Group Initiatives Outline

Class Length: 2h – 3h
Class size: Group of 10-16
Class Location:
- Course/Portables

Materials:
Props available in Grosberg

Class Set-up:
Pre-meeting held in office and group form filled out designating trails and initiatives

Safety Precautions:
Always maintaining groups physical and emotional safety; see below

*Be sure to have group use the restroom before heading into the woods.

Introduction: (10 – 15 minutes)
Introductions, gather group background, objectives, and course rules. Name learning activity.

Activity: (1h 30 minutes – 2 h 30 minutes)

Built Elements
- All Aboard
- Treasure Island
- DJ/Nitro Crossing
- AOL/TP Shuffle
- Whale Watch
- Spider Web
- Croc Pit
- Mohawk Walk
- Trust Fall
- The Wall
- Meuse
- Island Hoppers
- King’s Finger
- Trolleys

Portables
- Raging River
- Carpet Maze
- Group Juggle
- Turnstiles
- Pipeline/Gutterball
- Toxic Waste
- Human Knot
- Hear No Evil, See No Evil
- Hoops
- Can Pass
- Blind Polygon
- Tarp Flip
- Moon Ball
- and many more!!!

Conclusion/De-brief: (10 - 15 minutes)
Observing group behaviors helping them to recognize their strengths and weaknesses. Thereby allowing them the ability to work together better both here and more importantly after they leave camp.

Class Tear-Down:
Return all used materials to Grosberg. Fill out program report indicating actual events and group numbers and behaviors.

Revised Jan 2012
**Group Initiatives**

- Start with a name game and a warm up then progress in difficulty.
- Allow the group to make mistakes but step in and redirect group when frustration is high or when people are being negative or hurtful.
- Make adjustments as necessary so groups can complete activity successfully in an appropriate amount of time. Any longer than 45 minutes on an activity makes group feel frustrated and defeated, and the point is to build the team up.
- The primary goal for you as the facilitator is to provide the group with a successful and positive experience, and then relate it back to their lives in a way they can understand. Processing and debriefing each activity is your priority.

**Introduction**

The introduction should not sound like a speech, but should be a conversation with the group that helps them understand what they're going to be working on and what specifically you're going to be looking for throughout the day. Ask them what they like about teams and what they don't like about teams to get the ball rolling. Use their names as much as possible.

1. Why are we here? (don't accept the answer “teamwork.” Get specific)
2. It's a good idea to talk to the group leaders before the activity to see if there is anything specific they want you to address. For the most part, be sure you are addressing the following:
   - Communication- Address how communication is more than just talking. Listening is a very important part of communication. Non-verbal communication is also an extremely important aspect of how a group communicates (facial expressions, body language, intonation)
   - Respect- Individuals do not have to be friends with everyone in the group, but without being respectful, the group will struggle to work cohesively.
   - Working toward a common goal- There is no success for an individual in a team. The team succeeds together or fails together.

**Debriefing**

It is your responsibility and priority to debrief every activity with the group. A debrief should be at LEAST five minutes per activity. Any group will process and share their experience when given the opportunity, but some need a LOT of help, and that is the facilitator's job. “They didn't want to process” is not an acceptable facilitator response to a quiet group. Make sure everyone is being respectful while you debrief, but if there was disrespect during the activity, make sure you address it and correct it. Your goal is to relate their experience with the activity to their lives (sports team, group project, job, etc.)

- Start by addressing what went well and reaffirm what they thought was good.
- Ask if there was anything that they could have done better, then expound on it.
- Ask if anyone was frustrated at any point and why. What would make it less frustrating?
- Did anyone feel that they had an idea that wasn't heard? How did they handle it?
- Did a natural leader emerge? Was that a good thing? Would you be as receptive to following a peer in a situation outside of this experience? (work, team, etc.)
- Always end by asking what the group could do better on the next activity, and be sure to remember it when you're at the next activity and talk about it.

The processing portion should be fun and light (they didn't come here to feel bad about themselves) but they should be walking away from this experience with a new perspective on successful teamwork. You can't run Group Initiatives successfully without successful debriefing, but it takes practice, so if you need help, ask!
This manual contains your hopes and dreams for facilitation happiness. Use only in conjunction with common sense, permission, and appropriate training. This is not about perfection—although it kind of is.

Group Initiatives Guide
Group Initiatives Guide

Safety Level 1 ★
Running
Throwing/Collision Hazard
Participant Stability/Balance Issues
Facilitator Assistance

Safety Level 2 ★★★
Element Stability/Balance Issues
Facilitator Spotting Participants

Safety Level 3 ★★★★
Participants Spotting Other Participants
Participants Lifting Other Participants

Facilitators & Safety Levels:
All of the activities in this guide have safety considerations. Facilitators must be observed and signed off to show they know how to successfully facilitate each individual Safety Level correctly.

Safety Levels are cumulative- meaning each level ADDS ON additional responsibilities to those already listed. Safety Levels are not always an indicator of the level of difficulty of the activity, but of the amount of safety issues that a facilitator needs to be aware of and manage during the activity.
Safety Points

Running: Facilitators and participants must be aware of the ‘in-bounds’ playing area; clear any debris. Outdoor locations often automatically provide undesirable terrain such as gravelly ground that can be slippery or tree roots which can pose a tripping hazard. Facilitators should point out these potential hazards to the participants before any activity where the participants will be moving quickly or feel the urge to run.

Throwing/Collision Hazard: Some elements or games have portable/moveable pieces. Throwables, moveable wooden planks, or other props could become a hazard if group members choose to handle them improperly. Other elements have objects that participants will be moving on, such as swinging on a rope that requires facilitator spotting. The facilitator must always clearly address these element pieces and the correct way to use/move them.

Stability/Balance Issues: This can come in two forms: 1) The participant may have balance issues, such as balancing and moving on a log, or 2) The element itself could be unstable like the Whale Watch, where the platform is usually in constant motion. The facilitator must always address these issues and instruct the participants on how they can address them, i.e. if the participant is having issues balancing they should ask a team member for support; on the Whale Watch they should not use abrupt movements, only slow and controlled movements.

Facilitator Assistance: The facilitator should use good judgment on whether or not a participant might require assistance from them rather than having the team members help each other. This could be on any element that a participant might be feeling a little unstable or uncomfortable, even if only an inch off of the ground. The facilitator should follow the participant along, allowing the participant to grab the facilitator’s shoulder/hand as an assist. This may be the case specifically if a participant has motor skill limitations, but may also have to do with the participant’s mental state and their physical/emotional cues.

Facilitator Spotting: This requires the facilitator to spot a participant in action. The facilitator must be trained on how to do this correctly. The facilitator is there to make sure that in the event that the participant loses their balance or grip they’re focused on breaking falls and making sure that the participant’s head and neck are protected from impact. Facilitator Spotting is different from Facilitator Assistance in that the participant should be freely moving of their own accord, without depending on the facilitator for physical support or stability.

Participants Spotting Other Participants: Only to be done by responsible groups with trained and approved facilitators. This requires the facilitator to teach and practice spotting techniques with their participants. The facilitator must always act as a backup and constantly survey the activity in action. If the group does not demonstrate correct and responsible spotting, the activity must be stopped immediately. The facilitator must be able to use good judgment regarding whether to refocus participants and continue the activity, or end the activity and process what happened.

Participants Lifting Other Participants: Only to be done by responsible groups with trained and approved facilitators. All safety commands must be understood and used by the entire group before anyone’s feet may leave the ground- every time. Lifting anyone off of the ground requires multiple dedicated spotters for each person being lifted, therefore participants not involved in the lifting should spot. Lifters must be instructed on proper lifting techniques by the facilitator. Spotters must remain in spotting position until they hear the “Clear” command from the lifted, meaning their feet are planted on a firm surface, they have their balance, and they no longer require spotting.
Areas of Focus
Oftentimes a group’s dynamic will determine what the focus of an activity is, however many activities are better than others for helping groups focus on specific goals.

Each activity listed in this guide has one or more areas of focus. A basic description of these areas is as follows:

**Energizer:** Activity designed to focus attention and raise spirits

**Name Game:** An activity that introduces individuals to each other by name

**Get To Know You:** Activity that allows individuals to learn about each other

**Goal Setting:** Requires determining a probable and feasible outcome for yourself and/or others

**Planning:** Activity requires/promotes predetermined idea of how to complete a task

**Problem Solving:** Activity promotes the act of utilizing resources (both tangible items and personal competencies) to achieve a goal

**Personal Space:** Challenges/questions the tolerable physical distance between individuals

**Cooperation:** Encourages working together to collectively achieve a common goal

**Communication:** Challenges and promotes the ability to deliver and receive information

**Support:** Promotes and requires the act of giving stability to others physically and emotionally

**Trust:** Activities require and promote creation of an environment that inspires confidence amongst the group members
Introduction/Name Games

2 Truths and a Lie

Materials: None
Focus: Get To Know You
Procedure: Have the group sit in a circle. Each participant takes turns at telling three things about themselves, two being true and one being a lie. The other people in the circle must guess which are true and which is a lie. Then the next person in the circle may begin.

Variations: You can have the group get into sub-groups of 3 or 4. The individual sub-groups discuss different ridiculous true stories that have happened to them and agree on the best one. Then, each member of the sub-group takes turns telling the agreed upon story to the rest of the group as if it had happened to them and the other groups decide who the story actually belonged to.

Evolution

Materials: A large open space
Focus: Energizer
Procedure: Evolution pattern:
1) Egg (crouched down in a ball)
2) Chicken (crouched down flapping wings)
3) Flamingo (Standing on one leg while stopped, flapping wings)
4) Pterodactyl (Soaring, yelling KAW-KAW)

The objective of the participants is to individually “evolve” from an egg to a pterodactyl. They do this by playing rock-paper-scissors with another participant of their same species. If two Eggs are playing each other, the one that wins morphs into a Chicken and the one that loses stays an Egg. The Chicken then plays another Chicken, winner morphing into a Flamingo and so on. Once the players make their final morph into a Pterodactyl, they become immortal and move about the playing area flaunting their Pterodactylness. Once all/most of the participants are Pterodactyls the activity is over.

Variations: Time dependent, the facilitator can choose to have participants devolve if they lose in a battle, ie: two Chickens play each other, one wins and morphs to a Flamingo and the one that loses morphs back to an egg. The facilitator can make up any evolution pattern that they feel would be fun for the group, ex: egg, chicken, dinosaur, princess.

Line Ups

Materials: None
Focus: Communication
Get To Know You
Procedure: Have participants line up in a specific order given by the facilitator. Examples would be lining up by, height, age, middle names, etc.
Variations: Popular variations of this activity would be making it more challenging by have the participants line up without speaking/making sounds, or blind folding some participants. In animal line ups participants each choose an animal and then line up in order of their animal’s size without human language.

Name Wave

Materials: None
Focus: Name Game
Procedure: Everyone thinks of their own name and an action that can safely be done by the entire group. One person starts by saying their name and doing their action and that participants name and action gets “waved,” as it would in a sports arena, around the entire circle until it returns to the original person, then, the next person goes and so on. This continues until everyone’s name and action has “waved” around the circle.

Variations: If there is limited time, you can also do a name/action call and response. The first person says their name and does their action and the entire group responds with the same name and action, then, the next person goes, and so on.

One-on-One Interview

Materials: None
Focus: Name Game
Get To Know You
Procedure: This is a great activity for groups that already know names but may not know everyone well. Everyone gets a partner and is given 1-3 minutes to learn everything they can about their partner. After the allotted period of time, each person then introduces his partner to the rest of the group giving as much information as they can remember from their interview.

Variations: Can give various questions that must be answered such as, “If you could/had to replace your right leg with anything, what would it be/why?”

Paired Activities

Materials: None
Focus: Name Game
Get To Know You
Procedure: Everyone forms a circle and gets a partner. It does not matter who the partner is, as this will change. One person in each pair faces his partner, thus forming two circles, an inner and outer circle. The facilitator then calls out questions/topics for the pairs to discuss such as, “Talk about your family,” “Have you ever broken any bones?” “Who is the most interesting person you’ve met?” Have the group rotate to a new partner between every question.

Variations: You can give each partnership an action so their first partner was their \textit{handshake} partner, then their next partner could be their \textit{high five} partner and so on.
Repeater Name Game

**Materials:** None

**Focus:** Name Game

**Procedure:** The facilitator and group decide on a team theme (i.e. food, animals, actions). Each individual needs to think of a new last name for themselves starting with the first letter of their first name that corresponds with the team theme (Animal: Bill Buffalo or Actions: Jeff Jumping Jacks). Then, the next person to go needs to repeat the previous people’s first and last name and then say their own. This continues around the circle until it ends on the last person who needs to repeat everyone’s first and last name including their own.

**Variations:** The group can give their first name and last name and throw in a safe action that goes along with their last name.

⭐ One Star Introduction & Name Games:

**Birdie on a Perch ⭐**

**Materials:** A large open space

**Focus:** Energizer

**Safety Points:** Running

**Procedure:** Have the participants each get a partner. Have each member of the partnership identify themselves as either “This” or “That” (i.e: “Peanut Butter” or “Jelly). Have the “This” group get in small circle in the center of the playing area and explain that when the facilitator begins the activity they will be rotating clockwise in their circle. Have the “That” group get into a much larger circle surrounding the “This’s” smaller circle. Explain to the “That” group that when the game begins they will be rotating counter-clockwise in their larger circle. When the facilitator yells “BIRDIE ON A PERCH,” the original partnerships must find each other and one of the two of them must have their feet off of the ground.

**Variations:** This game can be played competitively where the last partnership to get one of them off of the ground is eliminated until there is one remaining team.

**Have you ever? ⭐**

**Materials:** Poly spots or some sort of “spot saver”

**Focus:** Energizer

**Safety Points:** Running

**Procedure:** Everyone in the group but one person gets into a large circle with a poly spot under their feet. The one person who is not in the circle stands in the center and names an activity, such as “have you ever gone fishing?” Anyone else in the group who has done this activity needs to run into the center, give someone a high five and return back to another spot that was not their original spot.
Whoever is left, without a spot, needs to come up with another “have you ever?”

Variations: The game can also be played as a “never have I ever” game where the person in the center says something that they haven’t done but would like to do.

**Whack ‘Em ★**

**Materials:** One Noodle  
**Focus:** Name game  
**Energizer**  
**Safety Points:** Running  
**Procedure:** The group sits in a large circle with their legs outstretched to the center. One person starts standing in the center of the circle with the noodle in hand. The facilitator starts the game off by saying someone’s name. That person needs to then say someone else’s name who is sitting in the circle before the center person hits them on the toes with the noodle. This game continues until someone is unable to think of another person’s name and gets hit, that person then becomes the person in the center.

Variations: As a way to end the activity, once a name has been said they can remove themselves from the circle until there is only one person left.

**Ground Initiatives**

**Can Pass**

**Materials:** 1 #10 can filled with something; tennis balls, rope, bandanas, etc.  
**Focus:** Problem Solving  
Communication  
Planning  
**Procedure:** Set the filled can on the ground and have the group circle around it. Explain that the can needs to make it around the entire circle without any of the things spilling out. Once the can leaves the ground it needs to stay off of the ground until the task is completed. If anything falls out or the can hits the ground the activity starts over. Your first task can just be passing the can around using your hands and can get more difficult from there. First, not using their hands, then not using their arms. The last step should be them using only their feet.

**Carpet Maze**

**Materials:** 1 carpet maze or several poly spots  
**Focus:** Communication  
Problem Solving  
Planning  
**Procedure:** Lay out the carpet maze and have the entire group gather on one side of it. Explain that the group’s goal is to successfully get everyone through the maze. You may only have one person moving through the maze at a time. Once a
square is deemed good, it is always good. Once a square is deemed bad, it is always bad. From any good square, there will always be two good squares touching it, one being the one you came from, and the other being the square you must discover in order to keep moving forward. When a participant comes across a bad square, the facilitator will “BUZZ” them out and that participant must backtrack through the maze, go to the end of the line and let the next person go, allowing for everyone to try.

**Variations:** While someone is on the maze, everyone must remain silent and behind the boundary line. The person on the maze may not talk, and may not in any way leave anything on the maze to show where they had been.

### Circle 2 Circle

**Materials:** 1-3 Hula Hoops

**Focus:** Cooperation

**Goal Setting**

**Procedure:** Have the group stand in a circle and hold hands with one another. Place a hula hoop between two participants and point out that it is the start/end of the circle. The hoop is to pass as quickly as possible, around the entire circle without breaking hands. The facilitator can time the group and give them several chances to beat their own time. Make sure the group is setting their own goals.

**Variations:** After mastering the first level, the facilitator can add a second and third hula hoop, perhaps going in different directions. In place of holding hands, you can have the group connected by holding sections of rope or bandanas.

### Helium Hula-hoop

**Materials:** One hula-hoop

**Focus:**

Problem Solving

Communication

Planning

**Procedure:** The group stands in a tight circle with one or both of their pointer fingers pointed towards the inner circle at elbow height. A hula-hoop is placed on top of their fingers. The objective is to lower the hula-hoop to the ground without the hula-hoop becoming disconnected from any of their fingers. Participants may not curl their fingers around the hoop at any time.

**Variations:** For groups who are quickly successful with one hoop, the facilitator may choose to add a second hula-hoop. The first hula-hoop being lowered by everyone’s right pointer fingers, and the second being lowered by their left pointer fingers. The hula-hoops may not touch. Both need to be lowered to the ground.
Help

Materials: A small stick/twig and a rope for a circle (or ability to draw a circle in the dirt)
Focus: Problem Solving
Communication
Procedure: Make a circle with rope and have participants standing outside of it. Show off the stick/twig, making sure everyone can identify it. Explain that you will be hiding this stick inside the circle somewhere and that if you need “HELP” finding it to ask quietly in your left ear. If they have discovered where it is, have them QUIETLY tell you where it is in your right ear. Then have participants turn around so they cannot see where you hide it. You will hide the stick behind your left ear. Make sure you are standing inside the circle. Have the participants turn around and begin their search. When they ask for “HELP” they will ask in the ear that is hiding the stick. When they think they have found the stick they will whisper the location in your right ear. Eventually when they do discover that the stick was behind your ear, make sure they keep quiet, leave the circle, and don’t give the answer away to anyone.

Hoops

Materials: 5 hula hoops and 1 boundary line
Focus: Planning
Communication
Procedure: Have the participants stand behind the set boundary line. On the other side of the boundary line, spread out the hula hoops into the shape of the #5-side of a di. Make sure the jumps between the hula hoops are challenging but possible. The group’s objective is to get everyone safety onto the hula hoops without touching the ground between them. Only a certain amount of participants are allowed in each hula hoop (usually an even amount in each hoop, ie: 10 participants + 5 hoops = 2 in each hoop) and only one participant may be traveling at a time. The facilitator must point out that in order to land on a hula hoop, the participants must travel through and touch down in each of the hula hoops once before landing on their final-destination-hoop. Once that participant has landed in their final-destination-hoop, the next person may go. If anyone should touch down in the water, have that person restart.

Human Knot

Materials: No materials
Focus: Problem Solving
Personal Space
Procedure: Have the group stand in a fairly tight circle. Have each participant place one hand in the center of the circle and grasp the hand of someone else (preferably someone across the circle from them). Then, have them place their other hand in the center of the circle and grasp a different person’s hand. The object of this activity is to have the group untangle the knot of hands without breaking grips.
at any time. They may adjust their grip if it is uncomfortable, without breaking contact.

**Variations:** Replace hand-in-hand grips with each participant hanging onto the end of a bandana or rope.

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**Key Punch**

**Materials:** Poly spots numbered 1-30 and a boundary line to circle the discs

**Focus:**
- Problem Solving
- Communication

**Procedure:** Make a circle boundary line with the rope. Without over lapping any, place all of poly spots face-down inside a circle. The team’s objective is to flip over the poly spots by hand in sequential order. Some are harder to flip than others, so each person flipping may have up to one point of contact inside the boundary at a time. With each entry, you may only flip ONE poly spot over at a time and only one participant may have contact inside the circle at a time. Every participant must flip at least one poly spot over.

**Variations:** The facilitator can choose to time the participants and see if they’d like to set a goal to get quicker and quicker. If there is a larger boundary area, facilitators may allow more than one point of contact.

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**Tarp Flip**

**Materials:** One tarp that the entire group can fit on, a flat area

**Focus:**
- Problem Solving
- Communication
- Personal Space

**Procedure:** Lay the tarp on the ground. The entire group stands on the tarp and their objective is to flip the tarp completely over without anyone stepping off. If someone steps off, the group may restart.

**Variations:** Instead or in addition to flipping the tarp, have the group fold the tarp without anyone stepping off, once, twice, as many times as they can with everyone still fitting on.

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**Toxic Waste**

**Materials:** Two cans, one containing some rocks(not too heavy)/throwables/tennis balls, one toxic waste rope/tool

**Focus:**
- Problem Solving
- Communication
- Planning

**Procedure:** Set Up: Place the can with rocks in an open area, unravel the toxic waste rope/tool. Place the other empty can 20+ feet away, also in an open area. The group’s objective is to use the rope/tool to pick it up the can with the rocks and dump the rocks into the other can without tipping the can over or touching the can with anything other than the tool. The participants must each be holding onto the end of a rope at all times and may not get closer than the length of
their rope to the can. If the can tips over and spills the contents, the group starts over. The can may be set down and re-lifted as long as nothing is spilled.

**Variations:**
Depending on the abilities of the group, the facilitator can choose to put more/less rocks in the can making it lighter/heavier. To make the activity easier, the group can pick the can up and place it in another area instead of dumping it out.

**Traffic Jam**

**Materials:**
Enough poly spots, or spot savers for the entire group, plus one extra

**Focus:**
Communication
Problem Solving
Planning

**Procedure:**
The facilitator sets the poly spots in a \ shape, splits the participants into two groups, one group stands on the left side, the other on the right side of the \, leaving one extra, open poly spot at the peak of the \ . Both groups shift their bodies so they’re facing the open poly spot that separates the two groups. The goal of the game is to get side A to side B, and side B to side A.

**Rules:**
1. No one may move backwards.
2. A person can only move forward to an empty space.
3. A person may move around an opposing team mate to get to an open poly spot but cannot move around their own team mate.
4. Only one person may move at a time.
5. One spot per person, no sharing.
6. If any of the rules are broken, the group must reset and start over.

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**Witch Watch**

**Materials:**
Two passable objects

**Focus:**
Communication

**Procedure:**
Have participants stand/sit in a circle. Hold up the two items explaining that one is a “Witch”, and the other, a “Watch”. The group is creating a communication network. You will be passing these items around the circle in opposite directions using a specific method. The facilitator has the first object, the “Witch,” and introduce it to the person on their left. They do not know what it is since the facilitator will be the source of information. They will ask, “A What?” The Facilitator will reply “A Witch.” The participant will answer, “Thank you.” Now, that participant turns to the person on their left and introduces the object by saying “This is a Witch,” they will answer, “A What?” They must not answer until they have had that question come back to the source of information, the facilitator. Have the group practice. After they complete the go-around, then introduce the “Watch,” increasing the challenge by passing around the two items at once.
Variations: The facilitator may decide to take a different position in the circle each time the objects have reset, allowing others to try and handle the intersecting objects. The facilitator may also try send a third object, a “Who.”

One Star Ground Initiatives:

Blind Polygon ★

Materials: 1 rope and one bandana for each participant (or option to close eyes)
Focus: Communication
Safety Points: Stability/Balance Issues
Procedure: With everyone blind folded and holding onto a rope (tied off in a circle), the group must form different shapes with the rope, ie: square, triangle, star, etc. After the group thinks they’ve successfully created each shape, they may take their blind folds off to examine.
Variations: The facilitator may want to have the group make more challenging shapes, or even introduce unexpected twists in the rope such as a figure-eight, or several twists.

1 Fish, 2 Fish ★

Materials: A rope or starting line, an object larger than your hands, such as a stuffed animal and a large open space
Focus: Problem solving
Cooperation
Planning
Safety Points: Running
Throwing Hazard
Procedure: The group lines up and the facilitator stands 20 yards away with their back to the group and an object on the ground behind their legs. The group’s objective is to retrieve the object from behind the facilitator and bring it back over the starting line without the facilitator knowing who has it. The facilitator yells out “One fish, two fish, red fish, blue fish!” Once the facilitator says blue fish the group freezes and knows that the facilitator is going to turn around and face them. If anyone in the group is moving, that person must go back to the starting line to start over. If the object is missing from behind the facilitator, they can ask one participant if they have the object. If that person has the object, it gets returned to the facilitator and that person starts over. The object may not be thrown but only passed and if at any time the object is on the ground and can be seen, the facilitator gets it back.
**Group Juggle**

**Materials:** Several throwables  
**Focus:** Communication  
Planning  
**Procedure:** Have the group stand in a wide circle. Starting with one throwable, explain that the ball must be thrown to each participant once, starting and ending with the facilitator. You may not pass immediately left or right, but across. The participants must remember who they threw the ball to and who they got it from since they’re developing a pattern. Once an order is established, as a group, have them see how many balls they can juggle at once.

**Variations:** To make the activity more challenging the facilitator can choose to incorporate more rules, ie: No one may hold more than one ball at a time, if any of the balls hit the ground, the activity must start over, etc. Additional throwables may be introduced in addition to the ‘already-juggling balls.’ The facilitator can incorporate a ball that will go in reverse order. There can also be a “breakable” ball that must be brought over to the next participant and handed off instead of thrown.

**Gutter Ball**

**Materials:** One golf ball and/or ping pong ball, one PVC pipe per person, one can  
**Focus:** Problem Solving  
Communication  
Planning  
**Safety Points:** Running  
**Procedure:** Everyone in the group picks a piece of PVC pipe. The facilitator must set up a playing area with a starting and an ending point upwards of 20 feet away from each other. The can sits on one side, and may not be moved, and on the other side, the facilitator starts with the golf ball. Using the PVC pipe pieces, the group must figure out a way to create a track that the ball can travel down. Without letting the ball touch the ground, the group must get the ball to land in the can on the opposite side of the playing field. If the ball is dropped, the activity starts over with a possible consequence.

**Variations:** The facilitator may then create different rules that the group must follow such as: the ball must continuously be moving or continuously moving forward. The ball must travel through everyone’s pipe piece at least once/twice. Other variations may involve placing the can behind a tree that they must go around or even placing the can directly in front of the start point.
### Popcorn ★

**Materials:** One crate/basket, 30+ balls, large playing area  
**Focus:** Problem Solving  
Communication  
Planning  
**Safety Points:** Throwing Hazard  
**Procedure:** Set Up: Place the crate/basket in the center of the group and take the 30+ balls and throw them any/everywhere throughout the playing area. The objective is for the group to get every single ball back into the crate. The problem for them to work through is that as soon as they touch a ball, they’re feet become stuck to the floor. Their hands and bodies can still move, but their feet are stuck where they are.  
**Variations:** The facilitator can choose to make rules up such as; they cannot use any items from the woods (sticks, rocks, etc.) to help them out, they may not move the basket from its beginning location, they may not speak, etc.

### Raging River ★

**Materials:** Crate of lumber pieces, poly spots, or paper plates  
**Focus:** Problem Solving  
Communication  
Planning  
**Safety Points:** Throwing Hazard  
Stability/Balance Issues  
**Procedure:** Define a starting point and an ending point. Hand out a certain amount of boards/spots based on the group size and length of starting/ending points. The group must travel from one point to the other; however, as the ground is untouchable, they can only touch the boards or spots. If they fall of the boards, they must start over. If there is even a moment where the board does not have human contact it will float away (with help by the facilitator) and will be taken from use. Once the boards are placed down, they cannot be slid or moved along the ground.  
**Variations:** The facilitator can choose to have it mandatory that the group stays connected as they travel or tell the group that they are unable to see the other side of the ‘river’ until their entire group is off of the beginning side.

### Turnstile ★

**Materials:** 10-20ft Rope  
**Focus:** Communication  
**Safety Points:** Running  
**Procedure:** Set up the rope as if you’re about to play jump rope with a group. Tie one end of the rope to a tree/pole and stand 7-10ft away, rope in hand. Have the entire group stand on one side of the rope, far enough back so when you start twirling the rope they won’t get hit by it. The groups’ objective is to get everyone from one side of the rope to the other side. They may not go behind the facilitator or the tree/pole that the rope is tied to. The rope may not touch anyone. If any of
the rules are broken, the group must start over. Once completed, advance to
the next level...

Variations:
Level 1: Once the group has started traveling though the rotating rope, there
must always be someone jumping (the rope cannot make a revolution without
someone in it)
Level 2: People jump one at a time. Each person must run in, jump once, and
run out. If someone misses, that participant must come back and try again.
Level 3: People jump in groups of 2 or 3. As a small group, they run in, jump
once, and run out. Even if one of them misses, their small group goes back and
then tries again.
Level 4: The group needs to go through in tiered formation. 1 goes through, 2
go through, 3 go through, etc... If anyone gets hit by the rope, the group starts
over.

Walking Blob ★

Materials: 1-3 throwables, 1 roll of masking tape
Focus: Problem Solving
Communication
Personal Space
Goal Setting
Safety Points: Running
Procedure: Have the group stand in a circle, set 1-3 goals based on what they would like to
work on for their team building session. Have the throwables represent each
goal and have them throw the throwables away from the center of the circle.
Then, have the group raise their arms and get as close together as possible
forming a blob. The facilitator will then wrap masking tape around the whole
group. Instruct the participants that they need to working together to retrieve
their goals/throwables. If the tape breaks, they must start again.

Variations: Based on the group, the facilitator can limit/expand the amount of goals that
they set.

Warp Speed ★

Materials: 1 throwable item
Focus: Name Game
Problem Solving
Goal Setting
Safety Points: Throwing Hazard
Procedure: Have the group stand in a circle. One person starts by passing the ball to
another person, who must then pass it to someone else. Each person must
catch and pass the ball at some point, and only once. Tell the group to
remember who they have passed it to, because they are establishing a pattern.
Once the ball has gone around once, have the group try it again, without
stopping, just to make sure they know who they are passing it to. Next,
challenge the group by asking them how quickly they think they can get the ball
from start to finish, having them set their own goal. Anything goes as long as they pass the ball to each person and keep the same pattern.

Variations: The game can also be played in two stages. During the first stage the rules are:
1) the object must pass to everyone in the group once and only once
2) the object must stop and start with the facilitator
3) the object cannot pass to the person on the immediate right or left of the passer. During the second stage the rules are:
1) the object must pass
2) the object must pass in the order previously established in stage one
3) the object must start and stop with the first person in the passing order instead of the facilitator. The difference and “point” of this variation is to get them to pay attention to the rules in play, and come up with creative solutions.

⭐⭐ Two Star Ground Initiatives:

Yurt Circle ⭐⭐

Materials: webbing or rope (about 12” per participant long), tied into a circle

Focus:
Support
Trust

Safety Points:
Element Stability/Balance
Participant Stability/Balance

Procedure:
Have all participants stand in a circle holding the tied webbing in front of them in both hands. The webbing should be tight and their hands should at their hips and directly above their feet. On someone’s count, the participants slowly lean back all at the same time, extending their arms straight, and keeping their feet in the same spot. Participants must stay strong and stable to be able to help support the other members of their group. The group stays leaning (and oftentimes swaying a bit) until the signal is given for everyone to return to standing together.

Variations:
Have the group members all squat down or sit together while leaning and then return to a standing lean. Have participants use only one hand or leg. Have participants alternate leaning in and out, or touching the ground behind them with a hand. Have the group close their eyes while leaning.
Three Star Ground Initiatives:

THE FOLLOWING INITIATIVES MAY ONLY BE PERFORMED BY APPROVED FACILITATORS WHO HAVE SUCCESSFULLY COMPLETED ADVANCED LEVEL 3 INITIATIVES TRAINING.

Cookie Factory  ★★★

Materials: None
Focus: Support
Trust
Safety Points: Participant Lifting
Procedure: Have the group split into two, even, parallel lines facing each other, with about a foot between the two lines. By choice, one participant, “The Cookie” will stand at the beginning but between the two lines, facing away from the group. That participant will command the group to “Zip Up!” The participants in the two lines will bend their arms at the elbows and extend their hands towards the center of the lines, palm up to create an even conveyor belt and yell “ZIP!” The two participants closest to “The Cookie” will lower their zipped hands to the Cookie’s knee region. The Cookie, with arms folded across their chest and stiff body, will yell “Falling?” and the zipped participants will replay “Fall on!” The Cookie will lean back into the conveyor belt of zipped hands and be shuffled to the end of the line while the group recites what type of cookie the faller is (faller’s choice). When the Cookie’s head reaches the last participants, whoever is holding on to the Cookie’s feet will say “Lowering?” And everyone will reply “Lower!” and the Cookie’s feet will be lowered to the ground and they will be propped up to standing position. At the point the Cookie will rejoin the rest of the group, and another participant can volunteer to be the Cookie.

Variations: For smaller groups or at participants’ request, the cookie may be rocked rather than shuffled.

Willows In The Wind  ★★★

Materials: None
Focus: Trust
Support
Safety Points: Participant Spotting
Procedure: Have the group get into a tight, shoulder-to-shoulder circle with one participant in the center. The center person will stand stiff, arms folded across their chest, with their feet together and glued to the ground. The center participant will ask, “Spotter’s ready?” and the surrounding
participants will get into spotter stance and reply, “Ready.” The center participant will ask, “Falling?” The surrounding participants will reply, “Fall On.” At that point, the center participant will lean back, rotating only at the ankles and be supported by the hands of the surrounding spotters who will then gently rotate the center participant around the circle. Once the participant has been rotated a couple times, the facilitator will say, “Standing.” All of the spotters will put their hands on the center participant to bring them back to a standing position.

**Variations:** Participants may choose to close their eyes when in the center of the circle.

### Built Initiatives

**J-Hook**

**Materials:** One built J-Hook element, basket containing several sized hooks and wooden blocks or “bombs”

**Focus:** Communication

**Cooperation**

**Procedure:** Set up: Select a hook size and place it in the giant washer in the center where all of the ropes meet, place 1-3 “bombs” around the element’s circle, place the empty basket in the center. Each participant enters the J-Hook area and stands next to a rope attached to a tree via an eye bolt and figure-eight wrapped around two nails. There are 16 ropes, if you have less than 16 participants, they can hold onto more than one rope. In the center of all of these ropes is a giant washer with the chosen hook hanging from it. The objective is for the group to hook the eye bolts/staples attached to “bombs” and safely place them in the basket. The participants must not remove their rope from the eye bolt and may not stand in front of the tree that their rope is attached too.

**Variations:** The facilitator can choose how challenging to make the activity, i.e.: larger/smaller hooks, several/single bomb. If participants are monopolizing the conversations, you may silence/blindfold them to give other participants the opportunity to take charge.
★★ One Star Built Initiatives:

**All Aboard ★★★**

**Materials:** 2-3 platforms

**Focus:** Problem Solving  
Support  
Personal Space

**Safety Points:** Stability/Balance Issues  
Facilitator Assistance

**Procedure:** Starting with the largest platform, tell the group that everyone’s feet need to be off the ground for a certain period of time (i.e. long enough for them to sing “Row, row, row your boat”). Once completed, the facilitator can remove the top platform to expose the next, smaller platform and the group, again, need to get all feet off the ground. If the facilitator feels it is within the group’s ability, you can then remove the second platform to expose the third. Participants shouldn’t do anything to jeopardize safety, such as piggy-backing others or dog piling on one another.

**Variations:** If not stated in the introduction, groups can sometimes think outside the box and realize that they can sit their bottoms on the ground with their feet on the platform to complete the task.

**Ants on a Log ★★★**

**Materials:** 1 portable/permanent balance beam or log

**Focus:** Problem Solving  
Support

**Safety Points:** Stability/Balance Issues  
Facilitator Assistance/Spotting

**Procedure:** The entire group lines up on the log/beam. Then, the facilitator gives the group a scenario that requires everyone to switch places with one or multiple participants to find a new place on the log (i.e. get your entire group lined up by date of birth). Explain to participants that if they feel they are losing their balance to step off safely instead of taking their neighbors down with them. If a group member does fall off the log, the facilitator can come up with a consequence like having that person restart where they began. In some passing situations facilitator spotting is necessary. Some balance beams have feet. If the facilitator feels that their group is strong enough to complete the activity without the use of the feet, point them out when introducing the activity or, if the group might need that extra bit of help, don’t point them out and wait for the group to discover them.

**Variations:** As a slightly simpler way to start off the activity, the facilitator can bring 1 or 2 small boards (i.e.: Raging River boards) with and have them as active mobile “feet” for the beam that can be used during switches. If it ends up being too easy for the group, you can take one away as a consequence. The facilitator can also choose to require the group to act silently.
Island Hopper

Materials: One built Island Hopper consisting of four planted platforms and 2 boards.
Focus: Problem Solving
Communication
Safety Points: Stability/Balance Issues
Throwing/Collision Hazard
Facilitator Assistance
Procedure: Using the boards, the team's objective is to get from the first platform to the last, without letting themselves or the boards touch the ground. If the boards touch the ground, the facilitator can choose to have them start over. Explain to participants that if they feel they are losing their balance to step off safely instead of taking their neighbors down with them. If a group member does fall off a platform or board, the facilitator can come up with a consequence like having that person restart at the beginning. Participants may not jump or dive from one platform to another and may not use sticks or items from the woods.
Variations: To make this task more challenging, the facilitator may require the participants and boards to only move forwards.

Maze

Materials: One built Maze
Focus: Communication
Trust
Safety Points: Throwing/Collision Hazard
Procedure: Each participant gets a partner. Of the partnership, one person is blindfolded. The un-blindfolded person’s job is to successfully, verbally lead their blinded from one end of the maze, to the other without touching any of the obstacles (bungees, ropes, trees). The facilitator must let each partnership go through one at a time, spacing them out to avoid a traffic jam. The facilitator must also set out consequences, ie: if the blinded touches a rope, do they lose the ability in that hand, do they start over? Once the partnership gets to the end, they may switch positions and start at the beginning again, giving each participant the opportunity to play each roll.
Variations: This activity can be done in partnerships or as a chain. In a chain, the group gets in a straight line and holds onto the hands or shoulders of the participants behind or in front of them. The facilitator can blindfold every other participant and the group must navigate through the obstacles. This activity can also be done outside of a built maze, like a Trust Walk down the trail or through the woods in partnerships or in a chain like a Sticky Snake.
Trolleys (Land Skis) ★

Materials: One built set of Skis (two 4x4’s with looped ropes attached to them)
Focus: Communication
Cooperation
Safety Points: Throwing/Collision Hazard
Stability/Balance Issues
Facilitator Assistance
Procedure: Set up: Set the Ski’s up perpendicular to the first platform. Make sure that the ropes are accessible and not pinched under the ski. The goal is for the group to travel a determined distance, or between the two platforms, while keeping their feet on the boards and without falling over. Each person places a foot on each board between a pair of ropes which are held in the participant’s hands. They must work together to synchronize their movements and travel as a unit. Since the boards only have enough ropes for 6 participants to travel at a time, this activity usually requires a couple participants to drop off some of the group and go back for the rest. Depending on the ability of the group, the facilitator can choose whether or not to restart a group if they make a mistake.
Variations: One variation that can also act as a ‘get to know you’ activity: Explain that the activity space is a map of the United States and have each participant go and stand on a state/city where they’re from, or where they’d like to visit. Have the participant explain why/where they are and have one participant travel through the country and pick up their friends for a road trip.

★★ Two Star Built Initiatives:

Disc Jockey ★★

Materials: One built DJ, 7 wooden disks
Focus: Problem Solving
Support
Communication
Planning
Safety Points: Stability/Balance Issues
Throwing/Collision Hazard
Facilitator Spotting
Procedure: The objective is for the group to individually swing on the rope and land on a disc on the other side. Place the disks at an appropriate distance away from the starting platform, where the rope naturally stretches to (To determine placement of the closest disc, walk away from the starting platform with the rope, when the loop rises to mid-shin, place disc). Based on the number of the participants and the skill level, the facilitator can choose how many discs to place out (generally 1 disc: 2 participant ratio). The facilitator can choose to give them the rope in the beginning or let them figure out how to retrieve it without using any sticks or items from the woods, but only their own resources. No one may jump, dive, or throw people to the rope. Introduce the foot loop once the rope is obtained and explain that the first person may not put use the
loop since it is difficult to get your foot out once it’s in. The facilitator should spot the upper body when participants swing across; keeping in mind that the beginning and end part of the swing may be the most challenging.

Variations:
- Sticky DJ: When the participants land on a disc, their feet are stuck where they land.
- DJ Placement: Instead of the facilitator pre-placing the discs, give the discs to the participants. The facilitator then sets out a certain point that the discs need to be planted past and the activity continues as explained above.

Muse ⭐⭐

Materials: One built muse
Focus:
- Planning
- Support
- Trust
Safety Points:
- Stability/Balance Issues
- Throwing/Collision Hazard
- Facilitator Assistance
Procedure: Using the three 4x4 boards, the group’s objective is to travel from one side of the Muse to the other. The boards may only touch the cinder blocks once inside the Muse’s boundaries. If the boards touch the ground, instead of a block, that board may start over, or the group may start over. To get to the other side, participants must use critical thinking to figure out how to place the boards to advance. If any participants are traveling or standing on any boards, both ends of the boards must be supported by either other participants or with help from the facilitator. The 4x4 boards tend to wear at the edges and can roll if not supported.
Variations: If there is a time limit, the facilitator can choose to ‘cut-off’ the last line of cinder blocks so the group can be done a little quicker.

Treasure Island ⭐⭐

Materials: One built Treasure Island, two boundary lines
Focus:
- Problem Solving
- Support
- Trust
Safety Points:
- Stability/Balance Issues
- Throwing/Collision Hazard
- Facilitator Spotting
Procedure: The area includes two trees 15-20ft apart with one rope attached to one side. The space between the trees is impassable (lava, a gorge, etc.) The group starts behind the side with the rope. They must build a device or bridge for each participant to travel across without themselves of the rope touching the
impassable area. They may send one participant to the other side (via boat, special shoes, etc.), to carry the rope to wrap the tree on the other side and send it back. Collectively the rope must wrap the trees a minimum of 3 times (i.e.: two wraps on one side, one on the other.) The rope must not be tied off but be held by a minimum of 3 pairs of hands. The facilitator must spot each participant across the space between the trees. If a participant or the rope touches the ground between the trees, the group must restart.

**Variations:** If the group is not advancing past the 'army crawl' phase, you can make it a rule that they are Siamese twins, and they cross in pairs. This gets the group thinking of additional ways to work the rope.

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**Whale Watch** ★★★

**Materials:** One built Whale Watch platform

**Focus:** Communication  
Personal Space  
Support  
Planning

**Safety Points:** Stability/Balance Issues  
Facilitator Assistance

**Procedure:** The objective is the have the entire group stand on the teeter-tottery platform and balance it for a certain period of time, such as long enough for them to sing a round of 'row-row-row your boat.' The group must enter and exit off of the fulcrum one at a time. Let them know that the last board on either end of the platform is off limits so they shouldn’t be balancing on their toes with their heels hanging off the end. The participants may not jump. If the platform touches the ground on either side, have the group start over. If the group is having an especially hard time communicating, allow them to exit the platform, regroup with a plan, and reenter.

**Variations:** If you know the group might have a hard time with simply balancing the board for a period of time, allow them to have a certain amount of allowed ‘touches’, that the platform can touch the ground, but if they exceed that number, they must start over. To increase difficulty, you can have the group balance the platform while standing in a circle. Have 2+ people switch places in the circle while the platform remains balanced. Have the entire group rotate while in a circle and the platform remains balanced. Have the group split in half and move to opposite sides of the platform. Make the rule that their *feet* must stay within the last two (minus the very last board, of course). Have them balance without removing their feet (they’ll realize that they can move their bodies, like lay down). If that was easy for them, while keeping the platform balanced, have one person move from one side to the other, and then another person, and so on.
Three Star Built Initiatives:

THE FOLLOWING INITIATIVES MAY ONLY BE PERFORMED BY APPROVED FACILITATORS WHO HAVE SUCCESSFULLY COMPLETED ADVANCED LEVEL 3 INITIATIVES TRAINING.

**Croc Pit ★★★**

**Materials:** One built croc pit, three boards, two milk crates, one broom stick

**Focus:**
Problem Solving
Trust
Support
Communication
Planning

**Safety Points:**
Stability/Balance Issues
Throwing/Collision Hazard
Facilitator Spotting
Participant Spotting

**Procedure:**
With the use of the boards, milk crates, and broom stick, the team must cross over the divide without touching the bungee cords, and without their team members or any equipment coming into contact with the no touch zone on the ground inside of the bungee cords. If the boards or team members contact the no touch zone, the group can start over. No one may walk around the activity or use the trees. The tools may not be thrown and the group members may not jump or dive across. The facilitator must teach and practice spotting with the participants. When any group member leaves the ground there must be a participant spotting them on the outside of the bungees. The facilitator is then responsible for spotting members across the divide.

**Variations:**
The facilitator can explain that the broom stick is a ‘magic stick’ and even though there is a no touch zone between the bungee cords, the magic stick may contact the no touch zone. This can be helpful if the facilitator thinks that members of the group need extra support when crossing the boards. The facilitator may also make it necessary for all of the equipment to be brought to the other side.

**King’s Finger ★★★**

**Materials:** One built King’s Finger

**Focus:** Support
Trust

**Safety Points:**
Throwing/Collision Hazard
Participant Spotting
Participant Lifting Other Participants

**Procedure:** Without themselves or the tire touching the pole, the group’s objective is to remove the tire from the pole. The tire may not be thrown, so it is necessary for
individuals to be lifted off the ground. The activity requires lifters, as well as spotters on all sides of the flyer. Everyone else who is not lifting MUST act as spotters. The participants must do a series of calls and responses before they are ready to execute the activity such as, “Spotter’s Ready? – Ready!, “Lifters Ready? – Ready!” “Ready to Fly? – Fly On!” and when a climber is ready to descend: “Ready to lower? – Lowering” and “Clear.” Spotters must remain in spotting position until they hear the “Clear” command from the lifted, meaning their feet are planted on the ground and they have their balance. Have the group practice commands and spotting methods. This activity requires constant surveillance by the facilitator. Emphasize that in the interest of safety, the lifted participants may grab the pole as to not fall backwards. At any time the command “DOWN” can be loudly given by any Lifter or Flyer and the group members must immediately and safely lower the Flyer to the ground, still awaiting the “Clear” command before discontinuing spotting. The group may then restart. Once completed, return the tire to the pole for the next group.

Variations: In the interest of time, you may remove the tire prior and have the group only return the tire to the pole instead of doing both. Have two smaller groups combine to complete this activity.

**Mohawk Walk ★★★**

**Materials:** One built Mohawk Walk

**Focus:** Support

**Trust**

**Safety Points:** Stability/Balance Issues

**Participant Spotting**

**Facilitator Assistance**

**Procedure:** The group must divide into smaller teams or subgroups of 3-5 people depending on their starting group size. The objective is to let everyone get a turn at traveling across the Mohawk Walk. One subgroup can be on the Mohawk Walk elements at a time, the rest of the team acts as spotters, helping those participants along the way. Once a group has completed the activity, they may come back to the beginning, select another group to travel across, and start up once given instruction by the facilitator. The facilitator must constantly make a visual sweep to ensure that all members and spotters and performing safely and correctly.

**Variations:** Have the group members choose their starting point, or if time is short, a section to complete. Have two smaller groups combine to complete this activity.
Spider Web ★★★

**Materials:**
One built Spider Web

**Focus:**
Support
Trust

**Safety Points:**
Participant Spotting
Participant Lifting Other Participants

**Procedure:**
The group must get from one side of the spider web to the other by passing through the holes in the web. They may not go around the element. This activity can require lifting and spotting. These are important to practice before attempting the activity. Discuss with the group proper lifting techniques and concerns regarding support for the head, neck, and back. All team members should help when someone is being lifted, even if they are acting as extra spotters. This activity requires constant surveillance of the group’s safety. Ensure head/neck safety by supporting the spotters while the participant is passing through.

**Variations:**
The facilitator can put a limit to the amount of participants may pass through certain holes. For an advanced group, you can also tell the group that they aren’t allowed to touch the web. The facilitator chooses how strict to be on the group and whether to restart one participant or everyone in the case of broken rule.

Trust Fall ★★★

**Materials:**
One built Trust Fall platform

**Focus:**
Support
Trust

**Safety Points:**
Participant Spotting
Participant Lifting/Catching Other Participants

**Procedure:**
This activity gives participants the opportunity to truly put their safety in the hands of the rest of the group by falling backwards from a height and being caught. Spotting, zipping arms and commands should be fully covered and practiced before executing this activity. By choice, one participant at a time climbs up to the platform (always with a spotter) and stands with their back against the tree. The rest of the group gets into position by lining up in two lines, facing each other, perpendicular to the platform. Commands given: falling participant: “Zipper Up”- catching participants: “Zip”. The falling participant then turns with their back towards the crowd, heels at the end of the platform, hands interlocked, tucked in arms and a stiff, ridged body. “Spotters Ready? – Ready!” then “Falling?- Fall On!” . Falling participant lands in arms and those who caught her gently lower her feet to the ground to standing position. Spotters must remain in spotting position until they hear the “Clear” command from the participant, meaning their feet are planted on the ground and they have their balance. Facilitator must emphasize the importance of safety especially when monitoring the head, neck, and back. Before allowing the participant to fall, the facilitator must double check that the zipper is straight and set up correctly.
**Variations:** Participants may also choose to do a Trust Lean. This is different from the Trust Fall in that the person falling will only be leaning into the hands of the rest of the catchers. Everything is set up the same as in a Trust Fall except, instead of having the catchers zipper their arms, they are put into spotting position immediately with their hands on the leaner and the commands would be as follows: “Spotter’s ready? Ready!”, “Ready to lean? Lean on!” The rest of the group would lower them to a laying down position, switching their wrists from spotting position to zipper position and gently stand them up.

**Materials:** One built Wall

**Focus:** Support

**Safety Points:** Participant Spotting

**Procedure:** The group must get each participant up and over the wall. There are 4 roles to be played: lifters, flyers, spotters, and deck hands. Anyone who is not lifting, flying, or a deck hand MUST be a spotter. The participants must do a series of calls and responses before they are ready to execute the activity such as, “Spotter’s Ready?- Ready”, “Lifters Ready? – Ready!” “Ready to Fly? – Fly On!” Lifters must remember to use their legs muscles as opposed to their backs and need to have a point of contact with the wall, such as a shoulder or their back, for stability. The facilitator can choose to observe/assist by spotting on the ground or facilitating from the deck. Only allow 3-4 people on the deck. When you get more than 3-4, send a person down the ladder to help the rest of the group lift/spot. Make sure anyone ascending or descending the ladder has a spotter behind them. When a flyerer is lifted to a point where they can reach the top edge, they are to put hands on, elbows on, one leg and are lifted/pulled the rest of the way up by the deck hands. Base lifters/spotters/ladder spotters must remain in position until they hear the “Clear” command from the flyer, meaning their feet are planted on the ground/platform and they have their balance. At any time the command “DOWN” can be loudly given by any Lifter or Flyer and the group members must immediately and safely lower the Flyer to the ground, still awaiting the “Clear” command before discontinuing spotting. The group may then restart.

**Variations:** Facilitators can choose to only allow a participant to play each role once/twice; spotter, lifter, flyer and deck hand. Have two smaller groups combine to complete this activity.