

Dear :

I Promise to:

Love You,

Teach you the skills,

Hold you Accountable!

Chapter 1

Tom "Bear" Andrews

Shawn Moriarty, Jeffrey Weisser

Pro Image Adventures, LLC

Practitioner Certification Manual

www.DARE-TO-GROW.com

Letter from the Authors



Hello! Welcome to the Pro Image Training manual! My name is Jasmine and I'll be your guide on this magical mystery tour. I'll be stopping by throughout the training with fun facts, comments, and plenty of embarrassing stories about Tom!

In this Manual we proudly provide you with the tools you need to lead a group of people on a safe adventure that could be a life changing experience. Since 1986 Tom Andrews and staff have been going all out to provide the most exciting, entertaining, enriching experience which has ultimately brought us to this latest version of our training manual. It is the culmination of hours of tedious, tireless work and effort. Unfortunately for us (the writers), it will not and cannot ever be complete! As times change, safety standards change, new equipment, elements take root (tidy boom) which means we need to update and modify this document. It is a complicated amendment process that needs $\frac{3}{4}$ majority to pass any changes combined with the money offer on the table. In the end it becomes a very long arbitration process but it gets done none the less. So as you go through this manual just keep in mind it is as up to date as we can make it and as the industry evolves we shall change and improve with it. Thank you for taking the first step towards...well...we'll see what happens. Also thanks to the many minds that have directly or indirectly helped in the creation of the concepts in this humble masterpiece. Please do not re-print any part of this without permission. Thanks!

Sincerely,

Jeffrey Weisser, B.A. and Tom Andrews, M.Ed

Dear Challenge Course Practitioner Clinic attendee:

I am delighted that you have chosen to be with us for these upcoming several days. This training specializes in skills you will need to operate a Challenge Course program. Challenge Courses (Low and High) are inspected / improved annually. This training will be both challenging and rewarding. As you learn challenge ropes course facilitation skills during this time, you will be preparing to be tested against a standard. To begin this process, please take time to read this letter and do the assigned reading/homework (see below).

If you have questions about preparing for your training, please contact Tom Andrews at (317) 714-3649.

SOME VERY IMPORTANT NOTES

- We will be providing you with some reading materials that you will be responsible for reading through out the training whether we assign it for homework or not.
- **Please have read ALL the materials sent to you in enough detail so as to know what they are and where to find specific information you might be asked later. Example, know where the chapter is on High Ropes Operations Manual so that when asked to prepare to lead the Zipline, you could find it. You do not have to know in detail how to operate the Zipline yet!**
- If you would like to purchase extra reading materials like the Complete Ropes Course Manual (highly recommended for people pursuing a Level II Certification), or Jim Cain's new Essential Staff Training (highly recommended whether pursuing a certification or not) let us (host staff or the trainers) know as soon as possible so that we can have the correct number of books at the training. There are other books that are valuable reading that will be provided at the training. In general, if you are a level II, please plan to expand your library of excellent reference resource books.
- I strongly recommend that all of you become a member of the PRCA (www.prcainfo.org) and the ACCT (www.acctinfo.org), thus being able to receive a copy of the PRCA and ACCT standards. (both now make the standards available electronically).
- This training is of course held over a period of time due to the part time nature of your job as a facilitator. There may be some days we ask you to come in a little early and/or stay a little late because there is a lot of material to cover. The trainer will also occasionally be able to make himself available after the sessions each day for any extra help you may need.
- Bring a water bottle and daypack to keep course materials, extra clothing and other paraphernalia.

- **WE WILL BE OUTDOORS IN A VARIETY OF WEATHER CONDITIONS.** Dress appropriately for the weather and be aware of the weather forecasts for your training. There is a list of clothing suggestions later in this chapter.
- **HEALTH CONCERNS** - You should be well rested and in decent physical condition and health for this training. We believe in holistic education, meaning that you will be holistically drained - mentally, emotionally and physically during the course of this training. Be prepared! Please fill out the enclosed risk form and return it, along with the other pre-assessment information to us. **BE HONEST WITH YOUR ANSWERS - YOUR LIFE MAY DEPEND ON IT!**
- **BRINGING GUESTS** - At some point during the training experience, we will be holding a brief "Facilitator Student Teaching Practicum" during which you will help run a series of challenge course activities. Specific details will be discussed during the training.
- *****COMPLETION SPECIAL EVENT** - At some point there is usually a celebratory and acknowledgement event so make sure to keep that time open! This will be an experience you shall never forget! It will likely occur the night before the last day of the training. More details during your training, but do plan to do the following: bring something with you from home that is special to you, but something you would be willing to give away as a special gift to someone in the training. Also, bring some fun or special clothes to dress in for this night of celebration-the clothes can be fancy, or funny or whatever you would like, but something you will enjoy being in and makes you feel special for an evening of celebration of a great training week!
- **CERTIFICATION**- This training does not guarantee you will be certified when you leave. If you put in the effort, do the homework, pass the written and practical exams (which will be discussed in detail during the training) then you will have put yourself into a position to become certified.
Pro Image Adventures, LLC stands firmly behind its rigorous and exciting certification, offered since 1987.
- **FINAL PERSONAL NOTE** - Despite the hard work and time that you will spend, know this. Pro Image Adventures, LLC has an outstanding reputation for quality learning experiences, fun times, deeply rewarding friendships and personal discovery that will never be forgotten. We look forward to meeting you!

Sincerely,

Tom Andrews, Owner, Pro Image Adventures, LLC

Shawn Moriarty, Manual writer and trainer

Jeffrey Weisser, Manual primary writer and trainer

(Other trainers you may encounter- Dan "Coach K" Kiestlinger, Dave Woods, Dudley Hamlin, Bill Root, John Isaacs, Bill Porreca, Guy Mott)

Participant Pre - Training Checklist

ADVANCE INFO WE NEED FROM YOU:

- ALL materials received & RECOMMENDED read in advance—Portfolio, standards, chapters from the new PIA, LLC manual, other books (to share a reading during training)
- Read & Completed all forms
- FAX/ mailed/handed back to Us if required
(Risk/Health Form, (if needed), Rubric/Skills Assessment List, Portfolio)

"STUFF" TO BRING/DO:

- Invite a friend for "Preview Day".
- Snacks/Water bottle/Day Pack
- Flashlight and batteries
- Appropriate clothing (for the season-see enclosed list)
- Bring any medications, special diet needs

Our RECIPE for a successful training experience:

Low (and high) Ropes Challenge Course Practitioner Training and / or certification

Coordinate with host agency -verify location has following amenities:

- ✓ **Overnight lodging and food service** climate controlled
(Overnight experience not required but highly recommended)
- ✓ **Indoor cozy space***-softer lighting, sofas, overstuffed chairs, couches
- ✓ **Indoor meeting space***-warm, plenty of outlets, well lit, 4-5 6 or 8' tables-
for display plus as many as needed for participants, white board(s), easels,
Newsprint, markers, chairs
- ✓ **Activity space**-ideally indoors and out, in addition to a challenge course facility,
where participants can move around safely and freely to play games, other
activities as part of syllabus.

Daily routine experiences will include **EXPERIENCING** and then **LEADING**:

Story telling, journaling, (by laptop & thumb drives or by hand), homework topics, walks and silly games, problem solving, games, closings, facilitating a group reflections and application of learnings, meal times, coffee and other snacks available, night time activities some nights, use of music, poetry, readings, mime, dance...possibly some knot tying.

Primary Syllabus- PI & A manual& handouts- available electronically (mostly...) to get copied and in hands of candidates at least a week ahead of training

Recommended Additional resources- *Complete Ropes Course Manual, Essential Staff Training Activities, Revised and Expanded Book of Raccoon Circles, Affordable Portables, New Games Book(s), Cowstails and Cobras, Silver Bullets, Bottomless Bag, North Carolina Outward Bound Books of Readings, On the Loose, ...*

Plan training experiences with a balance of the following:

(Underlined - preferred & likely included in training experience ...)

GAMES (see portable bag of tricks as well as prop-less games)-Foxtails, Change 5 Things, Peek a Who, Animal Toss Name game, Leadership Dance, Handshakes, Magic Carpet, Jesters, Princes; Who's got the Beat, Nose Jousting, Quotes in Order

STUNTS / GROUP DVLPMNT-Broom, HA, Back to Back, more

PORTABLE BAG OF TRICKS Blindfolds, Mouse Traps, Lycra Tubes, disguises, ropes, more...

TRUST/PEAK Human Spring, One on one, Falls, Dives, Trapeze Jump, Yeah But, Blind Partnered Walks, Mouse traps, etc.

PHYSICALLY CHALLENGING EVENTS (agility, balance, strength, jumping, moving-Nitro Swing, Team Wall, Mohawk Walk, Heebie Jeebie/Pirates Crossing, Wild Woozy, Tension Traverse, Porthole, Beam, Giants Finger

BALANCE Swinging/Inclined/Balance Logs, Whale Watch/ Sinking Ship, Zig Zag, TP Shuffle.

MENTALLY CHALLENGING, UNIVERSAL-Maze, Spiders Web, Toxic Waste / White Water River Rescue.

CLOSINGS FACILITATION (Group) Skills Last night celebration or feast, Secret Buddies, Magic Box, Magic Boat, Teaching how to share, how to speak in helpful ways that do not rob group of learning. Have a Boom Box and / or Ipod, Cds, guitar, FIREPLACE, control of indoor lighting and nearby outdoor places for brief teachable moments.

RISK MANAGEMENT and Documentation, Written and practical Testing 2 hr written test, available as Level I and / or level II, ideally done last day, (or can be done as take home), also identify a "guinea pig group" who will assist trainees by giving them a chance to practice lead and allow for trainer chance to watch candidates lead.

GOALS & MAP for PRACTITIONER TRAINING

(or WHAT and WHERE to find what you need!)

READ (WHERE) DISCUSS/LECTURE (WHEN) EXPERIENCE-PROCESS (HOW) -Journal, buddy, whole group then...PRACTICE!

- 1 DO the adventure activities-experience the fun, holistic nature (mind, body, emotion, spirit), adjustability of activities, the inherent safety habits and principles in place, and the involvement of everyone. **Chptr 2, Chptr 3**
- 2 Value (MAGIC!) of group commitment agreement (or covenant, contract) **(Master List ADV SEQ G-A-T), Chptr 2**
- 2 How to practice safety while engaging in adventure...SPOTTING **Practitioner Assessment Rubric (PAR, Chptr 2, Chpt 3**
- 3 Awareness of progression / sequencing in groups development, as well as the PARALLEL process of that with activities...
- 4 Experience in Progression of activities...and... **Chptr 2**
- 5 ...Critical literal definition of TRUST, based on risk / safety balance... ... **Chptr 2, Chpt 3**
- 5 Understanding after experiencing some PEAK activities.. **Chptr2, Designing Peak Initiatives, Advanced Appendix**
- 6 Understanding group development **chptr 2**
- 7 How to be a facilitator- practice facilitating, CHOOSING what activities & progression do I choose, how to adjust "on the fly", how to engage people - draw them out, experience & questions - how far to go or not go...types of questions to ask? ...and NOT to! **chptr 2, Designing Peak Initiatives Advanced Appendix**

8 Practice Process activities that lead to **open ended** pertinent, gentle (usually, but not always!) questions **TIMING, WHAT-SO WHAT-NOW WHAT (Experiential Learning Cycle-ELC)**, **chptr 2**

9 Some **techniques** that people use to process with. (**G.R.A.B.B.S.S.**) and how to **create activities around themes** to lead to people having a guided discovery experience...and still have some control... **chptr 2, Designing Peak Initiatives, Advanced Appendix**

10 A look at the **standards** and **risk management** practices essential to offer these activities...(PRCA, ACCT) **chptr 1, PAR**, standards from PRCA* and ACCT* (*copy written, thus accessible at cost elsewhere, not in this syllabus)

11 **ACCOUNTABILITY** Some evaluation of each person's progress and knowledge **written test, Guinea Pig Day, practice feedback, PAR, Personal Portfolio**

Facilitator's Creed

- 1 NOTICE, NOTICE, NOTICE!
- 2 Define and Guard the boundaries of the Group's Focus...(includes safety issues as well as stated goals, emotional well being, etc.)
- 3 Vigorously defend /allow the group to learn from its experience, which includes its mistakes!!! (Guided Discovery, Experiential Learning, etc.)

Foreword to more detailed Safety Responsibilities from Complete Ropes Course Manual, (CRCM), chptr. 1, pg 17-18: (Don Rogers)..

"A facilitator's primary responsibility is to the physical, psychological and emotional safety of those in their charge, colleagues and themselves...all other responsibilities related to service delivery are secondary..."

Safety Responsibilities

- 1 Individual right to make an educated decision to participate in any/all activities
- 2 Participants not exposed to unnecessary actual risk.
- 3 No activity consequences designed as punitive, but as part of learning process
- 4 Facilitators (F) practice only within the bounds of their competencies; when nearing limits, enlist support of more experienced staff.
- 5 F does not misuse power differential between themselves and participants.
- 6 F respects confidentiality of specific events between individuals and group.
- 7 F aware of conflicts of interest that pose safety risk, and avoid such conflict.
- 8 F remains professional in relationships with participants
- 9 F avoids imposing their values and beliefs. (Sharing is not necessarily imposing).

SECONDARY (ETHICAL) RESPONSIBILITIES

- 10 F creates fosters relationships based on respect, justice, veracity, professionalism.
- 11 Violence, harassment, intimidation in any form is not tolerated
- 12 Act in good faith when performing duties
- 13 Follow through on commitments
- 14 Demonstrate concern for needs / expressed desires of all.
- 15 Value / demonstrate sensitivity re: diversity, other challenges
- 16 Plan / act with respect & stewardship towards environment (preservation, sustainability, universal benefit).
- 17 Maintain & practice current knowledge / understanding of applicable standards within the challenge course industry.

Facilitator Skills, Attitudes

-Natural or Nurtured-

1 Relational Skills, Attitudes

2 Teaching Skills, Abilities

3 Safety Skills

4 Knowledge of Activities-(Capt. Fun Bag)

5 Balance of Detail Discipline &
Ability to Be In the Moment

6 Godly Person of Humility & Humor

7 Steward(ess) Knight/Lady for Environment

8 Entertainer/Performer- Master of the Space
wherever you are, when to Change Venue
& ability to teach/ affirm through others

Criteria for: Level I Low Challenge Course (CC); Competent Facilitator (CF)

- 1.) Ability to plan and operate a sequential series of low (ground) events including games, trust, initiatives, low elements, peak experiences and closing rituals. GF must be able to correctly identify the name and objective for, present rules and metaphors for, safety considerations for, intervene (when necessary) and debrief at least 6 games and/or ice breakers-(including name and sorting, and physical as well as passive, some that require props as well as those that do not); at least 3 Trust events-Willow in the Wind, One on One Falls, Human Spring, Trust Falls and Dives from a height, Yeah, But...; at least 4 Initiatives-Nitro Crossing, Spider Web, Mohawk Walk, White Water River Rescue, Whale Watch/Sinking Ship, TP Shuffle, Meuse, Trolleys, Puzzle, Tire over Pole; at least 3 Low Elements-Multivine , Tension Traverse, Wild Woozey, Pirates Crossing, Swinging Log, Swinging Tires; at least 1 Peak Initiatives-Maze, Wall, Trapeze Jump, Buddy Stretch Walk; at least 1 Closings /Rituals-Golden Helmet or Magic Boat feedback/acknowledgement type, candle or flame, story, song or quote that illustrates a key point; Debriefing-able to lead a discussion and pose thoughtful questions to the group that follow a sequence of "What happened?", "So What about that?" and "Now What"?

Note: In the interests of time, this can be accomplished best by writing up (typing/word processor) the details for this and being asked, in an oral presentation, to present one or two of the events.

- 2.) Demonstrating a full understanding the six key ingredients in effective initiatives-safe, inclusive of *all* participants, experiential, holistic, adventurous / fun, & skill at adjusting event's difficulty level.
- 3.) Demonstrating the skills in spotting detailed in ACCT standards B2.2.1-8 and PRCA pages 50-64.
- 4.) Demonstrate a keen awareness of noticing safety hazards and group/individual dynamics and a basic ability to meet those needs without going past one's abilities.
- 5.) Demonstrating the site specific safety hazards to avoid for each and all the low elements selected in their series sequence, including those in the natural as well as the man made environments adjacent to each event. *Ability to set up, take down whatever props are required for each element and assess if an element is safely/appropriately setup.*

Criteria to pass Level II Low CC / Qualified Facilitator (QF)

- 1.) All of the above and the ability to alter ("in the moment") any game or initiative's storyline, objective and metaphors (including props, if necessary) to match the needs of a group. *You will have 5-10 minutes to custom-design some events and then facilitate one-two events of the trainer's choice.*
- 2.) Further deepen one's bag of tricks to include the ability to lead at least 15 games, 6 trust activities, 10 initiatives, 6 Low elements, 4 Peak activities, 4 different closings, including the ability to make up one of the above on the spot within a group setting you have already been working with to effectively meet a given situation; *you will be told whether this is inside or outside, props or not, passive or physical, type and age of audience and their desired stated outcome(s).*
- 3.) Demonstrate an awareness of experiential learning cycle, group development and dynamics.
- 4.) Ability to handle a diverse number of group types, (e.g., therapeutic, recreational, developmental, educational, business culture) ages, and cultures. *You will be asked to verbally describe and/or role play how you would respond to several scenarios, after being given a few minutes to strategize.*
- 5.) Ability to "MC" any group; that is, able to open (frame) and close (debrief/close) the day's events, regardless of what the stated goal(s) are/were. *This is best tested live, with a challenging audience.*
- 6.) Ability to state the outcome goals of a group and, by using listening and program skills, to make them happen for (nearly) every person, and the group as a whole.
- 7.) Awareness of the history and philosophy/mission of adventure programs in the US and the world and have a sense of their own place within that history.
- 8.) Evidence their participation in their own advancement of the field by participation / presentation at professional conferences related to the adventure facilitation field within the past 24 months.
- 9.) Demonstrating the ability to tie correctly, blind & in under 90 seconds a prusik, prusik from scratch, clove hitch, overhand knot(s) and correctly being able to discern a "good" splice from a "bad" one.
(# of tucks / how tightly woven, what type and size, & condition of rope material.)

Criteria for: Level I High Challenge Course (CC); Hi Ropes Instructor (HRI)

- 1.) Demonstrate ability to operate and a familiarity with at least half of the elements on their organization's challenge high course; ie., understanding the unique aspects to each of half of the stations on the high course. Ability to orient/explain the safety and operational procedures about for those elements to any audience such that they understand what is required of them as a participant. (ie., be able to alter teaching style to suit different learning styles)
- 2.) Demonstrate ability to tie all the required knots (ie., Bowline on a bight, Figure 8 on a bight, Double Fisherman's, Super 8, Prusik, Prusik from scratch, Clove Hitch, Bowline, overhand on a bight, Water knot) in less than 90 seconds, blindfolded. Ability to detect the correctness (5 tucks) in a spliced piece of 3 strand rope, and to determine its safety for use. Ability to correctly observe from a distance and detect whether a knot is correctly tied, after it has been tied by someone else.
- 3.) Demonstrate ability to belay confidently, with a variety of different (at least 3 different) friction devices (ATC, body, figure 8, sticht plate, tuber, Gri Gri, etc.); to place oneself in the proper position relative to the cable and climber to reduce pendulum; to ask for the appropriate anchor and second hand as backup on a belay. To properly execute the communication sequence and to engage the climber in a "test" fall or 3 stage trust high fall sequence before they climb beyond ten feet above the ground. Demonstrate the knowledge of which elements require use of a quick link or double carabiner, triple lock& captive eye, steel, etc. and why.
- 4.) Demonstrate ability that they can climb safely, competently and confidently on any elements they would ever ask a climber to go to.
- 5.) Have familiarity with all the safety gear and demonstrated ability to give a clear, concise, sequential, reassuring orientation (an example the ones in the manual) to a group of climbers prior to their leaving the ground for the purpose of understanding the safety features and limitations and climbing safety policies and procedures on the course.
- 6.) Understand, explain and be able to assist on the ground or air of a timely, cut away rescue off at least 1 element on the course.

Criteria to pass *Level II High Challenge Course (CC)*; achieve High Ropes Supervisor (HRS)

- 1.) Demonstrate ability to operate and a familiarity with ALL of the elements on their organization's challenge high course; ie., understanding the unique aspects to each of all of the stations on the high course. Also, if not already on their course, the demonstrated ability to operate a Zipline, Climbing Tower, Rappel station, Pamper Plank or Pole, Giant Swing and at least one team high element.
Ability to orient/explain the safety and operational procedures about all these elements to any audience such that they understand what is required of them as a participant.
- 2.) Have knowledge of and ability to observe and detect flaws/ damage to any/all components of belay cable hardware and belay point gear (eg., pulley, rope, SRD, quick links, etc.) and to take appropriate action including stopping use of part of or all of the course elements, as needed to insure safety of participants.
- 3.) Demonstrate ability to perform a timely (under 4 minutes from recognition to ground), cut away rescue off any element on the course.
- 4.) Awareness of the history and philosophy/mission of adventure programs in the US and the world and have a sense of their own place within that history.
- 5.) Evidence their participation in their own advancement of the field by participation / presentation at professional conferences related to the adventure facilitation field within the past 24 months.

Intangible Values & Ideals ^{to} Look _{for}, Encourage, _{and} Support _{in a} Team

Principles per Outward Bound Philosophy

- Living in the Present
- Adaptation and Change
- Courage
- Striving
- Self Reliance AND Interdependence (Self confidence and Humility)
- Physical Fitness
- Quality
- Compassion
- Service for Others

Spring/Summer/Fall Clothing Tips

"There is no foul weather...only poorly dressed people."

PRINCIPLES TO FOLLOW:

1. Be prepared. Have additional clothes beyond what you wear. Bring rugged duffel bag or backpack.
2. Dress by the following 3 Layer Principle:
 - A. First layer (Wicking) is closest to skin and wicks away perspiration to keep you safe, comfortable, warm, and dry. Best materials are silk, polypropylene, and Capilene. Remember that cotton, although comfortable when dry, is useless and dangerous when wet...and "wet" can be caused simply by sweating!
 - B. Second layer (Insulation) should keep you warm but not be overly bulky. Factors to consider: the temperature, wind chill, and your level of activity. Good materials are fleece, wool, down, other synthetics. Again, cotton is comfy and stylish, but useless when wet. Beware the sweatshirt!
 - C. Third layer (Shell-Wind/water) is the outer layer. Factors to consider: the amount of money you wish to spend, your level of activity, and the weather - wind only, light drizzle, or downpour. *The more intense the water, the more waterproofing you'll need. The more active you are, the more breathable you'll want your outer shell to be; a nice feature to look for is arm pit zippers which you can open or close to help control the amount of heat that is kept near the body.*
A third factor is the rugged-ability of the material; a fairly popular and reliable feature is "ripstop" nylon, which creates a series of ¼" grids of stiff "tear resistant threads", as we call them, throughout the fabric and assisting in confining any ripping or tearing to a very small area of the coat.
 Plastic and rubber will be waterproof but won't breathe well (you'll be uncomfortable), will tear easily, and can be bulky. Good materials are treated nylon, Seal-kote, or oiled cloth. Some people prefer Goretex, which can be good, but there are plenty of good products, some perhaps less expensive than Goretex.
3. Don't skimp on quality or fit, and borrow where you can to save money.

In essence, bring extra closed toe shoes, socks, non cotton shirt layers, rain gear, hat, gloves. A vest is quite handy too.

SUGGESTED CLOTHING LIST:

In essence, bring extra closed toe shoes,
socks,
non cotton shirt layers,
rain gear,
warm hat,
gloves.

A vest is quite handy too.

Loose fitting pants*

Sneakers (or boots for bad weather - make sure they are comfortable for you.)*

Tee shirts.*

Water resistant rugged duffel bag or backpack.

Sweater /Sweatshirt or Long-sleeved shirt.

Baseball cap (protect you from the sun.)

Warm knitted hat

Gloves, including belay gloves if you have them

Light, loose-fitting jacket - windproof but not bulky, should allow freedom of movement,

Sweatpants, Painter pants, or *Loose-fitting* jeans.

Waterproof rain gear (Coat, definitely, pants optional).

Towel, extra socks, underwear, and shoes to change into if you get wet.

Sturdy plastic bag to store wet things away from dry.

Lip balm for chapped lips.

Sunscreen - even on a cloudy day.

Bug dope - 100% DEET or SkinSoSoft.

*** You will probably want to wear at least these, bring everything else in your bag.**

*****REMINDER Bring clothes that make you feel special for the last night before the the last day of the training....AND Bring a gift of something you already own to share with someone (Did you read the letter in the earlier part of this chapter? Please do so!)**



Module 1

DEFINING EDUCATION AND TRAINING

Education may be thought of as the presentation of general information that may or may not be used by the learner.

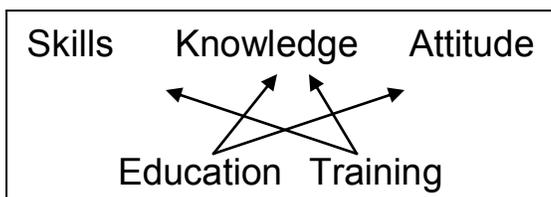
- “Ed-u-er-e” (ey-doo-ker-ey) Latin...that which leads out of ignorance
- Anything that affects our knowledge, skills, and attitudes (SKA's)
- The “why” in safety educates about the natural and system consequences of behavior
- Primarily increases knowledge and attitudes
- A process through which learners gain new understanding, acquire new skills, or change their attitudes or behaviors.

Training on the other hand, is the development and delivery of information that people will actually use.

- One method of education
- The “how” in safety
- Primarily increases knowledge and skills
- A specialized form of education that focuses on developing or improving skills - the focus is on performance.

Training and Development - Focus: identifying, assessing and -- through planned learning -- helping develop the key competencies (knowledge, skill, attitudes - SKA's) that enable individuals to perform current or future jobs. (ASTD)

Editor's Note: This page came from a Powerpoint presentation designed and delivered by representatives of ANSI and OSHA. The information relates directly to our roles as trainers and your roles as trainees.



Standards? PI&A Cliffnotes Version

In this section our goal is to provide a very brief overview of the standards we must adhere to in a clear, easy to understand style so that standards are not something intimidating but rather a tool to be used as a challenge ropes course facilitator. THIS DOCUMENT DOES NOT REPLACE the standards in their true form. The following section is simply our interpretation of the standards concerning the operation of a challenge ropes course (2008 ACCT stds, chapter 3, pages 34-51). Understanding what we write here will be of great help to you as you fill out the rubric also known as a self assessment form, which you have likely already received or will shortly. There are three categories of competencies according to ACCT. Those categories are core, technical, and facilitation. We want to specifically highlight these categories because of their direct correlation to this training. The core competencies are general standards that are applicable to all facilitators and all challenge ropes course facilities. These are standards that should be practiced by everyone,



regardless of skill level or experience.

According to the 2012, 8th Edition of the ACCT Standards, a facilitator's conduct should demonstrate knowledge and practice of common ethical guidelines. As a facilitator, you must know the activities/initiatives/low elements available at your site. That means you know things like the participant/facilitator ratio AND all of the emergency procedures for those elements. That includes, knowing relevant participant medical information, having the ability to implement appropriate first aid procedures, and knowing where to go in case of inclement weather. In order to ensure the participant's and your own safety you should not try to perform activities that are beyond your own skill level unless you have someone more experienced to supervise you. Also, be aware that participants need to understand all of the disclaimers and safety waivers (and have them signed

Hello again! Feel free to take notes in the wide margins!
OH and by the way: If you do not have one, the easiest way to obtain a copy is to become a member of each organization. For more information please visit www.ACCTinfo.org and www.PRCAnfo.org

recognizing they understand previously mentioned documents).

The Technical Competencies are divided into four sub-categories.

1. General
2. Spotted Challenge Course Activities
3. Belayed Activities
4. Specialty Skills

General: This section contains a broad set of standards that are applicable to all activities/initiatives/low elements. BEFORE the participants arrive for their challenge course program there are certain protocols that need to be followed. An inspection of all elements and necessary equipment to make sure it is safe and set up properly and able to be safely used. Conversely, you should also know proper take down procedures for all of the elements and equipment you may use. As a facilitator you must recognize the risks (including determining if this is an activity it is appropriate to spot or if you should be belaying) involved with each activity and continually assess those risks in order to adjust your challenge course program accordingly. When you arrive at your activity the participants should have been taught the necessary safety techniques in order to safely perform the activity. In addition, participants should remove objects from their body that could lead to injury (ie: watches, rings, chainsaws etc.). As always you should have knowledge of the ACCT standards.

Spotted Challenge Course Activities: Essentially for this section of standards you'll need to know...drum roll please!.....SPOTTING! As a facilitator you need to know, how to spot, where to spot, if your participants can spot, which activities require spotting, which style of spotting is necessary, assess whether an activity is too dangerous to spot and needs a belay. A clear communication technique needs to be implemented between spotters and fallers.

Editors Note: Blah Blah Yadda Yadda. You're probably thinking this is dull and boring to read and study. It is. BUT! It is critical information that YOU need to know as potential facilitators. So, the next time you're reading this and getting bored just try to think about what it must have been like to have to write it (both in this manual and in the actual Operation Standards). And remember there will be questions on the test (not so subtle hint). Then hopefully that will give you the "pick me up" you need to get through it.

Belayed: Once you have determined an activity requires belaying you will need to know how to properly set up an element with the correct type of knots. That also means you need to make sure the belay system is set up correctly. You will also need to know how to belay for all elements AND be able to teach others how to belay.

Once participants have been taught belaying you are responsible for making sure they are still belaying correctly. Once a participant is in the air you should be able to guide them through transfers so they may traverse the ropes course (if your site is set up for traversing). In the event a belayer cannot fulfill his/her duties you need to have the ability to perform a belay escape. A facilitator also NEEDS to KNOW how to access the course using an approved self-belay method.

Facilitators should have knowledge of how to retrieve equipment from high elements (ie: ascenders, "J'ing" the rope etc.). Finally, I hope you know how to get down out of the trees otherwise you might run into some hunger, thirst, and more importantly, hygienic issues.

Specialty: The specialty section covers standards for non-traditional elements like zip-lines. As you will hear from us (the trainers) hundreds if not thousands of times...**FOLLOW THE MANUFACTURER'S INSTRUCTIONS!** As a facilitator you should only be running the high elements for which you have been trained. The following standards are applicable if your site has the specific element mentioned. The skills necessary to run specialty elements include, set-up, take down, execution, and supervision. As the facilitator you **MUST** know the Rescue procedures for each element. Specialty elements include zip/zap lines, flying squirrel, elements that require the participant to dive, rappelling, climbing towers, giant swings.

There are four primary categories of facilitation competencies that a challenge course facilitator must know.

1. Communication
2. Assessment
3. Design the Program
4. Implementation

Communication:

As a challenge course facilitator you will encounter people of all ages, ethnicities, cultures, spiritual beliefs and hair-dos. You will need to be able to effectively communicate ideas, feelings, theories, advice etc. If you cannot be clear and concise then it becomes more difficult to convey the ideas you are trying to get across. A specific example is in giving directions to games or initiatives.

In addition to being clear and concise one of your responsibilities is to provide the opportunity to ask questions. What that means is that as a facilitator you create a welcoming environment where people feel comfortable asking questions and taking questions.

Assessment:

Using tools like G.R.A.B.B.S.S., the Flow Channel Model and the 4 stages of group development, a facilitator should be able to assess a group and plan a program according to that assessment. This assessment involves evaluating a group's and an individual participant's overall ability and state of mind prior to engaging in activities. As much as we like to think we are invincible and omniscient it is important that we as facilitators realistically recognize our



own abilities and limitations. So we should be assessing ourselves as well. One assessment, however, is not enough. As a facilitator

These concepts will be covered later but if you want to stay ahead of the pack...

-GRABBSS-pg 14

-Flow Channel-pg 19

-Four stages-pg 21

(In Chapter 2-CORE-of the PIA Manual)



you should be consistently evaluating the group, the individuals, AND yourself. Through this constant evaluation you should be able to adapt to the unexpected and still provide a positive experience for everyone involved.

Design the Program:

In the 8th edition of the ACCT Operation Standards this category is actually listed ahead of assessment. However, in light of the fact that you must perform an assessment in order to design a challenge course program we felt we would list it in the order that made the most sense to us. When designing a program there are three criteria that need to be met. First of all an assessment (as discussed in the section above) needs to be conducted. Second, your program should meet the needs of the participants. Finally, your program should be designed to meet the goals stipulated in the contract or agreement that was made prior to the group arriving.

Implementation:

The standards for implementing a challenge course ropes course program are fairly similar to some of the standards already mentioned. You should be providing information concerning what the participants should be expecting throughout the day. Also, as the day goes on you should be analyzing group progress so that you can stick to your initial program design or adapt to changes that have occurred so that you are still providing the best experience possible. In this case we are going to intentionally beat a dead horse; do not attempt activities if the participants do not have the necessary skills that would allow them to complete the activity safely. Similarly, you should have the activities sequenced properly, which would ensure that the necessary skills are taught to move on to higher risk activities. While running an you should be able to adapt it to fit the needs of the group. In addition, you should be able to diffuse any conflicts that may arise from the group. When it is appropriate you, as a facilitator, should provide opportunities for the group to reflect on what they have been doing. How the participants interact during an activity or a reflection is a good indicator for how the participants interact away from the challenge course. Similarly, moving to a challenge course environment could in turn create powerful and emotional responses amongst the participants.

A Prayer for Children

Ina J. Hughes, 1995

We pray for children who put chocolate fingers everywhere,
who like to be tickled, who stomp in puddles and ruin their new pants,
who sneak Popsicles before supper, who erase holes in math workbooks,
who can never find their shoes.

*And we pray for those who stare at photographers from behind barbed wire,
who can't bound in the street in a new pair of sneakers,
who never go to the circus, who live in an X-rated world.*

We pray for children who bring us sticky kisses and fistfuls of dandelions,
who sleep with the dog and bury the goldfish,
who hug us in a hurry and forget their lunch money,
who cover themselves with Band-Aids and sing off-key,
who squeeze toothpaste all over the sink, who slurp their soup.

*And we pray for those who never get dessert,
who have no safe blanket to drag behind them,
who watch their parents watch them die, who can't find any bread to steal,
who don't have any rooms to clean up, whose pictures aren't on anybody's
dresser,
whose monsters are real....*

We pray for children who spend all their allowance before Tuesday,
who throw tantrums in the grocery store and pick at their food,
who like ghost stories, who shove dirty clothes under the bed
and never rinse the tub, who get visits from the tooth fairy,
who don't like to be kissed in front of the carpool,
who squirm in church and scream in the phone,
whose tears we sometimes laugh at,
and whose smiles can make us cry...

*We pray for those whose nightmares come in the daytime,
who will eat anything, who aren't spoiled by anybody,
who go to bed hungry and cry themselves to sleep,
and who live and move but have no being...*

We pray for children who want to be carried *and for those who must,*
for those we never give up on *and for those who don't get a second chance.*
For those we smother... *and for those who will grab the hand
of anybody kind enough to offer it.*

We pray for Children *Amen*