



Free the Horses

Adventure Guide

A supplemental guide to use with the **Free the Horses** program

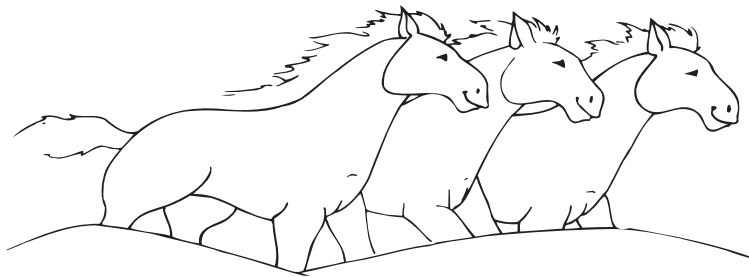
daycamps • lock-ins • scouting
retreats • PE classes • youth group activities
after-school programs • character education

by
Todd Hadler, M.S.E.



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Adventure Guide



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Free the Horses
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Introduction

When we learned of the Free the Horses Adventure Camps held in Manitowoc, Wisconsin, we contacted Elementary Counselor Todd Hadler to learn more. Mr. Hadler told us that he had used Active Parenting's *Free the Horses* program in two local schools with great success, and wanted to give other children in the district the opportunity to develop greater responsibility, cooperation, and courage. So he and physical education teacher Ginny Vraney created the Free the Horses Adventure Camps to do just that!

We published the story in an issue of *Leader* magazine. Within weeks we heard from several school counselors who wanted to know more about how to start a camp like Hadler's—and this *Free the Horses Adventure Guide* was born.

While this guide chronicles the exact agenda used by Hadler in the Manitowoc school system, you are encouraged to make any adjustments to the schedule necessary to work within your environment. For instance, Hadler had the permission of the school district to hold an overnight camp. He also had access to a wonderful camp facility on nearby Lake Michigan that offered cabins, a nature center, walking trails, and a beach. Even if you don't have access to such a facility or can't host an overnight camp, you can use the ideas here as a basis to create a schedule and agenda that works for you and your group.

We hope this guide gives you a jump start on planning and implementing a successful adventure in your school or community organization. Contact us with your stories about how you use this guide—we'd love to hear from you!

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The agenda shown on the next few pages was developed and used by Todd Hadler and the Manitowoc School district in Wisconsin.

Feel free to adapt this agenda to suit the needs of your own group and environment.

Have fun!

AGENDA: Day 1

PART 1: THE LANDS

- 8:00 Students arrive at Summer School Site
- 8:30 Depart Summer School Site
- 8:50 Arrive at the School Forest
- 9:00 Welcome & Introductions
Safety Information & Bunk Assignments

Session 1 “The Mission Begins”

Learn about the adventure & meet the main characters

- 9:15 FTH Video A, Parts 1 & 2 (discussion points: review Teacher’s Guide, Lesson I, pages 2-19)
- 9:45 Activities:
 - Ball Toss page 12
 - Guess Who? page 13
 - Circle Name Game page 14
 - Tornado Touchdown. page 15

Session 2 “The Land of Think”

You choose what you think about

- 10:15 FTH Video B, Parts 1 & 2 (discussion points: review Teacher’s Guide, Lesson II, pages 20-33)
- 10:35 MILK BREAK
- 10:45 Activities:
 - Hoopty-Do page 17
 - Favorites Game page 18
 - The Squeeze page 19
 - Entanglement. page 20

Session 3 “The Land of Feel”

Your thinking controls how you feel

- 11:15 FTH Video C, Parts 1 & 2 (discussion points: review Teacher’s Guide, Lesson III, pages 34-47)
- 11:45 Cooperative Games page 22
- 12:00 LUNCH
- 12:30 Cooperative Games page 22

Session 4 “The Land of Do”

What you feel controls what you do, which is controlled by your thoughts

- 12:45 FTH Video D, Parts 1 & 2 (discussion points: review Teacher’s Guide, Lesson V, pages 60-73)
- 1:10 Activities:
 - Goal Walk/Stone Throwpage 24

PART 2: THE GOLDEN SPIRAL OF SUCCESS

Session 5 “The Golden Spiral of Success: Belonging”

Knowing what it is like to be part of a group

- 2:00 FTH Video E, Parts 1 & 2 (discussion points: review Teacher’s Guide, Lessons VII & VIII, pages 86-105)
- 2:20 Activity:
Obstacle Course page 26
- 3:00 MILK BREAK
- 3:15 Activities:
(Break into 3 groups and rotate through these activities)
I Can page 27
The World page 28
Alphabet Bench page 29

Session 6 “The Golden Spiral of Success: Learning”

Mistakes are for learning...it’s that simple

- 4:00 FTH Video F, Parts 1 & 2 (discussion points: review Teacher’s Guide, Lessons IX & X, pages 106-129)
- 4:20 Activities:
Blindfold Walk into Hemlock Forest page 31
- 5:00 Cooperative Games page 22
- 5:15 DINNER
Activity:
Able One Dinner page 32

Session 7 “The Golden Spiral of Success: Contributing”

The importance of doing something positive within a group

- 6:00 FTH Video G, Parts 1 & 2 (discussion points: review Teacher’s Guide, Lessons XI & XII, pages 130-151)
- 6:30 Activity:
Scavenger Hunt page 34
- 7:15 Campfire songs and S’mores
- 8:00 Memory Book stations in the main lodge
- 8:45 Get ready for bed and a movie
- 9:00 Movie/popcorn
- 10:15 Lights out

AGENDA: Day 2

PART 3: THE KEYS

7:00 Wake up

8:00 BREAKFAST

8:30 Morning hike

8:45 Activity:

Natural Balance Beams page 36

Session 8 "The Key of Courage"

Standing up for what we feel is right, and taking risks

9:45 FTH Video H, Parts 1 & 2 (discussion points: review Leader's Guide, Lessons XIII & XIV, pages 152-175)

10:15 Activities:

Ladder Crossing page 37

Session 9 "The Key of Responsibility" *Knowing right from wrong, & being responsible for those choices*

11:00 FTH Video I, Parts 1 & 2 (discussion points: review Leader's Guide, Lessons XV & XVI, pages 176-199)

11:20 Activities:

Swamp Cross. page 40

Un-Nature Walk page 41

12:00 LUNCH

12:30 Cooperative Games. page 22

Session 10 "The Key of Cooperation" *You can't do it alone.*

Everyone must think & work together to achieve a goal.

1:00 FTH Video J, Parts 1 & 2 (discussion points: review Leader's Guide, Lessons XVII & XVIII, pages 200-219)

1:30 Activity:

The Bridge. page 44

PART 4: FREE THE HORSES

Session 11 “Free the Horses: Talents and Dreams”

Understanding that we all have special talents and dreams and we choose the life that we want to live

2:00 FTH Video K, Parts 1 & 2 (discussion points: review Leader’s Guide, Lessons XIX & XX, pages 220-238)

2:20 Affirmations/Compliments

Activity:

Yarn Ball Toss page 46

2:30 Clean up

2:40 Board bus

3:00 Student pick-up at Summer School site

Session 1



The Mission Begins



BALL TOSS

Objective:

To learn everyone's names and to begin to form group cohesion.

Assessment/Performance Indicators:

Participation in this activity and calling out names without hesitation.

Materials:

A soft, six-inch ball.

Procedure:

The whole group forms a circle. The leader explains that when you have the ball you say, "My name is _____, and I'm going to pass the ball to _____." Make sure that the person throwing the ball makes eye contact and throws underhand. Once the person catches the ball, they say their own name and then say the name of the person to whom they are going to pass the ball. The game concludes when everyone has had a turn catching and throwing the ball.

Points for Discussion:

- You may add questions if you like. We continue with the next challenge.

Objective:

This activity is great as an ice breaker and to learn everyone's name.

Assessment/Performance Indicators:

Students will be able to call out each other's names without hesitation. Participation in this activity is also an assessment. (Participation is voluntary.)

Materials:

One standard queen size bed sheet or shower curtain (non-transparent).

Procedure:

Divide students into two groups. One group sits on one side of the sheet and the other sits on the other side. The sheet is held by two people so that neither group can see the other. Each group sends a representative to the base of the sheet on their respective side. On the count of three, the leaders drop the sheet to reveal the two group representatives. The representatives try to guess the name of the other person. The first person to guess the correct name wins that person to their side of the sheet. The game concludes when all students are on one side of the sheet, when everyone has had at least one turn if they would like, or when the leaders decide that the game is over.

Points for Discussion:

- What was most challenging about this activity?
- How did you feel when it was your turn to guess someone's name?
- What helped you overcome your fears?
- How many of you thought that it might be a little scary to take on a mission such as coming to this camp?
- For many of you, this is the first chance you've had to sleep overnight at the school forest. Now that you're here, what do you think?
- Kelly's mission to free the horses is much like our camp. You will have experiences just like Kelly and tomorrow when it's time to go back home, you will wish that you could stay another day. From now until tomorrow afternoon, what do you think you will learn? What do you think you will do? How do you think you feel?



CIRCLE NAME GAME

Objective:

To learn students' names and their interests.

Assessment/Performance Indicators:

Participation in this activity.

Materials:

No materials are needed.

Procedure:

Everyone forms a large circle. The leader starts by saying his name followed by what he likes to do and an action of what he likes to do. For example... "I'm Mr. Smith and I like baseball." (Mr. Smith would act like he was hitting a baseball). Then the rest of the group would repeat, "He's Mr. Smith and he likes baseball," followed by everyone in the group acting like they were hitting a baseball. Continue around the circle until everyone has participated.

Points for Discussion:

- We do not take time to question the students with this activity, but move quickly to the next activity.

Objective:

To repeat everyone's name and their interests. Also, to continue building cohesion in the group.

Assessment/Performance Indicators:

Participation in this activity. Number of names & interests remembered.

Materials:

No materials are needed.

Procedure:

The leader asks the group if anyone can remember everyone's name and what they like to do. The leader picks one person to go around the circle naming everyone and what they like to do. If the student gets stuck or makes a mistake, that is okay. Just correct them and move on. The leader may ask for other volunteers and conclude the game at the leader's discretion.

Points for Discussion:

- Tell me the name of someone and what they like to do. You may not have known many of the other students when you first boarded the bus to come to camp and it may have been difficult talking with someone you didn't know. What do you think you could ask someone, just to start a conversation? Did you find someone who likes to do the same thing as you? Do you think you may want to meet that person and talk about your interests?

Session 2



The Land of Think

Objective:

To work as a group by thinking and working together cooperatively.

Assessment/Performance Indicators:

Successfully maneuvering the hula hoops in the appropriate direction. Students encouraging each other and working to solve problems together.

Materials:

Three different-sized hula hoops. Timer.

Procedure:

Everyone forms a large circle and holds hands. Three hula hoops are started between two students at the point where the students are holding hands. Two hoops travel clockwise and one hoop travels counter-clockwise. At the halfway point all three hoops will meet. Students will have to figure out how to continue the hula hoops moving in their respective directions. The game concludes when the one hoop and the pair of hoops make it back to the starting point. Time this event. Discuss the activity using questions from the next section and repeat the activity.

Points for Discussion:

- What did it take to move the hoops around the circle?
- What seemed to work the best?
- Now that you have seen others do this activity, do you think you could do it faster?

Objective:

To create a trusting environment, learn names and interests, and develop cohesion within a smaller group setting.

Assessment/Performance Indicators:

Participation in this activity. A willingness to share and listen to others.

Materials:

No materials are needed.

Procedure:

The large group is broken into smaller groups with one leader per group. (We also use these groups as our lunch and dinner groups.) Each small group moves to a separate location.

Within the small groups:

Form a circle. Let everyone have a chance again to say their name. Tell the group that you and everyone else would like to learn more about each of you. To do that, we will talk about some of our favorite things. For example, you may want to find out what is their favorite:

- color
- movie
- food
- school subject
- book

Points for Discussion:

- The leader and students should add to the discussion when appropriate.

Objective:

To solve problems as a team.

Assessment/Performance Indicators:

Successful completion of, and participation in, this activity.

Materials:

One hula hoop and one small bike tire.

Procedure:

The leader explains to the group that they are to safely fit one body part of every student inside the hula hoop. The leader monitors to make sure everyone is safe. When the group is successful, the leader then explains that they should fit two body parts inside the hula hoop. When the group is successful, the leader then explains that they should fit one body part inside the small bike tire. (Daring groups will beg to try to fit two body parts inside the small bike tire).

Points for Discussion:

- What did you notice about some of the students? (Some were leaders, others were followers.)
- What did you have to do before starting this exercise? (Think.)
- And not only did you have to think, you had to think a certain way. Remember the amulet. You had to think...(clear bright) in order to complete this activity.
- What would have happened if you were thinking stormy? (We wouldn't have succeeded.)
- What did you learn from thinking positively? (That if we work and think together we will succeed.)



ENTANGLEMENT

Objective:

To solve problems and build trust as a group.

Assessment/Performance Indicators:

Successfully completing this activity. Frequent compliments and positive problem-solving.

Materials:

No materials are needed.

Procedure:

Divide into small groups. Each small group forms a circle and will be separate from the large group for this activity. The small group comes together in the middle. Each student grabs the hand of someone across from them and the hand of someone next to them. Some students will have to reach over all of the arms and some will have to reach under. Without letting go, the group tries to straighten itself out into a circle again. (Sometimes the groups will naturally fail.)

Points for Discussion:

- If your group failed, why did you do it again?
- Some of you had your arms and shoulders twisted. Why didn't you give up?

Session 3



The Land of Feel

Objective:

To play together in team sports.

Assessment/Performance Indicators:

Successfully participate in team sports and games.

Materials:

Varies

Procedure:

This is a time when we allow kids some “free-form” play time. We might organize a basketball or kickball game, or play Simon Says or Red Light/Green Light—any team-oriented game. We let the children choose what they’d like to play, and only ask that they include others in their games.

Points for Discussion:

- None.

Session 4



The Land of Do

Objective:

To think positively and work toward a goal, be aware of others' feelings and safety, and learn something new.

Assessment/Performance Indicators:

Enthusiasm toward the goal walk, safety at the beach, and participation in skipping stones.

Materials:

Flat stones on the shores of a lake.

Procedure:

The leader tells the group that we will be walking to the beach. The record for the hike to the beach is (fictitious) 5 minutes 45 seconds and we are going to try to beat that record. We'll beat the record if we think...(positively).

Time the hike to the beach. When all of the students make it to the beach, call out the time...(fictitious) 5 minutes 41 seconds.

Instruct the students that we will be learning to skip rocks but before we do, we need to be aware of a few things. First of all, we need to think about being safe at the beach—safe when we throw the rocks and safe near the water. Secondly, we need to think about the feelings of others. How do you think you would feel if someone was being careless and hit you with a rock? You also need to look for a flat smooth rock. Something that will skip easily across the water. Finally, as we learned from the Bright Knight in the movie, we need to do what we think and feel is right. If you think you can skip rocks and feel good about yourself, you will do it.

Points for Discussion:

- See questions added in the procedure section.

Session 5



The Golden Spiral of Success: Belonging

**Objective:**

To build trust and effectively communicate with others.

Assessment/Performance Indicators:

Participation in this activity and use of specific words (right, left, forward, etc.).

Materials:

Blindfolds (one blindfold per pair of students), any number of small objects for an obstacle course.

Procedure:

Set up an obstacle course by spreading small objects such as rocks, branches, cups, and small balls around the course. The obstacle course should be about the size of a volleyball court with a starting point on one end of the court and a finish line on the opposite end. Students are paired up. One student is the leader and the other is blindfolded. The leader leads the blindfolded student from the starting point to the finish line. If the blindfolded student steps on an object, then the pair must return to the starting point and try again. The leader must use specific directions such as left, right, forward, backward, and not general directions such as this way, over here, or turn. After the leader and blindfolded student make it to the finish line, they switch roles so that the leader becomes the blindfolded person and vice versa. Then they travel back to the starting point.

Points for Discussion:

- When you were blindfolded, what did you need the most? How did it feel to have a friend?
- You noticed something about Ted Bear at the beginning of the last video. Did you like Ted Bear? Why? (She was mean, unfriendly, angry, and she wanted to be left alone.)
- Let's pretend that during our last activity you were blindfolded but didn't have anyone to lead you. How do you think you would feel or act when you were trying to make it through the obstacle course? You may have become discouraged, angry, and mad.
- You have made it through the obstacle course and you'll make it through school by having a good what? (friend)

(Divide into 3 groups & rotate through I Can, The World, & Alphabet Bench)

Objective:

Students will work and think together as a team.

Assessment/Performance Indicators:

Students use encouraging words, and are able to talk without put-downs. Everyone comes up with, or agrees on, a solution.

Materials:

Two small coffee cans.

Procedure:

Students sit in a circle with their legs toward the middle of the circle. Two coffee cans are placed on the feet of one of the students who is designated the starter. The group has to figure out how to move the coffee cans around the circle and back to the beginning by using only their feet. The coffee cans have to touch everyone's feet and have to be passed from one student to the next. If the coffee cans fall to the ground, the group has to start over again. (Our groups have come up with names such as "cranes" for the person who picks the coffee can off of the foot and "pegs" used in place of the word foot.)

Points for Discussion:

- We usually do not have time to question the students. Rotate to the next challenge.

Objective:

To work as a team and learn to trust each other.

Assessment/Performance Indicators:

Participation and success in this activity.

Materials:

Two 12-inch rubber O-rings/hula hoops/or small bike tires and one large beach ball.

Procedure:

Students are given the task of moving a large beach ball from one O-ring to another that is placed 15 feet away. There are two rules for this challenge.

1. Everyone must touch the beach ball (without using arms or hands).
2. The beach ball cannot touch the ground.

If the beach ball touches the ground or if a student uses his arms or hands, then the challenge must start over. The challenge concludes when the group successfully moves the beach ball from one O-ring to the next O-ring.

Points for Discussion:

- We usually do not have time to question the students. Rotate to the next challenge.

Objective:

Students will solve problems as a team.

Assessment/Performance Indicators:

Participation and success in this activity.

Materials:

One 6- to 12-inch by 10-foot bench or a 6- to 12-inch by 10-foot board

Procedure:

Students are told to stand on the bench. Students will not be allowed to touch anything (walls, ceilings, floor) except for touching the bench or holding onto each other. Students are given a problem to line up alphabetically according to the first letter of their last name. A's start on one end of the board and Z's finish on the opposite end. If a student touches the wall or floor or ceiling, the group must line up in their original positions and start over.

Other ways to line up:

- Date of birth
- Youngest to oldest

Points for Discussion:

- We usually do not have time to question the students. Rotate to the next challenge.

Session 6



The Golden Spiral of Success: Learning

Objective:

Students will learn from their mistakes and work together.

Assessment/Performance Indicators:

Marking of trails, participation in this activity, and successfully finding their way back to camp.

Materials:

Blindfolds for each person and a rope long enough so that all students will be able to grab hold in a straight line.

Procedure:

Students are lined up in a straight line and blindfolded. They are given a rope to hold onto with their left hand. They are told to put their right hand on the shoulder of the person in front of them. The students are lead into the Hemlock Forest. (Our Hemlock Forest is where the trees form a canopy so that light does not touch the ground.) Once in the Hemlock Forest students are told to drop the rope but do not remove their blindfolds. Students are spun around three times by the leaders and then are to take their blindfolds off. The students must then find out how to get back to camp as a group by marking their trails with sticks. If they take a path that leads back to a marking, then they will know to take a different path. The activity concludes when the students find their way back to camp or when they are so lost that the leaders help them return to camp.

Points for discussion:

- Beaver told us that mistakes are for ____ (learning) and that we are to take things ____ (step by step).

Objective:

To experience a disability and be sensitive to others.

Assessment/Performance Indicators:

Students discussing with other students and teachers regarding the challenges or difficulties associated with having a disability.

Materials:

Small paper bags and rubber bands.

Procedure:

A leader should give a short speech on disabilities. Students are to place the paper bag over their dominant hand and fasten it with a rubber band. Students are then to eat with the paper bag in place. This activity concludes when the meal is over. You will note several adaptations during the meal. (We have had students scoop potatoes with their elbows.)

Points for Discussion:

- Tell me what it feels like to have a disability. What were some of the things you had to do differently in order to eat your meal?

Session 7



The Golden Spiral of Success: Contributing

Objective:

To work as a team in small groups and compete against other groups.

Assessment/Performance Indicators:

Number of items collected. Strategies used (everyone looking for the same object or divide up the objects among the group members).

Materials:

Listing of the scavenger hunt items for each group.

Procedure:

Decide what items should be on your list. Use items easily accessible for your setting. We used items like feathers, pine cones, mosquitoes, oak leaves, stones, yellow flowers, dandelions, and bark. Each group is given the list of items to find. The groups work on compiling all of the items or as many items as they can find. The activity concludes when either one group has all of the items or the leader decides that time has run out.

Points for Discussion:

- Discuss with the group the techniques used to find all of the items. Decide which strategies worked the best and which didn't work at all.

Session 8



The Key of Courage



NATURAL BALANCE BEAMS

Objective:

To introduce a ground-level challenge to build individual courage and trust in others.

Assessment/Performance Indicators:

Completion of, or participation in, this activity.

Materials:

Fallen logs, trees. (We use this challenge on the beach of a lake. We have trees that have fallen, making nice balance beams. One fallen tree is still roughly five feet off the ground, making a nice jump into the sand.)

Procedure:

Our morning hike takes us to the beaches of the lake where there are several fallen trees. We start the students on the logs that lie in the sand making this a very easy challenge. Gradually, the students work their way onto fallen trees that are higher in the air, with the final challenge: a walk on a fallen tree to a five-foot jump into the sand. All of the students are supervised by the adults. The five-foot jump into the sand at the end is voluntary.

Points for Discussion:

- You gradually climbed from the smallest log up to the biggest log. At first maybe you weren't scared but by the time you saw the large tree you probably were a little frightened. What helped you walk across the log and then jump into the sand?
- You have been doing several challenges so far at camp. What have you learned about yourself? How about others?

Objective:

To let students gain courage by overcoming their fears and taking a risk, gaining trust in others, and forming a cohesive group.

Assessment/Performance Indicators:

Participation in the challenge by choice, individual and group encouragement, and shared responsibility in holding the rungs.

Materials:

10 wooden dowels (1.5- to 2-inches in diameter) approximately 3 feet long.

Procedure:

Students pair up and form two parallel lines facing each other approximately three feet apart. Students are to line up shoulder to shoulder in their parallel lines. It may be a good idea to have students on their knees for added stability. Each pair of students is given a dowel (rung). Students are to extend their arms at waist-level and hold onto one end of a dowel with both hands; the opposite student holds the other end of the dowel. The two parallel lines of students holding the dowels should now resemble a horizontal ladder. One by one, students “cross” the ladder by stepping on each dowel. Students may touch other students’ shoulders or heads to help balance. After a student completes the challenge, she then takes another student’s place holding one rung. The activity ends when all students have had an opportunity to cross the ladder.

Points for Discussion:

- What were you feeling before, during, and after the Ladder Crossing challenge? What do you think helped you cross the ladder if you were feeling a little scared at first?
- The voices from the “Swamp of Can’t Do” seemed to control Kelly and the rest of the group. What voices did you hear and what was the outcome? How do you think you would have felt had you not done this activity?
- Tell me a time when you wished you had done something and then later regretted not doing it. How can having courage help us in everyday life? What have you learned about the other members of our group?

Session 9



The Key of Responsibility

Objective:

To challenge (pressure) students with a difficult choice.

Assessment/Performance Indicators:

Individual and group responses to pressure from a leader.

Materials:

No materials are needed.

Procedure:

The group has just watched the *Free the Horses* video on responsibility where Zor tries to pressure Kelly into using drugs. Our challenge leads us to the swamp at our school forest. We lead the students onto an observation deck deep in the swamp, and explain to the students that we need to go through the swamp for our next challenge. We tell them that we're not sure how deep the water is, if there are any bloodsuckers or leeches, or if there is quicksand. (Obviously crossing the swamp would not be a safe choice.) The leader begins to pressure the group by saying things like: "Oh come on, I thought we had enough courage," or "You've got to be kidding me, are you chicken?" Some students will say that they want to cross the swamp, others will definitely hold back and tell you that it is not safe, and still others will be waiting to see what will happen. Let the group naturally divide into two groups: those who want to cross and those who do not. Have those who want to cross the swamp stand next to you. When you have two distinct groups, stop the activity and discuss the reasons why crossing the swamp is not a safe decision.

Points for Discussion:

- We learned about choices and consequences from Kelly and Zor in the movie. Tell me the choices that you just had and the consequences that go with them.
- How did you feel when I started calling you a "chicken" if you didn't want to cross the swamp? Did that affect your decision?
- Now that you've had a chance to think about the consequences, what do you think about your decision to cross the swamp? We all are responsible for the choices we make and we are responsible for the consequences also. (This leads directly into the Un-Nature walk.)

Objective:

To learn from others' mistakes, help clean the environment, and show that we care about nature.

Assessment/Performance Indicators:

A willingness to participate and locate the items.

Materials:

A garbage bag.

Procedure:

Give a short speech on responsibility and making good choices. Explain to the students that throwing garbage into the forest is not a responsible choice. Tell them that we will help clean the forest and show that we care about nature.

Hike back to the cabins on the trails and tell students to pick up any garbage that they see along the way and dispose of it in the garbage bag. If they see any glass they are to let a teacher pick it up.

Points for Discussion:

- How does it feel to help out and clean up the forest?
- So many people are careless, what do you think you could do to help out at home, school, or other places?

Session 10



The Key of Cooperation

**Objective:**

To encourage team work and solve problems as a large group.

Assessment/Performance Indicators:

Successful completion of, and participation in, this activity.

Materials:

Items found in the forest.

Procedure:

Students are to construct a bridge (walking path) from one picnic table to another picnic table located 30 feet away. This walking path is made from items found within the forest. Students are given one minute to find one object that they could use to help create a bridge. You will see branches, tree bark, logs, other pieces of wood, and large rocks used for this activity. At the end of one minute, students are told that they can work together to get to the other picnic table. They may only step on the items that the group has collected. If they step on the ground, they have to return to the first picnic table. This challenge ends when everyone makes it to the second picnic table. Return all items to the forest.

Points for Discussion:

- What did you notice about everyone's job in making the bridge?
(Leaders, followers, observers)
- Your group struggled in making this bridge because of a number of reasons. What were the reasons?
- What would have helped you complete this faster and with less conflict?

Session 11



Free the Horses: Talents and Dreams

Objective:

To add closure to camp and build self-esteem.

Assessment/Performance Indicators:

The nice words/compliments given.

Materials:

A ball of yarn.

Procedure:

Students form a large circle. One person holds the ball of yarn and gives another person a compliment. After the compliment, the person holding the ball of yarn now holds the end piece and tosses the ball to the recipient of the compliment. The person catches the ball of yarn, gives someone else a compliment, grabs a piece of the yarn and passes the ball of yarn to the next person. The activity concludes when everyone has given and received a compliment.

Points for Discussion:

- Everyone met someone new within the last two days. Now you know their names, their interests, and you gave them compliments. You may now get your memory books* and exchange names and phone numbers if you would like. We then break camp and board the bus.

** At the beginning of camp, we gave each student a “memory book” for them to place items they wanted to keep, handouts used, and journal entries about their experiences at camp.*

References

Several activities in this guide were adapted from various sources, including those listed below. These books are a good source for additional ideas for activities as you develop your own camp curriculum.

- Forbess-Greene, Sue.** *The Encyclopedia of Icebreakers.* Pfeiffer and Co., San Diego, California. 1983.
(Activities: *Circle Name Game, Entanglement, Obstacle Course*)
- Glover, Donald/Midura, Daniel.** *Team Building through Physical Challenges.* Human Kinetics. Champaign, Illinois. 1992
(Activities: *The Squeeze, The World, Alphabet Bench*)
- Project Adventure.** *Adventure Programming Workshop.* Hamilton, Massachusetts. June 1995. (10800-468-8898 / www.pa.org)
(Activities: *Circle Name Game, Favorites Game, The Squeeze*)
- Roehikepartain, Jolene.** *Building Assets Together.* Search Institute. Minneapolis, Minnesota. 1995.
(Activity: *Yarn Ball Toss*)
- Rohnke, Karl.** *The Bottomless Bag Again!?* Kendall/Hunt Publishing Company. Dubuque, Iowa. 1994.
(Activities: *Guess Who?, Obstacle Course, I Can, Alphabet Bench, Blindfold Walk, Able One Dinner, Ladder Crossing*)
- Rohnke, Karl.** *Silver Bullets.* Kendall/Hunt Publishing Company. Dubuque, Iowa. 1984.
(Activities: *Ball Toss, Hoopty-Do, Entanglement*)

