|  |  **3:30-4:45 Community Teaching 7th day (Appropriate Activities Sequence)**

Assignment due next class period: Reflect on the outcomes of the Community Teaching Days 1-7. Be prepared to make specific closure/celebration suggestions for Day 8. **Bring a written plan for Day 8 with the middle school** which includes: 1) goals, 2) a safety plan for the day 3) an intentional activity sequence for closure 4) a paragraph or two explaining why you chose the specific activities and sequence justified by referring to foundation information or other legitimate educational reasoning, 5) Note cards for each activity (See Back-Pocket Reference Evaluation for Note card requirements). 6) Transition plans—how you will move from one activity to the next.

Be prepared to run your curriculum. You are responsible for securing all props prior to class.

**Week 11**

Nov 15  |  Closure Plan

Assignment due next class period: Prepare for program delivery. **Bring Note Cards, Curriculum Plan, and Props to class. You are responsible for securing all props prior to class.**

**Back Pocket Reference Due at beginning of class Thursday**

Nov 17  |  **Back Pocket Reference Due at beginning of class Today**
|  |  **3:30-4:45 Community Closure 8th day**

Assignment due next class period: Study for Comprehensive Written Exam

**Week 12**

Nov 22  |  Written Exam and Reflection on Community Teaching Experiences
Nov 24  |  Thanksgiving

**Week 13**

Nov 29  |  **Begin Practical Exams**
Dec 1   |  Student Choice Activity Facilitation and Processing with Video Analysis

**Week 14**

Dec 6   |  Student Choice Activity Facilitation and Processing with Video Analysis
Dec 8   |  Student Choice Activity Facilitation and Processing with Video Analysis

**Week 15**

Dec 13  |  Student Choice Activity Facilitation and Processing with Video Analysis
Dec 15  |  Student Choice Activity Facilitation and Processing with Video Analysis
Tentative Evaluation:

**Daily Participation  30%**
This course requires active daily involvement in all activities and discussions. Students are expected to contribute insights and ask meaningful questions that deepen the learning experience, offer input and constructive feedback during critiques, and engage in reflection and experimentation that will improve personal presentation, facilitation, and management skills.

**Back Pocket Reference  Due Nov 17  20%**
This is intended to be a personal “back pocket” reference of activities for future use. It may be written in a small notebook or on index cards. The format should be durable and useable; consider using shelf paper to laminate pages. You should describe 5 activities for each category.

Categories: 1) Operating Agreements (Full Value Contracts) and Challenge by Choice  2) Ice Breakers, Acquaintance, Deinhibitors  3) Trust Building activity sequence  4) Problem-Solving Activities  2-3 that do not require spotting and 2-3 that require spotting, 5) Processing Activities and Processing Question Sequences

Each activity entry should include:
1. Name of the activity and where it can be found in a published source (required)
2. Set–up information
   i. Activity level- sedate, moderate, active
   ii. optimum group size (min-max)
   iii. props list, amounts
   iv. props arrangement (can be a drawing)
3. universal design plan
4. risk management briefing (can be a bulleted list)
5. Instructions (rules- can be a bulleted list)

Processing Activities and Processing Questions: In this section please provide 3 different processing activities and 2 sets of processing questions. For the questions, write 5 question sequences that address 2 different areas of learning. Question sequences should facilitate increasing depth of understanding. Use Blooms Taxonomy of Learning and Maslow’s Hierarchy of Needs or Glasser’s Choice Theory as guides.

**Activity Facilitation  20%**
Students will work together or alone to facilitate activities for intended purposes. Preparedness and adhering to standards identified in the facilitation rubric in your text will impact this grade.

The final opportunity to facilitate will be considered a practical exam and will be videotaped.

**Curriculum Design  20%**
Students will design several short curricula for the Ashland Middle School After School Program. Consideration will be given to appropriate activity choices and sequencing specific to the group needs and appropriate use of educational theory. A detailed explanation of your decisions is required with your curricula.

Curriculum Outline
1. Goals (intended outcomes)
2. Safety Plan for the day—rules of conduct or FVC plan; Challenge By Choice plan, or methods of reinforcing these agreements
3. **Activity Sequence**
4. **Justification of Sequence** - a thoughtful and well-reasoned explanation (1-2 paragraphs) that includes support from educational theories from the text (or other appropriate theories) and class discussions. Your explanation must answer the question-- Why is this an educationally appropriate curriculum for this group at this time?
5. **Activity Details** - can be your Back Pocket Reference card
6. **Transition plans between activities** (how will you move the kids from one activity to the next or how will you keep them occupied between activities e.g. pairing plans, transition statements, equipment set up plans, etc.)

**Written Exam Nov. 22**

A comprehensive written exam will be given. The instructor may choose to administer weekly quizzes as an alternative to comprehensive exam. In either case, the total weight of the written exam will constitute 10% of the course grade.