

French Creek Outdoor School



Challenge Course



Siskiyou County Office of Education

Kermith R. Walters, County Superintendent

French Creek Challenge Course

We will walk as a group to the Y. There are a couple of stops on the way. At the Y, we will split the group in half. The Geology group will go to the geology station. The Challenge course group will continue onto the low ropes course.

Blindfold Challenge - about 10 minutes

- Have each student line up with their partner. Have one of the partners put the blindfold on the other partner. The partner without the blindfold will be the guide.
- Tell students that the guide has a very important job. They must be the “Eyes” for their blind partner. As the guide, they must tell their partner where to step. They must help them, using voice commands, to stay on the trail as they climb Mt. Never Rest.
- They will guide the blind partner halfway to the top of Mt. Never Rest. At this point the students switch the person wearing the blindfold. They will then continue on to the top of the trail.
- At the top, collect the blindfolds. Please make sure students stay to the middle of the trail and go up the log steps, not the side of the trail.

Stretching Exercise – 5 minutes

- Have the students do some stretching. (Lunges, side stretches, bend to touch ground, etc.)

Spotting – 5 minutes

- Demonstrate the proper way to spot. Explain how this technique will keep everyone safe during the activities.

The Log Challenge – 10 minutes

- Before starting make sure that there are no blocks under the hanging log.
- Split the group in half and have half on one side of the log and the rest on the other. Have them spread out to cover the whole length of the log. Have them in the spotting position about one foot back from the log.
- The object is to walk the log with the students spotting each other. Please do not let the students run or jump off the log.
- If a student is afraid, encourage them to try. You can help them by holding their hand as they walk the log.

The Wire Rope – 15 minutes

- Have the students line up side by side behind the trees. The students will step on the wire rope, one at a time, using the overhead rope to help balance. There needs to be an adult or counselor spotter on each side of the participant, plus an adult or counselor on the other end of the rope.
- The person on the rope may hold it steady. If that seems too easy for the student, the rope holder may give the rope slack and pull it up and down so the student is like a piñata.
- The spotters really need to pay attention to the student so they do not fall off, onto the wire rope. The wire rope can cause bruising and swelling if they fall on it.

Coming Down Mt. Never Rest

- Please stay ahead of the students coming down the hill using a slow pace. Please do not let the students run or hop the logs coming down.

The Hot Lava Challenge – about 10 minutes

- At the cargo net, you will split the group in half. Have half of the group stand behind each line that you draw in the dirt. The object is for the kids to figure out how to get the rope to their side and then swing across to the other side.
- They cannot throw any objects at the rope (sticks, shoes, rocks, each other), also no jumping or leaning. They can use extra clothing to swing at the rope. If the clothing hits the ground it is no longer in play and they will need a new piece. This may take awhile. Once they get the rope, they must swing across to the other group. The group must catch them and grab the rope. If they let go of the rope, they have to restart, getting the rope from the center. The game ends when everyone has swung across to the opposite side.
- If you are done, and time allows, you may play tug-o-war with the rope in the FCOS gray box (equipment is located in between the trees near the drinking fountain). The Geology leader will meet you there and you will change groups.

California Standards and Framework for Challenge Course Field Study

CA Physical Education Framework

Goal: Movement Skills and Movement Knowledge

Students need to develop effective motor skills and to understand the fundamentals of movement by practicing and analyzing purposeful movement.

Key Component 1: Motor Learning

Key Component 2: Biomechanics

Key Component 3: Exercise Physiology and Health-related Physical Fitness

Goal: Self-Image and Personal Development

Students develop and maintain a positive self-image and strive to become the best that they can be through planned physical activities.

Key Component 1: Human Growth and Development

Key Component 2: Psychology

Goal: Social Development

Students develop appropriate social behaviors by working independently and with others during planned physical activity.

Key Component 1: Sociology

CA Health Framework Grade Range: 3-6

Unifying Idea: Acceptance of personal responsibility for lifelong health

Expectation 1: Students demonstrate ways to enhance and maintain their health and well-being

Topic: Physical Activity

Skill and Behavior: Participate regularly in a variety of enjoyable physical activities

Skill and Behavior: Explore out-of-school play activities that promote fitness and health

Skill and Behavior: Observe safety rules during physical activities

Unifying Idea: Respect for and promotion of the health of others

Expectation 2: Students will promote positive health practices within the school and community, including developing positive relationships with their peers.

CA History–Social Science Framework

Goal: Goal of Knowledge and Cultural Understanding

Strand: Ethical Literacy

Key Concept: Recognize the sanctity of life and the dignity of the individual.