Peanut Butter Mountain Low Challenge Course Manual

Thank you for your interest in becoming a facilitator on Upham Woods's low ropes challenge course, Peanut Butter Mountain (PBM)! Whether you are a full time or seasonal staff, or a visiting adult leader, the information contained in the next several pages will assist you in developing skills as an effective facilitator of a challenge course experience. Effective facilitation and safety are of paramount importance. Keep that in mind throughout the experience.

This manual contains all of the procedural regulations and facilitation requirements that you must comply with by Peanut Butter Mountain facilitators. The procedures and regulations were designed to meet Association for Challenge Course Technology (ACCT) and/or Professional Ropes Course Association (PRCA) standards. The standards do change frequently so it is imperative you follow the most current standards and PBM manual. It is essential that these policies be consistently followed. By complying with this policy manual, we can provide a safe, quality challenge course experience for all of the participants. When reviewing the guidelines, remember that each policy was written for a specific reason. The following rules were not haphazardly created, but are modeled from other challenge course policies that are field standards.

Please remember that Peanut Butter Mountain is NOT an obstacle course. It is our job, as facilitators, to help the youth and adults understand the significance of challenge courses. Wonderful team dynamics, interactions, and progress can be facilitated while using the fun elements on Peanut Butter Mountain. It is also our job to ensure a safe, quality program for all who visit our challenge course.

Thanks again for your dedication in helping Upham Woods achieve its goals and in providing a quality, model team building experience for all of our participants!

-- The Upham Woods Staff

This manual has been directly modeled from The Complete Ropes Course Manual and the University of Northern Colorado Challenge Course Manual. Please view the reference page of this manual for proper citation.

Operational Guidelines

Operating Conditions

- PBM must receive regularly scheduled inspections to confirm its safety and integrity. The challenge course manager must perform a quarterly inspection of the course. The course must also receive an annual inspection from a professional ropes course inspector. Quarterly and annual inspections will use the standards of the current ropes course standards organization used by Upham Woods, currently PRCA. Any elements which do not pass inspection criteria will immediately be discontinued from use until the problems are rectified.
- PBM should never be used when weather conditions present a hazard; examples of this include but are not limited to thunderstorms, heavy snowfalls, or high wind events.
- Any element with a hazard affecting the element or in the immediate area of that element will be closed until said hazard is fixed or no longer present. Examples of this include but are not limited to: large, dead branches above, broken hardware within the element, bee hive, etc.
- PBM may only be used during daylight hours.
- PBM may be used year round, however great care must be exercised, and modifications made, during extremes in temperature to protect the health of the staff and participants. Examples of this include but are not limited to: limiting strenuous activity and providing ample water in the heat or proper winter attire in the cold.
- PBM may be used in the rain or when ice/snow is present but some elements must be modified and some elements may not be used. See individual element descriptions and element matrix for details.

Facilitator Requirements

- It is highly encouraged that Upham Woods staff or trained volunteer(s) facilitate the challenge course experience. If a group wishes to facilitate PBM sessions, they must complete the PBM training to become certified and have CPR and First Aid certifications. This training needs to be completed once every three years. In the intermediate years, the outside facilitator must participate in a review of the current Upham Woods challenge course policy manual with an Upham staff member. Current PRCA low challenge course facilitator certification will also qualify an outside instructor to facilitate on PBM, but only on course elements for which they have been certified. ACCT certification will also be accepted but only on elements and aspects of facilitation where ACCT and PRCA are the same.
- Facilitators must be 18 years of age or older and be mentally and physically able to handle the rigors of facilitating an entire low ropes challenge course experience.
- The following is required for PBM **facilitator** status:
  1. Current CPR and First Aid certifications.
  2. PBM facilitator training class of at least four hours duration which covers the following information:
     - ✓ goals of the challenge course experience
     - ✓ emotional and physical safety and emergencies
     - ✓ ground initiatives
     - ✓ spotting
     - ✓ basics of facilitation
     - ✓ specifics of each element
     - ✓ processing/reflection/debriefing
  3. The facilitator must have a thorough understanding of the entire PBM manual.
  4. Upon completion of the PBM training class participants must:

- ✓ Be able to present and understand each element, including safety issues and features.
- ✓ Understand group dynamic facilitation skills as they apply to a challenge course.
- ✓ Ability to prepare (front-loading) and follow-up (debriefing) for the group.
- ✓ Show proficiency in demonstrating and enforcing proper spotting technique.
- ✓ Demonstrate working knowledge of all equipment.
- ✓ Facilitate at least two ground initiatives.
- ✓ Describe the protocol for dealing with injuries and inclement weather.
- ✓ Be able to pass the PBM facilitator test with a 70% or better.
- ✓ Agree to follow all rules, procedures and policies set by Upham Woods that pertain to PBM.

- Facilitator status may be revoked at any time if a facilitator does not follow any of the PBM guidelines and regulations set by Upham Woods.

Participant Requirements

- All participants must have signed and dated the following required form(s) before participation on the challenge course. If the required document(s) is not present at Upham Woods for each participant, participation will be denied for those missing the required documentation.
  1. UW System health form
  2. UW System agreement for assumption of risk form
- Participants must wear appropriate clothing and footwear and be free of any snag hazards such as jewelry, watches, etc.
- Participants must be mentally and physically able to handle the rigors of a low ropes challenge course experience and be a willing participant.

Staff/Participant Ratio

- A trained facilitator must accompany each group.
- The facilitator to participant ratio should not exceed 1:18, except for facilitators with at least one year's worth of facilitation experience and familiarity with facilitating groups of that size.
- At least one additional adult must accompany EACH group on Peanut Butter Mountain. At least two extra adults are required for groups larger than 19.
- A maximum of three groups can be actively involved on the challenge course at the same time.

Time and Specific Element Requirements

- Upham Woods highly encourages that three hours be scheduled for a challenge course session; the minimum effective length of any PBM program is about two hours.
- Every PBM experience must begin with <u>at least</u> two warm-up/non-element activities often referred to as ground initiatives. Use this time to gauge the abilities of the group and to begin the team-building process. Warm-ups also help in the prevention of injuries. **Do not** proceed to elements until you are fully confident in your group's ability to following instructions and work as a team in a safe manner.
- **Elevated trust falls** can not be attempted unless a minimum of 2 ½ hours is scheduled for the challenge course experience; the **initiative wall** requires a minimum of three hours. Also, these activities need to occur near the end of the PBM session. An exception is made for Upham staff members with at least one full year of safe challenge course facilitation experience; the minimum time requirements being two hours for elevated trust fall and 2 ½ hours for the initiative wall.

Scope, Jurisdiction and Management

- The PBM manual applies only to the PBM course at Upham Woods and should not be used as a guide or manual for any other activity or challenge course at Upham Woods or elsewhere.
- The most current PBM manual is the only recognized manual and supersedes all previous manuals in rules, descriptions, policies, etc.
- The PBM challenge course manager has authority over the PBM program including the facilitators. The PBM challenge course manager is supervised by and answers to the Upham Woods director.

Facilitation

The Challenge

The challenge course is an experiential adventure program, which offers groups and individuals the opportunity to participate in a series of activities involving mental, physical, and emotional risk taking. The challenge course consists of an aesthetically designed series of ropes, cables, and logs combined in such a way as to simulate challenges that might be found in a natural setting. Safety and cooperation, as well as individual achievement, are essential to the program. Trained instructors who guide groups through the course emphasize these qualities. The experience includes a variety of sessions planned around the various obstacles in order to examine and share common reactions, insights, and emotions such as joy, fear, fatigue, compassion, and laughter.

The Reward

Challenge course programs offer participants an opportunity to increase their communication skills while becoming effective at group problem solving. Attempting and succeeding in these activities often gives one a feeling of accomplishment, self-worth, elation, and recognition that seemingly impossible situations are in fact quite possible. Personal and professional situations may be simulated within a challenge course environment. While the "real world" may criticize unsuccessful attempts, the challenge course setting encourages the exploration of imperfect solutions in a playful and non-threatening manner.

Goals

The following basic goals should be included:

- Have safe fun!
- Attempt to work as a team.
- Take care of yourself and others.
- "Stretch" personally beyond known limits.
- Be respectful of others, always recognizing individual differences.
- Engage in problem solving.

Standards

Standards are discussed early in the program in a manner that is respectful and appropriate to a given group. This often requires diplomacy. It is important that individuals participate by their own choice, rather than to please someone else. Course staff will typically request and confirm "agreement" to the following by a show of hands, an "aye!" or some other simple response of choice:

- "Be here now," during all parts of the program.
- Commitment to stretch and develop in new ways.
- Maintain a positive mental attitude.
- Support one another—when solicited, offer appropriate feedback.

Challenge By Choice

All participants are encouraged to choose their own level of physical, intellectual, and emotional involvement in challenge course experiences. The choice is always up to the individual. If, for any reason, an individual feels uncomfortable or uncertain about participating in an activity, that person may step back from the activity and not join in the action. This choice does not imply that an individual may disappear or leave the group when adopting the challenge by choice credo. If an individual decides not to participate actively, that choice must be respected. But that person is asked to find some way of adding value to the group experience. The intent of challenge by choice is to allow participants to take on a less "active" role, but remain present with the group.

Challenge by choice offers a participant:

1. A chance to try potentially difficult and/or frightening challenges in an atmosphere of support and caring.
2. The opportunity to "back off" when performance pressures or self-doubt become too strong, knowing that an opportunity for a future attempt will always be available.
3. A chance to try difficult tasks, recognizing that the attempt can be more significant than performance results.
4. Respect for individual ideas and choices.

With youth, explain that one reason we are on Peanut Butter Mountain is to stretch past our comfort zones. Ask if anyone has ever been really scared to do something, but once they did it, was it really that bad, or was it fun? We want the youth to challenge themselves individually, but they do have a choice.

Full Value Contract

The full value contract is a process through which participants are urged to establish guidelines for working as a group. Individuals are asked to agree to these guidelines as a way of ensuring that everyone fully understands what is expected and what is accepted (e.g., group members agree that no one will discount another, or group members agree to find positive value in the efforts of its members).

Tenets of the Full Value Contract

- Be Here
  Be present mentally, physically, emotionally.
- Be Safe
  Create a level of safety so that people are able to relax and feel comfortable.
- Speak the Truth
  Share your thoughts and opinions openly and honestly.
- Pay Attention
  Listen to what others say and focus on understanding their ideas. Minimize distractions.
- Be Open to Outcomes
  Try not to prejudge what is happening. Recognize your preconceived notions about what you will learn or experience.

Safety Talk

It is **imperative** that the participants are informed about the possible injuries they may receive while participating in PBM activities. In reality, low ropes courses have a greater number of injuries than high ropes courses. These injuries could include, but are not limited to: bumps, bruises, twisted or sprained ankles, shoulder injuries, broken bones, concussions, loss of consciousness, and paralysis.

Also, they should be aware that the activities can aggravate preexisting injuries; they should use good judgment and excuse themselves from those activities.

Spotting

Spotting is one of the most important safeguards in a low challenge course experience because the participants will not be outfitted with any fall-arresting safety equipment such as ropes or harnesses. Spotting is actively safeguarding the movements of the participant. Spotting usually involves a ring of helpers or "spotters" protecting a "participant," who may be at or above ground level. The primary duty of a spotter is keep a fall from happening, or if one does, to control the fall and support and protect the head, neck and upper body of the participant. Falls above five to six feet can be devastating to both the faller and the spotters so do not allow them to happen! Be sure you fully comprehend, can demonstrate and enforce safe spotting technique.

The basic rules of spotting are:

1. **Attention**: spotter watches participant constantly.
2. **Proper Stance**: feet apart with one foot back like a bicycle "kick stand" for support, knees and elbows bent, hands slightly cupped with fingers together, and head back slightly.
3. **Anticipation**: spotter's hands extend toward the participant, never more than eight inches away.
4. **Communication**: the participant and spotters need to communicate, one aspect of which are the spotters commands or spotting "contract."

Beyond these rules, spotting varies according to both the event and the highly variable positions of the participant. Spotters must anticipate a participant's next movements. Spotters should be close to the participant but try to avoid physical contact unless they ask for it or a fall occurs. Participants must trust spotters, and spotters must be comfortable with their responsibility. Teach and practice spotting techniques just prior to an activity that requires spotting so it is fresh in the mind. The facilitator must accurately estimate the optimum numbers and placement of spotters for each event. Encourage your group to determine this for themselves, with hints from you. It is your responsibility, however, to maneuver them into the optimum placement. The facilitator must know the best spotting techniques to be used for each event on PBM and for the various positions required. The facilitator should also understand why these techniques and positions are better than others and insist that the group use them. Also, when spotting a suspended cable, rope or log element, spotters should stand on one side of the cable but never straddling it, which can lead to injury if they were to get knocked over by the participant.

For most elements at least four or five spotters are required to safeguard each participant, however everybody, except the participant(s) of course, should be spotting. Otherwise you can expect the non-spotters to feel uninvolved, and the spotters to become tired or fatigued. Don't let your spotters burn out and keep everyone involved! The facilitator's responsibility, however, is to make certain that spotters spot well rather than becoming a spotter yourself. An exception to this is during times of demonstration or when truly needed.

Lastly, demonstrate and enforce the spotting commands or "contract." Before anybody may begin an element they must go through the spotting commands with their spotter and get permission from them to proceed:

- Participant asks, "Spotters ready?"
- When ready spotters respond, "Ready!" If any spotter is not ready they must exclaim "No!"
- Participant then states what he/she is about to do (e.g., falling, swinging, climbing, etc.).

- When they understand spotters respond by giving the participant permission (e.g., "fall on" or "swing on").
- Spotters must not stop spotting until they are told "all clear" from the participant.

Good spotting is one of the most useful team-building aspects on the ropes course. Each participant in turn assumes responsibility for the well being of another participant during each event. Having done so, a good measure of trust develops among group members. Individual confidence is also heightened in this supportive atmosphere.

Lifting

After teaching the basics of spotting, allow the group to use their newly acquired skills toward creating a "safety-net" during the lifting instructions. "Lifting" in this context is the acceptable means of assisting a climber to gain additional height to perform an event (such as The Wall). This procedure employs a climber, a lifter or two, and at least five spotters. The lifter should stand erect, back straight, with knees locked, fingers interlaced, palms up, and arms straight. The climber steps up into the lifter's clasped hands, grasps the lifter's shoulders firmly, and is then lifted onto the event. Meanwhile, spotters stand behind the climber in a half circle with arms outstretched toward his/her shoulder blades.

It is important that lifting be done primarily using the skeletal system, rather than just the muscles, or a sprain/strain may result. Of primary importance is the proper orientation of the back—it must be straight. A bent over lifter tends to raise the climber using only back muscles, a mistake that can result in back injury. The greater risk in lifting is to the lifter. The last thing to be checked by the facilitator before a lift is performed is the straightness of the lifter's back, i.e. his/her erect posture while lifting. Always ask, prior to teaching the lift, whether there are any "bad" backs or knees in the group. Suggest that anyone with a "problem back" or "athlete's knee" not be part of the lifting crew. Lifting, like spotting, is a useful group interaction device. Performed properly, it is a safe procedure. Teach it well, and emphasize that students follow safe and appropriate procedures.

Communication

- Maintain a firm and compassionate safety-conscious tone.
- On low elements that require a demonstrated technique in order to ensure safety, be sure that all safety aspects have been covered before commencing. Be aware that if you always demonstrate an element, you negate the participants' potential performance.
- Always be sure that a communication process is in effect before participants begin events which require spotting (example: "Spotters ready?" reply: "Ready!").
- Don't hesitate to stop an event to regain control or to avert a potential accident.
- Consistently give clear verbal commands. Ask questions. Find out participants' needs and take time to create "space" for them to speak out.
- Practice two way communication: talking AND listening.
- Silently observe the group; keep track of the physical, mental, and emotional state of participants watching their posture and facial expressions. Make adjustments to provide support when needed without distracting or detracting from the activities of the entire group.
- Encourage participants to identify and share their hopes for the experience. Give them enough time to process the request and formulate a response.
- Discuss what group goals they are hoping to accomplish.
- Facilitator may offer appropriate goals at this time.

Ropes Course Model

The ropes course is made up of a series of trust-building activities, individual events, and group problem-solving elements. Each activity or element requires the group to work as a team in order to achieve results based upon concrete and preplanned objectives. Facilitators should facilitate and not participate in team activities; their goal is to assist the group in becoming a cohesive and effective team. Facilitators may participate in icebreakers, warm-ups, or spot or lift when necessary.

The style and attitude of the facilitators have a great influence on how participants perceive the experience. A playful and lighthearted demeanor goes a long way towards making the ropes course appear as an adventure, rather than a threat. For the average person, ropes course events are a new and unusual way to learn self-confidence and esteem. Therefore, it is essential that every effort be made to keep the participants relaxed, comfortable, and involved while maintaining an atmosphere that is pleasant and enjoyable. Safety is always a serious consideration and should be foremost in the mind of a facilitator, while at the same time, the experienced facilitator manages easily to flow with the needs of the participants.

The Team Concept

The team is the central focus of any ropes course event. Its development is a goal that attention should be focused on repeatedly. The most effective way in which to do this is to take all conflicts, criticisms, and decisions directly to the team, and assist them in working out these challenges. Don't suppress conflict. Stop the activity and begin reflection and processing immediately. This will resolve the conflict when appropriate, while it is still fresh in the minds of everyone. Avoid imposing your decisions and issues on the group.

Facilitator Role—The Quiet Authority

You (the facilitator) are in charge! The first hour of activity should make this very clear. The experience is designed with the intent of having the group develop into a team over time. Therefore, the team should gradually become more autonomous and capable of problem solving among themselves. You may have to exercise some control and supervision depending on the type of group and type of activity. Work on passing control to the members; taking conflict and criticism directly to the team helps place control in the members' hands.

Once the team recognizes that you'll consistently wait for them to deal with matters, the team will begin proactively managing conflicts. Your job is to facilitate growth, not to intimidate, prod, or hassle. Each person has agreed to try everything. The decision to engage in stretching and/or challenging activities must be left up to the participant, particularly in regards to individual challenges. Help the group by providing support to those who are afraid of some events. Don't get too involved in either supporting or prodding. Peer pressure will often take care of this.

Affirm the individual's self-worth and then let the team play the supportive role. If the facilitator does not disengage at some level, the risk to the team is that the facilitator will become a subtle member of the team and may lose the authority to facilitate effectively. The team deserves to experience success on its own, without being confused by your involvement as part of the process. Your significant role is to ensure that participants have the opportunity to reflect on individual and group challenges. Often, reflection periods are short, especially with youth, who have difficulty expressing themselves verbally. Still, this time is very important because individuals need to know that their feelings and ideas are valued and respected.

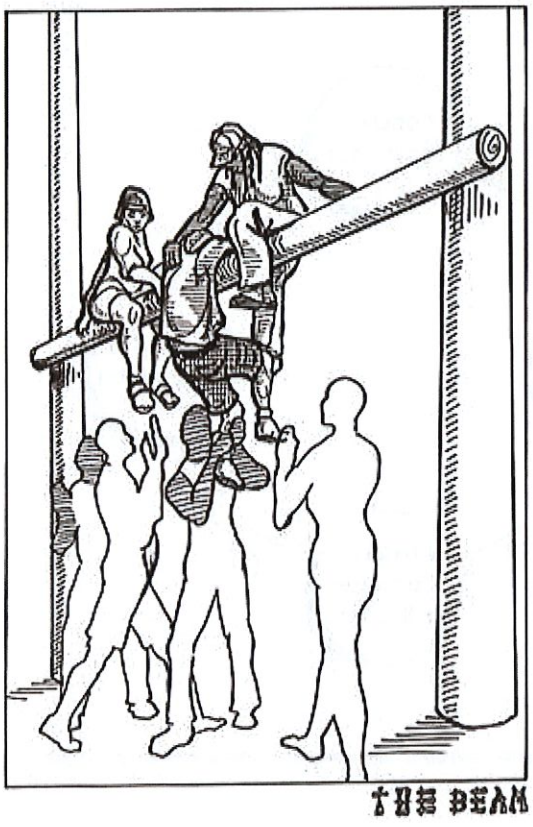
Active Listening

Effective listening is at the core of all meaningful processing. Active listening is more than just understanding what the speaker is saying. It is a process by which the listener identifies, accepts, and verbalizes (reflects) the feelings that the speaker is experiencing.

Active listening is a very important skill that requires patience, the ability to empathize, and a lot of practice. Listening for feelings is often at the heart of inter- and intrapersonal problems and communications. Without an active effort to bring out feelings into the open, they often remain hidden. Remember, many people are not aware of their own feelings or are unable to define the source of their general discomfort.

Six Generations of Facilitation

1. Let the Experience Speak for Itself
    - The facilitator says nothing.
2. Speak on Behalf of the Experience
    - The facilitator tells the participants what they should have gotten out of the experience.
3. Debrief the Experience
    - The facilitator asks the participants questions to help them discover what they learned or gained in the experience.
4. Directly Front-load the Experience
    - The facilitator tells the participants what they should learn from the experience before they experience it.
5. Isomorphically Frame the Experience
    - The facilitator sets up the experience with an isomorphic frame (a metaphor that mirrors the lives of the participants).
6. Indirectly Front-load the Experience
    - The facilitator leads the participants in discussion that helps the participants discover what they may experience in the next element.



Simple and Very Important Aspects of Facilitation of a Ropes Course

- Conduct programs as challenge by choice.
- Maintain commitment to a full value contract.
- Ask open-ended questions.
- Direct everyone to remove jewelry before starting warm-ups or initiatives.
- Participants should tie back long hair.
- Minimize distractions to the participants: position yourself so they won't be facing the sun, busy roadways, other groups or activities, etc.
- Recover all props immediately after an initiative.
- Maintain a HIGH energy level during the program (facilitators have to exhibit excitement).
- Don't forget to identify risks and complete the safety talk.
- Don't facilitate beyond your skill level.

- Don't ask yes or no questions unless you have a follow up question that will solicit a thoughtful response.
- Don't let participants wear sandals.
- Don't let discounts go uncorrected.
- Don't let participants chew gum.

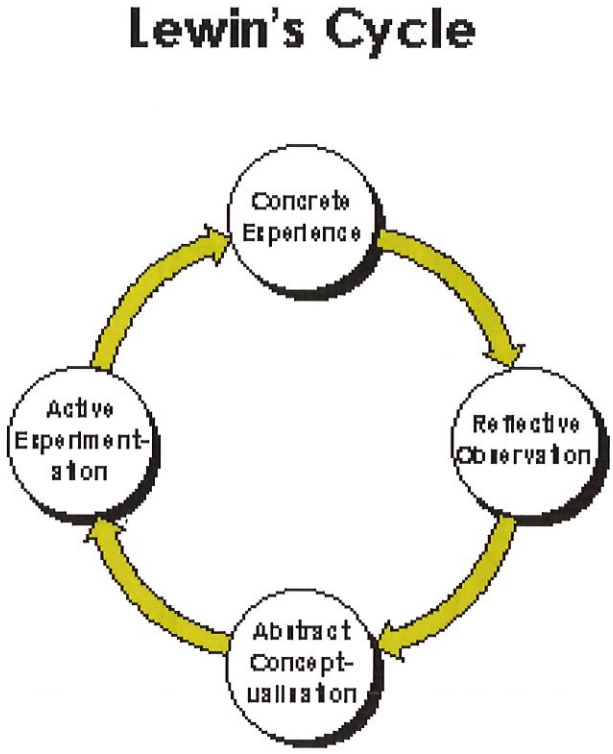
Processing

Processing is getting participants to think through and consider their experiences, to help root the experience in their mind and incorporate it into their life. It addresses three main questions:

- What?
- So what?
- Now what?

Processing by Way of the Experiential Learning Cycle
The cycle has its roots in the century old belief of John Dewey that "all genuine education comes from experience." More recently, people like Richard Kraft, Horwood, and J. Williamson have clarified the process and developed models similar to the one you see below. The word "experience" comes from the Latin word "experiential," meaning trial, proof, or experiment. Thus, the ropes course experience could be described as trial and error experiments that produce learning. There is immense learning potential hidden in ropes course activities. As facilitators we offer the necessary skills to help participants achieve learning.

There are many versions of the Experiential Learning Cycle. The words may vary, some use reflection, some use processing, and some envision a slit in the application area—real life vs. simulated experience. Two central concepts, challenge development field. These two themes play a and gain insight and experience.
Participants have an inherent desire to learn and grow, and by using these elements facilitators can be a catalyst for behavior change. If you are not intentional in your outcomes, the ropes course is just a series of games and activities without depth or meaning. We need to be well and eloquently versed in what the experience can and can't provide to our participants.



Here is an example of using the cycle with a familiar low ropes course event, Swing All Aboard/Nitro Crossing:

Experiencing (What?)
Facilitators explain the challenge and objectives clearly, giving specific pointers for effective spotting and demonstration if appropriate. Facilitators get a clear contract with the group to accept the

challenge. The group performs the activity. Facilitators observe passively, watching especially for safety. Facilitators call time (or they're completed the event) and the group stops the activity.

After the element (Experiencing), circle the group together and have them begin to reflect on their experience (Reflecting). Reflection is a critical piece of the cycle and unfortunately is one that is too often neglected.

Reflection (So What?)
Facilitators help the group members discuss their feelings and reactions toward the activity and one another during the element. Group members summarize their learning experiences about themselves and the team. Reflection can be an individual or group practice. Reflection can also take place verbally or by having participants engage in some form of non-verbal reflection, such as writing. Don't rely solely on one format of reflection.

By asking reflective questions and allowing time for adequate processing, facilitators coach participants to discover their own answers. Reflection, in this particular case, involves the participant taking the Swing All Aboard experience from the outside world, bringing it inside his/her mind, turning it over, making connections to other experiences, and then filtering it through his/her personal biases. Even though the action was external (Swing All Aboard), and processing may have occurred within the group setting, the reflection occurs within the conscious mental-self. A significant advantage in having participants share their experiences is that other group members can relate this information to their own experience and help in their individual learning.

This learning experience can be accomplished through the description of the event, by looking at the stages they went through, and by describing the feelings they experienced. (What did they notice about the Swing All Aboard element? How well did the group interact? What mistakes were made? etc.) Generally, the reflection begins with specific examples and details. The other segment of reflection involves generalizing, focusing on broader concepts and addressing the bigger question of "So What?"

Applying (Now What?)
Hopefully, the reflection process brings about learning that participants will apply to the external world. Ideally, the reflection experience will positively influence how the participant approaches and engages in future challenges. Participants will take this learning to other events (basic) or incorporate it into their lives in general (developmental).

Before you move on to another element, discuss what learning you will take from the Swing All Aboard element to the next challenge (i.e. better communication, sense of humor, working together), and what you will leave behind (i.e. interrupting each other, not including everyone in decisions) in order to reach the groups goals and issues.

A good working knowledge of the experiential learning cycle combined with ample opportunity to practice will make a significant difference in what you and your participants derive from the ropes course experience. Remember, the more you talk, the more the conversation will focus on you instead of the group. When a group gets accustomed to immediate feedback and discussion of cognition and feelings, it evolves into a team more quickly. Another important aid for improving experiential learning is to get participants to "own" their cognition and feelings by using "I" statements. Foster these techniques and you will be guaranteed to have a more open and highly energized group. You will notice a big difference in how the group changes and develops throughout the day. A good working

knowledge of group development can be very helpful in understanding the stages your group will experience.

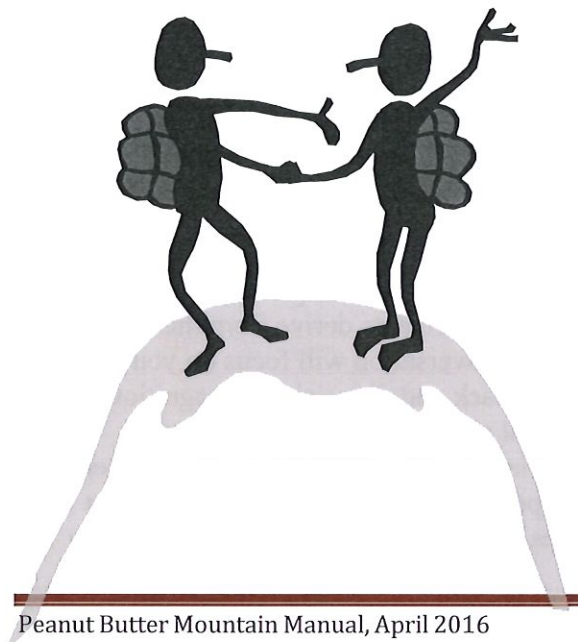
Processing Issues and Related Questions
The following questions are ones that many facilitators have had success with in processing ropes course experiences. You will develop your repertoire of questions as you continue to gain experience and insight, but this list may help you while you are in the process of learning the art of facilitation.

Opening
- What excites you about the ropes course?
- What can you offer the group today?
- What are characteristics of a good team?
- What is your typical role in a group?
- What are your personal and group goals for your ropes course experience?

General
- What contributed to the group's success?
- What would be helpful to change in order to be successful with future events?
- What did you discover about yourself? The group?
- How did you decide how you would do the element?
- Who knew the plan?
- In what ways can you apply what you have learned?

Communication
- What did you ask for from the group?
- What differences did you notice about other group members' styles of communication?
- Whose suggestions were listened to or acted on? Ignored?
- In what ways can you apply what you have learned?

Decision Making/Problem Solving
- What is the problem?
- What are some other solutions? Brainstorm them.



- What changes do you need to make?
- Who, or whom, was helpful in solving the problem?
- How do you typically solve a problem? Make a decision?

Trust
- What makes it difficult to trust? Yourself? Others?
- What behaviors and attitudes help you build trust?
- What behaviors and attitudes get in the way of building trust?
- What can you do to help increase the trust level in the group?
- In what ways can you apply what you have learned?

Expression of Feelings

- How are you feeling right now? Consider mad, glad, sad, and scared.
- Describe one feeling that you have experienced today. What was going on?
- What were some of the feelings that came up for you today?
- What feelings are the easiest to express?
- What feelings are the most difficult to express?
- What feelings did you notice that the others were expressing?
- What feelings were hardest to be around?
- In what ways can you apply what you have learned?

Individual Differences
- In what ways are the group members similar? Different?
- How did the differences within the group prove to be an asset?
- How did the differences within the group prove to be a hindrance?
- How could the group learn and benefit from individual differences?
- In what ways can you apply what you have learned?

Individual Responsibility Taking
- What can you do, specifically, to make a difference?
- Name three things that you want others to know, or ways that you'd like them to act differently.
- How much control did you have today? Others?
- What personal attitudes and behaviors could you change within yourself, or influence others in changing, for the day?
- What changes need to be made to avoid attacking or challenging certain behaviors within the group?
- In what ways can you apply what you have learned?

Team Work
- Specifically, how did your group work together?
- Specifically, how did your group make decisions?
- In what ways was your group cooperative/uncooperative? Give examples.
- What strengths were evident in your group? Weaknesses?
- What contributed to the success of your group?
- What prevented your group from being successful?

Safety

General Safety

A safe ropes course experience is your #1 responsibility. Set the stage for safety from the first interaction with the group. Facilitators who start out with a clear commitment to safety from the participants prepare the way for a smooth and safe day. This cannot be emphasized enough! Facilitators are responsible for enforcing course standards, so remind participants of their commitment if problems develop. The facilitator must call an end to the day at any time because of continued safety violations; this includes weather-related safety concerns. The facilitator is in charge!

Facilitators are responsible for anticipating potential accidents and for stopping wrong actions before they escalate. Remember: **prevent injuries before they ever happen with clear rules, rules enforcement and attention to spotting**. Ask the adult helpers for assistance. Stop an activity if rules are not being followed; make your reasons for halting the action clear, and then demonstrate the proper way to perform the activity. Proceed when the participants understand, and have demonstrated a renewed commitment to a safe approach.

First Aid and Emergencies
Always have ready access to a first aid kit and a walkie-talkie (or cell phone) on PBM. In cases of minor injuries, you can initially treat the injury and then contact the group first aid provider for follow up care. The designated group first aid provider should be responsible for all thorough care of the injured participant. Your primary responsibility is during severe injuries.

What to do when an injury occurs:
If a severe injury occurs, stop the activity immediately. Keep the victim calm and still. Other adults and staff should keep participants at a distance. Evacuate the course if necessary. If a severe accident occurs, contact an Upham Woods staff member with your walkie-talkie. DO NOT move the injured individual if you have any reason to suspect a head, neck or spinal injury. The Director, Assistant Director, or Program Director should be notified immediately. Confirm that 911 has been called and relevant details provided to the 911 dispatcher. There is access to the challenge course via county road N. An Accident Report Form must be completed and taken with the patient to the hospital.

Common Medical Concerns
- Heat exhaustion. Be sure everyone (participants and staff) drinks plenty of water.
- Strains and sprains. Ice and elevate. Ice packs are located in the first aid room. Chemical ice packs are located in the first aid kits.
- Splinters. Tweezers are in the first aid kit.
- Blood borne pathogens. Gloves are in the first aid kit.

Final Reminder
Double-check the course before use! You are responsible for examining the course regarding the safety and integrity of all grounds, elements, and equipment before participants use them.

Prior to, and During a Program
Attending to these details before and after the participants arrive will foster the safe operations of a low challenge course.
- Each facilitator must know where first aid kits are located and emergency procedures.
- Visually inspect each event before the program begins and once again when you arrive on site with participants.
- Keep a check on the weather. Consider what steps to take should conditions become threatening.
- Be sure that participants have proper clothing and footwear. Remove all jewelry and watches. Get rid of gum or candy, which could be swallowed during activities.
- Continually monitor the group for attention level, energy level, hypothermia, dehydration, and heat exhaustion. Have a plan to remedy negative situations as they occur.

PBM Elements

The following list describes all of the elements located on Peanut Butter Mountain. After the brief element description, rules, safety concerns, general facilitation ideas, and event sequencing suggestions are explained. Some of the elements also include possible environmental education themes that can be used to front-load or frame the activity. Each element can be facilitated an infinite number of ways. Please keep in mind that as long as safety precautions, both physical and emotional, are upheld the facilitator has the freedom to facilitate in a method that best suits his/her style.

Element graphics are from the Project Adventure web site at: http://www.pa.org/low.asp
Many of the element descriptions were modeled from The Complete Ropes Course Manual, by Rohnke, et. al. and Teamwork & Teamplay by Cain and Jolliff.

TP Shuffle

- *Objective & Description*: Place your entire group on top of the horizontal 4'x4'. The group must line themselves up in alphabetical order of their middle name (or last name) without touching the ground around the board. Option: the group can not use any form of verbal communication to accomplish the goal.
- *Rules & Safety Concerns:*
  1. This is a self spotted event: the participants should be aware that a fall to the ground is a possibility, and they should be responsible for themselves to stay on top, as well as for the members of their team. If a participant feels that will fall they should simply step off the beam. Adults and the facilitator(s) can also help spot when needed.
  2. Pinched and squashed fingers are common on this element. Direct the participants to be very aware of the proximity of their fingers to other participants' feet.
- *Individual and Group Issues*: Working together, communication, problem solving, physical balancing, and appropriate touch. Why is non-verbal communication important?
- *Sequencing of Event*: This element can be an early or beginning initiative; you may follow this up with more complicated initiatives.

Trolleys

- *Objective & Description*: The crossing props consist of 10-16 foot lengths of 2" x 6" boards, with sequenced four foot sections of rope attached. The ropes can either be located every 12 inches along the length of the two boards, or located only at the ends of the boards (four ropes). This latter rope location causes more contact between participants. The participants must use the provided props to cross an "area of noxious material." Establish the "noxious substance" area. Delineate this no-touch expanse with two lengths of rope or cones. Larger groups will find it necessary to make multiple crossings to get all participants across. Place the trolleys back under the initiative wall stairway to keep them from getting buried in snow.
- *Rules & Safety Concerns*:
  1. If someone falls off a board (either foot) that person must reverse their position (about face) on the board, or be assigned another type of penalty.
  2. This is a self spotted event: i.e. the participants should be aware that a fall to the ground is a possibility. If a participant feels that will fall they should simply step off the beam.
  3. Adults and the facilitator should be close enough to spot a falling participant.

- *Individual and Group Issues*: Clear communication, including effective listening; leadership concepts, such as communication across the lines, placement of leaders within a group, and assumptions about leaders' and followers' roles.
- *Sequencing of Event*: Facilitate initiatives that involve appropriate touch before attempting this element. This can be one of the first problem-solving initiatives. Use this non-threatening initiative to acclimate the group to debriefing techniques and/or goals.
- *Environmentally Thematic Isomorphic Front-load Scenario:* The participants have become a flock of geese. What do geese do each fall when it becomes cold? *(Migrate)* It's an amazing feat because they travel thousands of miles in what shape? *(a "V")* There's one goose that is taking the brunt of the wind up there for everyone else. When the lead goose gets tired how does it let everyone else know? How do they decide where they're going or when to rest? Now you are going to become geese. Draw lines in the dirt, one to start from and one to finish at. One line represents Wisconsin, where they start from and the other line is Mexico or S. America where they all want to be. No one may touch the ground while migrating. If someone falls off, then the whole group must start over.

Toxic Waste

- *Objective & Description*: Using the inner tube/rope apparatus, the participants need to assemble a "robot" that can clean up the toxic waste spill inside of the marked boundary. The "robot" is assembled by placing the tennis ball inside of the small coffee can, and then placing the small coffee can into the large can. Participants should be equally dispersed around the parameter of the "toxic waste spill."
- *Rules & Safety Concerns*:
  1. Participants can not cross the clothesline boundary with any part of their body.
  2. Participants can only touch the rope to negotiate this element; they can not touch the inner tube.
- *Individual and Group Issues*: Problem-solving, communication, leadership
- *Sequencing of Event*: This is a good initial problem-solving event. It can be a bit tricky for younger groups and should be introduced after an easier problem-solving initiative is first completed.
- This event is appropriate for youth who require the use of a wheelchair.

All Aboard

- *Objective & Description*: To support the entire group on the platform for a measured time (i.e. ten seconds, long enough to howl five times, or long enough to sing "Row, Row, Row Your Boat"). You may choose to leave rules, except for those concerning safety, vague to encourage question asking. For instance, you may choose to allow them to have a body part such as one foot or their behind on the ground but don't tell them up front; give them this information only if they ask questions.
- *Rules & Safety Concerns*:
  1. Do not allow the stacking of participants. Students piled up in this fashion can cause serious injury to one another.
  2. Do not allow students to climb on each other. Each person needs to have at least one foot on the platform.
  3. Participants should be careful of the placement of their fingers and toes to keep them from getting crushed under other participants.
  4. This is a self spotted event: i.e. the participants should be aware that a fall to the ground is a possibility, and they should be responsible for themselves to stay on top, as well as for the

members of their team. If a participant feels that will fall they should simply step off the beam. Adults and the facilitator(s) can also help spot when needed.

- *Individual and Group Issues*: Appropriate touch, body size, effectively communicating ideas, problem-solving.
- *Sequencing of Event*: This element can be used after other group initiatives (i.e. human knot) have been facilitated that involve appropriate touch and little to no personal space. This can be one of the first problem-solving initiatives.
- *Environmentally Thematic Isomorphic Front-load Scenario:* Your group has become a pack of wolves. A wolf needs how much land for a territory? *(10 square miles)* A pack requires 100+ square miles with a home range of about 25 square miles. Do wolves like being around human encroachment? *(No)* Are there many places left in America with 100+ sq. mi. of unbroken wilderness for wolves to live? As a result your pack is left with a small territory. See if this new terrain will support your pack.
- Use a ramp with the larger platform of the Swinging All Aboard, minus the rope, for wheelchair accessibility.

River Crossing

- *Objective & Description*: The participants must move the entire group from one side of the bricks to the other side without touching the ground. They can only use the two, 2" x 6" boards. When finished place the boards upright against a tree to keep them from getting buried under snow.
- *Rules & Safety Concerns*:
  1. Participants must not attempt to jump onto any brick.
  2. Watch carefully while participants are attempting to solve the problem; many unsuccessful attempts to solve this initiative can result in pinched fingers or getting clunked by a board.
  3. This is a self spotted event: i.e. the participants should be aware that a fall to the ground is a possibility, and they should be responsible for themselves to stay on top, as well as for the members of their team. If a participant feels that will fall they should simply step off the beam. Adults and the facilitator(s) can also help spot when needed.
- *Individual and Group Issues*: Creative problem-solving, communication, idea sharing, leadership.
- *Sequencing of Event*: This is a complicated problem to solve. Easier problem-solving initiatives should be attempted first.

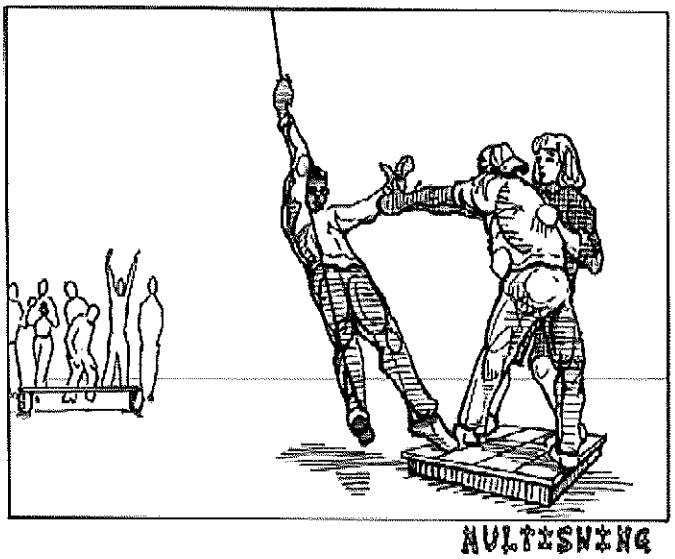
The Maze

- *Objective & Description:* The object is to discover the correct route through the grid maze. The route is a sequence of squares predetermined by the facilitator but kept secret. The facilitator should have the sequence memorized or written down so the sequence is consistent through the challenge. You may facilitate it such that one member at a time goes through using verbal help from the group or the entire group "snakes" it way along with one member at the lead. If an incorrect square is stepped on they must start over. When starting over you should change the individual maze walker or leader of the snake.
- *Rules & Safety Concerns:* This is a self spotted event: i.e. the participants should be made aware that they are responsible for keeping themselves upright. If they feel they will fall they should step off the platform.
- *Individual and Group Issues*: Planning, strategy, consensus, risk taking, communication, group problem solving, cooperation, memory, and great teamwork.

- *Sequencing of Event*: This element can be an early initiative but only if the group is already communicating and working well together since it can lead to some frustration. Otherwise, position it in the middle of the experience.
- *Processing tie-ins:* team members will face unknown and unseen mental obstacles. While proceeding blindly with their eyes wide open, the team must depend on its peers to guide them through the invisible perils. The only way to succeed is by listening carefully to team members, stepping out and taking a risk, and seeing the potential solutions in your own mind.
- *Possible Scenario*: The team must travel through the obstacle course not knowing which square is alarmed. They get a number of goes to solve the puzzle but must do this in least number of moves. The team will be confronted with many challenges during this exercise mainly from the dynamics of their team. However, we have included a few extra, including: Some routes are dummy roadblocks, competing team coming from the opposite direction; teams must navigate and find the quickest route.
- Use a ramp for wheelchair accessibility.

Swing All Aboard or Nitro Crossing

- *Objective & Description*: A swinging rope is used to move all participants from a marked point to a platform (or vice versa) on the other side of a river or "toxic substance." Draw two "turtles" or "logs" (circles) in the river that can be used once. This allows a participant(s) to participate if they lack arm strength to swing. Participants may also be given "fragile" objects to transport to the platform such as a bucket of "medicine" or "nitroglycerin".

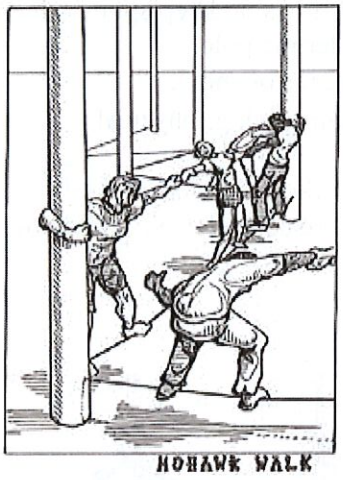


- *Rules & Safety Concerns*:
  1. Spotting is obviously essential during swinging events. Most of the spotting is the responsibility of the facilitator and adults, but the participants should be aware enough not to attempt bizarre swinging positions.
  2. Students must spot the participant on the landing area.
  3. A verbal contract must occur before a participant can swing.
- *Individual and Group Issues*: Trust, high level problem-solving initiative, gender stereotyping—i.e. males assume greater expertise and finesse. Be sensitive to strength/weight issues; gauge your group's ability to accomplish the task **before** you start.
- *Sequencing of Event*: This could be a culminating event or you could follow this event with the Wall or more intense and involved problem-solving initiatives. In order to attempt this element, the group must show they can clearly follow instructions and spot properly.
- *Environmentally Thematic Isomorphic Front-load Scenario:* You have all become a flock of eagles. How are eagle populations doing today? How were they doing in the past? A chemical called DDT was very popular in the 1960's. We sprayed it everywhere from farm fields to neighborhoods to control insect populations. It washed into streams, rivers, and underground and eventually ended up in lakes, in the fish that eagles like to eat. This poison got into the eagles and

weakened their shells, causing them to break when they tried to incubate them. The open area in front of you is a field full of old DDT dumpsters. You have to swing across to this nest, get your eggs, and send them back over, without spilling them or touching the ground, where they'll be safe. Then, everybody has to swing across and get to the upper nest to safety. The lower nest can have only one eagle at a time on it or it will sink into the DDT. So you can't stay on this nest (although it is perfect for spotting).

Mohawk Walk

- *Objective & Description*: The "Walk" is made up of sections of taut cable between support trees; some long, some short. The group objective is to move all participants from one end of the event to the other via the taut cables. Objects, such as a loose rope or moveable platforms, can be given to the participants as tools to help them succeed in the challenge. At the beginning of the event, some facilitators choose to ask the group how many of the cable sections they want to attempt.
- *Rules & Safety Concerns*:
  1. The facilitator and all those participants not yet on the cables should act as spotters.
  2. At least two people must remain as spotters and should concentrate spotting on the front individual attempting to cross the wire.



- *Individual and Group Issues*: Greater physical balance; resource utilization; making changes, movement, pathway
- *Sequencing of Event*: Successfully complete an easier initiative first and practice spotting through a group initiative activity.
- *Environmentally Thematic Isomorphic Front-load Scenario:* Because Native Americans relied so heavily on the environment for their needs, they were often very sensitive to their surroundings. When tracking an animal, they often walked one foot in front of the other for silence and because the deer trails are so narrow. Have the kids choose a partner. Have half the kids go to one end of the wire and the other half go the other end. Explain that they are going to learn more about each other by having to depend on each other for support. One partner will be on the wire while the other is on the ground offering support. Have them start walking around the wire. Obviously one side will meet up with the other somewhere in the middle. They have to figure out a way to get their partners around each other without getting off the wire. Once they reach the end they can switch.

Triangle Traverse

- *Objective & Description*: This low balance/trust element is made up of three taut cables strung between three support trees, with three ropes available for tension support. Participants try to balance their way around the triangular traverse using a tension rope for support. The facilitator may challenge the group to get everyone around the triangle (one or two at a time) without falling off.
- *Rules & Safety Concerns*:
  1. When participants are traveling around the triangle, only two people can participate at the same time.
  2. Each wirewalker requires a 360° ring of spotters. Concentrate more spotters between the walker and the rope support to prevent the walker from penduluming back into the tree or into the ground.

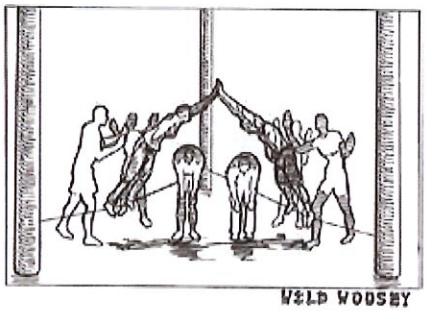
3. Falls are frequent on this activity; spotters have to be attentive at all times.
4. The participant should only grasp the rope in his/her hand; they should not wrap the rope around any part of their body.
5. This element should not be attempted if the cables are slippery from rain, ice or snow.

- *Individual and Group Issues*: Individual challenge with support from the group.
- *Sequencing of Event*: This element is an early initiative. Make sure the group is functioning well in spotting and commands. This element can be followed by the Mohawk Walk or Wild Woozey.

Swinging Log

- *Objective & Description*: The participant(s) attempts to walk along the 30-foot utility pole supported a few inches off the ground without falling. If there are enough spotters two participants may try to start at either end and cross in the middle.
- *Rules & Safety Concerns*:
  1. Each pole walker requires a 360° ring of spotters.
  2. Spotters should place the meaty part of their lower leg against the log. This keeps the log from swinging enough to bash shins. The pole may move up and down at times; to keep spotters feet from getting crushed instruct spotters to keep their feet out from under the pole.
  3. This element should not be attempted if the log is slippery from rain, ice or snow.
- *Individual and Group Issues*: Working together, communication, problem solving; physical balancing; appropriate touch.
- *Sequencing of Event*: This element can be an intermediate initiative after the group has gotten comfortable with spotting one another. You may follow this up with more complicated initiatives.

Wild Woozey

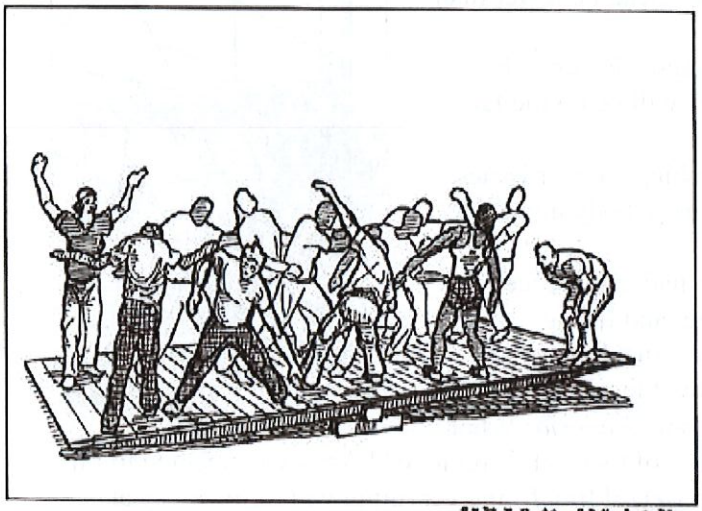


- *Objective & Description*: Two diverging cables that originate from the same support and are connected on the far end into two separate supports, approximately 12-14 feet apart. The object is for two participants, each standing on a separate cable, to maintain physical contact with one another and move from the apex of the traverse to the far end without falling from the cables or losing contact.
- *Rules & Safety Concerns*:
  1. At least two spotters should stand behind the two participants as they begin. This is a shaky precarious time on the cable.
  2. As the two cable walkers begin leaning toward one another, spotters beneath the extended bodies will become necessary. These spotters will use the zipper spotting technique. Start with one spotter and by the time the walkers are well separated, up to 12 zipper spotters may be necessary. At least one spotter must remain on the outside of the cable for each participant.
  3. Participants should not lace their fingers. This leads to hurt fingers and wrists.
- *Individual and Group Issues*: Trust in self and partner, communication, challenging gender stereotypes, gender and size issues, balance—personally and physically
- *Sequencing of Event*: Before attempting this element be sure to practice spotting and do some activities that utilize verbal commands. This element could be a part of a trust sequence.
- *Environmentally Thematic Isomorphic Front-load Scenario*: What is carrying capacity? *(The ability of an area to sustain life.)* As a population of a species increases, it generally reaches an optimal level, or its carrying capacity. The habitat is able to support life up to the point that there is

no longer enough food, water, shelter or space for survival. The human population will ultimately reach its carrying capacity on earth. As two people go down the lengths of the cable they represent human population growing exponentially. It will get harder as they go down the line. Each person represents one-half the earth's population at a specific time (1990 world's pop. = 5 billion) Halfway down the cable say the population has now doubled (2000 world's pop. = 10 billion) At the end of the wire you have reached carrying capacity. (2010 world's pop. = 12 billion) Have everyone take turns with his or her partner.

Whale Watch

- *Objective & Description*: Place the entire group in the center of the platform and achieve a balanced position. Ask the group to then move out in each direction so that all the participants end up on the outside edge of the platform, in balance. Each touch of the platform during the attempt is counted as a point. During a second attempt, see if the group can accomplish the task incurring fewer points.

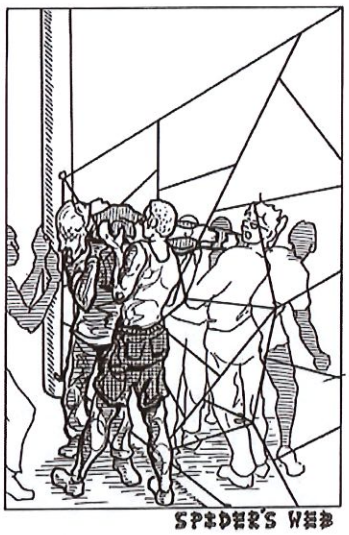


WHALE WATCH

- *Rules & Safety Concerns*:
  1. Do not allow any fooling around on the platform that would cause someone to be thrown to the ground. There is a large temptation to use this event as a launching platform.
  2. No one stands near the ends of the platform during use because of the possibility of crushing a foot.
  3. This is a self spotted element
- *Individual and Group Issues*: Emotional and physical balance, individual influences on the group outcome, clear communication. Be sensitive of potential weight issues with the participants before attempting this element.
- *Sequencing of Event:* This element may come at the early stages of initiatives. Don't start with this initiative, as it can be very difficult. The group will benefit from the experience of less difficult problem-solving initiatives first.
- *Environmentally Thematic Isomorphic Front-load Scenario:* Have each student choose a different member of a specific community. *(i.e. forest- hawks, trees squirrels, etc.)* We know what interdependence is but do we understand how delicate it is. What happens when one component is missing or damaged? Are some members important in more than one community? Are some very specific to that community? Everyone has to find a way to get all of the community members on the balance platform safely, and keep it from moving for 10 seconds (or more). What are some examples of nature out of balance? *(Disease, habitat loss, pollution, endangered species)* Is it easy to maintain this balance of nature? What about too much of a species? *(White-tail deer in Wisconsin)* How do humans cause this? *(No natural predators, creation of edge habitat)* How do we solve this? *(Hunting, education)* Do we always know the answers? Is it easy to maintain a balanced community? What would happen if one of the members of our community were removed?
- Use a ramp for wheelchair accessibility.

Spider's Web

- *Objective & Description*: Option 1: The object is to move the entire group through the web openings so that each person goes through a distinct opening without ringing the bell. If a participant is successful, that opening conceptually closes for the remainder of the problem. If anyone rings the bell, the person being passed through must return and try again through that same opening. Option 2: The object is to weave a rope through the web without ringing the bell. This option is appropriate for youth who require the use of a wheelchair.
- *Rules & Safety Concerns*:
  1. If a participant is being guided through a web opening, they should be passed through head first and face up so that efficient spotting of the head is possible.
  2. Each person being passed through an opening should be spotted by at least four people (three participants and one chaperone) the entire time that they are off the ground.
  3. When lowering a lifted person, the feet are lowered, never the head, and at no time should a lifted person's head be lower than their feet.
  4. At least three participants should step through a lower web opening before anyone is lifted so that they will be on the far side to protect the people being passed.



- *Individual and Group Issues*: Appropriate touching, gender issues, trust, effective communication, setting boundaries, body image and problem solving.
- *Sequencing of Event*: The group needs to have had experienced events involving appropriate touching, spotting, and lifting activities prior to attempting this element. The Trust Fall, or a culminating event such as the Wall could follow this activity.
- *Environmentally Thematic Isomorphic Front-load Scenario:* What is a food web? What happens when one member of this web is removed? Are we connected to this food web? *(Yes!)* Everything we do affects the web of life, from everything you throw away at lunch to every time you flush the toilet. That is why it is so important to study ecology. Our mission is to pass through the web of life while having as little negative effect on it as possible.

Bosun's Chairs

- *Objective & Description*: The group is divided into two smaller groups. One group is stationed at the beginning of the Bosun's Chairs and the other group is at the opposite end. The two groups must line up at the opposite end of the element they started, in the same order.
- *Rules & Safety Concerns*:
  1. Each person who is on the chairs must be spotted by at least four people and use a very close, or aggressive, spotting technique to protect the participant's head, neck and spine.
  2. Participants must stay in control at all times and not "monkey swing" from chair to chair.
  3. This element should not be a timed event to discourage participants from crossing the chairs as fast as they can.
  4. Spotters and participants should be aware of potential for bumps and bruises.

- *Individual and Group Issues*: Perceived and actual strength, personal encouragement, strategy building, communication, appropriate touch and problem solving.
- *Sequencing of Event*: This is a very fun element that can be used with groups who have previously demonstrated good teamwork in other elements. Do not attempt this element with a group that does not communicate, listen to directions, adhere to boundaries, or has an obvious lack of maturity.

The Wall

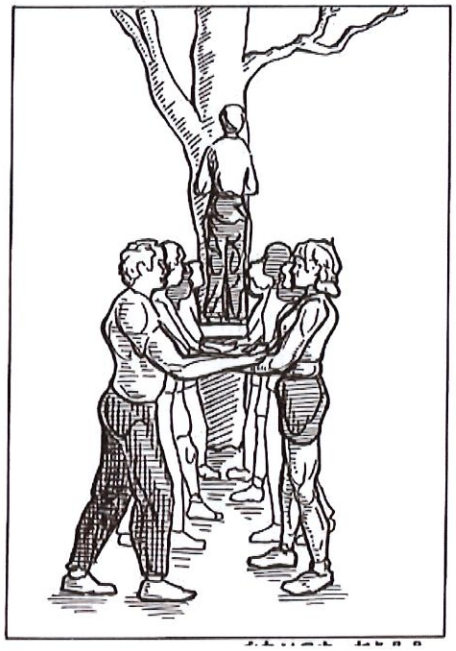
- *Objective & Description*: To move the entire group as efficiently as possible up and over the Wall. There is a 9 ½ foot high wall and a 12 foot high wall. One side is blank (the side to be climbed). The other side has a railed platform to stand on, and stairs to descend the element. A belay wire is provided for mandatory use when using the 12 foot high wall; it is there to protect a participant in the incident of a fall and is not meant to assist the participants over the wall.
- *Rules & Safety Concerns*:
  1. This element is one of the highest injury-producing challenge course elements. As such it is imperative to strictly follow all procedures and safety rules.
  2. You must have at least three hours scheduled for your Peanut Butter Mountain session, be doing this element near the end of the session, and have absolute confidence in your group's ability to do it safely in order to use the Wall.
  3. No one should ever be in an elevated position with their head lower than their feet.
  4. Due to the possibility of severe injury the belay wire, climbing rope, helmets and harnesses is required to use the 12 foot high Wall.
  5. The Wall is "infinitely" wide so the sides of the Wall cannot be used in the ascent.
  6. Proper spotting is vital; everyone on the ground must spot! A 180° ring of spotters, at least five spotters in most cases, is required for anyone attempting to ascend the Wall. No one stops spotting until the climber is standing above on the platform and calls "all clear." Optional: after a person has gone over the Wall and has come down, that person cannot provide physical aid to other climbers, only spotting.
  7. Climbers must not put their fingers into the spaces between the boards or their fingers could get stuck or broken.
  8. All sharp objects and snag hazards (rings, watches, necklaces, etc.) should already be removed before participating.
  9. Participants on the ground can only use their hands to assist the climber up the wall; the climber should never step on their back, shoulders, neck or head which could cause injuries.
  10. Participants on the platform above the wall must never lower their upper body below the peak of the wall. Doing otherwise can cause them to be pulled off the platform and fall to the ground. They may only lower their arms to their arm pits to assist climbers.
  11. An adult chaperone should remain on top of the wall to provide assistance if needed.
  12. A maximum of four people are allowed on top with one in the process of climbing the Wall. One person must come down the stairs once the fifth comes over the wall and stands on the platform.
  13. When doing the 12 foot Wall all participants on the top of the wall must be clipped into the safety loops to keep them from falling.
- *Individual and Group Issues*: Perceived and actual strength; individual and group problem solving; appropriate touching; persistence, stick-to-it-ness!
- *Sequencing of Event*: This is a powerful end of the day element. Make sure that the group is demonstrating effective communication and trust. Also make sure that the group has enough

energy and physical stamina to be potentially successful. This could come after an intense problem-solving element or elevated trust fall.

- *Environmentally Thematic Isomorphic Front-load Scenario:* You have become a school of trout trying to make you seasonal trek from your home up the Wisconsin River. But someone has built a dam. It spans the whole width of the river so you cannot swim around it. In order to spawn your entire group must make it over the wall.

Elevated Trust Falls

- *Objective & Description*: Participants perform a controlled fall from platforms of varying height into the arms of at least eight arranged spotters. Ask for a volunteer to "fall." Form two parallel lines facing each other, directly in line with the platform. Spotter's arms should be in an "L" position, "zippered" with the spotters across from them, with legs apart—one about two feet in front of the other, knees slightly bent, heads back slightly.
- *Rules & Safety Concerns*:
  1. This element is one of the highest injury-producing challenge course elements. As such it is imperative to strictly follow all procedures and safety rules.
  2. All sharp objects and loose jewelry should already be removed before participating.
  3. Ensure the catchers rotate throughout the line so individuals don't always catch the torso.
  4. Make sure that the participants are positioned appropriately to best catch the faller (i.e. stronger people to catch larger people) with everybody tightly shoulder to shoulder in two straight lines.
  5. A verbal contract must ***always*** be used. (Spotters ready?… Ready!…. Falling…. Fall on!…)
  6. The faller must have his/her hands and arms secured correctly, their body maintained in a straight, flat line through the entire fall. Sitting down causes participants to "cut" through the spotters' arms where they are in danger of hitting the ground.
  7. After the participant falls, ensure that the group stands her up and cradles her until she regains her footing.
  8. Due to the difficulty of this element it should not be attempted unless you have at least 2 ½ hours dedicated to your Peanut Butter Mountain session, be doing this element near the end of the session, and have absolute confidence in your group's ability to do it safely.
  9. When doing elevated trust falls the participant should stand and start their fall at a level that places their feet NO HIGHER than the level of the spotter's hands. Doing otherwise can result in serious injury.



- *Individual and Group Issues*: Emotional and physical trust, clear and assertive communication, gender and body image, focus
- *Sequencing of Event*: This should be a culminating event and should not be attempted unless you have at least two and a half hours dedicated to your Peanut Butter Mountain session. This allows for a full session to assess the abilities and maturity of the group before attempting this potentially dangerous element.

Outline for Typical PBM Session and Required Content:

1. Prepare your required equipment for the PBM session:
    a. PBM manual.
    b. First Aid kit.
    c. Radio and/or cell phone.
    d. PBM bag.
2. Assure proper footwear and clothing and that jewelry, watches and other wearable hazards are removed. In instances where wearable hazards cannot be removed due to religious beliefs, medical needs, etc., the wearable hazard should be tucked securely into clothing or taped down.
3. Notify all participants of the following:
    a. Potential for injuries during a PBM session which includes but is not limited to: bumps, bruises, falls, sprains and strains, etc.
    b. The activities during a PBM session can aggravate preexisting conditions and they should not participate if they have any concerns.
    c. Every activity, initiative, warm-up, get-to-know-you, and element is challenge by choice. If they feel uncomfortable with any aspect of the PBM session they are free to abstain. They may abstain from spotting only if they alert you so you can substitute another spotter in their place.
    d. Expectations, rules and policies which should include the full value contract.
4. Front-load the experience (optional but recommended).
5. Demonstration of and practice spotting including the spotter's contract. Only do this immediately before spotting will be used.
6. At least two ground initiative, warm-up, get-to-know-you activities.
7. Proceed to PBM elements only after you feel confident of the group's ability to safely participate on the elements. You must not proceed to any PBM element if you have any doubts. At each element you need to:
    a. Perform a safety inspection of the element and the immediate surrounding area
    b. Explain the safety concerns and hazards of the element
    c. Explain the objective and rules
8. Process the experience, debrief and conclusion

References and Suggested Readings

Cain, J., & Jollif, B. (1998). Teamwork & teamplay. Dubuque, IA: Kendall/Hunt Publishing Company.

Luckner, J. L., & Nadler, R. S. (1997). Processing the experience. Dubuque, IA: Kendall/Hunt Publishing Company.

Rohnke, K. (1994). The bottomless bag again?. Dubuque, IA: Kendall/Hunt Publishing.

Rohnke, K., & Butler, S. (1995). QuickSilver. Dubuque, IA: Kendall/Hunt Publishing Company.

Rohnke, K., Tait C., & Wall, J. (1997). The complete ropes course manual.(2nd ed.). Dubuque, IA: Kendall/Hunt Publishing Company.

Stiehl, J., & Cross, B. (2000). UNC challenge course manual.

Peanut Butter Mountain Low Challenge Course Manual

Element	Beginning	Intermediate	Advanced	Communication	Problem Solving	Spotting	Trust	Use in All Weather	Wheelchair Accessible
TP Shuffle	X			X	X		X	X	
All Aboard	X			X	X		X	X	
Trolleys	X			X	X			X	
Toxic Waste	X	X		X	X			X	X
The Maze	X	X		X	X			X	X
Whale Watch	X	X		X	X			X	X
River Crossing		X		X	X		X	X	
Triangle Traverse		X		X		X	X		
Swinging Log		X		X		X	X		
Spider's Web		X	X	X	X	X	X	X	X
Bosun's Chairs		X	X	X		X	X	X	
Swing All Aboard/ Nitro Crossing		X	X	X	X	X	X	X	X
Mohawk Walk			X	X	X	X	X	X	
Wild Woozey			X	X		X	X	X	
Trust Falls			X			X	X	X	
The Wall			X	X	X	X	X	X	

Peanut Butter Mountain Element Map