

## **COURSE OUTLINE**

### **Leadership through Challenge Course Facilitation**

#### **Course Description**

LS 210. Leadership through Challenge Course Facilitation. 3 hours credit. This course will enable the student to facilitate both low course and high course challenges. In low course facilitation, the student will focus on decision making, leadership, communication, trust, and reflection discussions. In high course facilitation, the student will focus on knot tying, belay techniques, rappelling, wall climbing, and rescue. The student will experience leadership outcomes and achieve certification from Adventure Experience, Inc. (AEI) and Association for Challenge Course Technology (ACCT).

#### **Course Relevance**

Completion of this course will qualify the student to become a facilitator on the Butler Community College challenge course. Also, the concepts, leadership skills, and increased confidence gained from this course will transfer to job, home, and community environments.

#### **Required Materials**

Adventure Experiences, Inc. Technical Skills Training Manual  
(Will be supplied by instructor)

#### **Learning Outcomes**

The intention is for the student to be able to

1. Achieve certification
2. Demonstrate the knowledge, skills, leadership, and confidence necessary to personally facilitate or aid in the facilitation of the challenge course

#### **Primary Learning PACT Skills that will be DEVELOPED and/or documented in this course**

Through the student's involvement in this course, he/she will develop his/her ability in the following primary PACT skill areas

1. Critical Thinking
  - The student will develop critical thinking and analytical skills through the written assignments and other activities conducted in class

Secondary skills (developed but not documented):

Health Management  
Self Concept

#### **Major Summative Assessment Task(s)**

These learning outcomes and the primary Learning PACT skills will be demonstrated by

1. Completion of the final exam with a score of 80% or higher and achieving technical performance scores at or above a 4.0 on a 5 point scale for certification.
2. Designing and facilitation a challenge course program incorporating all the fundamental principles of challenge course facilitation. The student and the course facilitator will exchange roles, with the student leading the facilitator through the student designed program.

### **Course Content**

- I. Themes – Key recurring concepts that run throughout this course:
  - A. Understanding challenge courses and how they relate to facilitation and leadership
  - B. Facilitating the experience of challenge courses
  - C. Understanding the experiential learning cycle of reflection, processing and transference
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
  - A. Must take participants out of comfort zone and stretch them into a better learning experience
  - B. Take steps to sequence individuals so they may become more engaged in activities including high risk
- III. Concepts – Key concepts that must be understood to address the issues:
  - A. Facilitators will help set “be-attitudes” or goals for participants
  - B. Facilitators will acknowledge the “AYE” decision for participants so they may choose to empower and assert themselves through the course
  - C. All safety specifics will be learned and understood for a better learning experience
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
  - A. The student will learn and know all aspects of successful facilitation through experiences on a course, testing and all technical skills required to become a certified facilitator

### **Learning Units**

- I. History
  - A. History of challenge course participation and experiential learning cycle
  - B. Leadership skills taught through the challenge course
- II. Facilitation/Experiential learning cycle
  - A. Experience
  - B. Reflection
  - C. Processing
  - D. Transference
- III. Ice breakers/Be attitudes
  - A. Breaking down emotional barriers
    1. Tag games
    2. Handcuffs

- 3. Human knot etc...
  - B. Warming up major muscle groups
  - C. Setting goals and attitudes
- IV. Initiatives
- A. Activities to challenge a group goal accomplishment
  - B. Activities to foster problem solving, communication skills, and teamwork
- V. Low elements
- A. Facilitating of groups 1-6 feet off the ground
  - B. Raising the risk level of goal accomplishment
- VI. Trust sequence
- A. Trust as a leadership skill
  - B. Increasing responsibility
- VII. High elements
- A. Facilitators groups 30 feet off the ground
  - B. High level of risk of goal accomplishment
- VIII. Processing the experience
- A. Reflection and processing
  - B. Applying challenge course skills, attitudes and concepts to real life situations

### **Learning Activities**

Independent and collaborative learning activities will be assigned to assist the student in achieving the intended learning outcomes. Examples of activities which contribute to the learning process include: instructor lectures, hands-on activities, group discussion, working on a challenge course, guest speakers and drills/skill practice.

### **Grade Determination**

The student will be graded on daily class activity, participation, skill demonstration, testing and other methods of evaluation employed at the discretion of the individual instructor. These methods may be used individually or in combination by all instructors.