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## Book Descriptions:

# complete ropes course manual

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It also analyzes reviews to verify trustworthiness. Whether your focus is therapeutic, educational, recreational, or organizational development, this manual will be a great addition to your challenge course library. This guide serves as a checklist of procedures, techniques, and responsibilities for Ropes Course facilitators. With this guide, you can review current operational equipment, expand your list of processing questions, manage your course safely, update staff training, and add to the experiential learning cycle. With this guide, you can review current operational equipment, expand your list of processing questions, manage your course safely, update staff training, and add to the experiential learning cycle. Preface Acknowledgements 1 Overview Introduction to the Ropes Course Ropes Course History Indoor Ropes Courses Karls Historical Perspective Facilitator Competencies Operational Guidelines 2 Safety and Equipment Spotting Lifting Belaying Practice, Practice, Practice. After two drafted years in the U.S. Army, serving as a Medical Technologist, he used that medical training to secure a position as a Med. Tech at a retirement community in California. This was followed by four years of teaching outdoor education in the Southern California area. He was a watch officer at Hurricane Island Outward Bound in 1967, and chief instructor at North Carolina Outward Bound until 1971. He left Outward Bound to become one of the founders of the Project Adventure program in Hamilton, MA, and worked there continuously until 1996. During his tenure at PA, he served as director and president of the company. Karl is also one of the founders of The High 5 Adventure Learning Center in Brattleboro, Vermont. Karl has been the recipient of two A.E.E. Association of Experiential Education awards: The 1990 Stratton Practitioners Award, and in 2000, he presented the Kurt Hahn Address at the national A.E.E.

convention.<http://www.racesigns.com.au/raceUploads/files/7240pe-manual.xml>

Karl has written over 15 books that relate to the field of adventure education, including *The Bottomless Bag Revival*, *Silver Bullets*, *Quicksilver*, and *Funn n Games*. Karl says hes retired but continues to travel worldwide presenting clinics about the use of games and initiative problems as applied to various pedagogic applications. Faculty Review Copy. With this guide, you can review current operational equipment, expand your list of processing questions, manage your course safely, update staff training, and add to the experiential learning cycle. All Rights Reserved. By continuing to browse Find out about Lean Library here Find out about Lean Library here Sign in here using your membership username and password. This product could help you Lean Library can solve it Simply select your manager software from the list below and click on download. Simply select your manager software from the list below and click on download. For more information view the SAGE Journals Sharing page. Search Google Scholar Carter, M. J., Foret, C. 1990 . Therapeutic recreation programming for older adults with developmental disabilities. McAvoy, L. H., Schatz, E. C., Stutz, M. E., Schleien, S. J., Lais, G. J. 1989 . Integrated wilderness adventure Effects of personal and lifestyle traits of persons with and without disabilities. Google Scholar. McCormick, B. P. n.d.. People with disabilities National survey of recreation and the environment summary. The National Center on Accessibility. Robb, G. M., Ewert, A. 1987 . Risk recreation and persons with disabilities. Google Scholar. Rudolph, S., Luckner, J. L. 1986 . Outward Bound and the disabled A personalized perspective. Google Scholar. Stuckey, K., Barkus, C. 1986 . Visually impaired scouts meet the Philmont challenge. Sugerman, D. 2002 . Inclusive outdoor education Facilitating groups that include people with disabilities. Sign in here using your membership username and password. Find out about Lean Library here By continuing to browse.

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Key principles Trust, risk, and learning. Steffan, J. Eds. Developing challenge course programs for schools. Dubuque, Although some elements remained the same in all workshops, our formative At the meetings, the differences and similarities were examined in detail. This paper reports, from the viewpoint of its participants, on what was learned from this detailed comparison. Read more Article Fulltext available Expanding the Horizons of the WEA Legend January 2005 Marni Goldenberg This

workshop examined the WEA Newsletter, formerly the Legend, and recently changed to the Journal of the Wilderness Education Association. During the interactive workshop, participants examined past Legends and set standards and criteria for this new electronic journal. Participants will not only learn about the project, but will also take part in example maker activities, then discuss how maker education ME could be beneficial in their context. Read more Presentation Building a personal learning path April 2017 Elke Ruelens The workshop revolved around the question How can you make the most of an online language training. The participants discovered how they could optimize an online learning experience by identifying their learning needs, their preferred learning styles, ways of using tests, etc. Read more Poster Fulltext available Certificate of Participate Online Workshop about Learning for being May 2020 Hussam Ali Mohammed Online Workshop about Learning for being View fulltext Discover more Download citation What type of file do you want. RIS BibTeX Plain Text What do you want to download. Citation only Citation and abstract Download ResearchGate iOS App Get it from the App Store now. Install Keep up with your stats and more Access scientific knowledge from anywhere or Discover by subject area Recruit researchers Join for free Login Email Tip Most researchers use their institutional email address as their ResearchGate login Password Forgot password.

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Keep me logged in Log in or Continue with LinkedIn Continue with Google Welcome back. Keep me logged in Log in or Continue with LinkedIn Continue with Google No account. All rights reserved. Terms Privacy Copyright Imprint. By using our website you agree to our use of cookies. Were featuring millions of their reader ratings on our book pages to help you find your new favourite book. Please upgrade your browser to improve your experience. Today, these fun and educational courses have become a popular tool for the private sector as well. Many organizations swear by these courses as a means to positively affect leadership, teamwork, and so much more. Low challenge courses are activities start at one foot off the ground and go up to twelve feet using pre constructed equipment and requiring spotting spotters. Low ropes courses typically focus on team building. We do this during our debriefing sessions, where we sit down and discuss what we have just done and how the lessons can be applied in our everyday lives. Cancellations made within 48 hours of your tour may be rebooked at no charge. With this guide, you can review current operational equipment, expand your list of processing questions, manage your course safely, update staff training, and add to the experiential learning cycle. Please Log in to save it permanently. With this guide, you can review current operational equipment, expand your list of processing questions, manage your course safely, update staff training, and add to the experiential learning cycle. A short and sweet email highlighting the newest products, trending articles, and industry news. We provide a variety of more specific services including Training, Inspection, and Certification that are aimed at promoting safety and education of your course. See detailed descriptions of these core services below. Many insurance companies require annual training by an ACCT Professional Vendor Member like us.

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This comprehensive text is standard curriculum in colleges and universities across the country. Available for purchase through our gear and equipment division High Country Hardware. Inspectors come prepared to perform minor repairs such as tightening bolts, tensioning cables, and replacing cable clamps, for cost of materials only. An Initial Findings Report summarizing these observations is left with the site manager on the day of the inspection, and a very comprehensive report is mailed within 3 weeks. We strive to keep all of our services accessible to each site, because regular inspections, maintenance, and proper training are vital to the success of every course. If you have a question about anything pertaining to your course, just give us a call! If you are interested in hosting a certification test day at your facility, give us a call. Please enable scripts and reload this page.

Challenge ropes courses may include activities such as log balances, walls and flying foxes. In particular, staff must give careful consideration to the method of moving between elements and the potential for students to be without safety attachments. Students who are spotting must be taught the spotting procedure for the specific course and be supervised throughout. Spotting also occurs on high elements, where the partner of the participant provides a visual check of progress and may also belay them. Typically, this involves the use of a pair of karabiners, attached to the climbers harness with loops of webbing. Environment When preparing for challenge ropes activities, staff should consider ways to minimise the environmental impact of the activity. The choice of location should be based on the recent and firsthand knowledge of at least one member of the planning and supervising staff.

Where this is impractical, planning and supervising staff should be thoroughly familiar with the general characteristics and conditions found in similar locations, and should have consulted with people who can supply recent and firsthand knowledge of the locations being considered. When assessing the suitability of a location, consider the potential to support the educational objectives the level of access to resources, services and facilities that may be needed, such as campsites, water, walking trails, toilets, shelter from extreme weather, or interpretive information the level of access to communications and external assistance in the event of an emergency or extreme weather conditions — the more remote the location is, the more selfcontained and selfreliant the group must be and this must be taken into account in the planning of the activity the potential exposure to environmental hazards and difficulties the ability and fitness levels of students. Contact with relevant authorities should be made in order to access current information and determine any access and permit requirements. These authorities may include Choose communication equipment based on current communication technology and the location of the activity. Develop a communication strategy for the group during the activity which enables communication with outside parties, including the school and emergency services. Be aware of the limitations of the communication strategy. If the excursion extends overnight, access weather forecasts and warnings daily and monitor and assess the weather throughout. Weather forecasts should be obtained from the Bureau of Meteorology. Weather conditions can change rapidly. Monitor and assess the weather throughout the activity and be prepared to cancel, modify or relocate at any time. Challenge ropes course activities must not be conducted during thunderstorms or when lightning is likely to occur.

The activity should not proceed if the Bureau of Meteorology has issued a Severe Weather Warning for the area. Specific skills that must be introduced to students include correct fitting and care of harnesses and helmets spotting belay technique clipping onto belay ropes and other protection on high elements effective communication. The instructor should ascertain the previous experience of each student. Instructional staff must brief students on equipment, clothing and footwear that is suitable for the activity and location safety measures appropriate to control risks associated with the activity and the environment minimal environmental impact techniques relevant to the activity and location historical and cultural considerations relevant to the activity and location activity scope and boundaries communication and communication signals relevant terminology the use of safety equipment including harnesses, helmets and descending devices proper belaying technique and backup belaying technique must be taught proper stance for descending safely the importance and method of spotting. The responsibility of belaying must be emphasised. All student belayers must have a belay backup. A belay backup normally consists of another student holding, or also belaying, the belay rope. Belayers must be vigilantly monitored by staff. The psychological preparation of students is as important as the physical preparation, especially for students who are anxious about the activity. Under no circumstances should students be pressured by staff or peers to participate beyond their readiness. Spotters must be briefed on their responsibilities, trained to spot correctly and carefully supervised during the activity. Each student's belay technique must also be assessed. Where a dynamic belay is in use, each challenge ropes team consists of a participant and a primary

belayer. Where the primary belayer is a student, there must also be a backup belayer.

Where a static belay is used, the participant must have a dedicated observer. Clothing lists need to be appropriate for the activity, environment and season. Items which are recommended not to be taken or worn such as jewellery or rings should be identified. Glasses or sunglasses should be secured and long hair tied back to avoid being caught in belay devices or other equipment. Loose jewellery must not be worn and rings should be taped if not removed. Items of jewellery or rings which students remove should be placed in a secure location so they do not get lost. All objects should be removed from pockets before participating. Gloves may be appropriate on elements involving a dynamic belay. To protect against Students who own sunglasses should be encouraged to bring and wear them when required. Staff must determine the most suitable identification system based on an assessment of the environment, students' skills, the type of activities to be undertaken, and the age and number of students. Contractors must provide written confirmation that the materials, equipment and installation meet current industry requirements. Staff must ensure that challenge ropes course elements are not accessible when unsupervised. Operators must be able to provide written evidence that a maintenance check has been conducted. Before each activity, the instructor should carry out a visual inspection of the course to ensure there are no obvious impediments to normal operation. An accurate written record of all challenge ropes course safety equipment must be maintained and accessible on request. Devices must be in good working order. Harnesses WorkSafe provides guidance on the use of Fall Prevention Systems and specifically cite AS 3533, Amusement Rides and Devices, and AS 1891, Industrial Fall Arrest Systems and Devices. Providers of artificial climbing and abseiling activities must refer to manufacturers and installers to establish appropriate operating parameters.

These parameters must address the correct fitting and attachment of harnesses. The harness must also ensure the student or staff member will remain secure in the event of an inversion. Harnesses must be regularly checked and replaced, if necessary, with a recommended maximum life span of five years. See Where helmets are provided for use by the site operator for a low ropes challenge ropes course, they should be worn by participants. Helmets which meet UIAA standards or equivalent CEN standards must be worn by all students and staff using high elements and by those belaying or observing from below. Caps must not be worn under helmets. Ropes Ropes used on a challenge rope course must be used in accordance with manufacturer recommendations and meet design standard EN 892 Mountaineering equipment Dynamic mountaineering ropes, or similar. Before the activity commences, an experienced staff member needs to inspect the ropes. The ropes history and maintenance needs to be logged and the ropes must be stored in a cool, dry place free from ultraviolet light, chemical or physical hazards. Shoes Participants must wear covered and firmly fitting shoes with a nonslip sole All staff members must be approved by the principal. All staff members must comply with current Departmental police check requirements or the A teacher registered with the Victorian Institute of Teaching and either employed by the Department or the school council must be present and have overall responsibility for the activity. Where not directly responsible for the instruction of the activity or assisting the instructor, the teacher responsible for the activity must understand the activity and the environment in which it will be conducted. This teacher must confer with the designated instructor about the supervisory role and establish areas of responsibility.

Any staff member with a known medical condition that might compromise the group's risk management plan should make accompanying staff aware of this condition. Issues of confidentiality and privacy will apply to any such disclosure. Required skills communication skills to convey safety procedures and the importance of adherence to procedures observation skills to make sure the activity is conducted in a safe manner group facilitation skills to make sure the activity is conducted in a positive and constructive manner. For current information about relevant recreation industry



training please refer to The designated high ropes assistant to the instructor must be able to fit and check harnesses for safety and comfort be able to assume a supervisory role during the activity be able to competently assist in emergency response procedures, including CPR have conferred with the instructor to establish the emergency response and supervision responsibilities. Where an external contractor is chosen to run all or part of this activity, the guidelines for the use of External providers should be followed, see A minimum of two staff members must be present for each activity. One staff member is to have responsibility for instruction in the activity and the other is to assist the instructor. The following table shows the minimum staff to student ratios that must be used for challenge ropes courses. It may be necessary to increase the number of staff allocated based on age, maturity and gender of students ability and experience of students needs of individuals dynamics of the student group experience, qualifications and skills of staff location of the activity anticipated conditions at the location. Reasons for increasing staff allocations must be documented. The teacher in charge is responsible for the supervision strategy, which must be endorsed by the principal as part of the excursion approval process. Staff members should supervise students according to this strategy.

Informed consent should be based on an understanding of the educational purpose of the activity the nature and details of the activity the supervision strategy other information deemed relevant by the school, parents or guardians. Informed consent must be given in writing and signed by parents or guardians. Staff members must carefully consider the nature and location of the excursion, as well as the medical history of the students, to determine the level of first aid training required by staff. For example, if any student in the group has a history of anaphylaxis and may require the use of an epipen, appropriately trained staff must be present. See Risks and possible controls are also explained. The list below identifies some risks in challenge ropes courses. Identifying risk is only one aspect of the risk assessment process. An activity specific risk management plan must be completed which takes into account the specific conditions and unique participants of the activity. All participants will wear correctly fitted helmets and harnesses. These are to be checked at the start of the activity and throughout the activity, especially when a harness is removed or adjusted. Each participant will have at least one designated observer while on high elements of a challenge ropes course. A student or staff member slips or trips over, suffering a soft tissue or skeletal injury. Students will wear firmly fitting, covered footwear with a nonslip sole. Spotters, belayers and observers will be briefed on their responsibilities and closely supervised. A suitable number of spotters on low element courses will be provided. During a belay equipment changeover at height, a student mistakenly unclips and falls causing serious injury. Pre-activity planning will consider whether the planned challenge ropes course session matches the maturity and abilities of the group. Changeovers at height will be carefully explained, demonstrated, practiced and observed by a staff member.

A student or staff member catches their hair, clothing or jewellery in equipment, causing injury or distress. Staff will advise students that jewellery and rings must not be taken or worn, and suggest appropriate clothing both in the pre-activity briefing and before the day of the activity. Staff will ensure that hair, clothing and jewellery are appropriately managed to avoid injury or mishap. Staff will collect and then review current confidential medical information for all students and staff. Where uncertainty exists, additional information will be sought. At least one staff member will have a minimum of a level two first aid qualification and a first aid kit, which is appropriate to the activity and the environments to be encountered. Medical information will be carried by staff on the excursion and referred to as necessary. At the start of the excursion, staff will ensure that there is no new illness that may have an impact on the ability of the affected students or staff to participate. Consideration will also be given as to whether that illness might spread to others in the group. The emergency response strategy will include communication and evacuation procedures. During the planning phase, staff will consider the skills and experience of students and staff and make sure that

the activity is suitable. The group will adopt appropriately timed rest stops. Food and water breaks will match the activity intensity, weather conditions and the group's abilities. Food and water intake will be monitored during the excursion to ensure all participants are eating and drinking adequately. Staff will monitor each student and consider strategies to support the group and individuals. This may include altered intensity and loads, changing the activity, obtaining outside support, evacuations or cancellation of the activity. Warm or cold weather conditions lead to a temperaturerelated illness.

Staff will consider the skills, age, experience and maturity of students and staff when determining the activity, season and venue. Clothing and equipment will be suitable for the planned season and venue. A group is caught in severe weather or a thunderstorm resulting in injury. The chosen venue, activity and season will be appropriate to the group. Staff will obtain regular Bureau of Meteorology weather forecasts for the specific area they will be in and, if necessary, adjust the activity. Staff will observe the weather before and during the activity and adjust the activity accordingly. Staff will consider exposure to tree and lightning hazards. The emergency response strategy will include possible responses should severe weather or a thunderstorm occur. A transport accident occurs while travelling to or from the venue. The vehicle must be appropriately insured and maintained. Where the vehicle is a bus, it must be regularly inspected by a licensed bus tester. Drivers will have the appropriate drivers licence and certificates for the planned journey. Drivers will perform a daily vehicle check see the. In accordance with Victorian law all drivers will take sufficient breaks from driving. Drivers will also be sufficiently rested prior to driving. See VicRoads A student or staff member suffers a bite or sting causing illness or death. Staff will carry current and confidential medical information for all students and staff participating in the activity. Staff will ensure there are appropriate medications available and an emergency response strategy to support a worsening condition. This tool is a guide and may not be accurate. For more, see Information in your language.