Effect of Classroom Team Building and Ropes and Challenges activities on a Student with an OHI Disability

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By

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Action Research
Submitted in Partial Fulfillment of the
Requirements for the Degree of
Master of Arts in Special Education
At Cardinal Stritch University
Milwaukee, Wisconsin
2014
This action research
has been approved for
Cardinal Stritch University by

[Signature]
Director

Date 11/12/2014
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Abstract

This paper studies the effects of Team Building and Ropes and Challenge activities on a student diagnosed with an Other Health Impairment (OHI) disability. It is a case study of a 16 year student that has been previously diagnosed with ADHD, and receives specialized services for an OHI disability. It looks at the effects of participation in seven weeks of Team Building activities and a day of activities at the Ropes and Challenge course on student perception, teacher perception, on-task time and achievement on district-wide assessments. The researcher used student and teacher surveys to investigate student perception and teacher perception. The researcher used time-interval analysis to document on-task time and used results from district wide assessment to look for changes in reading and mathematics scores. The student had increases in his perception of his peer interactions. Teachers had an increase in their perception of the student's ability to work independently, with peers and with school staff. An increase in on-task time was observed during the intervention, but was not maintained at the conclusion of the intervention. An increase in reading scores, but not mathematics scores were observed on district wide assessments. Further research should include a larger sample size, but this study shows growth achieved during participation in Team Building activities and the Ropes and Challenges course.
Chapter I

Introduction

Statement of the Problem

Students whose disabilities affect their ability to learn social skills demonstrate behavioral issues in the classroom. Their significant negative behaviors often make instruction difficult and can frustrate a classroom teacher. These students are given instruction on appropriate social skills, modified instruction, and their least restrictive environment (LRE) is separate from their same aged peers. Instruction of behavioral skills becomes difficult due to their removal from their peers. Social lessons can be very difficult if a student does not have a positive example upon which to draw. Peer interaction can also be an important reinforcement of positive behaviors that is unavailable in a self-contained environment. Finding lessons that teach appropriate lessons in social skills without distracting from the classroom setting can be difficult.

The research question asked in this study was: Can involvement in a team building classroom curriculum and a Ropes and Challenges course increase a student's self-concept and self-confidence resulting in increased social skills and improved behavior in the classroom leading to greater time on task and improved results on reading and mathematics assessments?

This study attempted to use a classroom activity that could be both highly engaging and highly effective at teaching social skills to a male high school student with Other Health Impairments (OHI). It was hypothesized that a more active and engaged student would increase the social skills learned, and allow for more time on task in the
classroom to improve academics. The Ropes and Challenges course builds on teamwork, communication, trust and self confidence. They required positive social interaction and peer cooperation to complete each task. The purpose of this study was to discover if taking a student to the course would allow him to demonstrate the social skills needed to increase on-task behavior and build his academic skills.

Purpose of the Study

The purpose of this study was to determine if highly structured group/team building classroom activities along with participation in a Ropes and Challenges course would increase effective social skills in a student with OHI. Secondly, this study could determine how improvement in social skills changed a student’s perception of his interaction with non-disabled peers and teachers’ perception of the student. Also, the researcher wanted to know if changes in social skills of the student would result in increased on-task behavior resulting in improved reading and math levels of this student as measured by District-Wide assessments. This study measured the following four areas: a) on-task time in the class; b) student’s self-confidence; c) teacher perception of the student, d) academic scores on district-wide assessments.

The student chosen to participate in the study was a 16-year-old African American male diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) who received special education services under the category of Other Health Impairments (OHI). He had received special education services for 12 years beginning in first grade, and had been in a self-contained environment for 11 school years. He received services for non-compliant compulsive behaviors during instruction.
The researcher used time-interval measurements to determine a student's on-task time within a class. Measurements were taken throughout the intervention to see if growth occurred as the student participated in the activities. On-task measurements were also taken following the intervention to see if the student continued to use the skills after the intervention was complete.

The researcher administered a pre and post survey to the participant and to his teachers. The student survey measured the student's confidence level in three areas: classroom achievement, working with peers, and working with school staff. The teacher survey measure a teacher's perception of the student's abilities in three areas: student's classroom performance, ability to work in groups, and advocacy in the classroom.

The researcher also used school-wide reading and math assessments to compare present growth with academic growth over the previous three testing cycles. The researcher looked at the growth in both reading and math assessments. By using appropriate social skills would raise a student's ability to be included in the community of learners within a classroom. The use of appropriate social skills might increase the on-task time in the classroom. Then the increase on-task time should result in improved growth on academic scores on district wide testing. When students know and use appropriate social interactions between other students and staff, then the student's self-confidence, and the teacher's perception of their work in the classroom increases.
Significance of the Study

Embedding social skills lessons in the educational environment may allow for more time to focus on academics and may have a positive effect on reading and math scores on district-wide assessments. Students with disabilities may then be included with their general education peers and avoid being placed in self-contained classes.

Team building and Ropes and Challenges activities require demonstration of appropriate social skills to successfully complete each activity. Group activities may not only build appropriate social skills, but confidence as well. A student may equate proper use of social skills with success, which can reinforce appropriate behaviors.

Definition of terms

Least Restrictive Environment:

Least Restrictive Environment (LRE) is the requirement in federal law that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that special education students are not removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily. [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114. as found on: http://www.disabilityrightsca.org/pubs/504001Ch07.pdf on 10/15/2014]
Measures of Academic Progress (MAP):

MAP is an adaptive assessment. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty. Answer a question correctly and the test presents a more challenging item. Miss a question, and MAP offers a simpler item. MAP assessments provide detailed, actionable data about where each child is on their unique learning path. As found on:


Other Health Impairments (OHI):

Other health impairment means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that--

(i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia, and Tourette syndrome; and

(ii) Adversely affects a child's educational performance. (US Department of Education, IDEA 2004 as found at:

http://idea.ed.gov/explore/view/p/,root,regs,300,A,300%252E8, on 10/15/2014)
Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Intervention and Supports (PBIS) is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. As found on:

http://rti.dpi.wi.gov/rti_pbis on 11/02/2014

Rasch Unit (RIT)

Is a measurement scale developed to simplify the interpretation of test scores. The RIT score relates directly to the curriculum scale in each subject area. It is an equal-interval scale, like feet and inches, so scores can be added together to calculate accurate class or school averages. As found on:

www.maranacook.org/nwea on 11/02/2014

Response to Intervention

Response to Intervention (RtI) is an organizational framework that guides implementation of a multi-level system of support to achieve academic and behavioral success for all. The RtI framework includes three essential elements: high quality instruction (in academics and behavior), balanced assessment, and collaboration. As found on: http://mps.milwaukee.k12.wi.us/en/Families/Family-Services/Intervention---PBIS.htm on 11/02/2014
Ropes and Challenges:

A course is defined as a series of activities, sometimes on or close to the ground (usually referred to as a low ropes course) and sometimes built on utility poles or trees, or in the rafters of a building (a high ropes course). (United Camps, Conference and Retreats as found at: http://uccr.org/challenge-ropes-courses, on 10/15/2014).

Social Skills:

The set of skills people use to interact and communicate with one another (socialskillstraining.org, 2014)

Limitations and Assumptions

One limitation anticipated in this study was seen in the intervention the school concurrently implemented. The school participated in Positive Behavioral Interventions and Supports (PBIS). School-wide lessons were designed and implemented to improve social skills for all students. It was not possible to determine the effect or non-effect this school-wide intervention had on the participant’s social skills.

A second limitation of the study was the use of only one participant. With a small sample size it is hard to extrapolate the results to other students. It also limits the generalization of results to the single disability, OHI, and does not allow for conclusion to be drawn about other disabilities.
Assumptions had been made that OHI was the cause of weakness in social skills. The goal of this study was to examine a method of teaching which might help a student overcome or adapt to the disability.

Summary

This study attempted to find an efficient and effective way to teach appropriate social skills. It also looked at how involvement in team building activities in the classroom and participation in the Ropes and Challenges course would affect a student’s self-concept, teacher perception of the student, on-task time and achievement on district wide academic testing. I expected that using classroom team building and Ropes and Challenge activities would increase the participant’s appropriate behavioral skills leading to improved peer relationships and higher academic achievement.
Chapter 2

Review of Literature

Theoretical Framework

Ropes and Challenge activities as well as team building activities use social situations to directly influence each participant by the action of their peers. Dewey (1999) believed that young people can be directly influenced by their peers in social situations, this desire to fit in creates common understand within the group. Dewey believed,

...social control of individuals rests upon the instinctive tendency of individuals to imitate or copy the actions of others. The latter serve as models. The imitative instinct is so strong that the young devote themselves to conforming to the patterns set by others and reproducing them in their own scheme of behavior.... the fact that unless an individual acts in the way current in his group, he is literally out of it. He can associate with others on intimate and equal terms only by behaving in the way in which they behave. The pressure that comes from the fact that one is let into the group action by acting in one way and shut out by acting in another way is unremitting. What is called the effect of imitation is mainly the product of conscious instruction and of the selective influence exercised by the unconscious confirmations and ratifications of those with whom one associates. (p. 18-19)
The experiential setting of the Ropes Course uses physical conditions to evoke a meaningful experience that creates conscious intent in the participants.

Dewey also discussed how habits are created to readjust to new activities. We must use our “active capacities to readjust activity to meet new conditions.” This active formation of habits involves thought, invention and initiative to applying them to new events. (p. 26) By having a student produce the same skills in different activities he will develop habits he can then reproduce in the classroom over time.

Similar to Dewey, Piaget (1999) discussed the use of same aged peers to develop social skills, “Without collaboration between his own thought and that of others, the child would not become conscious of the divergences which separate his ego from that of others, and he would take each of his perceptions or conceptions as absolute.” (p. 252)

Piaget believed that children go through a series of development stages in their development of logic. First is to replace their ego with the views of others and the reciprocity that exists between their ego and their peers. Second is to replace their ideas of perception with intellectual intelligence. Last is to become conscious of their own ego, and to gain objectivity over their actions. Social Interactions will force children to become conscious of their egos. (Piaget, 1999) When the child has been liberated of ego, the “social environment enables him to become permeable to experience.” (p. 253) When this has been achieved the “collaboration of logical reason and experience itself suffices to account for the intellectual development that takes place.” (Piaget, p. 253)
The first process is of a purely social nature: the child replaces his own individual and egocentric point of view with the point of view of others and the reciprocity existing between them. The second of these three processes is of a purely intellectual order: substantialize of perception is replaced by the relativism of intelligence. The child begins to understand the relationship between himself and others. The third process is both social and intellectual in character: in becoming conscious of his “I” the child clears external reality of all its subjective elements, and thus attains to objectivity; but it is above all, social life that has forced the child to become conscious of his “ego.”

Piaget also explored the idea of discovery learning. Piaget (1952) believed that active exploration and experimentation are necessary to the development of intelligence. He said that teachers should use active methods that require rediscovering or reconstructing “truths.” Piaget (1964) believed that devising situations that presented useful problems and created disequilibrium in the child improved learning. The schema being presented in social skill lessons is most often found in examples of accommodation. Students are altering previously learned schemas. By facing disequilibrium students will attempt to find resolution; when they find a new equilibrium they will be able to learn new skills. (Piaget, 1952) This process of accommodation occurs because the participant will be learning new skills, as opposed to assimilation in which the child is able to fit new skills into previously learned categories and skills.

Experiential learning accepts learning as a tension and conflict-filled process in which, “New knowledge, skills or attitudes are achieved through confrontation.” (Kolb, 1984, pg. 30) Kolb describes four abilities for effective learning: concrete experience abilities, reflective observation abilities, abstract conceptualization abilities, and active
experimentation abilities. Kolb describe the learning process as: The learning process requires skills that

...are polar opposites...the first dimension represents the concrete experiencing of events at one end and abstract conceptualization at the other. The other dimension has active experimentation at one extreme and moves to reflective observation at the other... the way in which the conflicts among the dialectically opposed modes of adaptation get resolved determines the level of learning that results. (p. 30)

Within their social skill set, it is also important to look at students' moral thinking through Kohlberg’s stages of moral development Like Piaget Kohlberg believed in a set of predictable stages of growth for moral and intellectual abilities. Stages and steps cannot be skipped, and each student must move through each level to achieve the higher level. (Kohlberg & Hersh, 1976) Students begin at the Pre-Conventional Level, where they learn social skills on an “Obedience and Punishment” level. The social skills they have developed are due to the punishment received. They do not see morality as external to themselves. (Kohlberg & Hersh, 1976) When students reach the stage of Conventional Morality, they begin to develop an attitude not only of "conformity to personal expectation and social order, but of loyalty to it, or actively maintaining, supporting, and justifying the order, and of identifying with the persons or group involved in it.” (p.55) The student will also begin to make an effort to know the feelings of those around them and make decisions based on empathy for their peers. By going through Kohlberg's stages, they would be more often able to adapt their judgments to new
situations. This higher stage allows for greater behavioral skill sets and an ability to use these skills in more diverse situations.

To incorporate moral judgment into schools Kohlberg and Hersh (1976) believed, The teacher must help the student to consider genuine moral conflicts, think about the reasoning he uses in solve such conflicts, see inconsistencies and inadequacies in his way of thinking and find ways of resolving them...Teachers should challenge students with the moral issues faced by the school community as problems to be solved, not merely situations in which rules are mechanically applied. (p.56)

Students with disabilities often struggle with self-concept and self-confidence. (Gans, Kenny, & Ghany, 2003) It was hypothesized that one way to build self-confidence would be through involvement in classroom team building activities and the Ropes and Challenges course. Ropes and Challenges builds self-confidence through the participant’s effort, strategies, choices and preference. (Dweck, 2008) Opportunities that allow a student to build self-concept and self-confidence may give him tools to be successful.

History

In recent years better screening procedures have helped to identify students with OHI. Increased screenings, as well as increased interventions, have helped to eliminate most behavior issues before students have reached maturity. In the state of Wisconsin, districts have gone to a response to intervention model (RTI) as well as PBIS that requires teachers to use early interventions before a student receives
specialized instruction. They provide a multi-level system of support for academics as well as behavior. (WI DPI, 2014.)

PBIS sets up a three tier system of behavioral interventions. All students begin with Tier 1 interventions, move to Tier 2 intervention if the behavior continues, and finally up to Tier 3 if all previous interventions have not been successful. (Milwaukee Public Schools, 2014a) The Ropes and Challenges course is currently not in the PBIS model within RTI. It could, however, be considered a Tier 2 intervention, when students are being enrolled as a result of their behavior. The course could also be considered a Tier 1 intervention because it is offered to all students. (MPS, 2014a)

Ropes and Challenges courses were first developed as military training tools, but have been adapted in the United States for use in team building activities to improve social skills. (Outdoor Ventures, 2014) In 1995, Milwaukee Public Schools began using a donated forest to create a Ropes Course facility. The district has been using the facility for the past 19 years to provide a team-building curriculum to students. (Milwaukee Public Schools, 2014b)

Research Studies

There is a lack of overall research on the effectiveness of Ropes Courses with students with disabilities. Previous studies have shown an overall positive therapeutic effect for all students that participated in Ropes and Challenge Courses (Gillis & Speelman, 2008). A previous study of Adventure Camp Programs compared the self-concept of students enrolled in behavioral medication treatment versus the Adventure Camp Program, and did not see a significant difference in students aged 15-18. In this
study, participants were involved in an 8 to 10 days outdoor activity-based course that was not a part of their school curriculum, and was not continued throughout a consistent period of time. (Larson, 2007)

Studies have been done on the use of activities similar to the Ropes and Challenges course. In one study, positive results on self-concept were seen in a school camping trip. (Beker, 1960) The school camping curriculum looked at growth in student self-concept and social relationships due to the social climate created by camping outdoors. Students were involved in seven different encampments with their same-aged peers. They saw positive results in both self-concept and social relationships. (Beker, 1960) Although the study did not replicate the exact nature of the Ropes and Challenges course, it did show the effectiveness of using an outdoor curriculum and a social situation to increase self-concept and social relationships. Previous studies on outdoor education have shown a positive relationship between participation in outdoor curriculums and a students’ self-concept, peer socialization and teacher-student relationships. (Compton & Sellar, 1981)

Overall, there is research showing effective use of outdoor curriculums to improve the self-concept, social relationships and teacher-student relationships. While the Ropes and Challenges course is an outdoor curriculum, the research also uses team building activities within the school setting. The studies previously completed did not look at using these outdoor curriculums with students with an OHI disability. There is a lack of research showing the effectiveness of Ropes Course activities in improving on-task behavior, student self-concept, and teacher perception of students with OHI.
Chapter III

Methodology

Design

This case study employed a quasi-experimental design looking at how self perception, teacher perception, on-task behavior, and math and reading scores were affected by participation in classroom team building activities and Ropes and Challenges activities.

The researcher worked with the school support staff and school administration to maintain external validity of the study. The identified student was not enrolled in additional behavioral supports in order to avoid multiple treatment interference. Also the behavioral expectations were defined so that they were maintained throughout the semester and did not change based on involvement in activities.

Validity could have been influenced by school wide academic interventions. The school was identified as "In Need of Improvement," and within the School Improvement Plan struggling students were placed in reading and math interventions throughout the school year. Curriculums were also modified to include additional academic supports. Academic test scores could have been affected by the student’s enrollment in these curriculums. To account for this the researcher examined a wider testing cycle to determine earlier growth in these curriculums and compared it with gains over the latest testing cycle.
The internal validity was also considered. Maturation may have affected growth in social skills. Changes in the participant’s home life could also have affected validity. Any changes in treatment outside of the school may also have affected validity.

Participant

This case study involved one 16-year-old, African-American male student, who was identified with Other Health Impairments (OHI) due to Attention Deficit Hyperactivity Disorder (ADHD). He was removed from his same-aged peers in the second grade due to non-compliant impulsive behaviors. He had received special education services for 11 years, and was in a self-contained setting for the past 10 years. He had academic delays in both math and reading. He currently received services in general education for 60% of his day, and spent the remaining 40% in a resource setting with specialized instruction. He did not receive therapy outside of school and did not take medication for his ADHD.

His general education and resource teachers were also participants in the study. The teachers involved included five school staff members who worked with the student in academic classes. They were chosen to participate because they provided instruction to the student on a daily basis.

Procedure

The intervention included seven classroom-based lessons, using a variety of team building activities. The lessons occurred once per week, and lasted for 45 minutes. At the conclusion of the activities the participant attended a four-hour group session of Challenge by Choice activities at a Ropes and Challenges course.
The schedule of classroom sessions was as follows:

Week 1: Group Juggle (Appendix A), Bumpity Bump Bump (Appendix B), Speed Rabbit (Appendix C), Get the Point (Appendix D)

Week 2: Mystery Pathways (Appendix E)

Week 3: Pass the Knot (Appendix F), Knot (Tangle) [Appendix G], Everybody Up (Appendix H), Group Lean/Group Sit (Appendix I), Cooperative Line-up (Appendix J)

Week 4: Chocolate River (Appendix K), Trio Spotting (Appendix L)

Week 5: Channels (Appendix M)

Week 6: Trolleys (Appendix N), Key Punch (Appendix O)

Week 7: Sensory Trust Hikes (Appendix P), The Rock (Appendix Q)

Week 8: Ropes Course activities included:

Thumb Ball (Appendix R)

Mosquito Tag (Appendix S)

Blanket Ball (Appendix T)

Nitro Trolley Cross (Appendix U)

Low Multi-Vine (Appendix V)

Seagull Swing (Appendix W)
Materials

The materials used for each activity varied depending on the activity and are included in the Appendix of each activity. The materials used at the Ropes course are contained at the Ropes Course, but are also included in each appendix.

The materials used for data collections were a Teacher Survey (Appendix X), a Student Survey (Appendix Y), a Time-Interval Recording Sheet (Appendix Z), and the Universal Screening Assessment given to all students at intervals chosen by the school. The district-wide assessment was the Measure of Academic Progress (MAP)(NWEA, 2012) administered three times a year (fall, winter, spring). The test is computer generated, untimed and measures the reading and math achievement of the student. The test reports Rash Unit (RIT) scale scores.

Data Collection Plan

A student survey was administered before and after the intervention to identify changes in the participant’s self-perception. Improved scores would indicate gains in student self-perception. The survey questions were generated by the investigator. The survey was administered to the student while he was in a quiet, distraction-free environment. The survey used a 5-point Likert scale, using Never (1), Rarely, Sometimes, Often, and Always (5).

A teacher survey was administered before and after the intervention to examine each teacher’s perception of the student. Surveys were given to teachers and filled out at their convenience. Surveys were collected anonymously. Completed surveys were
placed in the investigator's mailbox in the school office. The survey used a 5-point Likert scale, using the scores of Never, Rarely, Sometimes, Often, and Always.

Time Interval data sheets for on-task behavior were collected bi-weekly. A 50-minute class period was separated into ten five-minute intervals, and the assigned data collector recorded whether the student was on task engaged in approved classroom activities during each interval. At the same time, the researcher also took data on a random student in the class for comparison purposes. Testing administrators, the researcher as well as two classroom aides, came into the student’s class unannounced and collected data on all students to eliminate bias. The participant was unaware before the class that the administrator was in class to eliminate the student changing behavior patterns due to an observer being present. Data were collected throughout the eight weeks of intervention, to monitor changes in student on-task behavior. On-task behavior was also monitored five weeks after the intervention to see if any changes in behavior continued.

The Measure of Academic Progress (MAP) (NWEA, 2012) was used to obtain reading and math scores. The test reports Rasch Unit (RIT) scale scores. The participant completed the reading and math assessments given to all high school students tri-annually (fall, winter, spring). Archival data from the three previous testing cycles determined the participant’s typical pattern of growth. Current scores were compared with historical trends.
Data Analysis

When looking at on-task time, the researcher used the percentage of time on-task. The percentage was determined by the number of intervals on-task out of 10 looking at the change in on-task time from week to week, as well as comparing the participant’s on-task time with a comparison student.

The student and teacher survey responses were given a score of Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5). Pre and post scores in three different areas: independent work, working in groups, and confidence in teachers were compared to analyze changes in student self-concept. A growth in the average score would be a positive result, while a lower score would be a negative result. The teacher survey used the same scale as the student survey. A positive change in scores would indicate growth in teacher perception of the student.

The RIT scores achieved on the MAP were analyzed to determine growth or decline in reading and mathematics achievement. A growth in the RIT scores would indicate a growth in academic achievement.
Chapter IV

Results

Research Question

This research was done to determine if using team building activities and participation in a Ropes and Challenges course would increase a student's positive self-perception, improve teachers' perceptions of the student, resulting in increased time on-task and improved academic achievement as measured by district-wide assessments in reading and math.

Data

Below are the results of the pre and post student survey, the pre and post teacher survey, the previous and current MAP scores and the results of the time-interval collection during and after the intervention.
Table 1 Student Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel successful in my classroom.</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2. I feel confident when I answer a classroom question</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>3. I feel confident completing class work independently</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>4. I feel confident sharing my ideas in the class.</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>5. I feel confident when working in a group</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. I feel I am helpful to my classmates</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>7. My classmates are helpful to my learning</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>8. I am able to accept criticism from the school staff</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>9. I feel comfortable working with the school staff</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>10. I feel that the school staff is helpful</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
</tbody>
</table>

**Scale:** Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5)

Table 1 shows the student pre-test score, post-test score and the change in score for each individual question. The table shows growth occurred in three areas, (Items 5, 7 and 10). In all other areas there was no change. The item 5 score, dealing with confidence in peers, increased by 2. In item 7, dealing with the helpfulness of peers, the score increased by 1.
Table 2: Student Self-Perception

<table>
<thead>
<tr>
<th>Area</th>
<th>Independent Work</th>
<th>Working in Groups</th>
<th>Confidence in Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Pre-Test Score</td>
<td>2.25</td>
<td>1.6</td>
<td>3</td>
</tr>
<tr>
<td>Average Post-Test Score</td>
<td>2.25</td>
<td>2.6</td>
<td>3.3</td>
</tr>
<tr>
<td>Change</td>
<td>0</td>
<td>+ 1.0</td>
<td>+ 0.3</td>
</tr>
</tbody>
</table>

Table 2 shows the growth of the student's self-perception as individual questions were grouped into broader areas. Upon completion of the intervention the participant scores showed change in two areas (working in groups and confidence in teachers) and no change in one area (independent work). The change in working in groups was the largest, while the change in confidence with teachers was minimal.
Table 3 Teacher Survey

<table>
<thead>
<tr>
<th>Statement</th>
<th>Pre-Test</th>
<th>Post Test</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student comes to class prepared</td>
<td>2.4</td>
<td>3.8</td>
<td>1.4</td>
</tr>
<tr>
<td>2. Student participates in classroom discussions</td>
<td>2</td>
<td>2.8</td>
<td>0.8</td>
</tr>
<tr>
<td>3. Student appears confident when answering questions in the class/from the teacher</td>
<td>2.2</td>
<td>3.4</td>
<td>1.2</td>
</tr>
<tr>
<td>4. Student independently completes classwork</td>
<td>1.8</td>
<td>3.4</td>
<td>1.6</td>
</tr>
<tr>
<td>5. Student is confident in his/her class work upon completion.</td>
<td>2.4</td>
<td>3.2</td>
<td>0.8</td>
</tr>
<tr>
<td>6. Student volunteers to assist his/her peers</td>
<td>1.8</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>7. Student is comfortable working in a group</td>
<td>1.8</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>8. Student participates when working in a group</td>
<td>2.2</td>
<td>3</td>
<td>0.8</td>
</tr>
<tr>
<td>9. Student helps classmates during instruction</td>
<td>1.8</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td>10. The student accepts help when offered</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>11. The student asks for help when he/she struggles</td>
<td>2.8</td>
<td>3.8</td>
<td>1</td>
</tr>
</tbody>
</table>

Scale: Never (1), Rarely (2), Sometimes (3), Often (4), and Always (5)

Table 3 shows the average teacher (n=5) score for each question. The table shows increased positive perception in all areas.

Table 4 Teacher Perception

<table>
<thead>
<tr>
<th>Area</th>
<th>Independent Work</th>
<th>Working in Groups</th>
<th>Confidence in Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Pre-Test Score</td>
<td>2.16</td>
<td>1.9</td>
<td>2.9</td>
</tr>
<tr>
<td>Average Post-Test Score</td>
<td>3.32</td>
<td>3</td>
<td>3.9</td>
</tr>
<tr>
<td>Change</td>
<td>+ 1.16</td>
<td>+1.1</td>
<td>+1</td>
</tr>
</tbody>
</table>
Table 4 shows the change in teachers’ perception of the participant. Upon completion of the intervention teacher scores showed change in all areas (independent work, working in groups, and confidence in teachers). The gains in scores for all three areas were relatively equal showing a change of 1 point or higher for both.

Table 5 Math Scores

<table>
<thead>
<tr>
<th></th>
<th>Math Score</th>
<th>Gain/Loss</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2013</td>
<td>188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>185</td>
<td>-3</td>
<td>-1.62%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>211</td>
<td>+26</td>
<td>+12.32%</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>195</td>
<td>-16</td>
<td>-8.2%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>191</td>
<td>-4</td>
<td>-2.09%</td>
</tr>
</tbody>
</table>

Table 5 shows the growth and decline in the RIT score on the math assessment over the previous five testing windows. Over the previous three testing windows there had been both growth and decline. In mathematics, the largest growth (Fall 2013) occurred before the intervention, but was followed by a large decline (Winter 2014). During the intervention, the student showed a decline in the RIT score of 4 points, or 2 percent.
Table 6 Reading Scores

<table>
<thead>
<tr>
<th></th>
<th>Reading Score</th>
<th>Gain/Loss</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2013</td>
<td>177</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>186</td>
<td>+9</td>
<td>+4.83%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>182</td>
<td>-4</td>
<td>-2.19%</td>
</tr>
<tr>
<td>Winter 2014</td>
<td>187</td>
<td>+5</td>
<td>+2.67%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>205</td>
<td>+18</td>
<td>+8.78%</td>
</tr>
</tbody>
</table>

Table 6 shows the change in the RIT score over the previous five testing windows. Over the previous three testing windows there has been both growth and decline. The largest growth previous to the intervention was a growth of 9 points (Spring 2013) or 4.83 percent. During the intervention, the student gained 18 points, or 8.78%.

Table 7 Average gains

<table>
<thead>
<tr>
<th>Average gain: previous 3 reading tests</th>
<th>Average gain: previous 3 math tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>+3.33</td>
<td>+6.33</td>
</tr>
<tr>
<td>Reading gain during intervention</td>
<td>Mathematics gain during intervention</td>
</tr>
<tr>
<td>+18</td>
<td>-4</td>
</tr>
</tbody>
</table>
Table 7 shows the change in the RIT score over the previous three testing cycles. On average, the participant had a minimal gain in reading, and a larger gain in mathematics. Testing at the conclusion of the intervention showed larger gains in reading, but a decline in mathematics not evident in previous cycles.

Table 8 Time On-Task

<table>
<thead>
<tr>
<th>Week</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% on-task for participant</td>
<td>47%</td>
<td>41%</td>
<td>53%</td>
<td>10%</td>
<td>40%</td>
<td>46%</td>
<td>65%</td>
<td>56%</td>
<td>46%</td>
<td>45%</td>
<td>43%</td>
<td>33%</td>
<td>46%</td>
</tr>
<tr>
<td>% on-task for comparison student</td>
<td>59%</td>
<td>55%</td>
<td>73%</td>
<td>57%</td>
<td>80%</td>
<td>63%</td>
<td>65%</td>
<td>73%</td>
<td>70%</td>
<td>80%</td>
<td>73%</td>
<td>70%</td>
<td>73%</td>
</tr>
</tbody>
</table>

Table 8 shows the percentage of on-task time over the intervention period, as well as the five weeks following the intervention. Time on task varied during intervention (Weeks 1-8), from a low of 10 percent to a high of 65 percent. Median time on task was 46.5 percent. After the intervention (Weeks 9-13) the median time on task was 45 percent.

The greatest improvements were in weeks 7 and 8, but time on task returned to previous levels in weeks 9 through 13. Week 4 was an outlier with only 10% on-task time. The comparison student's time on task varied between 55% and 80% during the period of the research study. The comparison student showed no noticeable pattern in on-task behavior.
Figure 1 is a visual representation of the changes in and maintenance of on-task behavior by the participant as compared with a same-aged peer in the same class. The intervention ran for weeks 1 through 8; data were collected in weeks 9 through 13 as well. Data showed that the participant never outperformed the comparison student, and was able to match his performance only during Week 7. It also showed a peak in on-task time during the last two weeks of the intervention, weeks 7 and 8. Lastly, it showed the student returning to baseline after week 8.

Discussion of Findings

The student data showed a noticeable positive change in the student’s self-perception of working in groups. The student survey showed that he found teachers more helpful and increased perception of how he worked with others. The teacher data
showed growth in all areas of teacher perception of the participant's behavior. All teachers saw a positive change in the classroom.

The RIT scores from the MAP assessment showed inconsistent growth. I think you can delete this as redundant. The reading scores from Table 6 scored a gain of 18 points, a growth of 8.78%. The average gains from table 7 showed an average gain of 3.3% from the previous 3 testing windows. The mathematics scores from table 5 showed a loss of 4 points, a decline of 2.09%. The average gain from the previous 3 windows was 6.33%. Large gains were made on reading test, but were not seen on the mathematics test.

Time on task data showed an increase at the conclusion of the intervention in Weeks 7 and 8. While participating in team building and the ropes course the participant peaked in on-task time at 65% in week 7 and week 8 at 56%. Upon conclusion of the intervention in weeks 9 through 13, time on task was below the baseline level seen in week 1. Some growth was achieved during the intervention, but was not maintained at its conclusion.
Chapter V

Summary, Conclusions and Recommendations

Interpretation

The intervention resulted in only minimal growth in the student’s self-perception (Table 2). He showed growth in confidence in his peers as well as confidence in their ability to help. The participant also had gains in confidence in staff. He made no gain in independent work. The participant’s of view of others changed, but there was no change in his perception of his own abilities.

Teachers increased their positive perceptions (Table 4) of the student in all areas (Independent Work, Working in Groups, and Confidence in Teachers) which reflected changes occurring in the student’s social skills and classroom behavior that he did not notice. The student was generalizing and retaining the social skills learned.

On-task time (Table 8) varied and did not show consistent improvement. On-task time may have been affected by a variety of external factors (argument earlier in the day, disagreement with school staff, type of lesson) that could not be controlled which created this variability in weekly data. What was clearly shown was that on-task time peaked in the final weeks of the intervention which could be accounted for because participating in team building and Ropes and Challenges activities provided the student positive interactions with his peers. On-task returned to baseline once the intervention concluded. When these interactions were removed the participant returned to his original behavior.
The use of the RIT scores was changed from its original intent. Planned testing windows were modified due to unforeseen circumstances. Due to absences to deal with family emergencies, the student was unable to take the MAP assessment during the spring 2014 window. Therefore MAP test data from fall 2014 were used. Multiple factors could have affected academic test scores. Gains in academics could have been affected by activities completed over the summer.

The RIT score showed gains in reading following the intervention. The growth of the student was higher than during previous testing windows. The growth in his reading level may be a result of increased on-task time in the classroom. More engaged time could increase the student’s opportunity to read, leading to an increased RIT score.

The RIT score in mathematics did not improve following the intervention. Factors such as the testing environment, relationship with test proctor, time of test, and the student’s focus (or lack of focus) on the assessment may have affected test score. Comparisons to previous testing cycles showed that the student made inconsistent gains and losses.

In summary my original purpose was to investigate how participation in Ropes and Challenge and Classroom Team Building activities would affect a student’s self-perception, teachers’ perceptions, on-task time, and reading and math scores. Gains were most noticeable in the student’s perception of work with his same-aged peers. Both teachers and the student recognized growth in his ability to work in groups as a direct result of the experiential nature of the activities. The student was placed in activities that required positive social interaction in order for him to be successful. To
complete the activities he had to use appropriate social skills. These changes in perception demonstrated that social skills learned in the activities were generalized and applied.

Giving the student non-academic time to participate in social interactions at the Ropes and Challenges course and in team building activities resulted in increased on-task time, from a low during week 4, to a high during week 7. When the intervention was completed and the social interactions removed, time on task decreased.

Limitations

The study was limited in its size and scope. It looked at the effects of this intervention on only one student, with one specific disability. Due to this limitation I cannot infer that this result would be repeatable with a larger group or with students who have a different disability.

The study was also limited by the influence of school wide interventions. PBIS interventions were used throughout the school. The researcher was unable to remove the participant from involvement in these programs, and their effects on the student’s on-task behavior is unknown.

Implications

This study may affect educational practice because the intervention, an experiential curriculum that involved team building activities and a Ropes and Challenges course, showed meaningful gains in teachers’ positive perception of the participant. Student self-perception was also improved. This intervention provides an
alternative to other interventions designed to improve social skills. The study may also affect education theory because it shows the positive effects of an experiential curriculum. An experiential curriculum focused on a community of learners can positively impact the social skills of a student with social skill deficits.

Recommendations

For future educational practice, I would recommend including an experiential curriculum focusing on team building activities for students with OHI. Teaching positive social skills in an experiential setting improved the ability of a student to participate in a group setting and had a positive impact on his social skills.

Also, I would recommend expanding the research to a larger group to see the effects the intervention has on multiple students of varying disabilities. I would also recommend having a better academic test; growth could be measured to determine if increased social skills result in improved academics.
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### Group Juggle

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Group Juggle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Levels</td>
<td>5-12</td>
</tr>
<tr>
<td>Activity Areas</td>
<td>gym, playground, classroom</td>
</tr>
</tbody>
</table>

#### Activity Goal(s)
To have the group begin to get to know each other by learning each others names and to increase group interaction skills.

#### Procedure
- Have the group form a medium sized circle with 5-10 participants.
- The leader will say his/her name and toss one ball to another person (not the person next to them). That person will in turn say "thank you," saying the persons' name that just tossed them the ball. They will then toss the ball to another person. This process will continue until everyone has caught the ball. Instruct the group that they are not to toss the ball to the person on their immediate left or right.
- The leader will start the activity again by tossing the ball to the same person as before and the cycle begins again. This time the leader can add two, three, four, or all five balls until the group can toss all of the balls at the same time to one another.

#### Variation(s)
- Use other objects i.e., rubber chicken, bean bag, frisbee, deck rings, etc.
- Increase the number of objects utilized. Objects may represent themes or issues that are relevant to the specific group i.e., Friendship, Team building, Rumors, Homework, etc.
- Everyone catches their own ball at same time. Group can progress to throw-clap catch, throw-clap2x-catch, throw-touch ankle-catch, throw-spin 180/360-catch etc. Also toss one person to right or left and catch (i.e. Scarf juggling) (Laurie Frank version)

#### Equipment
- Assorted balls/objects of any kind, i.e., nerf, fleece, gatorskin, or any combination thereof.
Appendix B
Bumpity Bump Bump

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bumpity Bump Bump</td>
<td>5-12</td>
<td>gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>playground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>classroom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Goal(s)</th>
<th>Activity Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase student's ability to identify his/her peers within the group.</td>
<td>Circle Game</td>
</tr>
</tbody>
</table>

**Procedure**

Have your group place themselves in a circle formation. The group leader stands in the middle of the circle (all players in the circle should be approximately five to eight feet from you). Explain the game and do a couple of trial runs of the game.

Point decisively at one of the circled students and say that person's first name with conviction, stating firmly, "Me, (or) You" followed by "Bumpity Bump Bump".

The person you pointed to is to say the name of the leader (ME) their own name (YOU) before you finish saying, "Bumpity Bump Bump". If they don’t accomplish this then that person takes your place in the center and attempts to get someone else in the center. Once they get this down you can add "right" and "left" to the choices. Now the leader will say: "YOU, ME, RIGHT, or LEFT" and the person selected will have to name the person on their right or left in addition to the leader or themselves.

**Variation(s)**

Add additional people who will do the same thing in the center of the circle at the same time to different people.
Substitute 1,2,3 Mississippi for Bumpity Bump Bump

**Equipment**

None
Appendix C

Speed Rabbit

Activity Name
Speed Rabbit

Activity Goal(s)
To help students let down their inhibitions and have fun with a large group without placing judgment upon them.

Activity Type
Circle Game

Grade Levels
5-12

Activity Areas
Gym
Playground
Classroom

Procedure

The group should form a circle. The facilitator stands in the middle first, and teaches motions that include three people at a time, i.e.:

Elephant--the person pointed to makes a trunk, and the people on either side make ears.
Moose--the person in the middle makes the moose nose, people on either side make antlers.
Flight Attendant--the person in the middle pantomimes putting on an oxygen mask, the people on either side either smile and point to "exits", or waves and says "bye-bye".

The person in the middle of the circle points to someone and calls out a character, such as "elephant", then counts to 10 as fast as they can. If the three people make the elephant before "10" the game continues. If not, then the slowest person (or the middle person of the three) takes the pointer's place. The pointer has the final decision as to whether the participants completed the motions prior to him/her counting to "10".

Other characters include: Cow--the middle holds fingers with thumbs pointing down, the sides "milk" the thumbs; Ostrich--the sides hold hands together in front of middle person, the middle puts head in "sand"; Jello--the sides hold hands around middle person, the middle person shakes; Roller Coaster--the middle holds hands up and face back with hands (as if in heavy G-forces), sides make roller coaster motions with hands.

Variation(s)
1. Allow pointer to have several choices to call out.
2. Have two pointers.
3. Have the group make up their own actions/characters.
4. Use noodles to create actions/characters.

Equipment

Noodles (optional)
Appendix D

Get the Point

Activity Name: Get The Point

Activity Goal(s): Readiness

Activity Type: Circle Game

Grade Levels: 5-12

Activity Areas:
- Gym
- Playground
- Classroom

Procedure:
This activity is suited for a group of 10 to 100 participants.

All participants form a circle about elbows to elbows apart and are told to extend their right index finger. Participants are then told to move their left hand "palm up fingers flat" in front of the person on their left. Participants then place their right index finger into the palm of the person on their right.

When the facilitator says an agreed upon word (e.g. count of three or ready set go) participants attempt to catch their neighbor's right index finger in their palm while simultaneously trying to avoid having their left index finger from being caught by their other neighbor.

After a few trials have taken place, switch left finger and right palm.

Variation(s):
Switch right finger to left and left palm to right.
"Reverse get the point" palm faces down and finger points up into palm - same prompts.

Equipment:
None
Appendix E

Mystery Pathways

Activity Name: Mystery Pathways
Activity Goal(s): Teamwork and memory skill reinforcement
Activity Type: Group Initiative (Problem Solver)
Grade Levels: 3-12
Activity Areas: gym, playground

Procedure

Arrange poly spots in five rows of six. On cards make a 5x6 pattern and map out a course. The cards must be opaque so the group cannot see through. The group stands across from a guide and begins to find its way through the path. The guide can give the thumbs up or thumbs down indicating if the step is correct or not. If not, that team member must retrace his/her steps and go to the end of the line. Team members are encouraged to help each other as the whole team must make it through the maze.

The leader should customize the experience to the needs of the group. One way to do this is to provide a scenario suitable for the issues of the group. With a group of students, the scenario may be competency testing, completion of a grade or some other metaphor related to a social, behavioral, or academic issue. What are the steps towards the goal for process to completing a senior project, or graduation?

Variation(s)

Have the group make their own path using the 30 dot grid. The group may choose one member to design the path and then guide them through giving only yes or no responses.

Have two groups crossing the grid from opposite sides at the same time!

Equipment

30 poly spots or some substitute (colored paper plates).
## Appendix F

**Pass the Knot**

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass the Knot</td>
<td>4-12</td>
<td>gym, playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Goal(s)</th>
<th>Activity Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group focus, Communication, Goal setting</td>
<td>Webbing Activity</td>
</tr>
</tbody>
</table>

### Procedure

Assemble the group in a circle holding the webbing in their hands in the center of the circle.

Wherever the knot happens to be, tell the group that you are going to time its passage around the circle (clockwise or counterclockwise), have the group set a time goal.

On 'go' begin. After each turn have the group discuss how they want to proceed to better their time.

Group could compete clockwise vs. counterclockwise

### Variation(s)

**Clock-**

While holding the webbing in a circle the entire group could rotate 360 degrees and back again from a fixed point inside or outside of the circle using the knot as the "big hand". Check the group's time.

Additional markers may be placed at different "o'clock" positions for reference.

The group could also start and/or stop from a seated position

### Equipment

20' Webbing loop tied with water knot and optional back up safety knots
Appendix G

Knots (Tangle)

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knots (Tangle)</td>
<td>5-12</td>
<td>gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>playground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>classroom</td>
</tr>
</tbody>
</table>

### Activity Goal(s)

To develop group interaction and problem solving skills.

### Activity Type

Group Initiative (Problem Solver)

### Procedure

An even number of six to twelve students per group form a tight circle facing the inside of the circle.

Each participant should hold a rope in their right hand and grasp the rope of someone else with their left hand.

Then have each participant extend their left hand and grasp the hand of another person, so each participant is holding two different hands.

Now explain that hand to rope contact must not be broken. Palms may pivot one another, but ropes cannot break apart.

The object is for the group to unwind and untangle the rope forming one large circle or two to three small circles, looped together like links of a chain.

This can be very difficult. If your group is having problems solving the problem you as a leader can give them what is called “knot aid.” This is letting the group break one set of hands for three seconds and rejoining anywhere it wants. It must, however, be a group consensus as to who gets to break and rejoin hands.

### Variation(s)

- Attempt the activity in silence.
- With high trust groups, use hands only (Knots version)

### Equipment

"Tangle" ropes
Appendix H

Everybody Up

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everybody Up</td>
<td>5-12</td>
<td>gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Goal(s)</th>
<th>Activity Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>To develop trust and cooperation among group members.</td>
<td>Webbing Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the group to form a circle, evenly spacing themselves around the webbing. Group members should hold the webbing waist high.</td>
</tr>
<tr>
<td>Establish a leader who will give the commands &quot;Ready Group?&quot; followed by &quot;Everybody Down&quot;. At this time with the webbing taunt and members leaning back, everyone slowly sits down.</td>
</tr>
<tr>
<td>Once everyone is sitting down, the leader calls out &quot;Ready Group&quot; followed by &quot;Everyone Up&quot;. The group then slowly stands up.</td>
</tr>
<tr>
<td>A successful attempt is one in which no one loses their balance (feet/body can slide inward).</td>
</tr>
<tr>
<td>Rotate leaders with each attempt.</td>
</tr>
<tr>
<td>The facilitator/instructor may have to change group members places in order to create a better distribution of body size around the circle.</td>
</tr>
<tr>
<td>When attempting this activity indoors, it is highly recommended that this activity be done on a matted surface.</td>
</tr>
<tr>
<td>Challenge the group to trust each other and the webbing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>With proper training, a retired length of belay rope may be used whereby the rope is doubled with group members using the belay rope instead of the webbing. Do not attempt this variation without prior experience/training.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authorized webbing with a water knot with optional back up safety knots.</td>
</tr>
<tr>
<td>Retired 75' length of belay rope</td>
</tr>
</tbody>
</table>
Appendix I

Group Lean/Group Sit

Activity Name: Group Lean/Group Sit
Activity Goal(s): To enhance trust and realize the importance of working together to achieve a common goal
Activity Type: Webbing Activity
Grade Levels: 5-12
Activity Areas: gym, playground

Procedure:
This activity as Group Lean is similar to the Yurt Circle except that everyone leans out (back). The Group lean is a great way to process out a previous completed activity.

For Group Sit the group stands on the outside of the webbing supporting each other as in group lean. Then on the leader's count of 3 the group simultaneously goes down to a sitting position while supporting each other. Group returns to a standing position on the leaders count.

Be careful of anyone with shoulder, knee and/or back problems.

Challenge the group to not let their feet/body slide in.

Variation(s):
Group can add voluntary sounds upon going up or down.
Have the count to a certain number while keeping perfectly still, with or without holding onto the webbing i.e. relying on each other and the webbing for support

Equipment:
15-20 ft. piece of webbing tied with water knot and optional back up safety knots.
## Appendix J

### Cooperative Line-up

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative Line Up</td>
<td>5-12</td>
<td>gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>playground</td>
</tr>
<tr>
<td></td>
<td></td>
<td>classroom</td>
</tr>
</tbody>
</table>

### Activity Goal(s)

**Energizer -** This is a good game for a large number of people

### Activity Type

Group-Initiative (Problem Solver)

### Procedure

Divide students into even numbers of people in each group. For example, if there are 60 people, have six groups of 10 students or three groups of 20 students, keeping in mind the space available and cooperation level of group.

Place a poly spot for each number of groups. So, if there are six small groups, place six poly spots in a row. The poly spots designate the starting point for each group.

Each group is going to engage in a friendly competition with the other groups.

The leader will give a direction and on the count of three, the group is to accomplish the task and when they are done, they must all shout, "We've got it."

The leader must designate if the groups are able to talk while they are accomplishing the task or if they must do the task in silence.

Groups may not start doing the task until the leader counts off from one to three.

Once the leader explains the task, everyone must shout the answer at the same time then do the task.

The leader can give such tasks as: line up from shortest to tallest; line up according to the month and day that you were born from January to December in order; line up according to the number of years you have worked in the school district (for adults); line up in alphabetical order of your first name; line up according to your shoe size, favorite food etc.

Always check the line that yells, "We've got it." See if they actually have it, if not check the group that was second and so forth.

Have the groups do 3-5 different tasks till the energy of the group goes down.

### Variation(s)

Not allowing participants to talk

Give each group a small ball of some type. After the group is able to line up in the correct order, they must pass the ball down the line (over head, between legs, etc.) before shouting "we've got it"
## Appendix K
### Chocolate River

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stepping Stones (Chocolate River)</td>
<td>4-12</td>
<td>Gym, Playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Goal(s)</th>
<th>Activity Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team building, Communication</td>
<td>Group Initiative (Problem Solver)</td>
</tr>
</tbody>
</table>

### Procedure

Lay out boundary ropes between an area as wide as one large step for each participant in the group.

Give each participant a stepping stone (object listed above). Tell them that the only way to navigate the river is by staying in contact with the stone and that if their feet are not on a stone they are in the river and must be sent back to the shore. Let them know that the goal is for the entire group to cross the river from one shore to the other by using the stones.

Warn participants that if any stone does not have contact with some part of their body, it is fair game to be taken by the river rats, the facilitator(s) who are running the event.

Once a stone is lost, it is not available for further use by the group.

Let participants know that "shuffling" on the stones is not safe and therefore not allowed, nor is jumping to the stones.

Once the goal and rules are stated, give the group some planning time to devise a strategy.

If group loses too many stones too quickly, give them some strategy time to plan and let them try again. Once stones are lost, more planning is needed to accomplish the task.

This activity is not a beginning level activity and should be used with groups who have shown some ability to work as a team and do problem solving. If it is given to a group who is not functioning well, it can add to their frustration.

### Variation(s)

You may "handicap" (blind, deaf, etc.) some of the participants to elevate the challenge.

With young students, reframing the river as the chocolate river and the blocks as marshmallows is a nice metaphor.

### Equipment

Blocks of Wood/Foam or Poly spots, Boundary Ropes or Cones
Appendix L

Trio Spotting

Activity Name
Trio Spotting

Activity Goal(s)
To develop appropriate spotting techniques and to understand the importance of activity safety.

Grade Levels
5-12

Activity Areas
Gym, Playground

Procedure

The leader must make participants know that this “partner spotting” is a prerequisite to all other trust activities. Each person must know how to spot safely and properly (refer to the spotting section of the guide). The leader has everyone get in groups of three. Two will be the spotters and one will be the leaner.

Have participants facing the same direction with two spotters in back of the leaner. Proper stance for the spotter is: feet apart, one foot about six to 10 inches in front of the other; knees bent; arms raised; elbows bent; palms facing the leaner’s back; eyes of the spotter always focus on the leaner. The spotters’ palms will rest upon the leaner’s upper back. Remember to protect the leaner’s head, neck and back. The leaner’s position is feet together standing erect. With arms straight out and thumbs down, cross arms palms touching, clap fingers, draw arms down, inward and up with bent arms tight to body. If this is too difficult for participants, they can cross their hands across their chest.

The trust fall should begin with the spotters and leaner about six to eight inches apart before the starting command is given. The pair begins with this dialogue: “Spotters ready?” “Ready (leaner’s name);” “leaning?” “Lean away (leaner’s name).” (when the spotters answer, “Lean away.” the spotters must be ready to support the weight of the leaning individual.) The spotters want to catch the leaner by having his/her palms rest on the leaner’s upper back at the shoulder blades.

The leader then can have leaner slowly increase the distance between themselves and the spotters. It is important that this is practiced several times, increasing about four to six inches if ready. Then have the leaner and spotters switch places and follow the same sequence of commands until each person has had a chance leaning and spotting several times each.

It is up to each group to decide upon the total distance you will lean. Some people will only want to lean one foot and some people will want to lean two feet. Each group will be very different and make that judgment on its own. Finish up with a “sit down” processing session.

Variation(s)

Perform same leaning backward skill with one spotter instead of two if the student is ready.
The leaner can close his/her eyes while falling.
Also referred to as “Trust Fall”.
See Trio Spotting forward and backward.

Equipment

Utilizing mats indoors or grassy/chipped area outdoors is preferable.
# Appendix M

## Channels

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Channels</td>
<td>6-12</td>
<td>Gym</td>
</tr>
<tr>
<td>Activity Goal(s)</td>
<td></td>
<td>Playground</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>Classroom</td>
</tr>
<tr>
<td>Team Building</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Activity Type
- Group Initiative (Problem Solver)

## Procedure

This activity is suited for small groups of 5-9.

Each team member is given a channel and each team is given one marble.

The team goal is to move the marble via the channels into a coffee can or other similar container approximately 25 feet away.

Game rules are as follows: each team member may touch only their own channel. The marble may not touch any clothing or body part. Participants may not move their feet when the marble is in their channel. The marble may never touch the ground.

Any violation of these rules, results in the team restarting from their beginning point.

## Variation(s)
- Large marbles travel slower. Small marbles can be used to up the challenge as they travel quicker.
- Closed channels can be used to make the challenge more difficult (can't see where the marble is).
- Several small groups can intersect each other on the way to their destination.

## Equipment
- Open and/or closed channels
- Assorted sized marbles
Appendix N

Trolleys

Object: Get from one point to another on a pair of no-snow skis.

Framing: Pretend these are great skis and the group must go as quickly as possible to escape from some kind of danger. Pretend that they will miss their train if not to the station in time. Think of something that will spark the interest of your group.

Procedure: Four campers mount the trolley (feet on wood and hold the rope in front of each foot) and are forced to coordinate steps in order to walk together to another point. The remaining group members observe the mistakes that are made. The second group goes when the first group finishes.

Equipment: 2 sets of trolleys (6 foot wood planks with 4 sets of ropes attached to each piece of wood.)

Debriefing: Leads to a group discussion about teamwork and helping those who are unable to see everything that is happening in a given situation. Ask the first group how they felt. Ask the second group if it was easier for them and why they think it was.

As referenced from:

http://ucanr.edu/SJC_4H/files/65077.pdf
Appendix O

Key Punch

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Punch</td>
<td>5-12</td>
<td>gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>classroom</td>
</tr>
</tbody>
</table>

**Activity Goal(s)**
To cooperatively problem solve the requirements of a "computer debugging procedure".

**Activity Type**
Group Initiative (Problem Solver)

**Procedure**

Establish a 15' x 30' rectangle on the floor. Place the numbered spots so that all even numbers are on one side and odd numbers are on the other side. As numbers are placed zig-zag the numbers up and down the rectangle, not making it too obvious. Spots should be placed more than one foot inside the rectangle (this forces the students to step in the boundary and not just reach over the line.) The number of spots should total at least twice the number of group members.

Approximately 30' from the end of the rectangle place a length of tape or rope to designate the starting line. This is also where the students can plan.

The scenario is that a militant group has placed a virus into the government's computer program. The group represents the government's best chance to reject the virus and save billions of dollars on debugging costs. For the group to achieve their goal they must physically touch all poly spots (with both feet) in numbered sequence as quickly as possible.

The entire group starts and finishes behind the starting line. The stopwatch will stop when the last person crosses this line. Only one person can touch the keyboard at a time and they must be completed in numerical order. The group cannot go over to the keyboard to plan. All planning must be done behind the starting line.

The group has 30 minutes or five attempts, whichever comes first. Penalties: 10 seconds per infraction (which will be added onto the total time on the stopwatch).

**Variation(s)**
Place numbered spots randomly on the computer key board. Do basic addition/subtraction problems.
Vary the time allotted, penalty time and number of spots
Substitute letters of the alphabet for the numbers. Then have them spell words. (Could also be used to teach foreign language, geography, etc.)
Allow the group to have a brief (30-45 sec.) of planning time at the keyboard.

**Equipment**
Gym Spots
20-40 numbers
Rope
Appendix P

Sensory Trust Hikes

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory Trust Hike</td>
<td>5-12</td>
<td>gym, playground</td>
</tr>
</tbody>
</table>

**Activity Goal(s)**

To build trust in group members who must take responsibility for one another while that person is without his/her sight.

**Activity Type**

Trust Activity

**Procedure**

Have the group pair off, giving each group of two, one blindfold (optional). It is preferable that the participants pair with someone they don’t know well.

Explain that one person will put on the blindfold while the other person becomes the leader. They should explore the area, with the blindfolded person using his/her senses. He/she should think about things like: What kind of surface are they on? Are they in the shade or in the sunshine? How can you tell? What do they hear? Are they near a road? Water? What do things feel like without being able to see them (leaders should allow the person blindfolded to touch trees, rocks, etc.)? Where is the sun? How can you tell?

After a certain amount of time (five to ten minutes) partners should switch roles.

After each person has had a chance to play both roles, bring the group back together. Ask questions about their senses. Which did they use? How? Was it hard being blindfolded? Ask questions about trust. What is trust? How do we use it? Why do we trust some people and not others? Is trust earned or does it just happen? How do we lose trust? Did you trust each other? Which role was easier—leader or follower? Why? Do you trust each other more than before? Why? or Why not?

**Variation(s)**

Have the entire group (up to twelve students) hold onto a rope and assign one of the group members as the leader. All students are blind folded except the leader. Cues and safety issued are discussed prior to going and then the group is directed on the sensory walk (refer to activity sheet “Incredible Journey”).

**Equipment**

Blindfolds (optional), rope
Activity Q

The Rock

A simple “guess who” type activity that takes “guts”

AT A GLANCE
Sitting in a circle, each person silently observes the overall behaviour of their colleagues as they attempt to guess who is secretly holding the “rock.”

WHAT YOU NEED
A comfortable, open space
Minimum of 10 people
15 - 30 minutes

WHAT TO DO
I just love this activity, and so will your group once they understand what’s going on. I picked it up in acting school, and after playing it for an hour every day for two weeks, got really good at it. It’s very simple, but the connections and metaphors you may draw from this exercise to the process of your group’s development are astonishing.

Start with your group standing in a circle, all facing into the centre. Ask them to close their eyes, and place both of their hands clenched behind their backs. Then, if they choose, each person may open one of their hands with palm cupped upward behind their back as if they might receive something in it. Only those who wish to receive the “rock” should have their hand in this ready-to-receive position.

Next, walk all the way around the outside of the circle, as quietly and steadily as possible, and place a small stone into one of the opened hands. That person will automatically clench their hand around the “rock,” and then predictably start saying to themselves “oh wow...oh wow...oh wow....” You will often see a very visible change come over this person.

Once you have returned from whence you came, ask everyone to bring their clenched hands in front of them, open their eyes, and quietly and comfortably sit down with their hands visible to all. Remind people that they should sit in such a way that each person can easily see everyone else.

Now the fun begins. Every person, even the one holding the rock, will appear to be looking, looking, all the time looking. Their task is to accurately guess who among their number has “got the rock.” There is absolutely no talking, just looking and being open to what is so. Meanwhile, the rock-holder is spinning wheels inside to make it look like he or she doesn’t have the rock, when in fact, everything about them is screaming “look over here!”

It’s an absolute classic.

Within 20 to 30 seconds, one or more people may raise their hands, and when called upon, point to and call the name of the person who they think is holding the rock. If they are correct, then congratulations are in order, and you may wish to enquire as to how they knew. But if the guess is wrong, the guesser is eliminated from the group and will push out of the circle, i.e., each person only gets once guess.

This activity teaches people to trust their “gut,” or put in another way, they already “know” the answer – they just have to trust themselves to look and commit. If the connection within a group is real, then you can expect many people to quickly develop an ability to guess who is holding the rock. If the connection is developing, you will notice an increasing pace at which the group gets it. Otherwise, it just becomes a task of elimination.

Observe and note the “connection” that will be evident within the group at the end of the activity. Invite the group to enquire why this is so, and what impact this sense of the group can have on a group’s performance.
Appendix R

Thumb Ball

Object: Get to know team members, Use an Ice breaker to allow participants to introduce things about them.

Framing: Explain to group that we are here to introduce each other among the group. Each person will be answering one or more question about themselves. They must answer honestly, and respect the answers of their peers.

Procedure: The instructor starts by throwing the thumb ball at one of the participants. The participant answers the question that their thumb has landed on. After the participant has answered the question they pass the ball to another participant who answers another question. This process continues until the instructor feels that each person has shared 1 or more answers.

Equipment: 1 soft ball, the ball should have warm-up questions written around the ball. Questions should be easy and quick to answer. (ie. Favorite Movie, Favorite Meal, Favorite Subject, etc.)

Debriefing: Leads to a group introduction. Have student share with each other if they have similarities.
## Mosquito Tag

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosquito Tag</td>
<td>5-12</td>
<td>gym</td>
</tr>
<tr>
<td></td>
<td></td>
<td>playground</td>
</tr>
</tbody>
</table>

### Activity Goal(s)
- Teamwork
- Cooperation
- Play Fair

### Activity Type
- Tag Game

### Procedure

Pick 1 volunteer to be a mosquito for each 10 persons in the group.

Mosquitoes are told that they are to hold the fun noodle on their forehead to simulate a stinger and that they can “sting/tag” others by contact with any part of them with the fun noodle while it is attached to their forehead.

When the game begins, all participants try to avoid the mosquito by “walking fast” within the boundaries of the designated play area.

When a participant is “stung” they are to stop moving and begin to scratch themselves.

Any 2 or 3 participants who have not been stung can circle the “stung” participant by holding hands and then jump up and down chanting “deep woods off” “deep woods off”.

Once this is done, the “stung” student is free to be back in the game and walk fast.

Participants who are holding hands around a stung student may not be tagged by the mosquito as this is an “immune or safe” position.

Change mosquitoes often and make sure to remind students that this is a walking game.

While this can be a fun game in its own right, some interesting “strategies” and teamwork can occur.

Process strategies used by mosquitoes and by those avoiding contact – especially note whether participants are working together to “free” their peers.

### Variation(s)

### Equipment

- Fun Noodles (3 or more if very large group)
Appendix T
Blanket Ball

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Grade Levels</th>
<th>Activity Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blanket Ball</td>
<td>5-12</td>
<td>gym, playground</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity Goal(s)</th>
<th>Activity Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperation, Problem solving, Communication</td>
<td>Group Initiative (Problem Solver)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two teams spread out around two sturdy blankets. They grasp the edges of the blanket, and a beach ball is placed in the middle of one. (Use &quot;fling it&quot; nets and &quot;boingo&quot; balls if available.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>To warm up, groups toss the ball into the air and catch it again in the blanket or roll the ball around the outside edges of the blanket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the group set at goal of how many catch the can make with minimum requirements being bouncing the ball as high as the tallest member of the group. Tell the teams if the ball hits the ground, the team must begin counting over from zero. Teams cannot touch the ball with hands or arms, &quot;heading&quot; is allowed!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams then pass one ball back and forth by tossing it in unison towards the receiving team. One team can also toss their ball straight up and dash out of the way to let the other team dash under it to catch it with their blanket.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>You can also give each team its own ball, so that they can exchange them by simultaneously tossing their ball toward the other team on a signal that is already agreed upon.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are a number of very creative solutions to this problem solver!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work with partners using a towel and soft object to toss. Often it is easier for students to begin with a partner prior to moving to a larger group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Variation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try working with two or more sets of partners and tossing one object back and forth.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>One blanket/fling it/towel and one object to toss (beach/gator/herf ball, plush animal, bean bag, etc.) per 2-8 students</td>
</tr>
</tbody>
</table>
Appendix U

Universal Nitro Trolley
ELEMENT SPECIFIC SAFETY PRE-CHECK

1. Inspect trolley, support ropes, rapid links and zip pulley

2. Set boundaries for crossing and landing. Provide enough space between the trees and boundary ropes to ensure a margin of safety for mounting and dismounting.

TASK

A two foot by two foot platform is attached to a zip pulley with rope and suspended from an overhead cable. The group has to acquire the trolley using a resource found within the group and cross a ravine without touching the ground.

SET-UP

1. Spot all participants while they are traveling across the ravine. Spot and/or assist the first couple of participants as they are mounting and/or dismounting, then let the group take over this role. Demonstrate how to assist/spot from where they are located. Demonstrate how to catch the trolley by the wooden platform. Catching or stopping the trolley with the suspension should not be allowed.

2. Diving or jumping on to the trolley is not allowed.

3. When traveling on the trolley, participants should be in a sitting position. Participants should not be allowed to stand on the trolley at any time. It is acceptable to have two people ride the trolley together. This option may be used by having two participants sit back to back. In the case of a participant who would need physical assistance, the facilitator and/or other adult may have that participant ride in their lap.

4. Begin the activity by placing the trolley an appropriate distance from the boundary rope for the group’s age/ability level. The group is allowed to use anything on their bodies to get the rope and/or trolley, though if they throw something into the area (ravine, canyon, lava flow), and it drops, they will not be able to use that object again. Facilitators need to be very cautious when belts/buckles are used.
VARIATIONS

1. If any group member touches the ground, everyone returns to the start. This may be amended to only have that person who touched the ground return and/or bring back one additional person.

2. As this scenario usually has a canyon-type setting, set the scene so that large gusts of wind appear and stop the trolley in the center of the canyon. Allow the groups to problem solve how to rescue their group member.

3. Use the concept that there is a black-out when the crossing has to occur. Invite all participants to close their eyes when crossing. This creates a strong atmosphere to experience a high level of trust and good communication skills.

4. Split the group in half and have each group stand on either side of the ravine. The challenge is for everyone to exchange places.

5. Introduce the problem that some sacred objects have to be carried across the ravine. You may fill a cup with “mother nature” (whatever the group decides to put in) or have everyone carry an object across.

6. As this is a universal element, some accommodations may have to be made in order for all participants to successfully participate.

7. Provide animals or some objects to be placed in between boundary ropes for rescue.
Appendix V

Low Multi-Vine
LOW MULTI-VINE

TASK

This element involves walking across a single, tensioned foot cable with a series of dangling ropes suspended from an overhead cable. The dangling ropes are positioned just beyond the average person's reach. The number of people allowed on the cable is not to exceed five.

SET-UP

1. When setting up this element, the shortest rope should not be used in the first or last position. You may use 1 or 2 additional rapid links to provide extra length to accommodate shorter participants.

2. Review spotting techniques. Remind the participants that effective spotters follow the movements of the participant engaged in the activity. Proper and alert spotting helps prevent falls that cause injury. The primary responsibility of the spotters is to protect the participant's head and upper body in the event of a fall.

3. Practice spotting using activities designed to reinforce proper technique (i.e. Zipper or Noodle Zipper, Trio Spotting, or Willow in the Wind).

4. Clearly explain how good spotting enhances and develops trust among participants.

5. Carefully distinguish the differences between spotting, catching, and assisting. Spotters are not to catch or assist the participant in completing the activity.

6. Supervise spotters closely and remind them of proper technique as needed. There is a minimum of two spotters, one on each side of the cable, per participant traversing any low cable element. The remaining students may be utilized as additional spotters to keep the group engaged.

7. Rotate spotters so everyone has a chance to spot.

8. Pay close attention to the number of spotters required to spot each element effectively. Size, strength, weight, fatigue, and group dynamics may affect minimums. Do not hesitate to require additional spotters in particular situations.

9. Prior to any participant getting on the cable, review commands for mounting and dismounting the cable.

10. Remind participants that if they feel like they are about to fall, simply stepping off the cable is recommended and can help prevent an injury.
7. Five person trolleys can be connected together using rapid links to create a 10-person challenge. When securing the rapid links make sure you tighten the rapid link covering all threads.

8. If group participants on a trolley are frustrated, suggest participants switch positions to rotate a new person to the front location.
Appendix W

Seagull Swing
SEAGULL SWING

ELEMENT SPECIFIC SAFETY PRE-CHECK

1. Check the swing rope for flaws and correct connections.
2. Inspect the posts for hazards.

TASK

Two four by fours are set in the ground approximately thirty feet apart and three to four feet high. The participants must climb onto one of the posts and use the rope to swing toward the other post that has an object placed on top of a cone. The challenge is to kick that object (rubber frog, chicken, etc.).

SET-UP

1. When the participant is about to swing, remind them to “hug the rope” or place their hands near their chest to avoid having arms extended and potentially causing a fall.
2. The facilitator helps support the participant from swinging back into the post and reminds participants to hold the rope securely to avoid falls or hitting posts.
3. The participant who is climbing on to the post may use the shoulder of the spotter as support.

SAMPLE SCENARIO

Alien chicken scenario - balance the chicken on a mini-cone on the far side of the canyon.

- Knock off the chicken - have participants swing across the center area and try to kick the chicken off the cone.
- Capture the chicken - have the participants swing across the center area and try to capture the chicken between their feet and bring it back to their side of the canyon.

VARIATION

1. Place a bell on the post or top of the cone and have the participants try to ring the bell by kicking it.
9. Use of the command sequence is crucial to maintain safety and good communication.

10. Begin the activity with the rope hanging in the middle of the open area. The group is allowed to use anything on their bodies to get the rope, though if they throw something into the area (ravine, canyon, lava flow), and it drops, they will not be able to use that object again. Facilitators need to be very cautious when belts/buckles are used.

VARIATIONS

1. If any group member touches the ground, everyone returns to the starting point.

2. Balance a stick or cane pole on two mini-cones instead of laying a rope or branch on the ground. Participants are challenged to swing over the “trip-wire” or “vine”, cross the canyon, and land on the other side without knocking off the trip-wire/vine. The team is encouraged to set goals related to how many times they will allow the trip-wire/vine to be knocked off the cones before the entire team traverses the canyon.

3. Use poly spots and/or hula hoops to create some “safe” stepping areas. This enables participants to make choices as to the type and length of their swing. Depending upon the group goals, these safe areas can be moved or taken away.

4. As an initial activity, split the group in half and have each half stand on an All Aboard platform. The challenge is for everyone to exchange places by swinging from one platform to another.

5. The group can transport a cup of water across the canyon to increase difficulty. An additional option is having everyone carry an object across to represent a value, skill or rescue of endangered animal.

6. Set group goals and work within a time limit. The facilitator may allow a certain number of people to touch the ground while crossing.
Teacher Survey

Name of Student: ____________________________

(Survey is anonymous - please do not place your name on the survey)

1. Student comes to class prepared.
   Never     Rarely     Sometimes     Often     Always

2. Student participates in classroom discussions.
   Never     Rarely     Sometimes     Often     Always

3. Student appears confident when answering questions in the class/from the teacher.
   Never     Rarely     Sometimes     Often     Always

4. Student independently completes classwork.
   Never     Rarely     Sometimes     Often     Always

5. Student is confident in his/her class work upon completion.
   Never     Rarely     Sometimes     Often     Always

6. Student volunteers to assist his/her peers.
   Never     Rarely     Sometimes     Often     Always

7. Student is comfortable working in a group.
   Never     Rarely     Sometimes     Often     Always

8. Student participates when working in a group.
   Never     Rarely     Sometimes     Often     Always
9. **Student helps classmates during instruction.**

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

10. **The student accepts help when offered.**

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

11. **The student asks for help when he/she struggles.**

| Never | Rarely | Sometimes | Often | Always |
Appendix Y
Student Survey
Student Survey

Name of Student: ___________________________

Please rate your beliefs on the following questions by circling your response.

1. I feel successful in my classroom.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

2. I feel confident when I answer a classroom question.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

3. I feel confident completing class work independently.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

4. I feel confident sharing my ideas in the class.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

5. I feel confident when working in a group.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

6. I feel I am helpful to my classmates.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

7. My classmates are helpful to my learning.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

8. I am able to accept criticism from the school staff.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>
9. I feel comfortable working with the school staff.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>

10. I feel that the school staff is helpful.

<table>
<thead>
<tr>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
</table>
Appendix Z

Time-Interval Recording Sheet
5 Minutes Interval Data Sheet

Student Name: Participant  
School Name:  
Class Name:  

Date of Observation  

Instructions: Each day, write Y (Yes) if the target behavior occurred during each interval and write N (No) if the behavior did not occur during the interval. Circle N/A if data was not collected, or class was in movement or...

In the table below, record the actions you take to change that behavior.

<table>
<thead>
<tr>
<th>Time</th>
<th>Student</th>
<th>Comparison Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>0:00 – 0:05</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:05 - 0:10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:10 – 0:15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:15 – 0:20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0:20 – 0:25</td>
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<td></td>
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<tr>
<td>0:25 – 0:30</td>
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<td></td>
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<td>0:30 – 0:35</td>
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<td>0:35 – 0:40</td>
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<td></td>
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<tr>
<td>0:40 – 0:45</td>
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<td></td>
</tr>
<tr>
<td>0:45 – 0:51</td>
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<td></td>
</tr>
</tbody>
</table>

Adult Observer:  
Date:  

Signature:  