

X Kodiak

Syllabus



DRAFT

Table of Contents

Foreword	4
Maintaining Standards	5
Basic Course Requirements	5
Course Concept	5
Course Size	6
Staff Guidelines	7
Job Descriptions	8
Course Director	8
Assistant Course Director-Logistics	8
Assistant Course Director-Instruction	9
Facilitator	9
Professional Staff Adviser	10
Logistics	10
Staff Development	10
Facilitator Team Training	11
Participant Qualification	11
Participant Notification	11
Promotion and Marketing	12
Scheduling Considerations	12
Materials List	13
Sample Schedule Overview	15
Planning and Backdating	18
Schedule Details	20
<i>What We Have in Common</i> blank form	23
Actual Course Opening	25
Saturday Schedule Details	28
Presenting Commission 6	30
Commission 6 Commission Service	33
Sunday Schedule Details	34
Presenting Commission 7	35
Commission 7 Commission Service	38
Mentoring Test Questions	40
Mentoring Test Answer Sheet (blank)	41
Mentoring Test Key (with answers)	42
Closing Session	43
Leadership Challenges Scenarios	44
Overview	44
Materials	44
Consistency	45
Timing Challenges	45
List of Prompting Questions	46
The Scenarios	47
Impossible Puzzle	48
Blind Maze	50
Giant Pods	52

Balloon Castles	53
Giant Texas Lizard Egg	54
Gutterball	55
Portable Zigzag	56
Rock Scientists	60
Giant Blow Gun	61
Aid to Africa	63
The Chicken Ranch	66
A Knight's Contest	68
I Hate Toll Booths	72
Course Evaluation form	79

February 7, 2007

Kodiak X Syllabus

Foreword

Hopefully you are familiar with the Kodiak syllabus and have even been on staff at a Kodiak course. Kodiak X builds on the five commissions of the Kodiak experience and it is imperative that you know the Kodiak commissions. In designing this experience the Nature of Leadership taskforce felt it was important to have a leadership challenge experience for our older teens. It is one thing to teach leadership skills, it is another to have to practice those skills. That is Kodiak X. It is a weekend leadership challenge course. You will start on Friday night with getting-to-know-you games, then review the five commissions learned in Kodiak. On Saturday, each participant will have the opportunity to lead his or her group through a leadership challenge. Over the weekend they will learn two new commissions. First they will learn the value of *Evaluating Performance* (commission #6) after each challenge by seeking input from others and then process that input. Then they will learn that a good leader is always preparing someone to take their place. This final commission will be on the concept of *Mentoring* (commission #7).

What the course should be:

1. As always-FUN.
2. Relevant to the participant's life.
3. Internalized by participants.
4. Based on the servant leadership concept.
5. The next step beyond Kodiak (based on Kodiak commissions.)

Course Methods:

1. Team taught by a trained staff of experienced Venturers and adults.
2. Two new commissions taught leading to a total of seven commissions.
3. Uses constant reinforcement.
4. Uses leadership challenges to test and reinforce leadership skills and to introduce commission #6, *Evaluating Performance*.
5. Unlike Kodiak, is not done as a trek. Can be done in a camp or outdoor conference center atmosphere.
6. Council run in one weekend.

Maintaining Standards

This course syllabus has been designed to achieve specific results in a determined time period. Do not change or add exercises or teaching points. Also, please ensure that you follow all BSA rules and regulations in the running of this course. Some elements like the challenges must be said exactly as printed in the book or the scenario may be attempted incorrectly adding to the frustration of the participants and diminishing the credibility of the staff. **Words in this syllabus that appear in a green font, must be said exactly as they are printed. No exceptions!** If needed, have another instructor follow along in the syllabus to make sure you said it right.

Who May Offer a Course

This course may be run at the district or council level and must be approved by the Council Scout Executive. Most courses will be offered at the council level to maximize participants, facilities, resources, support, etc.

Course Setting

It works well at a camp whether BSA or other or even an outdoor conference center. Most of the leadership challenges for day two can be done either indoors or outdoors. If the weather is good, it is recommended that all challenges be offered outdoors in the spirit of Nature of Leadership.

Basic Course Requirements

- All Kodiak X courses must use and follow the official *Kodiak X Syllabus*.
- Courses must be approved by the Council Scout Executive in advance of the course.
- Courses should be financially self-sustaining.
- There is no maximum course size, but each team should be no larger than 8 (6 to 8 is ideal size) for each two-facilitator team.
- At least two days is required to do the course. It is preferable to run Friday night through late Sunday morning. However, it is possible to finish late on Saturday night. Please be considerate of safety issues if you finish late.
- You must use the first five leadership commissions learned in Kodiak as a learning base.
- Participants must have completed Kodiak.
- Commissions #6 and #7 must be presented.

Course Concept (Overview)

This is a one-weekend leadership challenge course for older teens who have completed Kodiak. It starts on Friday night with getting-to-know-you games and leadership reinforcement exercises to get the youth comfortable, followed by a review of the Kodiak

commissions. Participants are given new leadership bag-tags (from Kodiak) if they forget to bring the ones they got in Kodiak. They will use these cards on Saturday during the leadership challenges. On Saturday, each participant will have an opportunity to lead during one of the leadership challenges (scenarios) their small group will do. The course will need as many leadership challenges as participants in the largest group. Example: If your largest group has 8 participants, you will need 8 leadership challenges found later in this syllabus. On Saturday night you will present commission #6, *Evaluating Performance*. Then on Sunday morning, after a brief worship service, you will do a wrap-up on leadership (Kodiak and Kodiak X) and cap it off with the final commission of *Mentoring*. Then a brief graduation and closing and you are out of there.

“X” in Kodiak X stands for *Extreme*

Course Size

You may have as many total participants as you can comfortably serve. However, Saturday challenges are designed for a group size of six to eight (6-8) participants. If you have a large group of say ten participants, you might have participants watching as others participate in exercises. Obviously, this is not good. Likewise, too small of a group will not give enough participants to effectively do the challenges. The ideal size for teams is eight participants with two (2) facilitators (and one is acceptable, but two is preferred).

You may have one, two, or more teams of eight (8) in a course. However, you still need at least one facilitator, two-is even better for each team of eight. Unlike Kodiak where everything was done by small group, Kodiak X takes a different approach. Teambuilding and leadership challenges are done in small groups, whereas commission presentation can be done in either small groups or with all groups together. This is your choice.

Coed Leadership

Venturing regulations require adult (over 21), coed leadership for all over-night activities that are coed. If you offer a course that has multiple teams, your coed leadership formula can be based on the whole participant count. However, you will need one or more female adults overseeing the female youth participants during the night and one or more male adults overseeing the male youth participants during the night. Please ensure you have adequate staff for supervision at all times.

Staff Guidelines

- The course director should have experience as a trainer, organizer, and leader with experience in Kodiak and it is highly recommended he or she has attended a area or regional Kodiak/Kodiak Course Directors' Conference.
- Staff maybe adult or older youth. A good mix sends a message that the BSA believes in shared leadership teams comprised of youth and adults.
- Facilitator teams, one adult and one older Venturer are suggested. Do not have just a youth as a facilitator. **Facilitating the leadership challenges are challenging and key to the success of the experience!** Processing one's performance as a leader must be done in a positive way or damage can be done (hurt feelings). Facilitators must also be prepared to ask leading questions to get the groups headed in the right direction.
- Adequate coed leadership is required for coed courses.
- Youth staff should have completed the Venturing Leadership Skills course, a Kodiak course, and a Kodiak X course.
- All staff must be approved by the scout executive or course staff adviser.
- Size of support staff depends on size of course. *See the Staff Chart.*
- Instructors and facilitators should be chosen with great care, they determine the success or failure to make a difference in the lives of young people. Instructors have to walk the thin line of talking enough, but not too much. Facilitators should be good listeners and motivators, able to keep the challenge analysis positive and constructive.
- Staff should be very familiar with the syllabus and comfortable with commission delivery and facilitating of exercises and challenges. It helps to have studied leadership as a science. Staff must also be familiar with Kodiak and its commissions.
- Staff must follow this syllabus.
- Staff members and past staff members who have gone through or led all commissions and exercises may wear the Kodiak X staff patch available through the BSA Supply Division #14XXX.

Staffing and Logistics

Job Descriptions

Course Director

1. Should have experience with a Kodiak trek.
2. Should have a complete understanding of the content of the Kodiak syllabus and this Kodiak X syllabus and assure that the staff has a complete understanding of the course objective and methods.
3. Should have trainer experience, be an organizer, be able to work well with a staff, and be able to work with a backdating schedule. Recommended to have attended a national, regional, or area Kodiak/Kodiak X course directors' conference.
4. Working with the professional staff adviser, is responsible for developing the course budget and working within the approved budget.
5. Responsible for recruiting and training the staff.
6. Assigns staff positions and assignments.
7. Responsible for the success of the course.
8. Maintains the policies, procedures, and standards of the BSA insuring that the course runs as a "safe haven" for teens and staff.
9. Develops a promotional plan.
10. Promotes attendance, prepares for, and runs the course.
11. Ensures that the very best possible commission presenters and challenge facilitators are recruited, trained, and prepared. (The course director may serve as a presenter or facilitator).
12. Manages the daily flow and functions of the course.
13. Prepares and maintains schedules.
14. Orders and procures all needed course materials.
15. Insures the staff does a debrief session after the course so you can improve on future courses.
16. Prepares and submits a course after-action report to the scout executive.

Assistant Course Director-Logistics

Note: Additional staff maybe recruited to be responsible for some of these functions.

1. Be thoroughly familiar with the contents of this syllabus, the course objectives and methods. Kodiak experience is helpful.
2. Secures, controls, and distributes necessary equipment and materials.
3. Responsible for meals, snacks, water, etc.
4. Is responsible for safety and first aid acting as safety officer. Also conducts a safety briefing at opening.
5. Responsible for the physical site. This includes site/s selection, campsite layout, Leave No Trace, challenge sites, permission for use, etc.
6. Responsible for transportation if needed.
7. Responsible for check-in procedures. This includes medical reviews.

8. Responsible for making and posting staff duty rosters on a daily basis.
9. Responsible for developing and maintaining council KODIAK X website.
10. Maintains the policies, procedures, and standards of the BSA insuring that the course runs as a “safe haven” for teens and staff.

Assistant Course Director-Instruction

Note: This individual may be a presenter or facilitator as well.

1. Be thoroughly familiar with the contents of this syllabus, the course objectives, and methods. Kodiak experience and knowledge of the Kodiak syllabus is required.
2. Recruits and supports facilitator teams and presenters.
3. Ensures that facilitator teams **are fully trained**, understands the course objectives and methods, and that they are familiar with this syllabus. Ensures teams are capable of processing the art of *Evaluating Performance* in a positive, constructive way.
4. Ensures presenters are prepared and trained to present or support the final two commissions.
5. Establishes and maintains a high standard for instruction.
6. Secures all instructional support items, challenge props, and recognition items and distributes them appropriately.
7. Responsible for storage of course materials and props between courses. (You may delegate this to the Assistant Course Director-Logistics if you desire.)
8. Coordinates instruction and challenge schedule.
9. Ensures facilitators and presenters are doing their job.
10. Acts as time keeper for instructional periods, challenges, and schedule overall.
11. Regularly checks with participants to see if they are “getting it.” Acts as quality control officer.
12. Maintains the policies, procedures, and standards of the BSA insuring that the trek runs as a “safe haven” for teens and staff.
13. At the end of the course, consolidates the participant course critiques and submits them and a summary to the course director and staff adviser.
14. Chairs the after-course debriefing session and compiles notes so you can do a better job on the next course.

Facilitator

1. Have experience with Kodiak and Kodiak X. You’ve got to know both syllabus and commissions. Participants will use the skills they learned in Kodiak while working on leadership challenges so facilitators must know Kodiak.
2. Be thoroughly familiar with the contents of this syllabus, the course objectives, and methods.
3. Be a good trainer and motivator.
4. Be a good listener.
5. Works well with teens.
6. Able to process *Evaluating Performance* so that it is done in a positive, constructive manner. If participants are too brutal when evaluating the

performance of an individual when processing a challenge, it can be discouraging to that challenge's youth leader and be detrimental to the process of learning. **This is probably the most key element for a facilitator.**

7. Be able to reinforcement leadership skills learned at Kodiak.
8. Understands and runs exercises and challenges. **And follow the syllabus!**
9. Understand commissions #6 and #7 in case a participant needs additional counsel.
10. Be able to team facilitate with a partner.
11. Ensures that the objectives of the course are met.
12. Uses course methods as presented in this syllabus.
13. Attends a staff development and practices *Evaluating Performance* skills.
14. Maintains the policies, procedures, and standards of the BSA insuring that the trek runs as a "safe haven" for teens and staff.

Professional Staff Adviser

1. Kodiak experience is helpful.
2. Be thoroughly familiar with the contents of this syllabus, its objectives and methods.
3. Recruits the Course Director if necessary.
4. Working with the Course Director and appropriate council supervisory committees, develop and plan the course. Works directly with the Course Director in promotion and running of the course.
5. Ensures that a quality staff is recruited and trained.
6. May serve in one of the course staff positions.
7. Works with the Course Director in planning and managing the budget.
8. Maintains the policies, procedures, and standards of the BSA insuring that the course runs as a "safe haven" for teens and staff.
9. Working with the Course Director, prepares and submits a trek after-action report to the scout executive.

Logistics

Staff Development

The purpose of staff development is to form a team that will plan for and deliver a high quality leadership challenge course that will have a life-long impact on teens.

Staff development should start with a planning meeting of your core staff; course director, staff adviser, and assistant course directors (logistics and instruction). You will also develop a list of potential facilitator team members and presenters to start recruiting. You should also build yourself a backdating schedule and start following it. Once you have your course particulars (who, what, when, and where) decided, start promoting your course.

Staff development can be done in a couple of evenings or over a weekend. It's up to you. **Just remember that planning is always the key to success.** (Plus a bunch of passion.)

There is no suggestion as to how much staff development you do. That will vary dependant on the location of your course, anticipated number of participants, experience level of your staff, and other factors. Our only recommendation is to not meet your staff to death. Hand out Kodiak X staff patches during one of your staff development sessions.

Facilitator Team Training

One aspect of staff development that can not be over-emphasized is to properly train your facilitator teams. You might have a great course in a beautiful camp setting, but if you don't deliver what is in this syllabus and do it in a positive, constructive way, **it is not a Kodiak X course and you could do more damage than good.**

There are a couple of ways to handle the training of your facilitator teams.

1. Have a qualified trainer in your council review the syllabus with the team and then have them present and process the challenges to the trainer or even better, the rest of your staff (practice teaching-style). The Course Director must ensure that the facilitator teams will delivery a quality program. Facilitating the leadership challenges is an art and it is the most important element of this course.
2. Call Bill Evans in the national Venturing division at 972-580-2427 or email to bevans@netbsa.org or your regional Kodiak Coordinator or staff advisor to arrange to have an experienced Kodiak X trainer comes to your council to handle the training. These trainers will still expect your facilitator teams and presenters to demonstrate their teaching/delivery/processing skills.

Participant Qualification

- Be at least sixteen (16) years old. Participants do not have to be registered members of the BSA. You may wish to offer this course to your high schools, religious organizations, etc. as a community service. Councils may waive the 16 year old rule if they feel they have a younger participant who can handle the challenge and meets the other requirements.
- All participants must have completed Kodiak since Kodiak X builds on skills learned in Kodiak.
- Have parent or guardian's written approval.

Participant Notification

As soon as a participant is accepted for your course, send a letter of acceptance, other information, and forms. You might create a Kodiak X course fact sheet, frequently asked questions sheet, a map to your training site, equipment list, personal information sheet, Council Kodiak website notice, and BSA medical form.

Ask the participants to bring their bag-tag cards (communications, decision-making, and planning model) and Leadership Bag with bear claws.

Promotion and Marketing

There are several ways to promote your course. Here are a few suggestions:

- Start promoting at VLSCs and Kodiak courses.
- Send an invitation to all Kodiak graduates.
- Have a page on your council website to promote the course.
- Print a colorful promotional brochure/sheet high lighting leadership development opportunities, what they will learn (Kodiak X), they can do it with their friends, and that it is coed.
- Promote starting at least a year in advance.
- Have staff make a presentation to each Venturing crew.
- Have articles and notices each month in your council newsletter.
- Promote regularly at Venturing roundtables and Teen Leaders Council meetings.
- Put articles in your high school newsletters and local newspapers.
- Ask crews to identify potential participants and send them a personal invitation.
- Publicly recognize participants after the course.
- Send a letter to their principal or college dean.

Scheduling Considerations

- When possible schedule the course so that weather does not become a negative factor in the participants' ability to concentrate.
- All courses when possible should be done in the outdoors, even the commissions and exercises. However, many challenges may be indoors or out.
- Consider the school calendar when scheduling. Avoid key high school dates such as football games, band contest, proms, finals and other big test, local festivals, etc. Avoid scheduling conflicts.
- Your Friday evening start time may be determined by travel distance. If you cover a large geographic area or have invited other councils to join you, consider travel time needed.
- In some areas it is important to avoid training on Sundays. You certainly must consider this, please remember safety issues when finishing late on Saturday night. Do not short cut the course just to finish early.

Materials List

Friday

Registration list
Name tags and markers to write names
Team identification items if you use them (like hats)
Table and chairs for registration
Snacks and a place to set them for arrival period
Garbage can
Signs to registration table
Several sheets of blank paper per participant for “Picture This” if you choose this getting-to-know-you game
Pens for “Picture This”
Tape to hang pictures up
What We Have In Common forms if you choose this getting-to-know-you game
Extra Kodiak Leadership Bag-tags
Kodiak Leadership Bag with claws attached
One lightweight inflatable beach ball per team for Popcorn Game
Snacks for social time just before bed

Saturday

Challenge scenario map for each facilitator team and other staff
Bell or horn for sounding rotation times
Stop watch or clock for timing rotations
Drinking water sources and cups around course
Mid-morning and mid-afternoon snacks along the trail
Digital camera for taking candid shots to show in the evening (optional)
A computer and video projector to show the butterfly story.
A copy of the Butterfly Story (Powerpoint) available on the Kodiak website at www.kodiak-bsa.org.
Four silver beads to replace the colored beads between the claws and demo bag.
One BB per participant.
One small, inexpensive, plastic magnifying glass or little (half inch square) mirror per participant.
A computer or DVD player and projector to show leadership movies.
One long pipe cleaner per participant.
Four silver beads per participant.

Sunday

Flip chart, markers, and tape to tape sheets on the wall.

Two copies of the Mentoring test per participant.

One copy of test questions and instructions.

One copy of answers / one half of participants.

Two gold beads per participant.

Paper and pen for each participant for mentoring work session.

Course Evaluation forms.

One Kodiak X medal No. XXXXX and/or patch No. XXXXXX per participant.

One Kodiak X course completion certificate, No. XXXXX per participant.

Detail materials list and how to construct them or lay them out for challenge scenarios can be found with each scenario starting on page 49.

Sample Schedule Overview

Friday

- 7:00 Registration, check in, medical recheck, refreshments
- 7:30 Form participants into crews and do getting-to-know-you games. (Set the stage for a fun weekend by starting with fun. Don't let your gathering period be boring waiting.)
- 8:30 Group meeting to explain the purpose and nature of this course (how this weekend will go). Review of the Kodiak leadership commissions.
- 9:30 Play Pop Corn game to introduce concept of "what went well, what didn't go well, and what can I do differently next time?" Explaining that this will lead to leadership challenge opportunities on Saturday.
- 10:00 Get participants into their sleeping areas and settled.
- 10:30 Return to the common area for refreshments.
- 11:00 Nite nite!

Saturday

- 7:00 Reveille
- 7:30 Breakfast
- 8:00 Group meeting to explain how the leadership challenges will work plus ground rules.
Here's how it works.
1. Each crew will report to a different station each hour.
 2. Each station will have its own unique task to be accomplished.
 3. Each person will rotate in the leader role to get the task accomplished.
 4. There is one hour per challenge (scenario):
 - 5 minutes- the facilitator reads the team "the story" and give "additional instructions" for this challenge found in the *Leadership Challenges* section.
 - 25 minutes- the assigned leader plans and accomplishes (or attempts to) the challenge.

20 minutes- The facilitator/s lead a debriefing centering around the job that the leader did. The emphasis is on, “what went well, what didn’t go well, and what can I do differently next time?”

10 minutes- Move to next station.

8:30	Challenge 1
9:30	Challenge 2
10:30	Challenge 3
11:30	Lunch
12:30	Challenge 4
1:30	Challenge 5
2:30	Challenge 6
3:30	Challenge 7
4:30	Challenge 8
5:30-6:30	Clean-up break, rest
6:30-7:30	Supper
7:30-8:30	Present Commission #6, <i>Evaluating Performance</i> and give silver beads.
8:30-10:30	Refreshments and movies
10:30	It’s been a long day so lights out early or do some fun activity!

Sunday

8:00	Reveille
8:30	Breakfast
9:00	Review what happened during leadership challenges What we did Why we did it What we learned Questions and answers
10:00	Break

- 10:15 Present final Commission #7, *Mentoring* and give out gold beads.
Coaching-mentoring continuum
Teacher: directing/teaching/coaching/mentoring
Student: doing/learning/practicing/performing
- 11:15 Summary and final challenge
- Tie VLSC, Kodiak, and Kodiak X together.
 - Discuss using the seven commissions to become better leaders.
 - Encourage spreading the word regarding Kodiak X.
 - Emphasize the exclusive and honorable position one is in to have completed Kodiak X.
 - Challenge them to go back to lead, teach, and mentor.
- 11:45 Closing Ceremony
- Distribute certificates and medals/patches
 - Do the closing found in this syllabus
- 12:00 Go home and lead!

Planning and Backdating

Advanced notification (promotion) will help participants schedule the time needed to attend. Early planning and scheduling will also give you plenty of time to promote attendance. Start early. **Start at least a year in advance.**

Course Backdating Plan

<u>Action To Be Taken</u>	<u>Number of Days Before Course</u>	<u>Completion Date</u>
1. Council agrees to host Kodiak X course.	-480	_____
2. Course Director Recruited	-450	_____
3. Course date scheduled	-420	_____
4. Budget developed, fee set	-420	_____
5. Location set	-390	_____
6. Course announced. Send invitations to neighbor councils	-360	_____
7. Promotion starts	-360	_____
8. Staff recruited	-330	_____
9. Presentations to all crew	-330	_____
10. Begin logistics preparation	-300	_____
11. Determine equipment needs	-270	_____
12. Continue promotion	-240	_____
13. Recruit staff	-180	_____
14. Send personal invitations to Kodiak graduates	-180	_____
15. Begin staff development	-120	_____
16. Ensure facilitator teams are prepared	-60	_____

17. Secure Kodiak X support materials	-60	_____
18. Course	0	_____
19. Send press release to news media	+1	_____
20. Send letters to participants' principals deans explaining their accomplishment		_____
21. Send training report to councils who sent participants	+3	_____
22. Send thank-you letters	+5	_____
23. Hold staff debriefing meeting	+10	_____
24. Submit after-action report to SE	+12	_____
25. Put pictures and report on your council website & newsletter	+12	_____
26. Close accounts and final report	+30	_____

Schedule Details

Friday Night

Welcome and Registration (7:00-7:30 pm):

Make this as fun and as quick as possible. Have some fun activities for the participants to do during this period such as a scholastic target air rifle competition (can be done right there close to your registration site). Help participants feel comfortable. You could have dinner or ask participants to have eaten before they arrive.

Form participants into teams. Give the teams a number, name, or color so that when you ask the groups to form, they will remember what group they are in. You could even give them name tags that are color coded by team or give them different colored hats. Team identity can be useful. Be creative. You could even ask newly formed teams to come up with their own name using a theme like names of old TV shows (i.e. The Brady Bunch, Bullwinkle and Rocky, etc.) or names of animals, foods, countries, or whatever. If a group registers together, you can attempt to accommodate their desire to stay together. However, don't make your groups too large. Eight (**8 is max.**) Keeping friends together is OK.

Logistics: This can be done outdoors near the parking area, in a dining hall, etc. You will probably need a couple of tables for your staff to work at while they are registering folks. Give name tags that somehow identifies a member by team. You might also have some simple snacks available such as juice and cookies.

Materials

Needed:

1. Registration list
2. Name tags and markers to write names
3. Table and chairs for staff doing registration
4. Snacks and a place to set them
5. Garbage can
6. Signs to registration table
7. Designated a storage area for their personal gear.
8. Game or skill tools/materials for whatever you choose to do while they gather.

Who Runs

This: Assistant Course Director-Logistics and assigned staff.

Time: 30 minutes. Ask everyone to stay in the area and tell them when you will start.

Getting-to-know-you Games (7:30-8:00 pm)

Logistics: Games can be done where you do registration or where you will do your opening and Kodiak review.

Materials

Needed: Props for games of your choice, forms, and pens.

Who Runs

This: Course Director or designee. Just needs to be someone who can communicate well, be heard, and can facilitate games well.

Time: 30 minutes

Ask everyone to gather in their small groups-teams they have been assigned. See name tags or other form of team identification. Play a couple of getting-to-know-you games. Choose from the following or use ones of your choice.

Game 1: *Picture This!*

Procedure:

Give each participant enough blank sheets of paper as there are participants in his or her group. Also give each group more colored markers than the number in their group. Ask the members of a group to find a partner, write their name on the bottom of the sheet, and find out one thing about that partner like where they live, family, hobbies, where they go to school, pets, etc. Once you have found that one thing out, draw a picture of that person and that thing you found out about them. It doesn't matter how talented an artist you are, just try. The partner can do the same with you. When you are complete, you should have a picture of each person in your group, and oh, by-the-way do one of yourself adding something unusual about yourself that no one else asked.

Once all groups have finished, direct them to a wall where they can hang their pictures with tape or tacks. Ask the group to start with one person. Each other member will go hang their drawing of that person and see if the group can figure out what they drew about that person. Is it a dog, a sister, what? Finish with the self-portrait and what he or she drew about himself. Then move on to the next team member.

Game 2: *What We Have in Common* (Optional since they might have done this in Kodiak)

Procedure:

After you have formed your groups, hand each person a copy of the *What We Have in Common Worksheet*. Explain that they will be working only with other members of their

team, not with other teams. Ask members to find a partner and write their name in the first column of their form. Tell to as quickly as possible to find out things they have in common and then write those things down. Tell then they will have 3 minutes. After 3 minutes ask them to change partners. Repeat the process as many times as necessary. Make sure you have enough forms and pens for each participant.

Questions:

1. How many had over twenty things in common? Fifteen? Ten?
2. What were some of the most common things everyone had on their lists?
3. How did you discover the things you had in common?

(You might give small prizes to those with the highest number of things in common. You might get prizes they could share with their team such as a bag of jerky.)

What We Have in Common

Name

Name

Name

Name

Write down things you have in common.

Totals

Game 3: *Birthday Line-up*

Procedure:

Tell the teams that when you give the signal, you want them to line up according to birth date (month and day). A prize will go to the fastest team. However, there is one little challenge, no talking or writing.

Questions:

1. Since you couldn't talk, what were some of the ways you communicated?
2. How hard was it not to talk?
3. Who figured out a system that you all finally used to communicate?
4. How did you all agree to finally use that system?

(You might double check the fastest group to confirm they were accurate. Then give them a prize.)

Game 4: *Hot Potato* (Recommended)

Procedure:

Ask the teams to form circles. Ask one individual to take off one shoe (that will be a prop). Tell them that when you give the signal to toss the shoe from one team member to the next. You can not pass to members on either side of you. Tell them to say the name of the individual they throw the shoe to before throwing it. Explain that once they start, you want them to continue until you tell them to stop. Start them, let them go for about a minute then ask them to speed up. After another minute, stop them and ask that a second shoe be added into the process. Let them start and remind them to speed up. You can even add additional shoes if you like.

Questions:

1. Did you come up with some process?
2. Even though many people were involved, who did you work directly with? (Person you received from and person you threw to).
3. Once it got more complicated with several shoes flying at once, how did you manage? (Called out names, threw high or low, built a pattern, concentrated on my part of the task)

Actual Course Opening (8:30-9:30 pm):

1. Ask everyone to take a seat, but ask that teams sit together.
2. Introduce yourself and welcome everyone again.
3. Ask each participant to quickly introduce themselves saying who they are, where they live, what crew they are in, when and where they took Kodiak, and if they have a leadership position in the crew, district, or council. Also ask them to say one thing they hope to get out of the course.
4. Introduce your staff highlighting team facilitators. Facilitators might even go sit with their assigned teams after you introduce them.
5. Explain the purpose and nature of this course (how this weekend will go).
6. Review the five Kodiak commissions. Highlight the leadership bag-tag we used in Kodiak. Ask who brought their cards. Give out new cards to those who forgot theirs. Recommend they keep them close; there might be an opportunity to use them tomorrow.
7. Explain that during this weekend, they will complete their leadership training by receiving their final two commissions.

So let's get started...

Pop Corn Game: (Required-Very important!)

This game starts the participants toward commission 6 (*Evaluating Performance*). Tonight they will learn a very simple process that will be reinforced during all of the challenges tomorrow. This saying will actually become the glue that binds the weekend together. The saying is, "What went well, what didn't go well, and what can I do differently next time?" (This process came from renown camp staff trainer, author, and contributor to this syllabus, Michael Brandiwine.) You could even have a banner or signs posted around your site to reinforce this. You could even have staff t-shirts that say that. Use this game as your first step.

Logistics: This game can be done indoors, but works better outside with a breeze. Wind definitely adds a challenge and that is good. However, your area would need to be lighted since this game is done mostly after dark.

Materials

Needed: One lightweight inflatable beach ball per team. These beach balls are usually multi-colored and can be purchased in any discount store like Walmart or Target. Have them already inflated. A bull horn might be helpful if you have several teams.

Who Runs

This: Course Director or designee.

Time: 30 minutes

Procedure:

Throw the balls out into the audience while they are sitting (You've just done the Kodiak review and they are all still together as a big group.). Ask that each team take a ball and that the teams follow you outside or to an open area if you are doing it inside. Ask each team to form a circle. Tell them they are popcorn poppers and that the ball is a popcorn kernel. They will need one ball per team. Their objective is to hit the ball in the air from team member to team member without it touching the ground. If the ball hits the ground, they must start their count over. Ask if there are any questions. Tell them to start. Give them a few minutes to try. Ask them to hold the balls so you can talk. Ask each group what was the number of hits for that exercise.

Explain that a good leader when attempting a challenge will always ask, **“What went well, what didn't go well, and what can I do differently next time.”** Tell the team they can talk amongst themselves to determine, **“What went well, what didn't go well, and what can we do differently next time.”** Give them a minute or so and ask them to try the popcorn popping again. After a couple of minutes, ask them to hold the balls again. Ask again how many hits each team got. Remind them that a good leaders asks, **“What went well, what didn't go well, and what can I do differently next time.”** Tell them to discuss how to improve their process. Give them a couple of minutes to try again.

Ask them to hold the balls while you ask some questions.

Questions:

1. Did you see any improvement on your second try?
2. What did you see as something not going well?
3. What did you see as something that worked well?
4. What did you do differently on your second try?
5. Did anyone take over?
6. What did you do differently on your third try?
7. Overall did analyzing and evaluating your approach change and improve what you did from your first try to your final try?
8. Ask what are some things we could have done to make the process even better. (Close in the team; keep the ball down out of the wind; have people on the ground to keep the ball from hitting the ground; not hitting it too hard; have some team members hit while others held their arms out to keep it from getting too high and into the wind, etc.)

Remind them again that a good leader will always be evaluating their own performance and that of their group and one technique is to ask, **“What went well, what didn't go well, and what can I do differently next time.”** (By this time they will probably be saying it with you.) Tell them they might hear that a few more times over the

weekend. Tell them it is a technique they can use daily, incorporating it into their lives. They can apply it to studying and test taking or even when asking for a date. When she says no, you can ask yourself, “What went well, what didn’t go well, and what can I do differently next time.”

Getting Participants Settled in Their Sleeping Accommodations (10:00-10:30 pm):

After the popcorn game, ask that the team facilitators to guide their assigned team to get their personal gear, sleeping bags, etc. and take them to wherever they will stay. Girls to the female sleeping area and boys to the male sleeping area. Explain that only males are allowed in the male area and only females are allowed in the female area. Also remind them that they have a VERY full day ahead of them and that when they do go to bed, they need to sleep. They will need their rest. Fight the temptation to stay up and talk. Tomorrow will be BIG!

Give them about 30 minutes to get settled and then return to the common meeting area for some refreshments. Or you could do this before you take them to their sleeping area. Your logistics might determine the best approach.

Good Night! After a brief refreshment period (10:30-11:00 pm), ask the facilitators to lead their teams back to their sleeping areas. Try to avoid too many sweets for refreshments since that might keep your participants awake. Another approach would be to have refreshments by crew rather than as a large course group or do the refreshments before you take them to their sleeping areas.

Saturday

(Course Director or designee)

After breakfast (7:30-8:00 am), welcome everyone again. Ask if anyone remembers the lesson from last night. (Answer: **“What went well, what didn’t go well, and what can I do differently next time.”**) Remind the participants that they are about to embark on a leadership challenge trail where each person will get a chance to lead. Encourage them to not worry about making mistakes because good leaders can learn from mistakes. Just have fun and learn. Once they start, they will learn more from their facilitators. Tell them to drink plenty of water and be careful and you’ll see them at lunch. Remind them they need their leadership bag-tag.

Crew (small group) Briefings (8:00-830 am):

Teams are led by their facilitators to an area pre-selected by the facilitators. (At a picnic table, under a tree, by a stream, etc.) Have everyone sit down.

1. Insure that everyone has a name tag.
2. Ask if everyone brought their Kodiak leadership bag tags (plastic card with decision-making, planning, communications, etc.)
3. Insure that everyone has gone to the bathroom and is prepared to start the leadership challenge course.

Briefing Script:

1. In a few minutes we will go through a leadership challenge course that will test the skills you learned in Kodiak as well as what you learned last night.
2. There will be ____ challenges, one for each person in the group.
3. Each of you will get an opportunity to lead the group during a challenge today.
4. When we come to a challenge site, I will remind you that a good leader always asks, **“What went well, what didn’t go well, and what can I do differently next time.”**
5. I will read you a story about the challenge, share with you any restrictions, and give some instructions as to what you are to accomplish. The story and instructions will take no longer than 5 minutes.
6. I will remind you that you will have 25 minutes to complete the challenge and I will time you with a stop watch. I will remind you to be safe and that if you do something I think is unsafe, I will stop you.
7. I will turn to one of you and tell you that you are the leader. At that point I will shut up and start the stop watch. If you want to ask me questions, you can, but I must tell you, I doubt I have any more information than what I have already given you. And the stop watch will be going.
8. I will stop you when 25 minutes has elapsed or you have completed the challenge.
9. At that point we will find a shady spot, sit down, and review what happened. I will ask two basic questions. I will first ask the leader, “How do you think you did?” Then I will ask the team, “How do you think _____ did?” I will also ask for

specifics. I will always remind you to be positive when giving your input. We will have 20 minutes to provide input. Then 10 minutes to move to the next challenge and take a break when possible.

10. Let me know if you need to go to the bathroom or need something else.
11. Before we start, let me encourage you to be positive when we do the analysis. By that I mean, don't say something like, "He was a terrible leader, he never even listened to me." That's negative and will cause anybody to become defensive. It might better to say something like, "She might have done a better job if she would have asked the team if any of us had ever done this before or had a special skill that could help us." Ask if anyone else might have a suggestion as to how to say something without being negative. You can make this part humorous if you like. **What we are looking for is positive performance evaluation that will lead to improvement. That's our goal.** *(Facilitator note: You must keep an eye out for falling into a negative trap; this will ruin the experience for all. Be ready with an encouraging word and leading questions that will get positive responses. Remind participants to be positive and have compassion for each other.)*
12. Are there any questions?

Other Saturday Morning Considerations:

1. Staff needs to insure challenges (scenarios) are set-up and ready for the facilitators. All props are in place. Facilitators know where to start and where all challenges are located and the sequence they follow.
2. You could number your challenges and have a map for the facilitators. It probably wouldn't hurt to have some staff members assisting with team movement.
3. Have staff prepare each site during the rotation period (10 minutes) making sure area is set-up correctly and props are deconstructed and back in their place.
4. Have water containers at regular intervals. Mid-morning you could also have cookies, fruit, or other snack along the trail.
5. Someone could be the time keeper signaling when it is time to move. You could ring a bell or blow a horn. Facilitator should know the signal and listen for it.

Lunch:

Have a good nutritional lunch that can be served quickly enough so that participants can have a few minutes to rest. Encourage them to do so. *(If you can find a good representation in a movie that shows some element from the planning model or decision-making model, you might consider showing segment/s during lunch. Check the Kodiak website at www.kodiak-bsa.org for suggestions.)*

Challenge Course Wrap-up by Team: (5:30-5:40 pm)

Find a comfortable place for the group to sit to conduct your wrap-up. After you have completed the challenge course with each participant having an opportunity to lead one challenge, congratulate them on a job well done. Hit a few quick highlights saying you saw people use the bag-tag cards to refer to the planning process, you saw people ask for

suggestions, you saw people use the resources in the group, and overall you saw improvement as you went along. Thank those who had to go first because you knew it had to be harder for them. Everyone was a good sport. Let them brag on themselves a little while. Explain that after dinner, we will do the commission and process this even more.

Let the group go so they can clean up and rest for dinner which will be at 6:30. Remind them of the time and place for dinner. Again you might show a movie depicting some aspect of leadership for those arriving early for dinner.

Presenting Commission #6, *Evaluating Performance*: (7:30- 8:30 pm)

Time Required: 1 hour

- Learning Objective:**
1. Understand that a leader grows and performs better when they analyze and evaluate their performance.
 2. Learn that the process of evaluating performance emphasizes the use of other leadership skills like using the decision-making process or planning model instead of shooting from the hip.
 3. Understand that a leader can share leadership when needed.
 4. Understand that using a process like *Evaluating Performance* or just those little words they might have heard, “What went well, what didn’t go well, and what can I do differently next time,” can help you be more productive and even improve.
 5. Learn that *Evaluating Performance* is another leadership skill.

Who Teaches

This Commission: Course Director or designee. It should be a good presenter skilled in presenting commissions. It can be more than one person.

Recommended

Setting: Unlike commissions 1 through 5 that were all presented in small groups along a trail or in a campsite, this commission can be presented well in a dining hall or other indoor meeting space with all teams together.

Materials Needed: A computer and video projector to show the butterfly story.
A copy of the Butterfly Story (Powerpoint).
Four silver beads to replace the colored beads between the claws.
One BB per participant.
One small, inexpensive, plastic magnifying glass or little (half inch square) mirror per participant.
One long pipe cleaner per participant.
Four silver beads per participant.

Skill Delivery:

When you were little, did you ever sit and watch a line of ants on the move? If you were like me, you probably laid something like a stick or BB in their way just to see what they would do. Anybody want to guess what usually happened? (*Let them make a few observations.*) That's right. Usually the lead element would run into the obstacle, investigate it, and then move around it. Within a few minutes, the line was formed again avoiding the obstacle.

What can we learn from those ants? (*Let the participants give a few responses.*)

Learning Point: That's right, obstacles can become learning opportunities.

Give everyone a BB for their leadership bag.

This BB for your leadership bag represents what some ants might think of as an obstacle, but we think of as a learning opportunity.

How many of you have heard that nature is a cruel place? We do know that for many living creatures, survival is first on their minds. As a result of tests to those survival skills, the species improves. Can you think of any examples? (*Let them respond.*)

If you were a group of young rabbits having a great time on a warm spring morning, chasing each other through the grass and in your great fun forgot what mom said about keeping an eye on the sky, what do you think might happen? That's right, Mr. Hawk might find you. If you were one of the surviving rabbits, would this traumatic experience affect your future behavior? What could you do differently next time?

Here's another example. When I visited Disney's Animal Kingdom, I watched some unusual behavior in a group of Muir Cats. While some in the group foraged and some just relaxed in the shade, one Muir Cat sat on a high rock on watch for the entire troop. What do you think it took for Muir Cats to learn this trick? (*Let them respond.*)

Learning Point: That's right, failure as well as success can help us learn and improve our behavior.

To help you remember to look at your performance with each challenge you undertake, I will give you a magnifying glass (or mirror) for your leadership bag.

Learning can be hard. Have you ever watched the development of a butterfly in a chrysalis? Let me show you a story about a man who thought he was helping.

Show the butterfly story available on the Kodiak X CD or by email by contacting Bill Evans at bevans@netbsa.org or Susann McElroy at smcelroy@netbsa.org or by visiting www.kodiak-bsa.org.

Wow, I don't think I need to say much after watching that other than we can certainly learn from that.

Learning Point: Today when you had a chance to be the leader and had to listen when the question was asked of your team, "How did he or she do?" How hard was that? When I first had it done on me, I can tell you it was hard. However, I learned that if I didn't hear what others thought, how could I really improve? That's what *Evaluating Performance* is all about. You might ask yourself, how did I do? Then process that data, but a really good leader goes on and asks others to provide input, then you add that data to the process. Hopefully the result is improved performance. Tomorrow at the end of Kodiak X, I will ask you to complete an evaluation form for this course. As a staff, we might think we did a great job, but until we know what you think, we really won't know will we? And how can we get better?

To help you remember that butterfly, I will give you a pipe cleaner that I would like you to form into the shape of a butterfly. Like this. (Have a couple of example butterflies the staff has made.) Add this to your leadership bag.

Ask if anyone would like to comment about their experience today.

Summary:

We tested our leadership skills today as each of you had a chance to serve as a leader during a challenge and it was tough. However, tonight we've learned why we did that today. It's one thing to have learned five leadership skills in Kodiak, it is another to constantly test those skills and improve them. This is one of the reasons this course is called Extreme Kodiak or Kodiak X for short. I commend you for meeting the challenge we gave to you today!

Today we learned a new sixth skill, to seek input from others and then to process that information to improve our performance as a leader. Tonight we have found some leadership lessons in nature. Remember the ants who taught us that obstacles can also be opportunities to learn and improve. We learned from rabbits and Muir Cats that through adversity we can evolve. And from the butterfly we can learn that struggle can make us stronger.

No one said being a leader was easy. In Kodiak we learned we can't teach you to be a leader, but that we could teach you leadership skills. Today we hope we have taught you that just having leadership skills isn't enough. You need to practice those skills and evaluate your performance to get better. We learned it can be tough to do this to ourselves,

but if we tough it out, we will be better leaders. I commend you for your toughness today and willingness to learn and grow. Congratulations, you've moved to a new level in leadership!

Commission 6 Service:

In Kodiak, we said throughout our early history, the bear has been a symbol of physical and spiritual power. (Hold up your hand like it was a bear paw.) If my hand were a bear paw, you would notice that it has 5 claws just like the 5 leadership commissions you learned in Kodiak. After the first commission you got your first bear claw. At that time you were incomplete. As you progressed and learned more leadership skills, you became a more complete leader. With each bear claw you were asked to take your knife and round the edges. When you completed Kodiak, you had a set of five bear claws separated by colored beads. Tonight to signify the next step you have taken to become not only a good leader, but a great leader, I give each of you four new silver beads. I ask you replace the colored beads on your bear claw set with these new silver beads. (You could have a set of claws as an example of how to add the silver beads.) These silver beads signify that having leadership skills isn't enough; you need something to tie them together. That is your sixth commission...a good leader will seek and use performance evaluation to hone and improve those skills and that will lead to improved overall performance. We also expect you to shine as leaders like these silver beads. (Have staff join the ceremony to hand out beads.)

Congratulations! You are becoming like those bear claws you rounded off with your knife and sandpaper, you are becoming more well-rounded as leaders and you are tying all your leadership skills together to become an effective leader.

Now let's relax a little and have some refreshments and fun!

Refreshments and Relax: (8:30-10:30 pm)

Since you have had a big day, this would be a good opportunity to have some fun. Have some really nice refreshments. If you have taken photos during the day and the capability to project them, do a slide show. Show a movie. Try to select a movie that exhibits some facet of leadership. When you watch many modern movies, there are good examples of the six commissions. You could even make a game by offering prizes to anyone who points out an example of a commission.

Or you could play some more games. Use the *Venturing Leader Manual* or other games source. Here are some resources:

The Big Book of Presentation Games, Edward Scannell & John Newstrom, McGraw-Hill
The Big Book of Team Building Games, John Newstrom & Edward Scannell, McGraw-Hill
Even More Games Trainers Play, John Newstrom, McGraw-Hill
Games Trainers Play, Edward Scannell McGraw Hill
Games That Teach: Experiential Activities for Reinforcing Training, Steve Sugar, Jossey-Bass Inc.

Sunday

After letting everyone sleep a little later today (and actual times are up to you), start your general session at 9:00 am. You could also ask your participants to pack their gear after breakfast and bring it to the dining hall or assembly area so that they can depart directly from there at the conclusion of the course.

Review: (9:00 am)

To start off this morning let's review

1. What we did
2. Why we did it
3. What we learned
4. Questions and answers

At some point you started down the Venturing leadership trail we call Nature of Leadership. You started off with a Venturing Leadership Skills weekend where you learned and even practiced some of the basics of leadership. Then you completed Kodiak where you learned five leadership commissions. You were given some tools to assist you in your practice of leadership, (hold up a bag-tag) a bag-tag for quick reference on communication, decision-making, and even a planning model. Friday night we played a game called Popcorn where we learned to use a tool, now everyone together, "What went well, what didn't go well, and what can I do differently next time?" Then yesterday, Saturday, we had a lot of fun while each of you was given a chance to test your skills while you led your team through a challenge.

But why did we do it and spend all day and evening doing it? Hopefully you now know how important it is to develop the skill of using performance evaluation to improve your skills. It is my hope you will all remember and use the five leadership commissions you learned in Kodiak and know how to keep those skills honed by evaluating your own leadership performance. It's now up to you.

Let me hear from you. What do you think you have learned so far?

Spend several minutes letting the participants list what they have learned. You could even have a staff member write their responses on a flip chart.

You covered a lot of ground in those three course and you are about to complete Venturing's leadership development trail. Developing leadership skills is a never ending process, but our part is almost complete. Before we close with your final commission, I would like to open the floor for questions and comments you might have.

Use your remaining time (or whatever you have allocated)

Break: (10:00-10:15 am)

Final Commission No. 7, *Mentoring*: (10:15-11:15 am)

Time Required: 1 hour

Learning Objective:

1. Understanding that each of us has a responsibility to others and to the future. Leaders always will be mentoring other potential leaders to take their place. It is the legacy we leave behind, when we are gone.
2. Mentoring techniques.

Who Teaches This Commission: It is recommended that the course director teach this commission; however he or she may designate another good presenter skilled in presenting commissions. It can be more than one person.

Recommended Setting: This commission can be presented in a dining hall or other indoor space. It should be done with the whole Kodiak group together.

Materials Needed:

- Two copies of Mentoring test / participant.
- One copy of test questions and instructions
- One copy of answers / one half of participants
- Two gold beads per participant
- Paper and pen for each participant
- One Kodiak X medal and/or patch per participant.
- One Kodiak X course completion certificate.

Skill Delivery:

Divide the participants into two groups by counting off by 1, 2... Ask the 2s to leave the room. Then to the remaining group of 1s say the following: *We would like each of you to take a pre-mentoring test. The test questions will be read only once. No questions can be asked during the test.*

**Mentoring Test Instructions
Kodiak X**

1. Hand out a blank test to each participant (Group 1).
2. Tell them you are going to read the questions only once to them.
3. Read the questions fairly rapidly.

Hold the processing until after the 2s have taken the test.

Second Test:

Let's bring group 2 back and have 1s pair up with 2s serving as mentors.

1. Have the participants pair up.
2. Give a blank answer sheet to the 2s.
3. Give the 1s that are mentors copies of the answers.
4. Re-administer the test with the help of their mentors.

Processing:

1s, let's talk about your test. 1s how did you feel about that test? Could you have done better with someone to help you when you got in a bind? Did I go too fast? Was it hard to think of an answer fast enough before I ask the next question? Did you feel helpless? Lost? Unprepared? Were the questions and directions strange? Any other comments or observations about how you felt or performed?

Now 2s, let's talk about your experience. You had a chance to take the test with a mentor's help- how did you feel? How did some of the mentors help? Were two heads better than one? Mentors, did it help to have the answers? Any other comments or observations about how you felt as a mentor or someone getting help from a mentor? Does mentoring help?

A mentor is defined from Greek mythology as a wise, loyal, advisor. According to legend Mentor was a friend and advisor to Odysseus. He was so well thought of that Odysseus trusted him to teach his son Telemachus. Great mentors such as Merlin to King Arthur and Aristotle to Alexander the Great help create a vision of how we can make a difference in the lives of others.

Can you think of any modern day mentoring examples? Batman and Robin? (*Let them respond.*)

Learning Point – As we finish Kodiak X, it is hoped that each of you have had a peak or mountain top experience. A “Peak Experience” is one that leaves you with a self assurance that you are more than you thought you were. As you look about from that peak it important that you look down on the younger leaders that are still trying to climb up that mountain. By assisting them, you have an opportunity to remain on the peak; making this experience even more satisfying. As we become mentors or coaches to younger Venturers, we continue to travel up the “Learning Continuum.”

Have the following pre-writing on flip-card paper so you can post. You could even have the continuum printed on a sheet of paper to hand to each participant.

Learning Continuum

Level One – we can read about it.

Level Two – someone can teach you about it.

Level Three – you can learn from hands-on experiences.

Level Four – you become proficient by practicing the skill.

Level Five – you teach the skill to others

In other words, you actually grow as a result of teaching others. Isn't that strange? Many of you have earned Venturing recognition. Do we have anyone who has earned Ranger? How about Gold or Silver? Quartermaster? Quest? Trust? In those ranks, I know you were required to teach skills to others. Who did you teach to? (*Let them respond.*) Did you feel you learned more when you had to teach others? (*Let them respond.*)

Now let's take all this to a new level, mentoring. Anybody want to guess what the difference between teaching and mentoring is? (*Let them respond.*) That's right, teaching is usually one-sided while mentoring involves purposeful interaction between the pupil and teacher. It also implies a running plan. In other words rather than just teaching one skill and moving on, a mentor says, I'll teach you over the course of time with the purpose of preparing you to take my place.

Here's the Venturing continuum...

Venturing Mentoring Continuum

Instructor	Student
-----	-----
1. Directing	Doing
2. Teaching	Learning
3. Coaching	Practicing
4. Mentoring	Performing

As we progress from directing to mentoring, we do less talking and more listening. We go from barking out orders to answering questions and giving advice. We have big eyes, big ears, and a small mouth. In some cases, we are there to help pick up the pieces when they fail (and we all fail sometime).

Mentoring should be fun – it's fun to watch others grow and become like us. Now you might know what parenting is like.

What are some examples of mentoring in Venturing? (Sample responses: Advisor to president, associate advisor to an officer, the president to a younger Venturer, a Venturer to a Boy Scout.)

I would like you to go outside and pick out a place to be private. Don't go too far, but be alone. Respect each person's privacy. Take a piece of paper with you and a pen or pencil. (Hand out paper and pens.) In your private place, here is what I want you to do. First, think about a younger Venturer that has the potential to be a crew officer. Make a commitment to mentor this person. Write their name on the paper. Secondly, set yourself a deadline date that you will talk to this person and write that down. Lastly, write down some things you can do to mentor that person. Fold up the paper and put it in your pocket. When you return in 15 minutes, we will talk about specific things we can do as mentors.

Give them a few minutes to leave and find a private place. Have your staff in the area to make sure they stay private. Give them 15 minutes to do the three things you asked them to do. Then have them return to their seats.

Processing:

Does anyone want to volunteer whom they selected to mentor?

What are some of the things you wrote on your list to do as a mentor?

Possible Responses:

1. Sit down and talk about my role as a mentor.
2. Ask them how I can help.
3. Listen.
4. See that they go to VLSV, Kodiak, and Kodiak X.
5. Have regular chats.
6. Listen some more.
7. Counsel.
8. Help them teach a particular skill like parliamentary procedures.
9. Help them practice.
10. Give them opportunities to lead.

How do you all feel now that you are committed mentors? More responsible? More confident about the future of your crew? More ownership? Happier?

Commission Service:

You have now completed your seventh and final leadership commission. One final time I will ask you to repeat all seven commissions with me.

1. The Effective Team
2. Values/Vision
3. Communications
4. Decision-making

5. Planning
6. Evaluating Performance
7. Mentoring

You've come a long way, learning principles and techniques to become a great servant leader. With the final commission, you entered new ground. Commissions 1 thru 6 were about you. Skills to help you be a better leader. Now with commission seven, it is about someone else and the future. It is a big commitment to take your skills to this level, but it will make a difference to the one you mentor as well as your crew, and the future of your crew.

You have the five bear claws that signify the first basic commissions. Then yesterday, you received four silver beads that signify your ability to evaluate your performance to improve and tie your five basic skills together. Now, to signify that final weighty commission of mentoring, I give each of you two gold beads to add to your necklace. Put them on the outside of your five claws separated by four silver beads. This signifies you are complete. Congratulations, you are not only well-rounded leaders; you have made a commitment to the future and others that follow you. (Have staff join the ceremony to hand out beads.)

Mentoring Test Questions

Kodiak X

1. If you ever saw a cow jump over the moon write letter (v) in spaces 2, 3, 22, 23. If not, write (L) in these spaces.
2. If letter (x) comes before (h) in the alphabet, write (z) in space 7. If it comes after (h) write (t).
3. If 466 is more than twelve dozen, write (g) in spaces 12 and 16.
4. If candy tastes better than mosquitoes, indicate with (o) in spaces 17 and 18. If not, see a psychiatrist at once.
5. Closing one eye and without counting on your fingers, write the fifth letter of the alphabet in spaces 5, 10, and 15.
6. If Shakespeare wrote “Twinkle twinkle little star” place (o) in spaces 13 and 21, if not place an (i).
7. If plus and minus are opposites, write (v) in spaces 4, and 14. If they are the same, write (x) into these spaces.
8. If 16 quarts equals a gallon place a (t) in space 11. If not place an (s) in that space.
9. If summer is warmer than winter, place an (n) in space 6 and add an (a) to space 1.
10. Write the fourth letter from the end of the alphabet to space 20.
11. If bad is good place the letter (q) in space 19, if bad is bad place the letter (d) in that space.
12. If Venturing is a part of the Boy Scouts of America place the letter (u) in space 8, if not true place the letter (y) in that space.
13. If you have guessed what this message says place (r) in space 9, if you have no clue place anything in that space.

**Mentoring Test
Answer Sheet
Kodiak X**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____

Mentoring Test Key
Kodiak X

1. A
2. L
3. L
4. V
5. E
6. N
7. T
8. U
9. R
10. E
11. S
12. G
13. I
14. V
15. E
16. G
17. O
18. O
19. D
20. W
21. I
22. L
23. L

Closing Session: (11:15-11:45 am)

You now have all seven Kodiak leadership commissions. You are well-rounded leaders who are committed to mentoring others to become good leaders. I encourage you to go back to your crews and use your skills. Set the bar high for leadership. Show them how it can be done. The result will be an effective team that comes regularly to meetings and activities, a happy team, and lives changed. You can make a difference. You are our future. Take your responsibility as a leader seriously, but always remember to have fun.

I also encourage you to spread the word about Kodiak and Kodiak X since not everyone has completed Kodiak or X. You are in an elite group and have the honorable position of having completed Kodiak X. I challenge you to constantly hone your leadership skills, to lead, to teach, and to mentor.

Before we do our closing, I'd ask of favor of you. Yesterday when we were doing performance evaluation, I told you we wanted to constantly do better as we offer Kodiak X courses. To do that, I'd ask that each of you take a few minutes to complete a course evaluation form on us (staff can hand out evaluation forms). Please also note we are looking for some of you who might be interested in serving on a future Kodiak X staff. Please tell us of this form if you are interested. (Give a few minutes to complete the forms.)

Closing:

Vortex with a Twist:

This closing exercise creates a meaningful, quick closure that metaphors the leadership/effective-team experience you have just had over the weekend.

Instructions:

Have your participants and staff form a large circle. Have everyone hold hands in circle, facing the center. Have two facilitators stand side by side in the circle. Facilitator A drops hands with Facilitator B on his right and leads the line clockwise around the inside of the circle. Facilitator B who was to the right of the Facilitator A stays stationary until the line flips him about and the facilitators hold their free hands again. This process gives everyone a chance to pass each other face-to-face and will result in a new circle with everyone facing outward holding hands. Ask everyone to continue holding hands and slowly turn around and face the center again. The resulting circle will be much smaller with everyone's arms crossed in front of them.

To add intensity and meaning to this closing ceremony have one of the facilitators say, **We have all been focusing inwardly during the last two days while we have been demonstrating how to be effective leaders. Now we will be traveling back to our crews which we left for a while. I want to give everyone in this circle a chance to say one thing about the experience you had this weekend or how you plan to use what you have learned in Kodiak and Kodiak X. I'll start.** Once everyone has had a chance to say something, still holding hands, lead the circle into turning back around so that the circle is now facing outward again. The course director or designee says, **It is now time to go forward. Take**

with you what you have learned and experienced. Use it to become an effective leader for those you serve.” Drop hands and cheer! Before we all rush back to be leaders and mentors, I’d like to give each of you a Kodiak X medal/patch and course completion certificate (Staff can assist the course director with this.) The ceremony is over.

Leadership Challenges

Overview:

As you should have already noticed, the majority of time in this short weekend course is devoted to leadership challenge scenarios. No doubt, this is the heart and sole of this course. As pointed out earlier, teaching leadership skills is one thing, giving a young person a chance to try them out is another thing.

Understanding the challenges is very important. Don’t confuse the participants by giving confusing instructions or even projecting that you aren’t even familiar with how to do the challenge. It is recommended that your staff actually try every challenge scenario you choose and let the facilitators practice on you.

There is actually no right or wrong way to accomplish the challenge. That is not even the purpose of doing the challenges. Don’t focus on the accomplishment of the task, focus on how the leader did. The challenge is only a tool. Unlike Project COPE which has a similar approach, the purpose of Kodiak X challenges is to give an individual a chance to practice leadership skills. This is not a teambuilding exercise, it is a leadership challenge, don’t turn it into a COPE course. However, all challenges are doable and you might be prepared to explain how they could be accomplished if asked. Remind them that your answer is just one approach though. If a group doesn’t complete the challenge, remain positive. Point out that the purpose was to give the leader a chance to lead and that we can learn even if the task wasn’t completed.

Be positive! The number one recommendation to facilitators is to be positive. Make sure your comments are always positive and that you are constantly reminding participants to be positive in evaluating another participant’s leadership.

Be prepared! The second recommendation is to be prepared. Be ready to ask questions to get the group talking especially on the first couple of leadership challenges on Saturday morning. Have a set of the Kodiak leadership bag-tag cards in your pocket for reference and ask questions like, “What was David’s planning model for his challenge? What tools could he have used (Kodiak planning model on leadership card?” Or, “What did David do related to the mission?” (See Planning Model card) Or, “What about David’s use of resources?” You won’t ask these questions for every challenge, just at the beginning to get them going if you have a hesitant group. What you want to happen is that after a couple of reviews, the group will be doing most of the talking not you the facilitator.

Materials:

Make sure that all materials needed for your selected challenges are on-hand and in good working order. If you start a challenge and your equipment is incomplete or broken, it could have a negative impact on how the course is perceived. As a facilitator, know what materials are required and where they are. Some challenges have hidden props. **Be safety conscious.** Example: If you are doing *Giant Pods* that uses large wooden or metal disk that the participants stand on and it is wet, be careful that they don't slide. Someone could be hurt if the disk slides out from under them. Or, if you are doing the *Impossible Puzzle* and choose to hide the pieces, don't hide them in a patch of poison ivy. Just think though what you are doing. Have staff members ready to repair damaged props during the day so the process doesn't have to stop.

Consistency. Be consistent at every challenge site so that you treat each participant the same. Before you start leading your team through the challenge course, you will do a briefing where you set ground rules.

At challenge sites, do the following:

1. Say, "After a challenge, a good leader will always ask, "What went well, what didn't go well, and what can I do differently next time." Remind them to be safe and to call upon the skills they learned in Kodiak.
2. Read the story and give the instructions (5 minutes).
3. Appoint a leader (take a list of your participants with you so you can keep track of who you have assigned) and start your stop watch.
4. Observe the leader so you can make some comments yourself. Make notes and let the participants see you have made written notes. Be sure to highlight good things that you see, like David restated the mission, or David made assignments based on members' strengths, etc.
5. Stop work after 25 minutes.
6. Spend 20 minutes evaluating the leader's performance, not the team's. Remember to be positive. Be prepared to get the team started critiquing the first couple of challenges. After that they will probably do well on their own. See the list of questions that you might ask.
7. Move the group to the next challenge insuring they get water, refreshments, bathroom breaks along the way.
8. Stay on schedule.

Timing at Challenges:

5 minutes- the facilitator reads the team "the story" and gives "additional instructions" for this challenge found in the Leadership Challenges section.

25 minutes- the assigned leader plans and accomplishes (or attempts to) the challenge.

20 minutes- The facilitator/s leads a debriefing centering on the job that the leader did. The emphasis is on, “what went well, what didn’t go well, and what can I do differently next time.”

10 minutes- Move to next station.

List of Prompting Questions a Facilitator Can Use to Get Participants Going When Doing Performance Evaluations on Each Leader

All of these questions should be asked at some point during the day? They reinforce the first five leadership commissions.

1. What did (Leader) use as a reference/s to help him/her? (Leadership card?)
2. How did (Leader) use his/her people assets and if so can you give us an example?

Looking at the Leadership Card, let’s look at these issues:

3. What questions did (Leader) ask?
4. Did (Leader) ask if anyone had done this or something like this before?
5. Did (Leader) ask if anyone had good communications skills and if so, how did he/she use them? (Blind Maze)
6. Did (Leader) ask if there were any engineering-types in the group and if so, how did he/she use them? (Balloon Castles)
7. What was (Leader’s) plan?

Related to the plan:

8. Did (Leader) ask if everyone understood the objective?
9. Did (Leader) restate the mission?
10. Did (Leader) review resources?
11. Did (Leader) ask for volunteers? Examples?
12. Did (Leader) ask for suggestions? Examples?
13. Did (Leader) give everybody a role? Examples?
14. Did you see instances when (Leader) used everyone’s strengths? Examples?
15. Were there examples of when (Leader) shared leadership?
16. Did you see instances when (Leader) cheer victories? Examples?
17. Did you see instances when (Leader) show concern for safety? Examples?
18. How did (Leader) handle confusion and stress? Examples?
19. Can you give examples of when (Leader) stayed focused on the mission or kept others focused?

The Scenarios

Impossible Puzzle

The Story:

You are a group of geologists that has uncovered an ancient, buried alien landing site. You believe you have found pieces of a time travel machine, but unfortunately time and elements have disturbed the site and the arrangements of the machine which now looks remarkably like a giant puzzle. A terrible, desert wind storm is fast approaching and if you don't complete the puzzle time travel device, it might be destroyed never to be solved allowing humans to travel via time. You will have only a few precious minutes to locate the missing pieces and re-assemble the time travel device. (You will have to adjust your story if you use one of the variations below. As an example, if you use the method where half the group is blindfolded while half can see, add that you only have four sets of night vision devices. Or if you hide the pieces on the compass points, explain that the sand storm has already started and that you do know that the pieces are on the compass points, but that you will have to find them by dead reckoning.) We know from research that the time travel device measures 4 foot by 8 foot.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember that a good leader asks, "What went well, what didn't go well, and what can we do differently next time."

_____, you are the leader, take over.

Staff Note:

Disassemble the plywood puzzle pieces and scatter and/or hide in an area approximately 50 feet by 50 feet. There will be two extra, unneeded puzzle pieces cut from the 2' X 2' sheet of plywood. This is to add an extra challenge.

Materials and Construction Notes:

You will need one 4' X 8' sheet and one 2' X 2' sheet of plywood. Cut the plywood sheets using a pattern similar to the one below. Paint the plywood so that it will last. Make sure you keep yourself a master pattern so you can put the puzzle together if challenged.

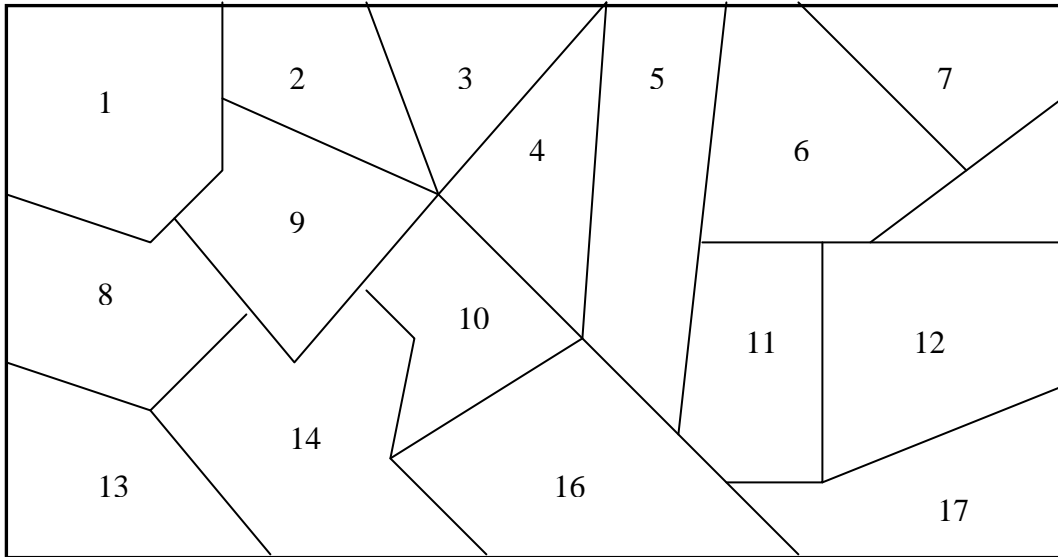
Variations:

1. Make the group earn the pieces by doing some task such as identifying plants.
2. Hide the pieces at due north, east, south, and west. Then tell the group that they will find the pieces of the puzzle at those four locations and that they must find them without using a compass or other navigational device.
3. Blindfold half of the group. The blindfolded half puts the puzzle together with the verbal directions of the half that is not blindfolded.

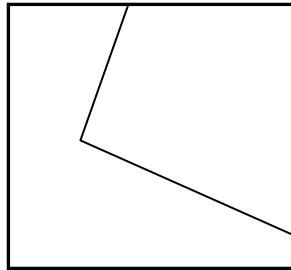
Impossible Puzzle Construction Pattern

4' X 8' Sheet of plywood

Do not paint the numbers on the pieces



2' X 2' Sheet of plywood



Blind Maze

The Story:

You are members of an elite anti-terrorist group that must find an explosive device located high on the catwalks of an oil refinery. If you don't find it in time, the refinery will blow up causing several adjacent refineries to blow up too. It will be a catastrophic blow to our country and economy. However, the catwalks can only hold __ number of people at one time (This number should be the team total minus two people.). It is extremely dark and you cannot see. The catwalk has no railings, so if you step off you might all fall and die. Fortunately one member of your elite team has a rare ability to see in the dark. Unfortunately that person has laryngitis and cannot speak above a whisper. On the other hand, you are fortunate one member has good hearing and the ability to communicate directions well. These two members will direct the rest of the team across the catwalks to retrieve and disarm the explosive device. For this challenge all team members except the team member who can see in the dark must be blindfolded. Fortunately you have a bonus piece of equipment. You have an emergency indicator (show air horn) to use to signal the team if they are about to step off of the catwalk. However, it has a limited life, you may use it only ten times and only the team member who will be giving the verbal commands may use it. If a team member steps off the catwalk, I will ask you to re-start at the beginning.

You have 25 minutes from now to complete the task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember that a good leader asks, "What went well, what didn't go well, and what can we do differently next time."

_____, you are the leader, take over.

Staff Note:

Since this scenario has restriction rules, you will need to observe and be prepared to intervene if they break the rules. You will also need to keep count of the air horn blast since the team may use it only ten times. When they have used their quota, take the horn away.

Materials and Construction Notes:

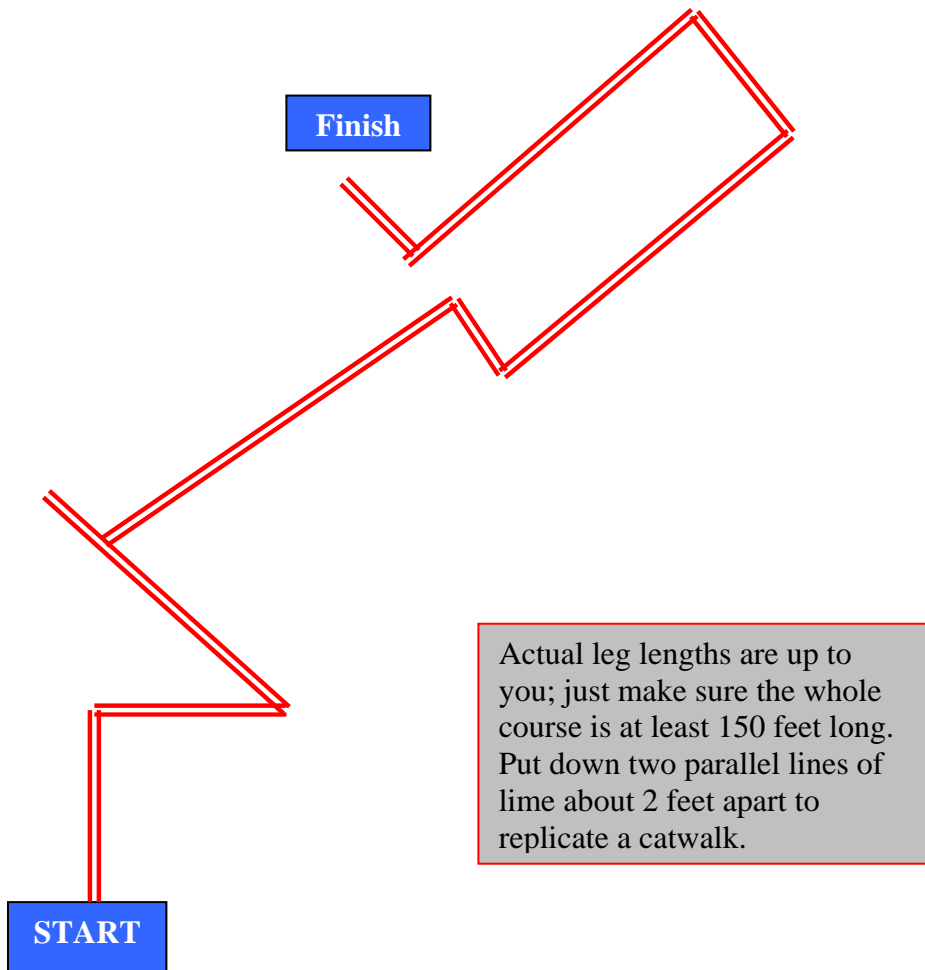
Staff will need to provide at least seven blindfolds and a bag of lime to use to lay out a course on the ground. Using a sports line marker or by just pouring the lime from the bag, mark a course on the ground similar to the example below. The length should be two parallel lines 2 feet apart at least 150 feet in length with several turns, curves, changes of direction, etc. You will need a box or some other object to represent the explosive device at the end of your chalk line and a small bell for the verbal communicator to use as a quick way to communicate the team on the catwalk is about to step off. Give them one sapling

(stick) approximately 1-2 inches in diameter, a 10 foot length of rope, and a can or pot of some type. It is up to the team whether they use these extra props.

Variations:

1. Tell the group they must create a new language for directions. In other words, they cannot say things like turn right, go forward three steps, stop, etc. They must use some new words to replace those with words or sounds that mean something completely different such as bang for stop or gee and haw for right and left. Use this for only very advanced groups who might otherwise find this challenge too easy.
2. Have blindfolded members walk backward on the cat walks.

Blind Maze Catwalk Layout



Giant Pods

The Story:

Your team is in the mystic Amazon attempting to locate a cure for cancer. You must get your group across a strange pond to a village that might have information leading to the cure. This pond is not deep or even too wide, but it is filled with the rare feet-eating piranhas. One false step into the pond with a foot will cause a feeding frenzy attacking the whole team. Fortunately you have brought with you some special floating pods that you can use to cross the pond. Unfortunately you have lost all, but two. Because this is an extremely dangerous area, the group must stay together at all times. The entire group must cross together using only the pods. For some strange reason, these piranhas don't eat hands, so hands can go into the water without injury. If a foot touches the water, I will ask the team to start over. The only resources you have are the two pods, nothing else.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember a good leader asks, "What went well, what didn't go well, and what can we do differently next time."

_____, you are the leader, take over.

Staff Note:

Teams are usually pretty packed on the pods so you will need to watch for feet going over board. If they do, make them start over.

Materials and Construction Notes:

Staff will need to provide two round disks 3 feet in diameter. The disk can be either metal or wood (plywood works well). You might need to put something on the bottom to keep them from sliding if your area warrants it. If you paint your disk, they will last longer. You will also need something to define the beginning edge of the pond as well as the completion point. You can use lengths of rope or mark a line with lime. The distance between edges of the pond should be approximately 40 feet. You can extend the distance if you find the teams are doing this challenge too easily.

Variations:

1. Blindfold the whole group or a portion of the group.
2. Tell half the group they only can use their right hand while the other half may only use their left hand.
3. Say one person in the group has had an accident and cannot walk. The rest of the group must carry that injured member.

4. Require the team to hold a length of safety rope. The rope should be approximately 8 foot long.
5. Make the pond course change directions. This way it won't always be the same people in the same places. **(Recommended)**

Balloon Castles

The Story:

Searching for lost artifacts, your team has found itself stranded in a deep, dark cave shaft. In an attempt to escape, you pool your resources and find you collectively have approximately one hundred balloons left over from an earlier birthday party for one of your crew members and two rolls of transparent tape. That is all. Weird, but true! Even weirder is that if you can build a balloon tower that reaches to the top, you can climb out on it. Your task is to build the highest balloon tower possible in the allowed time.

Your only materials are these fifty filled balloons, fifty un-filled balloons, and two rolls of tape in dispensers, nothing else. Each time a balloon burst, your team will lose the use of one member's hand so be careful. Other parts of the body may still be used.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember a good leader asks, "What went well, what didn't go well, and what can we do differently next time."

_____, you are the leader, take over.

Materials and Construction Notes:

You will need two rolls of transparent tape in dispensers & one hundred balloons for each team and a tape measure to measure the height of the towers. It might also be good to have a camera to take group pictures. If you happened to do this challenge outside on the grass, you will need a hard surface like a board to build the balloon tower on. The grass will pop the balloons. Wind could also be a problem, however it could add to the challenge. Some participants might have to act as wind shields.

Pre fill fifty balloons per team. Set out fifty filled balloons and fifty un-filled balloons for each team. This will need to be done between team rotations. Be sure to select a space high enough to accommodate a tall structure. This works well indoors during inclement weather.

Giant Texas Lizard Egg

The Story:

You have found yourselves in the middle of a crisis. An egg from a giant Texas lizard has rolled from its nest and needs to be replaced before the mother returns. Unfortunately, the shell of the lizard egg has properties of the adult lizard's tail; it emits a sweet odor, but is highly toxic. Fortunately for you a game warden has left some specially treated ropes nearby for just such an incident. The ropes have been treated with radiation to eliminate the possibility of a premature hatching. The radiation on the ropes is at a level you can tolerate, however, over-exposure causes instant and terrible side effects such as blindness, muteness, or confusion. I once saw several team members develop a death grip on each of their ropes when they were over-exposed.

Over-exposure occurs when a person touches his own rope with more than one hand.

Somehow you must discover a way to move the egg, without breaking it, back into its nest before the mother returns. Be sure not to contact the egg with anything except the treated ropes. Don't over-expose yourselves... and don't even try moving that nest. Giant Texas lizards are especially sensitive to movement of their nests. I understand the mother lizards grow to 300 pounds and can strike faster than a snake when they are protecting their young.

You may use both hands on the rope until it comes in contact with the egg. Once the egg is in contact with the treated rope, anyone who touches the rope with more than one hand must sit out since they are too injured to continue. Good luck!

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember a good leader asks, "What went well, what didn't go well, and what can we do differently next time?"

_____, you are the leader, take over.

Staff Note:

The team will move a bowling ball (the egg) across the ground and into a basket or canvass bag (the nest) using only ropes. Facilitators will have to closely observe to note when team members use both hands. When you see this, yell out "Contaminated" and tell the person who has used two hands to please step away from the remaining team members. (And this will happen more than you think.)

Materials and Construction Notes:

1 bowling ball, at least one 3 to 6 foot, 1/4" rope per participant, a milk crate or canvass bag for the nest. Separate the bowling ball and milk crate by at least 20 feet.

Variations:

1. Separate the egg and the nest by a greater distance.
2. Put a barrier between the egg and nest that must be navigated while holding the egg.
3. Allow only every other team member to speak.
4. Have the team whisper so they won't wake up the mother.

Gutterball

The Story:

Willy Wanka has commissioned your team to help his candy factory with their production process. He believes that the cycle time is too long. To make his special gob-stoppers, the candy balls must re-cycle through the process several times. The gob-stoppers take too long to go from the first conveyor in the plant, around to each of the stations, and back to the beginning of the production cycle.

Your task as a consultant team is to first replicate Mr. Wanka's current process by passing the gob-stopper all the way around a circle with the gob-stopper rolling on each team member's gutter, then discover ways to decrease cycle time without reducing the number of steps (gutters) in the process. You must reduce your time at least twice before Mr. Wanka will hire you. I will time your first successful attempt to use as your target to beat. Then I will time your remaining attempts and let you know when you have beaten your first success.

1. Each team member must use the gutters you have to transport this gob-stopper (marble) from the first person to the next all the way around and then back to the first person.
2. You will get two practice tries before you attempt the one for record.
3. No one's gutter can be skipped.
4. Gutters cannot touch each other.
5. When holding the gutter, each person's own two pinkies must be touching each other all the time. In other words, your hands must be touching each other. (Demonstrate) Staff note: It doesn't matter where they place their hands as long as their pinkies are touching.
6. Team members cannot touch the gob-stopper after it is placed on the first gutter.
7. If the gob-stopper falls from a gutter or someone touches it, or your gutters touch, the process must be restarted.
8. On each attempt, I will start the stop watch when the gob-stopper hits the first gutter and stop it when it hits that gutter again after completing the circuit.
9. Let me be clear, the gob-stopper must start and return to the same place after successfully rolling on each team member's gutter.
10. You have no other resources.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember a good leader asks, “What went well, what didn’t go well, and what can we do differently next time?”

_____, you are the leader, take over.

Materials and Construction Notes:

You will need one 3 foot length of quarter-round corner trim (the wooden or plastic trim sticks that are used to cover the inside edges of wall corners) per participant. Most hardware stores will have a selection. Buy the cheapest kind in the store. Simulated wood is best because it bends instead of breaks. Beware of leaving the plastic gutters in a hot vehicle, they tend to deform with the heat.

You will also need a steel ball, marble, or ball of hard candy and a stop watch.

Portable Zigzag

The Story:

You are a brilliant team of scientist working in a secret Department of Defense lab in Nevada. Luckily, you had a disaster plan that was in place because you need it now! The beaker that just broke on your laboratory floor contained a new strain of virus that has strange effects on humans. One characteristic of the virus is that it grows rapidly and any human contact can cause infection. The other characteristics are TOP SECRET and you really don’t want to know what it does anyhow!

Using the safety equipment provided for just for such an emergency, make your way to the safe room. Be certain that you use the equipment properly. Any contact with the floor could contaminate the equipment and expose team members to the virus.

Chemically-treated stepping stones have emerged from the floor of the lab and they are highly toxic to the virus and to anything else. Unfortunately the stepping stones are spaced too far apart and too small to safely jump from stone to stone. Fortunately however, you have some safety equipment for your use that does not react to the stepping stones. Just don’t touch or try to move the chemical stepping stones with your body parts, they are lethal.

The virus is spreading quickly. In approx 10 minutes it will start spreading toward the uncontaminated flooring on which you are now standing.

1. Team members cannot touch the ground or stepping stones.
2. Your evacuation beams cannot touch the ground, only the stepping stones.
3. The stepping stones protect the beam pads from the infected ground, but remember the stepping stones are lethal too so you cannot touch them.

4. Your evacuation equipment is equipped with disks that must fit perfectly on top of each stepping stone. Evacuation beam disks cannot overlap the stepping stones.
5. Stepping stones cannot be moved.
6. The whole team must cross from here to there staying together the whole way holding the safety rope. The rope must be held by each team member at all times.
7. If anyone or your safety rope touches the ground or stepping stones, the entire team must start over.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember, a good leader asks, "What went well, what didn't go well, and what can we do differently next time?"

_____, you are the leader, take over.

Materials and Construction Notes:

Three portable zigzag boards, at least seventeen, 10 inch rubber or carpet spots, and one 8 foot length of rope.

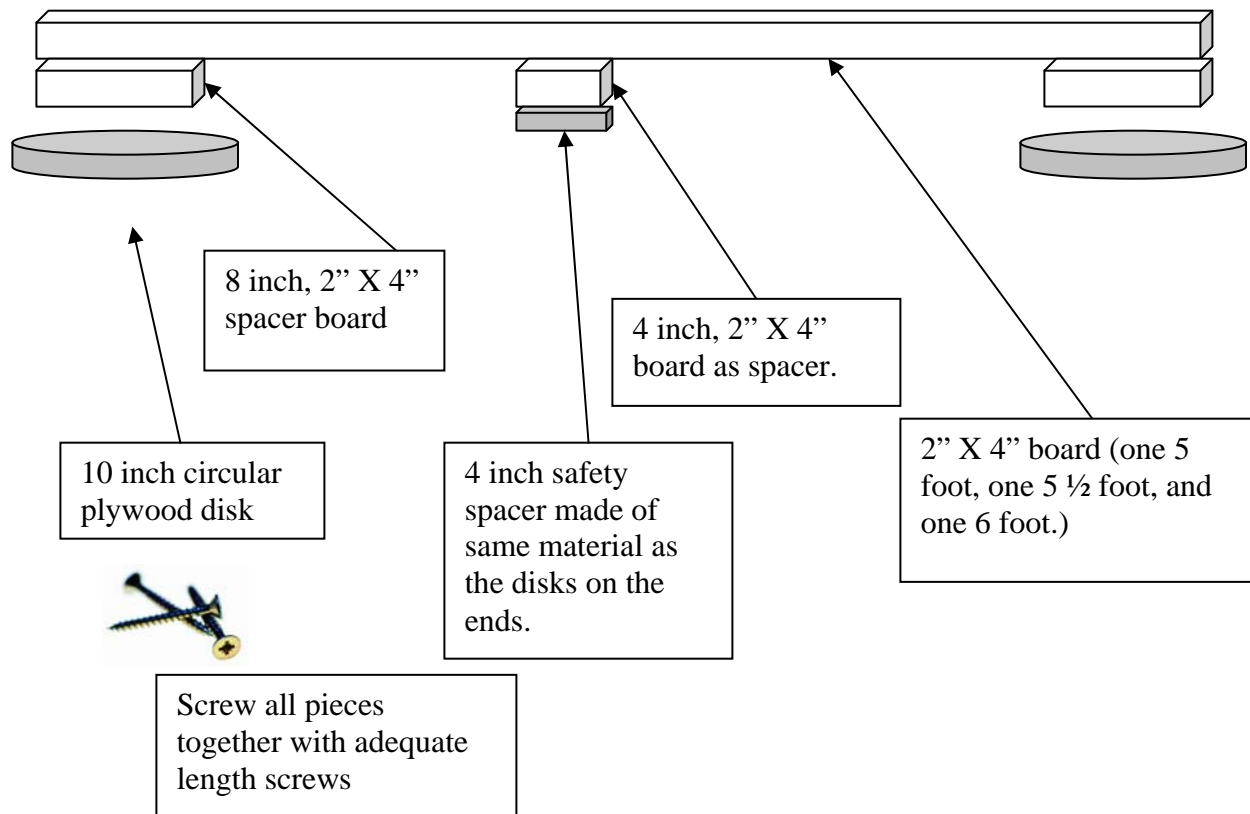
Each of the three (three different lengths), zigzag boards consists of a long 2"X 4" board, two eight-inch 2"X 4" boards (spacers to get them up off the floor), two 10 inch diameter circular boards (disks), and a 4 inch 2"X 4" and with a 4 inch piece of board from the same type of wood as the circles (for middle spacer). All the pieces are fastened together with dry wall screws. (See illustration below) Each long 2"X 4" zigzag board is a different length. It is suggested you use a 5 foot, 5 ½ foot, and a 6 foot board length. Having three different lengths affects the dynamics of the challenge.

Place the 10 inch stepping stones you made out of rubber or carpet on the floor at intervals that will exactly match your beams. A bit of double stick tape under each spot will help it stay in place. Place the stepping stones in pairs and triples side-by-side, except for the single spot at the beginning and the end. One leg will always be the exact length for the available zigzag board being the exact distance needed to place the pads exactly together. The extra pads are decoys and will add to the challenge. Now the team must choose the right zigzag board for the right distance between stepping stones. Just make sure you don't do two legs the same length since the team will be standing on the one they would need.

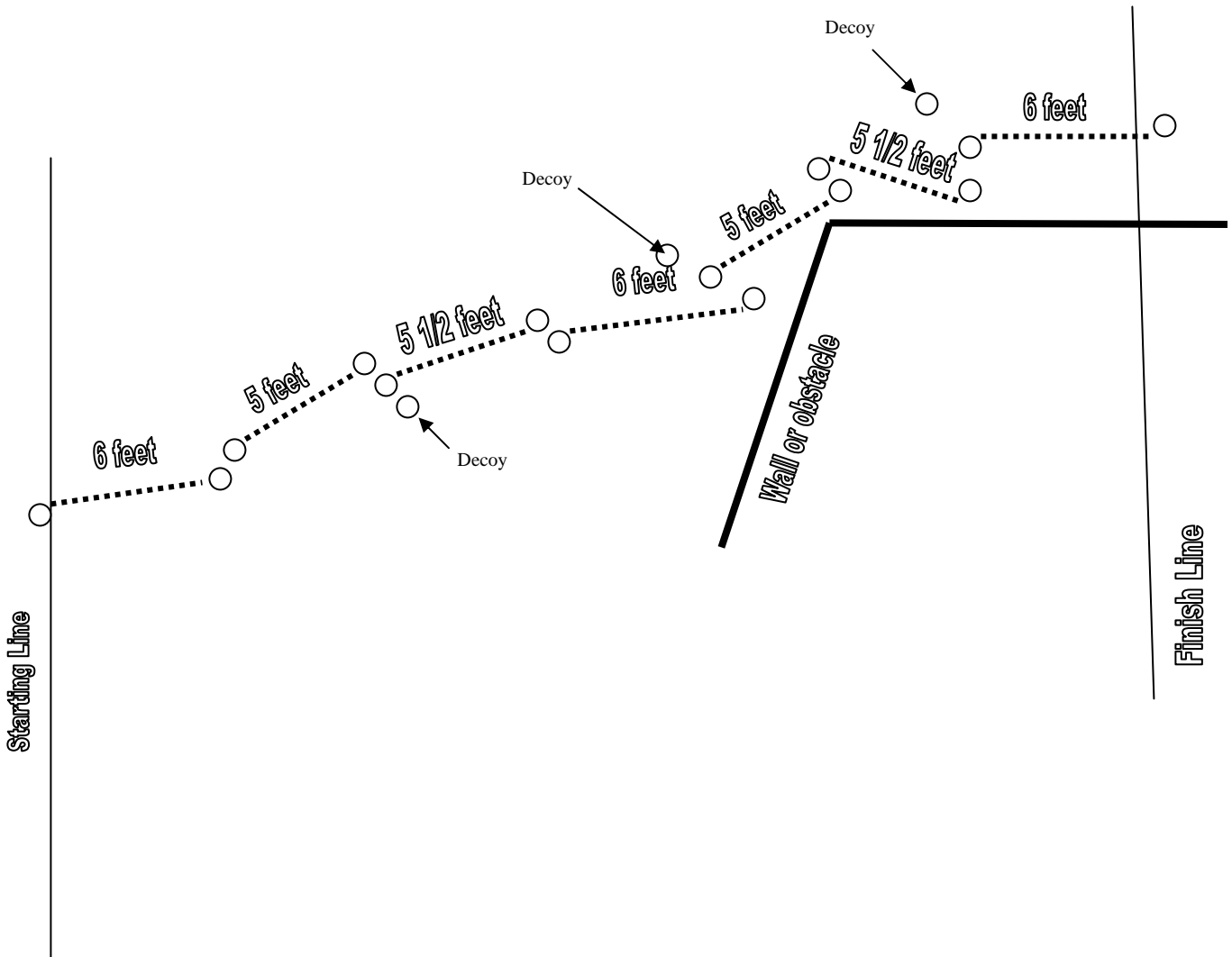
A pattern of long- short-medium-long-short-medium is required to give the team two zigzag boards at a time to stand on. Feel free to place the spots around corners to increase the difficulty and make the end of the journey a surprise. Mark the contaminated area with a starting line and a finish line.

Zigzag Board Construction

Build 3



Zigzag Board Layout



Rock Scientists

The Story:

A recent discovery by the World Seismological Federation has brought you all here to this precise location to study and repair the key to all gravity on earth. Apparently a specific rock formation is responsible for the entire earth's gravity field. Again, strange, but true! Life as we know it could be about to change because the formation is now threatened by a future earthquake.

You are a team of rock scientists sent here to study the current rock formation and then reconstruct the formation after the quake. Because of the danger and importance of this mission, the team will be divided into a study team and a reconstruction team. Best calculations predict the earthquake occurring within the next 15 minutes. You will need to divide into two groups. One group, the reconstruction team, will leave the area until the earthquake is over. The second group, the study team, will remain here until the earthquake occurs to memorize the current rock formation.

We know that a flash of energy from the rocks will cause the whole study team to lose their eye sight. That is why it is so important to have the reconstruction team protected from the blinding light. Once you have divided your teams, have the reconstruction team go sit over there (designate a place for this half to sit. It should be far enough away that they can not see the rocks.). Then study team, and by-the-way, thanks for the sacrifice you are about to make to save the world, you will have 5 minutes to study the rock formation. Unfortunately you lost your camera, note pad, pencils, or everything else getting here. All you have to record the formation are your eyes and minds. You have no other resources. The study team may inspect the rocks visually and by touch. Study team, I've got some more bad news for you. Once you have been exposed by the energy light, you risk over-contamination if you get within five feet of the rock formation. So after the earthquake, you must stay at least five feet from the rocks and reconstruction team. After the earthquake, the reconstruction team must place the rocks back into their original formation with the help of the study team.

You have 25 minutes to complete this task. Your study team will have only 5 minutes to study and memorize the rock formations and your reconstruction team will have only 10 minutes to place the rocks into their original positions thus saving the earth. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember, a good leader always asks, "What went well, what didn't go well, and what can we do differently next time?"

_____, you are in charge, take over.

Staff Notes:

You will need to arrange the rocks in a random pattern and make yourself a diagram so you will know the pattern they need to be rearranged in. You will also need to correctly re-position the rocks between challenge teams.

When the leader tells you they study team is ready, take the study team to the rocks and uncover them. Leave the reconstruction team away from site of the rock formation. Count down the five minutes the study team has to observe the formation. At the end of 5 minutes, sound three blasts on an air horn. At that time blindfold the study team. Then shuffle the rocks.

Invite the reconstruction team back to your rock area to attempt to place the rocks in their original positions guided only by the blindfolded half of the team. The blindfolded half of the team cannot get closer than 5 feet to the rock. Be sure to monitor the total time of 25 minutes.

Materials:

You will need four rocks approximately the size of a baseball, three the size of a golf ball, one the size of a softball, three the size of a marble, and a table or mat to place the rocks on, bandanna/blindfolds for half of group, a stop watch, and an air horn (and a cover for the rocks if needed).

Giant Blow Gun

The Story:

There has been an accident affecting the entire region's electricity generation capability. Somehow the nuclear reactor outside of your town is not getting enough fuel. Your team has been called in to fuel the reactor. Once inside the containment area, you find limited resources. You find only pieces of pipe, but feel confident this will do. You decide that if you put the pieces together, you can use the pipes as conduit for sending the fuel into the reactor fuel target. The fuel which is in small special containers that look remarkably like fuel darts must be deposited exactly into the fuel feed hole.

There is another glitch. There is a field of deadly radiation between you and the fuel feed hole. Absolutely nothing can touch this irradiated area! If one of your team members touches this area or anything in it, he or she will be incapacitated. Don't let that happen because you will need every team member to accomplish this important mission.

From the materials in front of you, construct a device that will deliver a fuel dart into the fuel feed hole. The targeted fuel hole is 30 feet away. **All** of the materials must be used in the construction of the device and everyone in the team must be involved (blow) in the delivery of the fuel dart. You will have five fuel darts and at least one must be delivered to the reactor to keep it from shutting down.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember a good leader always asks, “What went well, what didn’t go well, and what can we do differently next time?”

_____, you are the leader, take over.

Materials:

$\frac{3}{4}$ inch PVC pipes, PVC fittings, five darts: (not pointed), and a hula hoop or other device to act as a target. The team blowgun requires at least fourteen pieces of $\frac{3}{4}$ inch PVC pipe of various lengths from 5 inches to 15 inches (At least one pipe should be 2 $\frac{1}{2}$ feet long or more to provide a barrel.) and ten, $\frac{3}{4}$ inch PVC “T” fittings for a team of four to eight people.

If you like a little variation, add some 45 degree fittings to the equipment. . . just make sure you have enough pipe pieces to complete at least one version of the blowgun.

A dart can be made with a one inch circle of felt, a one inch length of dowel rod, a small screw, and a 6 inch string. Use what you have. Some people make the darts with piece of plastic and a small wad of paper. Make five darts. Extras are good.

The objective is to build a team blow gun that everyone will blow to get the dart into a target.

Make sure you have all the unassembled pieces laid out. Mark the radiation field with a length of rope or lime insuring that the target is 30 feet away. You can either hang or lay hula hoop target approximately 30 feet away. Clean the PVC pipe pieces in a bleach-water solution before you start and between groups.

Observations:

Some people question the potential health/sanitation of this game. There is risk of sharing air blown through the PVC pipes; however, many other commonly used activities require close contact with others and their air. This activity is not for every group. Use good judgment before starting into it. If someone is sick in the group, give them another role to play or do a different activity.

Aid to Africa

The Story:

There has been an extended draught in this section of Africa. Native peoples for miles around get their water supply from this deep well put in several years ago by a Peace Corp group. Without this water, the native peoples will all die or have to relocate. The pump's diesel motor has run out of fuel and without constant pumping the aquifer will dry up. You have to get that pump started again! You have the fuel in 5 gallon drums so what's the problem? It is a local religious holiday and tribal members cannot touch the holy lands that surround the pump. And neither can your team.

Your team and the two, 5 gallon drums of diesel fuel must all make it across this holy ground to the well pump without touching the ground. If you do, it could set off a terrible tribal uprising not seen in years. So, be careful.

Your challenge; to get all of your team and the two oil drums across the holy ground to the well pump station using only the resources at hand without touching the holy ground with any part of your bodies, the drums, or your resources. In other words, nothing may touch the holy ground. Fortunately there are some stepping stones that rise above the holy ground you may use. If by some chance you do touch the holy ground, you must start over.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember that a good leader always asks, "What went well, what didn't go well, and what can we do differently next time?"

_____, you are the leader, take over.

Materials and Construction Notes:

You will need to pre-build four stepping stones out of wood or concrete (see diagrams below) and set securely at your challenge site. You will also have to mark off a starting and finish line. These will define the holy land. Feel free to decorate your holy land as appropriate. You will also need two clean, steel or plastic 5 gallon buckets with closed lids, one, 10 foot long 2" X 10" board (pine preferred), and one, 8 foot long 2" X 10" board (pine preferred). If you want to permanently build-in your stepping stones, it is suggested you build short, cylindrical concrete columns, like pedestals.

Safety Issues:

If you use square wooden platforms, make sure one straight edge is parallel to the starting and finish line since participants will prop their board onto the platform and you will need the parallel edges to keep the board flat.

The Basic Solution:

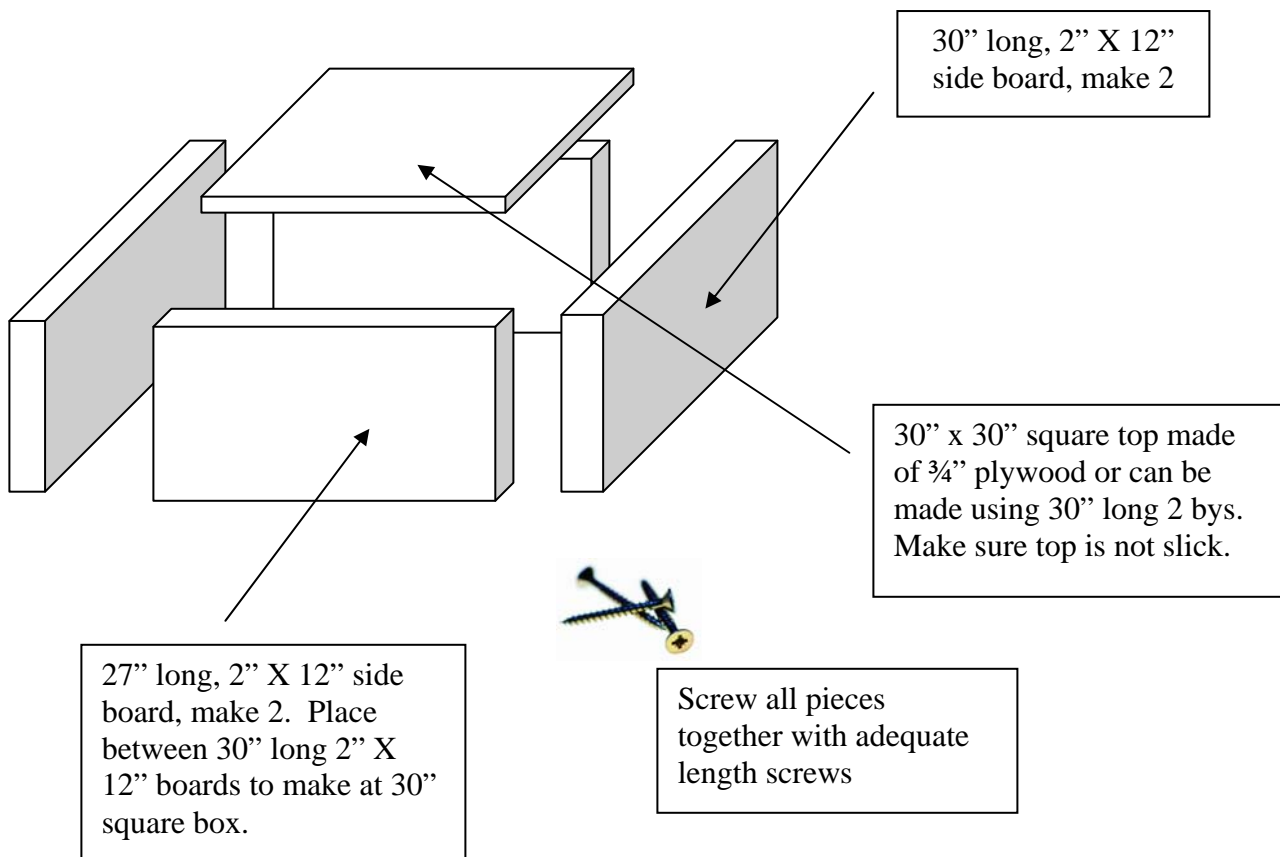
Use the 10 foot board to get to stepping stone No. 1, take the 8 foot board and turn it crosswise on stepping stone No. 1. Then bring team members over the 10 foot board to stand on the extended 8 foot board. Coordination and balance are the keys. Bring the two barrels. Then the team picks up the 10 foot board to put between stepping stones No. 1 and No. 2. Then the team will get on the 10 foot board and pick up the 8 foot board again and pass it up the line to stepping stone No. 2 where the process is repeated. Same for leg 3.

Staff Note:

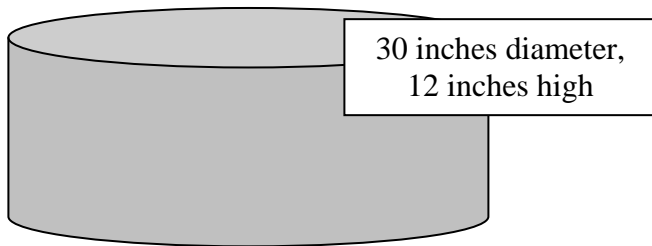
This is probably the most difficult challenge requiring the most thought process, coordination of people, and leadership. You might save this for the end of the day and assign your best potential leader to this one. The boards are intentionally heavy and the facilitators will have to keep an eye out for when the boards touch the ground. Frustration can be a good thing in this challenge.

Aid to Africa Construction

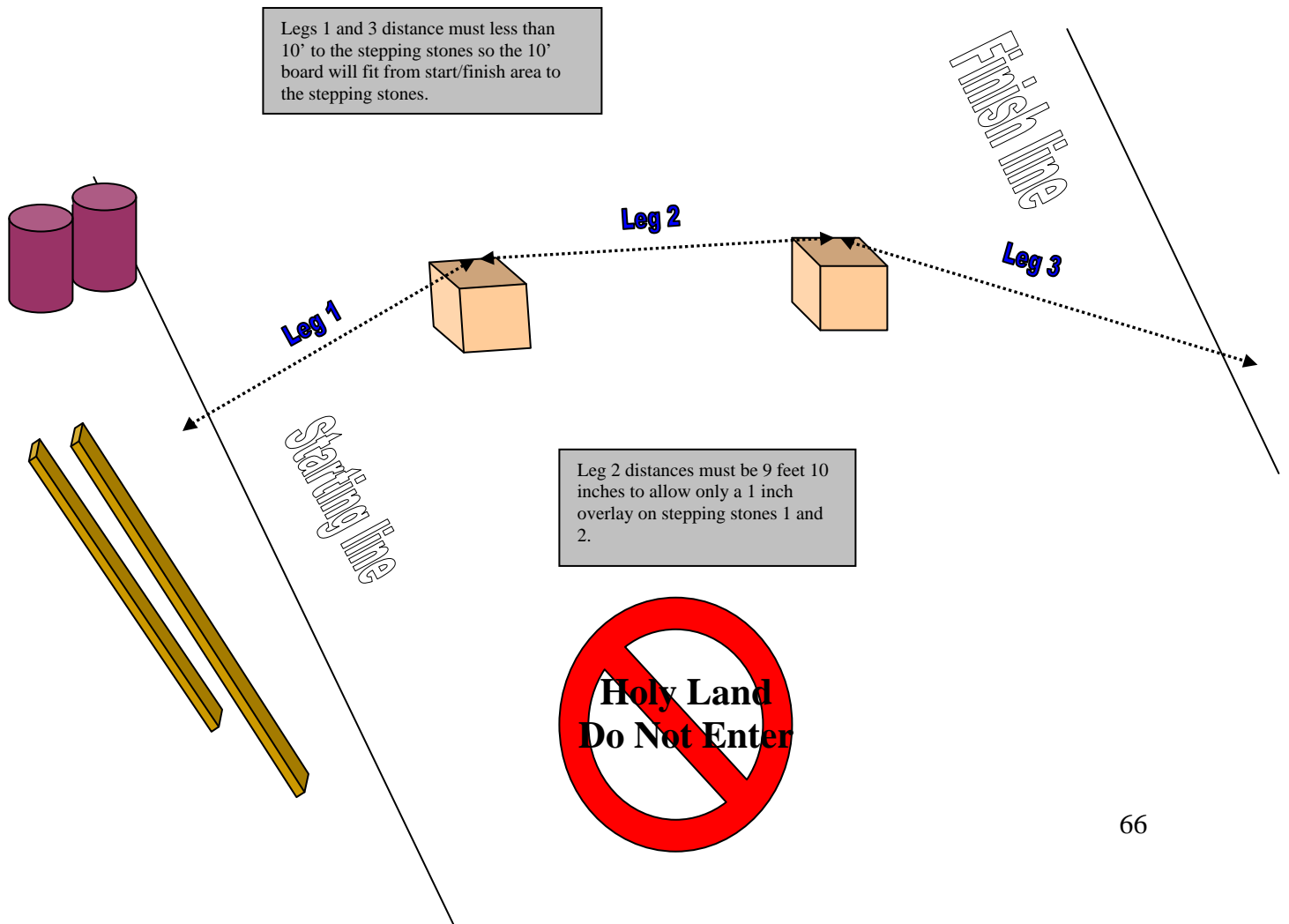
Option 1: Wooden square stepping stones



Option 2: Concrete stepping stones (This option is recommended because concrete will provide a heavier, more stable platform and will last forever.)



Aid to Africa Layout



The Chicken Ranch

The Story:

Your crackerjack team of agricultural engineers has been hired to expedite the movement of eggs from the hen to the processing center on a conveyor belt of your design. Your challenge is to prove to management that you can move at least one egg unbroken to the processing center. The eggs must be moved in their natural form. In other words, you may not add any padding or other materials to egg. Using only the materials provided, you must move at least one egg from the starting line into that bucket which is the processing center without the egg breaking. You will have ten unbreakable eggs (plastic Easter eggs) to practice with and then you will have only six real eggs for your attempt at success. Oh-by-the-way, did I mention that your process has to cover a deep chasm that you can not venture into. The chasm is only five feet wide and some of the edges are very unstable. I have marked the unstable areas and you may not go there. Some areas are semi-unstable and only one person at a time may enter those areas. They are also marked.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember a good leader always ask, “What went well, what didn’t go well, and what can we do differently next time?”

_____, you are the leader, take over.

Materials and Construction Notes:

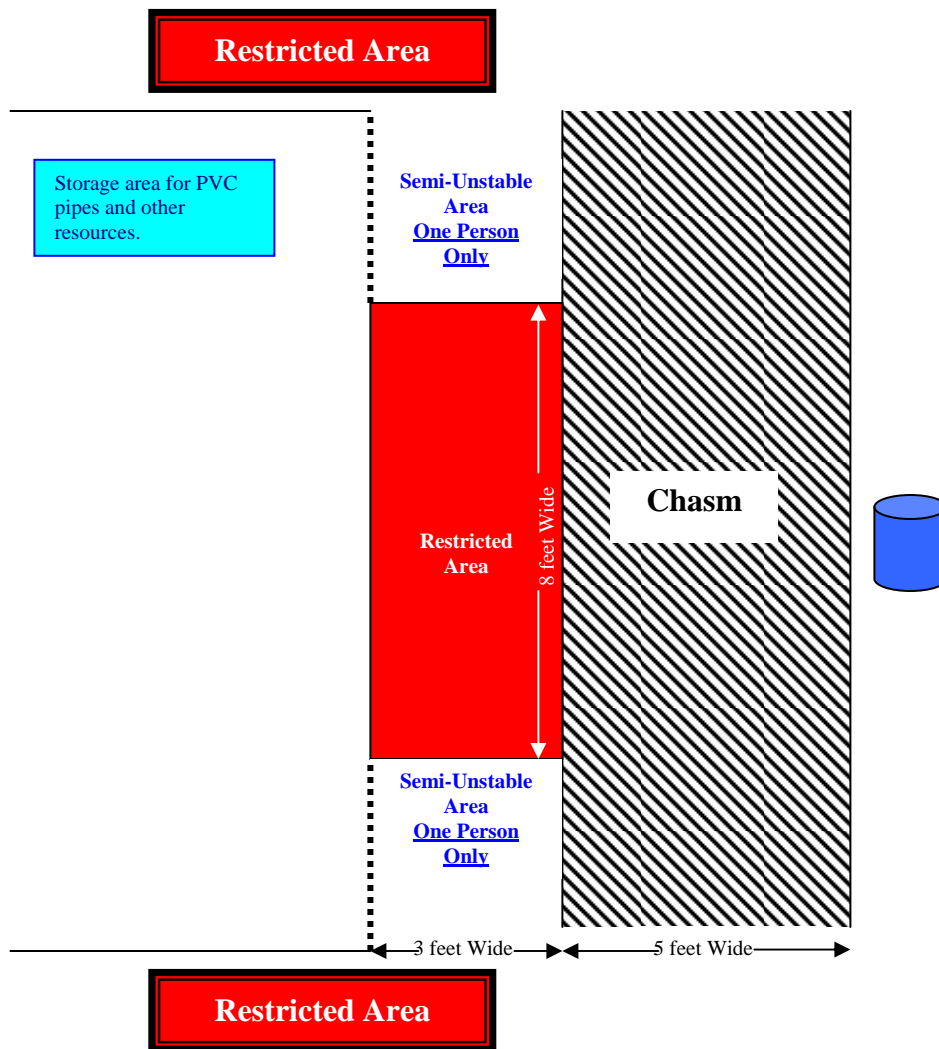
Five, 10 foot lengths of $\frac{3}{4}$ inch PVC pipe, four, 1 foot lengths of $\frac{1}{2}$ inch PVC pipe, one 5 gallon bucket for processing center (paint “Processing Center” on the bucket) to receive eggs, a few small pieces of foam rubber the team might use to put into the catch bucket to pad the eggs when they drop, some excelsior (or Easter basket stuffing), and a small pillow small enough to fit into the five gallon bucket. These three items all do the same, it just give them multiple options. A roll of duck tape. Three, 1 foot lengths of stiff 12/2 or 12/3 Romex electrical wire. You will also need to mark off the chasm and the one person standing areas (see diagram below). Fill twelve plastic Easter eggs half full of water or sand and glue the eggs together. The water or sand is to give them some weight so they will resemble real eggs. They will need to be glued well enough that they won’t break when dropped. You can paint the eggs if you choose. Two eggs will be extras. You will also need a supply of real eggs so that each team has six real eggs.

The Basic Solution:

Use one or two lengths of pipe to put the padding into the bucket. Make three “U” shaped forms using the wire. Lay three of the $\frac{3}{4}$ inch PVC pipes in the three forms, with one form on each end and one in the middle. One PVC pipe will be on the bottom with the other two slightly higher to form a trough for the egg to slide in. Duck tape the PVC pipe and wire forms together. The fourth $\frac{3}{4}$ inch PVC pipe is used to push the egg. The fifth $\frac{3}{4}$ inch

PVC pipe is used to lay the conveyer PVC pipes on and help steady it. Two members of the team will hold this piece standing in the semi-unstable areas. The four, 1 foot lengths of ½ inch PVC are just extra.

The Chicken Ranch Layout



A Knight's Contest

The Story

Using an experimental time machine made by the physics club at MIT, your team has been transported back to medieval times. During a festival, your team has been mistaken as a group of visiting knights and have been challenged to a contest. To get out of here with your heads, you must win this contest. The contest looks pretty simple though. It has only three challenges, but the king's cronies have added some handicaps to make the contest even harder for you strange new knights.

Here's how the contest will work. The first challenge is a simple ring toss. One person will catch the rings with a sword while another person will toss the rings. You will be divided by only ten feet. You've probably heard this before; there is a glitch. Both the ring tosser and the catcher will be blindfolded. The other knights may assist verbally giving directions, but may not touch either the ring tosser, the catcher, the sword, or the rings. The ring catcher must catch five rings before moving on to the next challenge.

Challenge two. This one looks pretty simple especially for modern-age computer game guys like you. It is a simple puzzle. However, it is actually two puzzles with one pile of puzzle pieces. Everyone can help, but only two of your knights may actually touch the puzzle pieces. And guess what, another glitch. This time no one may talk. You must complete both puzzles before moving to the final challenge.

Challenge three. Your task now is to lower the drawbridge. It is done using a counterweight of water. You must fill that bucket (point to the bucket on the other side of the draw bridge) completely full using only these resources (point to the pile of resources). Guess what? Another glitch. You are way over here on this side of the drawbridge and must fill the counterweight bucket way over there 8 feet across the moat. You may not cross or touch the moat. Anyone who does will be eliminated from the contest.

I have a warning for you. You barely have enough water to fill the bucket so be especially careful. When you complete this challenge, you will have completed the knights' contest.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember that a good leader always asks, "What went well, what didn't go well, and what can we do differently next time?"

_____, you are the leader, take over.

Materials and Construction Notes:

You will need a sword. Either make a simple one from wood or PVC pipe (see diagram below) or buy a play sword from a toy store. It is recommended to have a backup sword, just in case. You will need to construct ten, 10 inch rings which can be made in a variety

of ways. You can form circles using stiff copper wire and then wrapping the wire with rope or other decorative materials. Make them colorful with colored ribbons or pipe cleaners, or other materials. Make them look medieval. You can also construct them out of small diameter PVC or plastic pipe. Decorate these as above. They can also be made of stiff hemp rope. Decorate as above. Note: You might have to go pick up miss-thrown rings to give back to the group for more trying. This will keep you from having to make more than ten, but feel free to make as many as you want.

You will also need to mark off a space 10 feet wide with a marker such as a rope or line of lime. The ring tosser will be on one side and the catcher will be on the other.

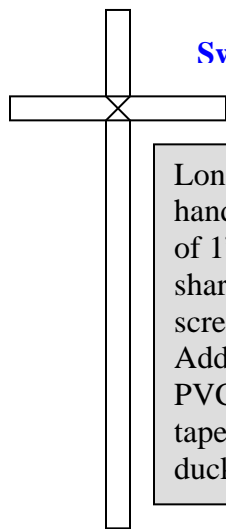
You will cut out two puzzles 2 feet square using a pattern similar to the ones below. The puzzle pieces can be made of 1/4" or 3/8" plywood. To hold the completed puzzle, make a frame of plywood backing and 1" X 2" framing on the outside edges. Paint your parts for longer life. If you want, you can have a table or tables to sit the puzzle frames on or you can lay them on the ground. Your choice.

You will need a 5 gallon bucket to hold the reserve water and a 1 gallon or 2 gallon bucket to act as the drawbridge counterweight. To make it even more realistic, hang this bucket with a rope from a branch or other structure. To the 5 gallon bucket add a full counterweight bucket of water. Then add an additional 1/4th counterweight bucket of water. This will give the team enough water to fill the counterweight bucket with a little in reserve. Sit the 5 gallon bucket with its water on one side of a space 8 feet wide you will mark off as the moat. Put the smaller, counterweight bucket on the other side of the moat. Mark off the limits of the moat (8 feet) using rope or lime.

Resources are: a 10 foot length of 1 inch PVC pipe, two, 1 foot lengths of 1 inch PVC pipe, two, 1 foot lengths of 1/2 inch PVC pipe, a 6 mil garbage bag (each group will need a new garbage bag), a tarp at least 5 foot by 5 foot, two, 8 foot lengths of rope, 2 wooden clothes pins, and a bungee cord of any length.

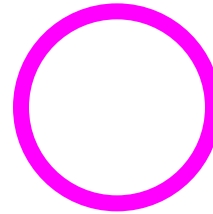
Possible solution: use the garbage bag to make a funnel that pours into the 10 foot long 1 inch PVC pipe. A couple of members can hold the PVC pipe over the counterweight bucket while a couple of other members hold the plastic bag funnel, while another member pours the water from the 5 gallon bucket. They could even choose to use the 5 by 5 foot tarp to catch any spilled water. The other props are not needed really.

Construction Diagrams



Sword

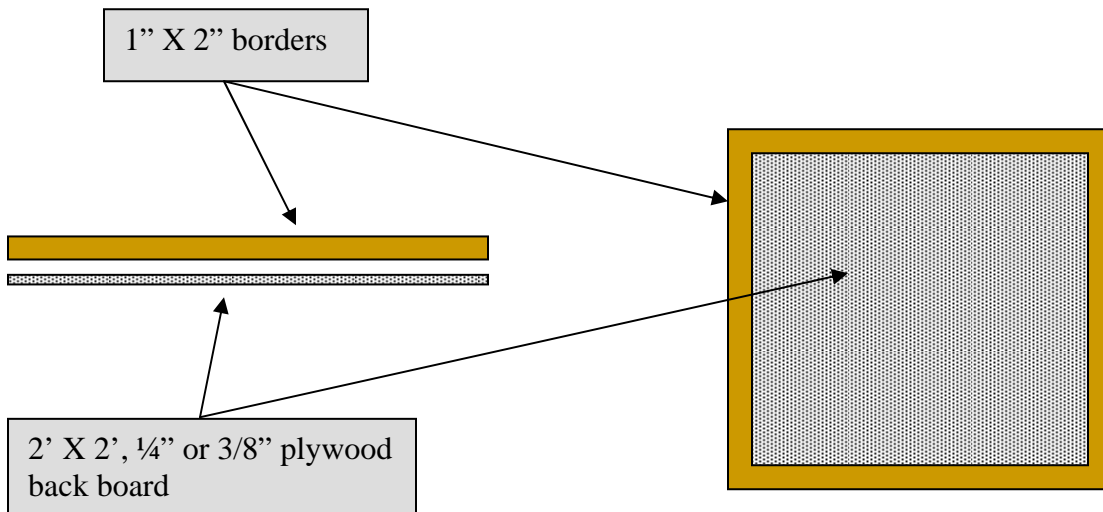
Long shaft is 24 inches while handle is 8 inches. Constructed of 1" X 2" boards. Round off sharp edges. Glue and nail or screw shaft and handle together. Add rope or tape to handle. PVC pipe can be used also, just tape the pieces together using duck tape.



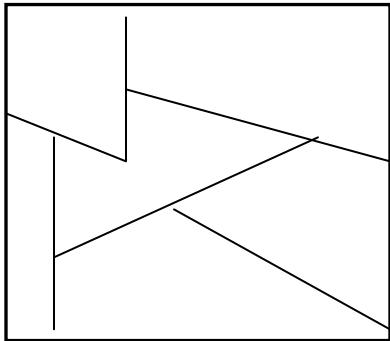
Ring

10 inch diameter ring made of stiff wire or small diameter plastic pipe.

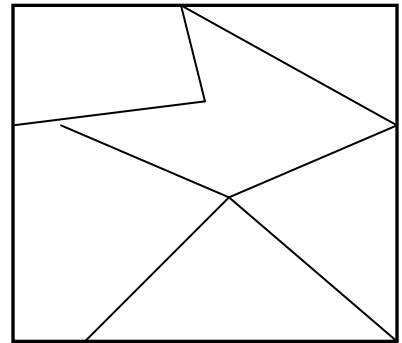
Puzzle Frame



Puzzle Patterns



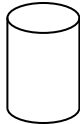
Puzzles pieces must fit into puzzle frame above.



Draw Bridge Layout

PVC pipe,
plastic bag,
and other
materials

5 gallon
bucket



8 foot wide moat



1 or 2 gallon
bucket

I Hate Toll Booths

The Story

You live back in the dark ages and need to cross a particular river. Unfortunately a gang of really big men have set up the world's first toll booth on the other side of the crossing. And to make matters even worse, they won't take just any ole payment like pence, they want only diamonds. And guess what? You're fresh out of diamonds. Luckily for you though, this gang happens to own a diamond mine on your side of the river. You will need to mine the mine to get enough diamonds to pay for each of your team members to cross. That's five diamonds per team member-no exceptions-no discounts.

Here's how it will work. There are four buckets of soil from the diamond mine available to you. There are enough diamonds in these four buckets to pay your tolls. However, as you've probably already figured out, life isn't always fair or easy. This soil is contaminated with the black plague virus and you can't touch it with your skin. You are in luck again-you have two pairs of latex rubber gloves to use. Once you have found the diamonds you will need to pay your toll, you must return all the sand to the buckets. The sand sorting box must be left empty and clean. These guys hate people wasting their sand or diamonds. Don't spill any!

In addition to the challenge of finding enough diamonds to pay your toll across the river, you will even have to build your own bridge. The nerve of some people! You have three, 8 foot 2"x 8" inch boards and five, 8" concrete blocks to use to cross the river. Neither you nor any of your boards may touch the water. If you do, all team members must start over.

Warning, if one of you touches the diamond loaded soil without latex gloves on, I will ask you to step aside, you will be blinded, and you must be carried over the bridge by your team mates.

Each team member must pay his or her own toll of five diamonds to the toll collector on the other side of the river. Be sure not to take any more diamonds that you need. These guys hate to have someone stealing extra diamonds.

You have 25 minutes to complete this task. I encourage you to be safe and if you do something I think is unsafe, I will stop you. Remember, a good leader always asks, "What went well, what didn't go well, and what can we do differently next time?"

_____, you are the leader, take over.

Materials and Construction Notes:

You must construct a sand sorting table by using a 4 foot by 4 foot piece of plywood. Cut two, 1"x 8" inch boards 48 inches long and two, 1"x 8" inch boards 46 1/2 inches long.

Using sheet rock screws, attach the 1"x 8" inch boards to the outside edges of the plywood to make a 4' x 4' box with 8 inch tall sides. You can sit this on the ground or put legs on it or sit it on saw horses. This part is up to you.

Cut two ropes of any size 6 foot long each.

You will need three, 2"x 8" inch boards 8 feet long. Drill random 1 inch holes in the boards. Put at least 10 holes in each board. The holes may or may not be used by the participants. You will need five, 8"x 16" inch concrete blocks to be used as stepping stones for the river crossing. You will also need to define the river's boundaries using rope or lime. The river must be 20 feet wide. There are a variety of ways a team could use their blocks and boards to cross. This part is relatively simple and they may not need all the materials you provide. This part of the challenge (the crossing) is here to give the leader a chance to have the team do multiple tasks at the same time.

You will need two sets of latex gloves per team.

You will need four, five gallon plastic buckets filled with sand. If participants spill a lot of sand, it might be good to have a sand reserve just in case.

You will need five plastic beads or fake plastic diamonds per participant distributed in the four buckets of sand. (The diamonds do not have to be distributed evenly amongst the buckets as a disproportionate number in some buckets will add to the challenge.)

You will need some type of pouch for the team to put their diamonds in. A Kodiak leadership bag would do great, but you can use anything, even a plastic baggy.

You will need a small broom or brush, and a dust pan or small shovel for returning the sand to the buckets.

One of the facilitators will act as the toll collector on the other side of the river.

The Basic Solution:

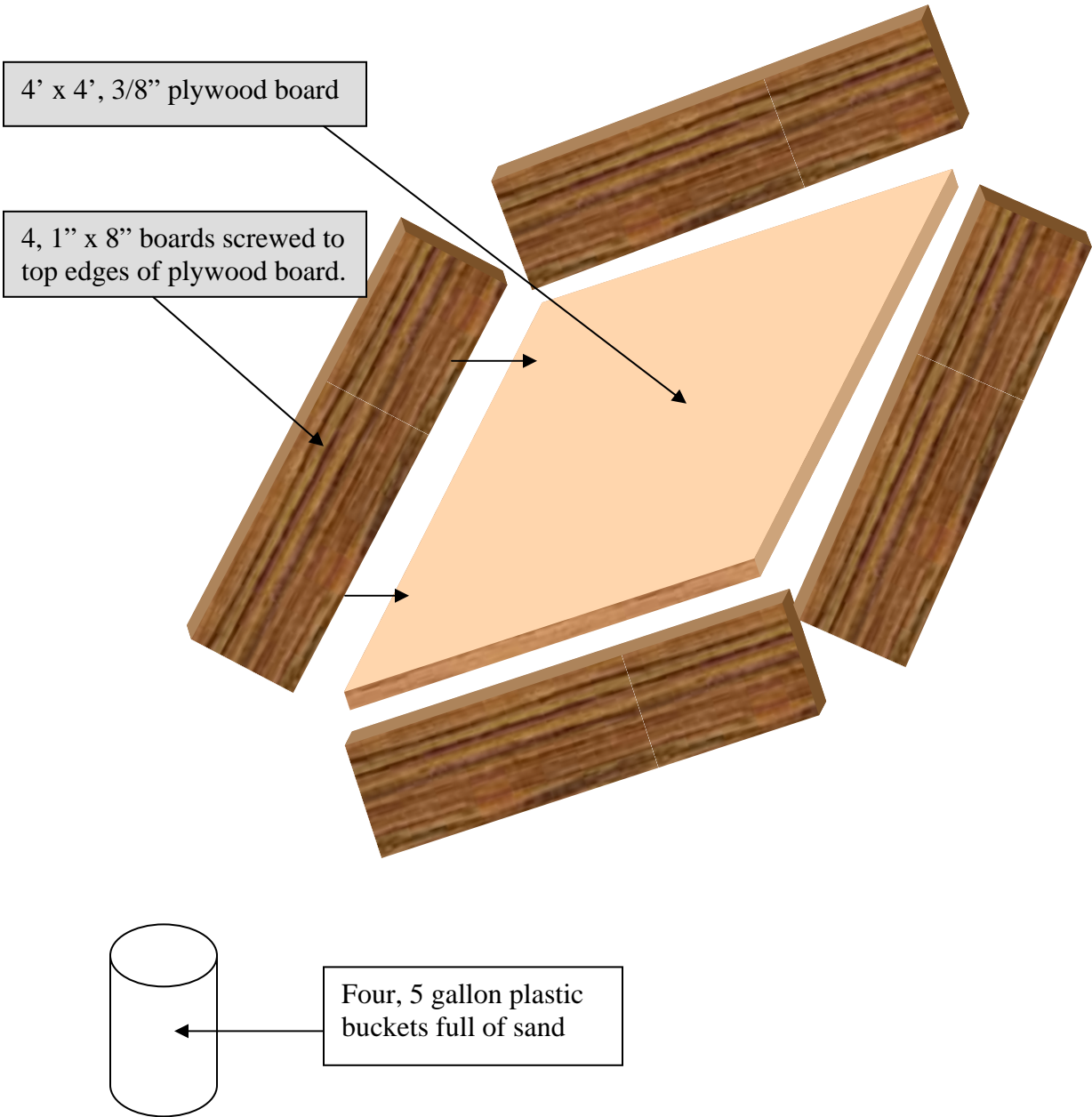
Divide the team into two teams, one team looking for diamonds, one deciding on how to build a bridge. Decide on who is best suited for specific jobs. Diamond searching team must decide if anyone has an allergy to latex gloves. Since they only have two pairs of gloves they could have two people searching with two gloves each or have four people looking with one glove each (suggested method). Divide the sand box into four quadrants using the two ropes. Slowly pour the sand, a bucket at a time into each quadrant looking for diamonds. One person could take care of the diamond collection pouch keeping track of how many diamonds have been taken. After the correct number of diamonds have been collected, count them to make sure we have exactly the right number. Then two members can move the sand back into the buckets and clean the table while the others help with the river crossing.

While one group is searching for diamonds, the bridge building group can start on the bridge by placing two concrete blocks about two feet apart by the river's edge. Lay one board on the two blocks slowly extending it out over the river. Some team members will stand on this board as a counterweight for one member to go out onto the board with a block to place into the river. That person returns to land and the team slides the board out to block number two. This process is repeated until the river is crossed. Using the drilled holes in the boards along with the ropes will help the team lift the heavy pine boards.

The team will need to remember to hand the diamond collection bag back to the person behind them on the crossing so that person has diamonds to pay as a toll. If a team member forgets and takes the bag past the toll collector, make the whole team cross back over the river to the starting point.

I Hate Toll Booths Construction and Layout

Sand Box



River Layout

