



girl scouts
of eastern iowa
and western illinois
CHALLENGE COURSE GUIDELINES



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Challenge Course Guidelines

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Facilitator(s) Roles and Responsibilities

A Facilitator is -

"A helper & enabler whose goal is to support others as they achieve exceptional performance" - Ingrid Bens

"A facilitator is a guide, one that provides leadership without taking the reins." - Virginia.edu

"Facilitator: one that helps to bring about an outcome by providing indirect or unobtrusive assistance, guidance, or supervision" - Merriam Webster Dictionary

As a facilitator, you are responsible for everything from the participants safety to helping achieve outcomes of the low ropes/challenge program. This guide will help you provide a great program and maintain the safety of your participants.

Inspection Check List

- Check to see if there are any fallen branches on the trail or elements.
- If it has been raining, check to see if the wood is too wet to participate on, as it can be slippery and more dangerous.
- Briefly make sure all cables are secure.

**Note if anything is broken or deemed as unsafe please report to Site Manager or Camp Director.*

A Facilitator Must:

- Meet all requirements in the skills verification checklist (listed in the appendix) during training
- Hold a current certification from Girl Scouts of Eastern Iowa & Western Illinois (renewed on an annual basis)
- Have current CPR/First Aid certification from a nationally recognized organization
- Portray knowledge of facilities/equipment/procedures

Skills Verification List: (See appendix for Skills Verification Form)

- Performs visual safety check
- Completes Daily Inspection Use Log
- Posts and follows rules
- Can describe proper safety procedures
- Can give clear orientation to participants
- Can describe proper emergency response to varying situations
- Can demonstrate and describe facilitator roles and responsibilities
- Can demonstrate and describe spotting commands
- Can describe adaptive measures for varying skill levels

What is an Effective Facilitator? *Someone who:*

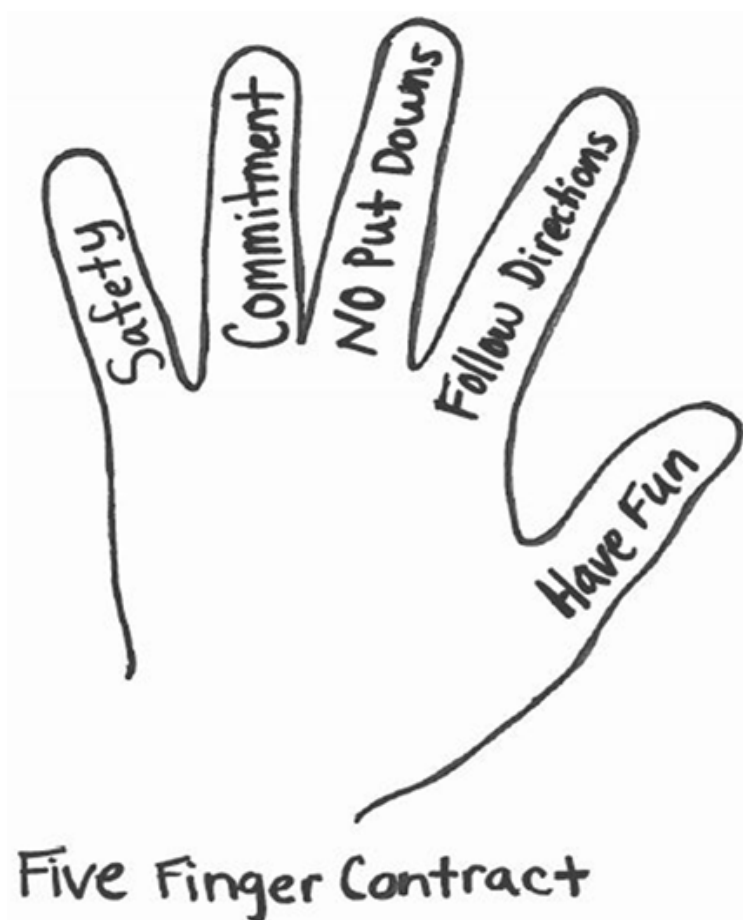
- Creates a safe environment for the participants
- Stimulates interaction & generates enthusiasm
- Supports the well-being of each participant
- Is authentic and shares themselves with others
- Is passionate about the activity & the development of the climbers
- Models & inspires courage, confidence, & character
- Displays leadership & professionalism
- Acts as the strongest source of emotional support
- Stays in touch with everything happening on the mobile unit
- Presents & follows the safety rules/procedures set forth by girl Scouts
- Communicates effectively
- Motivates and provides coaching from the ground

Challenge by Choice and Five Finger Contract

A paramount principle for all activities at Girl Scout Camp is Challenge by Choice. It means that we as facilitators OFFER both physical and psychological challenges to individual participants but THEY CHOOSE their level of engagement in the particular challenge. Our challenge courses and activities are designed to offer differing levels of challenge to participants. We operate inclusive programs meaning anyone of any ability is able to join. Challenge by choice is a belief in which we, the facilitator(s), respect the right of the individual participating to choose the degree in which they participate during an activity, always encouraging girls to step out of their comfort zones but never forcing them to. Individuals should feel comfortable and safe at all times. Keep in mind that all participants come with different levels of fears. It is important to celebrate the tiniest steps that they might take out of their comfort zone.

5 Finger Contract

If you are doing anything with a group and want to build that sense of teamwork, it is always nice to go over or review your five-finger contract with the group. As the Facilitator, you will be the one in charge of setting this up.



Pinky– Is the finger that gets broken the easiest. It stands for Safety.

Ring Finger – Stands for Commitment.

Middle Finger – Stands for No Put Downs.

Pointer Finger – Follow Directions.

Thumb – Have Fun.

In the group, ask the girls what they think each finger means and ways to follow what they represent.

Example: “The Ring Finger stands for Commitment, what are some ways that we can show commitment in girl scouts or this activity”

Do this for each finger, reviewing what it stands for. After you have gone through the five-finger contract, have everyone do a verbal/visual agreement showing that they are going to follow the contract.

Example: “If you all agree, everyone put your thumb in and on the count of three say “TEAMWORK” (or something else related to team building/teamwork).

Safety and Spotting

Guidelines for Course Use

Low ropes is a great tool in teaching leadership, communication, and critical thinking skills but it can be dangerous at times.

- Participants should wear closed toe shoes on the course at all times.
- Directions are to be followed at all times.
- Participants should not be on the course without the supervision of a certified facilitator.
- The course should never be used without the approval of the Site Manager or Camp Director.
- Participants should be encouraged to use positive communication with their teammates.
- Most importantly have FUN!

Spotting

Spotting is an extremely important safety technique for some low-rope elements and activities. Spotters play an essential role in the safety for climbers. Spotters should always be in a position to support a falling climber. As a facilitator, stress the importance of the role and responsibility of spotters. In addition, facilitator(s) may help with spotting if needed.

SPOTTING POSITION

- One foot in front of the other shoulder width apart securely planted on the ground. If the climber is traversing an element the spotter should move with the climber.
- Knees bent slightly.
- Arms up with elbows bent.
- Hands in a spoon shape (no forks) positioned to catch the head, neck and shoulders.
- Eyes on the person being spotted.

ZIPPER SPOTTING FORMATION:

- Group forms two lines facing each other.
- Participants extend their arms, elbows bent next to their body with palms up.
- Participant's extended arms should alternate (zipper-like) with those of the participants in opposition and continuously down the line.
- One participant stands at the end of the line and is designated to be responsible for the head, neck and shoulders.

FALLING POSITION

- Legs straight, feet together.
- Extend arms, cross wrists, clasp hands (thumbs down) and rotate to rest on upper chest.
- Hips and knees locked causing the body to be stiff as a board and unable to bend.

LIFTING TECHNIQUES

- All techniques should utilize adequate amount of lifters (at least 4 for a team lift) and ensure that the participant's head remains above his or her feet.
- Basket carry, cheerleader lifts and team lifts are acceptable.

ADDITIONAL SPOTTING TECHNIQUES

- Hands should be no more than 2-3 inches away from the climber.
- Fingers together, should look like a spoon not forks.
- Eyes focused on the climber at all times.
- Spotters should expect a climber falling at any moment.
- One leg in front of the other.
- Knees slightly bent and facing the climber.
- Spotters are expected to know all commands.

Commands

- Commands are said in firm and clear voice
- Focused on faller/climber.
- Command Sequence is only said if faller/climber is in correct positioning

POSITION	COMMAND
CLIMBER/FALLER	“Spotters ready?”
SPOTTER(S)	“Ready!”
CLIMBER/FALLER	“Falling/Climbing!”
CLIMBER/FALLER	“Fall/Climb On!”

Practice Activities

Willow in the Wind- *This is a great activity to practice commands and build trust with teammates.*

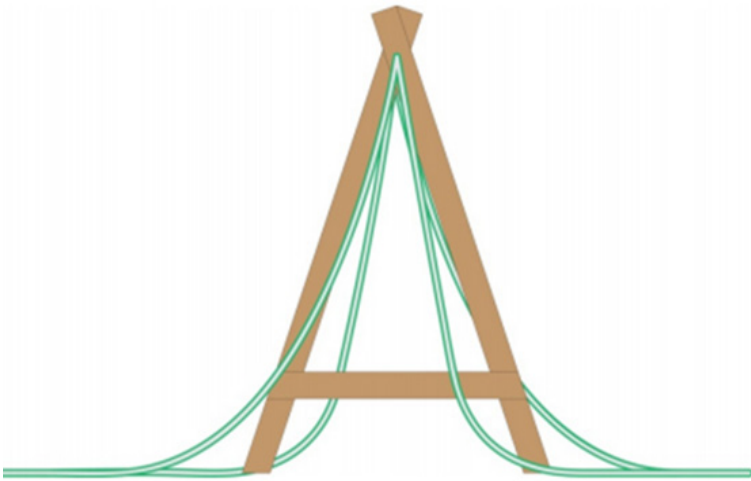
Directions: All participants make a shoulder-to-shoulder circle. One individual is in the middle known as the “Willow”. The willow will cross their arms over their chest and close their eyes. The willow will start the command sequence. After instructed to fall by their spotters, they will let themselves fall while their teammates pass them around the circle for a minute or two.

Trust Fall- *A simple activity to build trust with a partner as well as practice commands.*

Directions: Participants are to partner up, you can do a couple of rounds and switch up partners. One person will be the faller while the other is the spotter. The faller will stand in front of the spotter with their arms crossed. They will then recite the command sequence and falling into their partner’s hands. A common misconception is that the spotter has their hands out. This is not true; spotters should have hands up facing the fallers back, fingers together.

Low Rope and Teambuilding Elements

A-Frame *Cadette, Senior, Ambassador*

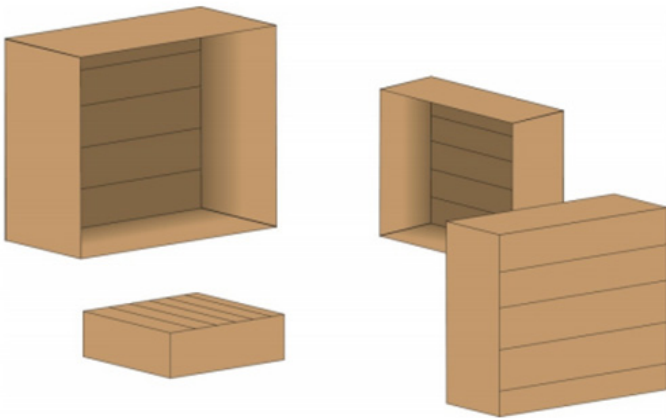


Description: This element is made up of three pieces of wood that make an A shape. The top of the A has rope attached to it. One participant stands inside the A on the horizontal piece while four additional participants control the ropes for support. The objective is for the team to move the participant in the middle of the A to a specific location.

Safety: If the participant feels as though they are going to fall off, instruct them to step off the horizontal piece. They can then get back on.

Variation: Walk the A-Frame and rider across a field! Use multiple A-Frames to have a race or meet in the middle and swap riders!

All Aboard *Daisy, Brownie, Junior, Cadette, Senior, Ambassador*



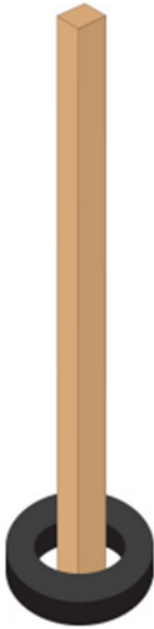
Description: This element consists of multiple different platforms within each other, most resembling a Russian doll system. Start with the biggest platform and instruct the group to all stand on it without touching the ground. If any group member makes contact with the ground, the group must step down and start over. Once they successfully have everyone on the platform without a single person touching the ground. They then can try again on a smaller platform, repeating the same instructions.

Safety: If a participant feels unbalanced, he or she should let go of all other participants and step to the ground. (This is to prevent a participant from pulling people down on top of himself/herself.) At no time are participants allowed to put people on their backs or shoulders. Spot as necessary. To make this a little more fun you can have the team belt out their favorite song, or a familiar nursery song i.e. row row row your boat, when they are all on.

Variation: Use a tarp instead of a platform—gradually fold the tarp to make a smaller balancing surface.

Low Rope and Teambuilding Elements

Giant's Finger *Junior, Cadette, Senior, Ambassador*



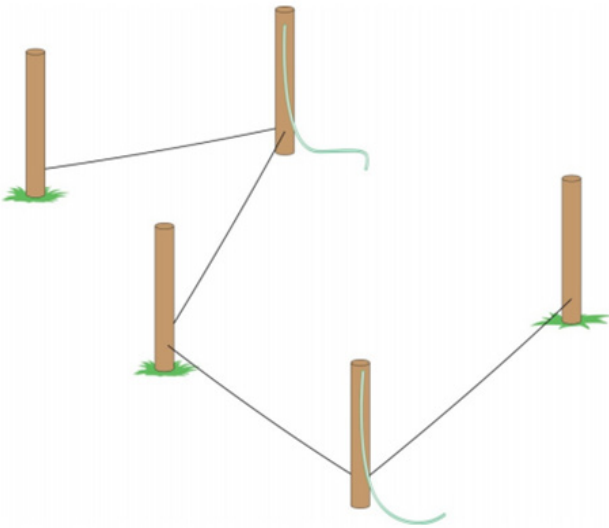
Description: This element consists of a large wooden pole and a tire. The objective of this element is to remove the tire from the “Giant’s Finger” without letting it touch the pole. Depending on the height of the “finger” this station can be a serious challenge! This station requires a high level of physical support as participants are lifted into the air to remove the ring from the king’s finger.

Safety: Spotting is required if group is lifting participants.

Extra Challenge: An additional challenge could be putting the tire on the “Giant’s Finger”. Another variation is telling the participants to get the tire around the pole, rather than putting the tire on the pole. Participants can lift the tire up and walk around the pole with it.

Variations: Instead of using a tire, you can begin with a hula-hoop or inter tube which are easier.

Mohawk Walk or Cable Walk *Junior, Cadette, Senior, Ambassador*

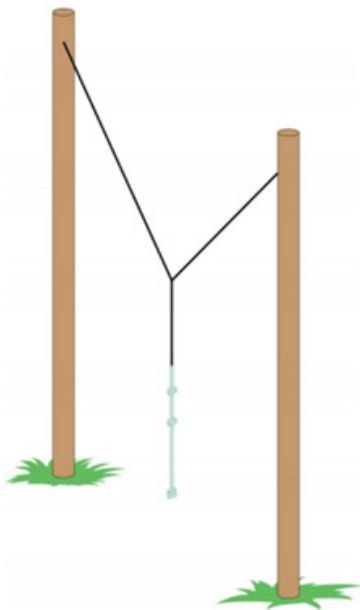


Description: Many hands may make light work, but do many bodies make easier balancing? The group will find out as they attempt to traverse multiple lengths of cable without falling off. This element consists of a series of cables strung between trees or poles and are used for traversing. Traverse the lengths of cables without falling or stepping off.

Safety: As participants traverse, spotters must be added between cables in ZIPPER SPOTTING FORMATION. If a participant feels unbalanced, he or she should let go of all other participants and step to the ground. (This is to prevent a participant from pulling people down on top of himself/herself.)

Low Rope and Teambuilding Elements

Nitro Crossing *Junior, Cadette, Senior, Ambassador*



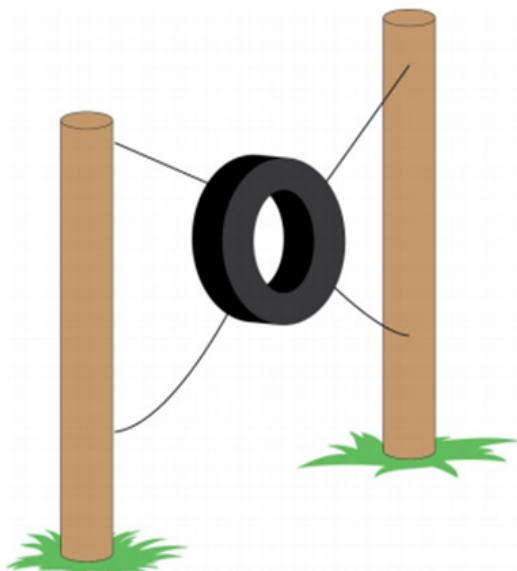
Description: This element consists of an overhead cable between two trees with a rope hanging in the middle. The facilitator should draw a line far enough away from the rope in the middle on both sides so participants cannot reach it with their hands. The facilitator can have some fun with this one by making a storyline as to why the team has to cross. All participants are to cross one by one without touching the ground.

Safety: Take careful consideration into the method of retrieving the rope and the effects it may have on others. Participants may not throw rocks. Spot as necessary. One person at a time on the rope. No jumping on the rope.

Variations:

- Place objects in the swinging area that need to be retrieved and brought back or carried over to the rest of the group.
- A platform (or hula hoops) can be placed on the other side and the group must all land and balance on it.
- The facilitator can pick a pattern that the team has to go over in. The team has to figure out what the pattern is by trial and error.
- Participants can be given a cup of water, which they have to carry across without spilling.

Porthole *Junior, Cadette, Senior, Ambassador*



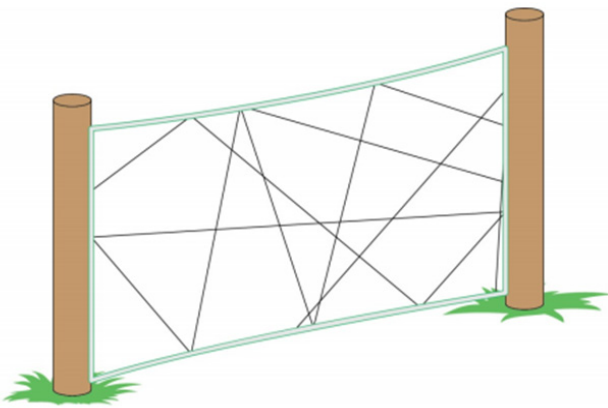
Description: The Titanic lives again! The ship is sinking, everybody off! The only lifeboat waits on the other side of the porthole! The Porthole element is a tire secured between two trees or posts by rope. Participants lift one individual at a time through the tire without letting their bodies touch.

Safety: Participants may not dive through the ring. SPOTTING COMMANDS and ZIPPER SPOTTING FORMATION should be utilized. When lifting, much like spotting, teammates should be focused on the individual they are lifting. There should be enough teammates to lift an individual comfortably. Facilitator(s) may help with lifting if needed.

Variations: Just going through the tire can be enough of a challenge for some groups, but add that smoke has gotten into everyone's eyes and all but one or two are blind! Can the "sighted" crew lead the "blind" passengers to safety?

Low Rope and Teambuilding Elements

Spider Web *Junior, Cadette, Senior, Ambassador*

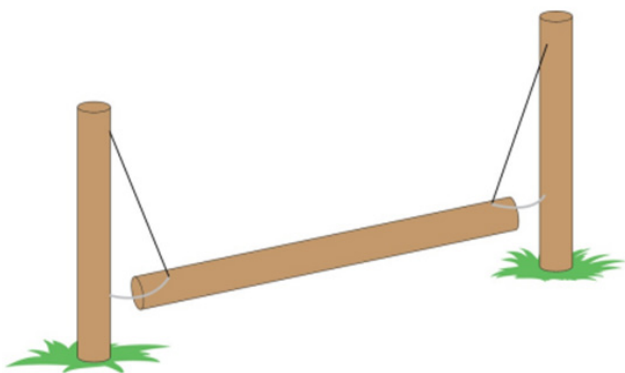


Description: A Jurassic-sized spider is about to catch your group in her web! This activity requires communication, planning, and trust among team members. In this element, rope is tied in a spider web like fashion between two posts. One by one individuals are lifted by teammates through the holes, without touching the rope. Individuals should only be lifted in a prone or plank like position, with their head up. Some teammates must be on the other side of the hole to receive the individual being lifted. Once a hole is used twice, it cannot be used again. The objective is to get all teammates through the spider web.

Safety: Participants use SPOTTING COMMANDS and ZIPPER SPOTTING FORMATION to pass each other through the web. Participants should be passed through the web face up and their head should remain above their feet. There should be enough teammates to lift an individual comfortably. Facilitator(s) may help if needed.

Variations: Instead of passing people through the web, pass a rope through all of the holes snake style (head to tail). All group members must remain in contact with the rope for the duration.

Swinging Log *Junior, Cadette, Senior, Ambassador*



Description: You may be able to “surf the net,” but can you surf the log? This element consists of a horizontal log attached to two vertical poles. The log is slightly elevated in the air and moves. Girls are challenged to balance on the log.

Safety: This element requires spotting and communication. It is important to stress that if they feel like they are going to fall off the log, they should step down. They will not be penalized; it is just safer for that individual, as well as the whole group.

Variations: After mastering balance on the log, can participants walk across the log? See how many girls can stand up on it at once.

TP Shuffle *Junior, Cadette, Senior, Ambassador*



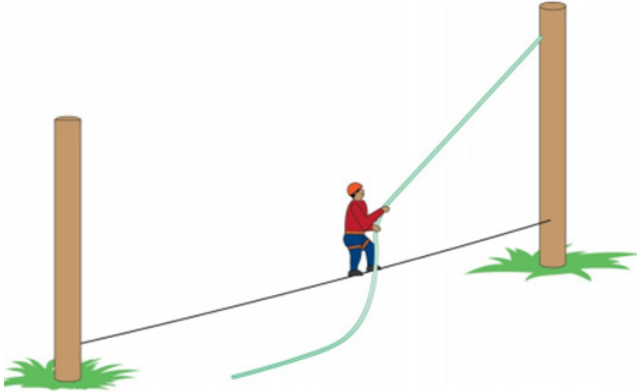
Description: A long wood beam or pole positioned directly on/ close to the ground. Sure it looks like just a balance beam, but the TP Shuffle is one of our favorite elements for working on team communication. Participants stand on the wood beam or pole and rearrange into a particular order without touching the ground. (Shortest to tallest, youngest to oldest, birthday order, etc.)

Safety: If a participant feels unbalanced, the participant should let go of all other participants and step to the ground. (This is to prevent a participant from pulling people down on top of himself/herself.) Participants should not jump or run on the beam. Participants should be careful not to step on others' hands. Spot as necessary.

Variations: Added rules, such as completing in silence or with one arm, create a great debrief opportunity on team communication, leadership styles, or group resources.

Low Rope and Teambuilding Elements

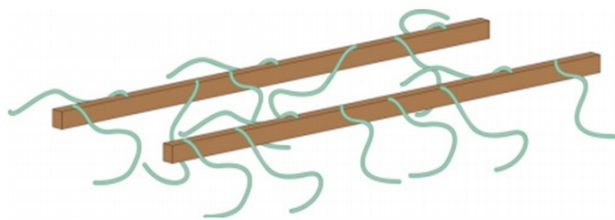
Tension Traverse *Junior, Cadette, Senior, Ambassador*



Description: This element involves a long rope attached to a tree above one side of a metal cable elevated above the ground. This low profile station packs a whole lot of challenge! The element starts rather easily, but the difficulty compounds quickly as you traverse. The team should start at the opposite side of the rope. Girls are to use their best cooperation to get everyone from one side of the cable to the other. As the facilitator, do not tell them about the rope; allow them to look for resources and to find the solution.

Safety: Spotting is required for this activity. Also stress the importance that if they feel like they are going to fall off the cable, they should step down. They will not be penalized; it is just safer for that individual, as well as the whole group.

Trolleys (Alpine Skis) *Brownie, Junior, Cadette, Senior, Ambassador*



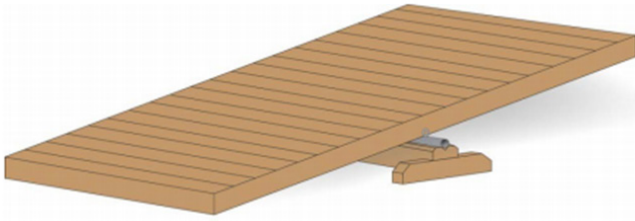
Description: The classic example of something being much harder than it looks. Mastering the Alpine Skis requires a great deal of communication, shared-leadership, listening and concentration. Trolleys are two boards that have rope handles attached to the top of them. Four individuals may use one pair of Trolleys. All participants stand on the boards in a ski like fashion and have to work together with their team to move a certain distance without anyone touching the ground.

Variations: This element lends itself to several variations, with an ongoing increase in the level of challenge as the exercise progresses. As the group master's one level, an additional twist can be included for the group to work on. Trolleys can be a great friendly competition element.

Extra Challenges: Challenge them to go a certain distance without speaking. Time each group to go a certain distance. Blind fold half of the group.

Low Rope and Teambuilding Elements

Whale Watch *Daisy, Brownie, Junior, Cadette, Senior, Ambassador*



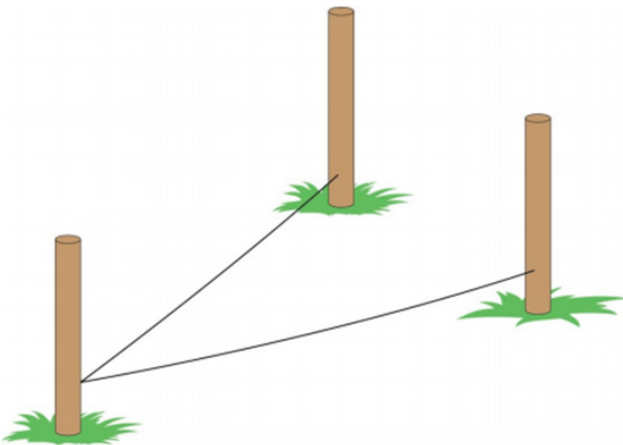
Description: The Whale Watch is a large platform of wood that resembles the movement of a see saw. The goal of this element is to have all participants get on the whale watch without letting the sides hit the ground.

Safety: Caution participants that one side of the platform may quickly drop to the ground if the other side becomes unbalanced. Participants should enter and exit from a designated place so toes are not crushed when the deck teeters. Avoid unplanned sudden moves.

Variations: Whale watch story line: The group has decided to travel to New England to go on a whale watch. All must board and move on the ship carefully so it does not sink. In order to keep the boat afloat participants must spread evenly across the whole ship. There was a sighting of whales from the stern of the ship but only half the group could see them. Participants carefully switch places on the ship so all can catch a glimpse of the whales. Once all have seen the whale the ship returns to its harbor.

Extra Challenges: Have participants form a particular shape. Challenge participants to complete a task without talking. Everyone must be in a corner. Have them line up by birthday, alphabetically, or favorite animal. Choose participants who cannot talk or who have to be the one giving instructions.

Wild Woozy *Junior, Cadette, Senior, Ambassador*



Description: The Wild Woozy consists of two metal cables that stem from one tree that diverge further and further away. The goal of this element is to have two participants move along the diverging cables while holding onto their partner's hands.

Safety: Participants should not interlock fingers. Palm to palm or palm to shoulder are acceptable. Participants use SPOTTING COMMANDS. Each participant on a cable must have a spotter on the outside of the cables. As participants traverse, spotters must be added between cables in ZIPPER SPOTTING FORMATION. If a participant feels unbalanced, he or she should let go of all other participants and step to the ground. (This is to prevent a participant from pulling people down on top of himself/herself.)

Variations: Participants practice with their partner on the ground before they step onto the cables.

Debriefing

One of the most important skills that a facilitator can offer the group is the ability to help the group learn from and through the activity, and this is done through a “debriefing” process. Debriefing is an important part of team building activities and allows participants the opportunity to process and reflect on their experience. The learning that occurs in these activities have “real world” applications and a quality debrief is one way to make that connection. The debrief session should be facilitated by the instructor, with participants taking control of their learning and leading the discussions.

INTRAPERSONAL BENEFITS

- Confidence
- Self-concept
- Leadership skills
- Reflective thinking skills
- Willingness to take risks

INTERPERSONAL BENEFITS

- Cooperation
- Communication skills
- Trust in others
- Sharing of decision making
- Problem solving skills

Debriefing Questions

Most debriefing questions are based on *What, So What and Now What*

WHAT? Participants describe the events that transpired during the activity.

- What happened? And then...?
- How did you feel or think when ...?
- How are you feeling about it now?
- Who else had that experience? Who didn't?
- Were there any surprises?

SO WHAT? Participants explain what they feel they learned from the experience.

- What did you notice?
- What was that important?
- What was the main point of the activity?
- How did you work with your team?
- When were you really effective or at your best?
- Why do you think that?

NOW WHAT? Participants explain how they can apply what they learned from the activity in different situations.

- Have you experienced this type of situation before? When?
- What did you learn?
- What would you do different?
- How does this relate to outside the classroom?
- How will you use what you learned in this activity?

Strategies for Facilitators

- Choose a specific goal for the activity.
- Take notes and record what you hear during the activity.
- Use “stop actions” in the midst of a challenge for groups to stop, look around, and identify what is working or what is not working?
- Go over ground rules with the participants on how to debrief (either facilitator or student led).
- Everyone sits in a circle, including the facilitator.
- If possible, use the same location for your debrief session.
- Give participants plenty of time to think about the question.
- Have learners write down their responses prior to speaking, it helps them to collect their thoughts and reduce anxiety about speaking.
- Everyone is allowed to say no or pass. It is okay to just listen.
- Be aware of others in the circle and acknowledge them when it is their turn to speak or are being distracting.
- Encourage those who are not participating to speak by asking them inclusionary questions.
- Keep the participants connected during the debrief session by leaving equipment around that was used in the activity.
- Present an open-ended statement that learners can complete.
- Pick key words that the learners have used and when they have finished their response simply say the word in an inquisitive manner (i.e. “Respect?” or “Pressure?”).
- At the end of a session, summarize what was said and learned throughout the debrief session.

Guidelines for Participants

- Avoid judging answers as right or wrong and be aware of your body language.
- What is spoken in the group stays in the group.
- One person speaks at a time without interruptions.
- Put downs are not permitted.
- Active listening is important.
- Ask for clarifications if you are unsure of someone’s response.
- Piggyback off of each others’ ideas.
- Be encouraging and disagree constructively.
- Speak only for yourself using “I...” statements.

Debriefing Themes

Planning	What was the most important feature in planning?
Communication	How did you know that what you communicated was understood by the group?
Leading and Following	Who assumed leadership roles during the activity? What did they do that caused you to think of them as leaders?
Making Group Decisions	How satisfied are you with the decisions that were reached by your group?
Real World Application	How would you use this in your life outside of camp?
Team Interaction	Give specific examples of when the group cooperated in completing the activity.
Conflict	How different were opinions within your group?
Differences	How did commonalities or differences between group members help in completing the task? How did they create difficulties?
Trusting the Group	Can you give examples of when you trusted someone in the group?

Debriefing Questions - Master List

- What did you just do together?
- How did you feel while you did the activity?
- What was one of the challenges of doing this activity?
- What did the group have to do or believe to be successful?
- What was one positive thing that happened during the challenge?
- How can you apply what you just learned to other challenges you face?
- How did this activity mimic the flow of ideas in your school or group?
- How can you apply what you learned in this activity to your life and work?
- How did you feel when you first saw the activity?

If the group was unable to complete the task in the given time:

- Since you were not able to solve the problem, does it mean your group is a failure? (Push the group to respond with more than a “yes” or “no” and to instead point out and discuss what they learned.)
- What do you think you would have needed to succeed?
- What would you do differently next time?
- When do you feel like you are going with the flow or working well with others?
- When do you not feel like you are really going with the flow and working well with others?
- What changes would you make in how you communicated?

Additional questions: Choose which ones are the most appropriate:

- How do you feel now?
- What advice would you give to another group working on this activity?
- What would you do differently next time?
- What did a fellow team member do that was really helpful?
- What did you do that was helpful to the process?
- Did you try different ideas? If so, why did you change your approach?
- How did you figure out the solution?
- What did you like about how you cared for each other during this activity?
- What was one positive thing that happened during the challenge?
- What was one good idea that someone on your team suggested?
- What did you think when you first heard the instructions?
- Did the group have a clear action plan?

Debriefing Questions - Master List Continued

- We can go through life trying to avoid the obstacles but it is easier when we have help. Where do you get help in real life? Are you effective at asking for help? Are you good at accepting help? How do you know? Are you good at giving help? How do you know?
- Who received help from others during the activity? Who gave help? Some participants are reluctant to either give or receive help. This question can start a great conversation around the topic of helping others. It can also lead into a conversation about trust. Who did you trust to give you information and advice during this activity? Did anyone receive advice that led him or her to make an incorrect move? How do you know whom to trust in the real world? What criteria do you have to trust someone?
- Who made a mistake during this activity? Everyone will make a mistake at some point during an activity. When everyone acknowledges that they all made mistakes, point out that they were still able to solve the challenge (if in fact they were able to). Then ask the group to tell whether mistakes are “good” or “bad.” Generally, groups will say that mistakes are good when you pay attention to them and don’t repeat them and they are bad when the same mistake is repeated over and over again.
- What surprised you about this activity?
- How did it feel working with partners that you did not choose?
- How is one benefit of working with partners that you do not choose?
- How do you adjust to work together?
- How do you work to keep improving your work with others?

Age Appropriate Debriefing Activities

THUMBS-UP *Daisy, Brownie*

Upon the completion of an activity, ask the group specific questions...

- Do you feel that the group worked as a team?
- Do you think that the group used positive words with each other?
- Did you feel like you helped your team?
- Did you like this activity?

After you ask a question, the participants should answer with thumbs-up, thumbs-in-the-middle, or a thumbs-down in relation to how they feel the answer is to them individually. A discussion may take place between questions regarding different thumb positions, asking why they answered the way they did.

THINK, PAIR, SHARE *Brownie, Junior, Cadette*

At the end of an activity, give the team a minute to think about some of the observations they made during the activity.

- Ask each person to find a partner with whom they did not work with during the activity.
- Ask them to share two or three specific observations about the activity with one another; you can do this as you move from one element to another.
- Upon arriving at the new element, ask a few participants to share what they talked about with their partner.

Additional Team Building Games

TEAM PUSH UP *Brownie, Junior, Cadette, and Senior Ambassador*

Description: This activity is a great activity because there is no number constraint.

1. The facilitator should lay participants on ground one by one. The first person can lay on the ground on their stomach.
2. The next person should lay their feet on top of the persons back.
3. You will keep doing this in a zigzag formation until everyone is in position.
4. Then on the count of three, all participants will attempt to do a push up at the same time.

A helpful hint is having the strongest person be the first to lay down.

HUMAN KNOT *Brownie, Junior, Cadette, and Senior Ambassador*

1. Everyone stands in a circle and puts their right hand into the middle.
2. They clasp hands with someone across the circle
3. The, everyone puts their left hand into the middle of the circle and clasps the hand of a *different* person.
4. The group is now in a 'knot'.
5. The objective is for the group to untangle itself without releasing anyone's hand.

Try a couple of times, start with smaller groups and then keep adding more girls.

PEOPLE TO PEOPLE *Daisy, Brownie, Junior, Cadette, and Senior-Ambassador*

1. Have the girls get into pairs. As the facilitator, you will go inside the circle and be the caller for the first round.
2. As the caller, you will give the group different commands that they must follow in their pairs. Example, hand to hand, foot to foot, left shoulder to right knee, etc. Just make sure that they are appropriate positions. Avoid nose to nose, face to face, and any other non-appropriate pairings.
3. Now each pair will have to touch their hands together. Keep calling out commands like that. Once you have run out of ideas say people to people.
4. When people to people is called, the girls must find a different partner, and whoever is left alone is the new caller. They will then get into the middle of the circle and start calling commands. Each time the caller wants to switch, just say people to people.

CHASE THE TAIL *Daisy, Brownie, and Junior.*

1. Divide the girls into four or five. Each team lines up in a single file line.
2. The girls then place their arms around the waist of the players in front of her and by NO MEANS let go.
3. The last player of each team is given a handkerchief, which she tucks in her belt.
4. The lines chase each other: the first player in each line tries to get the handkerchief away from the last person.

FLOATING HULA HOOP *Daisy, Brownie, Junior, Cadette, and Senior Ambassador*

Description: For this activity, you will need a stick a hula-hoop.

1. The team will stand in a circle about shoulder to shoulder.
2. Participants should put their index finger out, pointing towards the middle of the circle.
3. The facilitator will then place the hula-hoop on top of their fingers.
4. The objective is to bring the hula-hoop to the ground by lowering their hands to the ground.

As the facilitator(s), you can make a story as to why you have a magic floating hula-hoop.



girl scouts
of eastern iowa
and western illinois