

# COPE Level I Lesson Plan

1

Goals & Features of COPE	30 minutes
Sequencing & Processing	1.5 hours
Stories & Tall Tales	1 hour
Trust Activities	1.5 hours
Low Course Activities	6 hours
High Course Activities	<u>6 hours</u>
Total	16.5 hours

# COPE Level I Lesson Plan

2

**Subject: Goals and features of COPE**

**Course: COPE; Level I**

**Time: 30 minutes**

## **Instructional objectives:**

- Understand the 8 goals of the COPE program
- Understand categories of COPE activities
- Understand the Features of COPE

## **Training Aids and Equipment for Level I:**

- BSA COPE & Climbing Manual

## **Materials for Distribution for level I:**

- None

## **Methods and Overview for Level I:**

- Presentation and group discussion
- Group activities
- Initiative games/activities

## **Lesson plan for Level I:**

- Lead an initiative game to introduce the group to “games with a purpose”
- Explain the types of COPE Activities
  - Initiative games
  - Trust events
  - Low course elements
  - High course elements
- Explain the features of COPE
  - Non-competitive
  - Non-traditional
  - Risk taking
  - Process vs performance
  - Self-discovery
  - Acceptance of responsibility
  - Adaptable
- Lead the group on a discussion on the 8 goals and objectives of COPE.
- Explain why the goals are important and how they are used in different COPE elements.

**Subject: Sequencing and Processing**

**Course: COPE Level I**

**Time: 1.5 hour**

## **Instructional Objectives:**

- Develop a sequence of activities that demonstrate an understanding of the crawl, walk, run, approach toward team / individual development.
- Describe several specific techniques for facilitating and processing challenge course experiences (metaphors, questioning, rounds, writing, dyads, metaphors, processing tools)
- Describe how to frame group experiences by setting the stage with expectations and goal setting
- Describe techniques to engage reluctant individuals
- Describe the various stages of Group Development utilizing the Forming, Storming, Norming, Performing Transforming template.

## **Training Aids and Equipment Resources:**

- BSA COPE & Climbing Manual
- Official Internet Edition of Raccoon Circle Activities  
[www.teamworkandteamplay.com](http://www.teamworkandteamplay.com)

## **Materials for Distribution:**

- Official Internet Edition of Raccoon Circle Activities  
[www.teamworkandteamplay.com](http://www.teamworkandteamplay.com)

## **Methods and Overview:**

- Group Discussion and modeling of techniques on the Low course

## **Lesson plan:**

### **Group Discussion / Initiative Game**

1. Lead the group in a warm-up or initiative game that will set the stage for a sequence of experiences that the group will encounter on the low course during this session. Process this experience with participants and identify the stage, (forming, storming, norming, performing), that the group operated at.
2. Share the session objectives and conduct a discussion with the group to frame the experience the group is about to have with the following expectations:
  - Everyone will learn something about sequencing and processing from someone else, including the faculty. We all have things to learn and things that we can impart to others.
  - Each activity will be done for a purpose. We will take time to evaluate how we can take away valuable learning from this session throughout the experience.
  - We learn best at “teachable moments”. We will pause to take advantage of them.

- The challenge course experience is a simulation, therefore we should expect that:
  - Sometimes our actions result in both positive and negative consequences, and sometimes they don't.
  - Sometimes conditions change, including the rules that we operate by. That is the way that life is.
  - Bad things happen to good people. That is also the way that life is.
  - If we invest in the "here and now" of our challenge experience, we will grow as individuals and as a group. If we do not, we may not. It is up to us.
  - Growth may excite or stimulate us and may also cause discomfort. Expect to feel both.
- 3. Run the group through an appropriately sequenced low experience. Remember to focus on techniques such as: metaphors, questioning, rounds, writing, dyads, and processing tools.

### Techniques to Engage Reluctant Individuals

- Model and discuss the following methods to engage reluctant individuals during processing of activities
  - Direct methods
    - Direct invitation
    - Eye contact
    - Gestures
  - Indirect Methods
    - Dyads & triads
    - Rounds
    - Writing
    - Processing tools
      - Plastic animals
      - Cards
      - Rings
      - Raccoon Circles
- Discuss the crawl/walk/run approach for developing a sequence of activities and relate that to the experience they have just had

**Subject: Stories and Tall Tales**

**Course: COPE; Level I**

**Time: 1 hour**

## **Instructional Objectives:**

- In group discussion, describe the role that Stories and Tall Tales have in the overall COPE experience.
- Use creative tools to construct story lines for challenge activities
- Through practical application demonstrate a basic understanding of, and ability to, inject stories and tall tales into a COPE activity.

## **Training Aids and Equipment Resources:**

- BSA COPE & Climbing Reference Manual
- Various objects to use for object analogies
- Flip chart and markers

## **Materials for Distribution:**

- Official Internet Edition of Raccoon Circle Activities  
[www.teamworkandteamplay.com](http://www.teamworkandteamplay.com)

## **Methods and Overview:**

- Group Activity and Discussion: Using creative tools
- Modeling of Storytelling techniques during an activity

## **Lesson plan:**

Group Activity and Discussion: Using creative tools

- Ask the group “who thinks they don’t have the imagination to create good stories?” Most of the group is likely to raise their hands. Ask the group “who knows how to use simple tools?”
- Lead the group through an object analogy & progressive story exercise (write down each idea on the flip chart as they come up)
- Place an object in view of the class
- Ask the class to look at the object and shout out the first idea that comes to mind
- This will be the start for a story idea
- Ask the next person to add something that follows the first idea
- Go around the room until you have an idea from each person
- Link the ideas together with a story line, asking the class for ideas

Demonstrate through group discussion and practical application an understanding of the importance of Stories and Tall Tales as it pertains to Project COPE activities.

- Remember, the challenge course is just a bunch of cables and boards without the story!

## **COPE Level I Lesson Plan**

6

- Each COPE element is a great prop for an object analogy – something to get the creative process going
- It is fine to adapt existing story lines like “Star Wars” or “Lord of the Rings” or “SpongeBob Squarepants”, but make sure you don’t get caught making “mistakes” in the story line, as there will be “experts” in your group

### **Group Activity**

- Facilitate an activity using Stories and Tall Tales as the basis for creating an imaginary environment for the activity.

# COPE Level I Lesson Plan

7

**Subject:** Trust Activities  
**Course:** COPE; Level I  
**Time:** 90 minutes

## **Instructional Objectives:**

- Understand the importance of trust in COPE activities
- Describe the role of Challenge by Choice in building trust
- Identify activities that can be used to develop trust in others

## **Training Aids and Equipment Required**

- *COPE and Climbing Reference Manual*
- *The Speed of Trust* by Stephen M.R. Covey  
(Free Press/Simon & Schuster Publisher)
- *The Power of Team Building* by Harrison Snow  
(Pfeiffer & Co Publisher)

## **Materials for Distribution:**

- None

## **Methods and Overview:**

- Group Activity: Trust Activities

## **Lesson Plan:**

- Review the trust activities used in the Spotting training (Foundation syllabus)
  - Trust Duo
  - Trust Trio
  - Trust Circle
- Ask the participants if they know of other activities that might serve to develop trust in a COPE group. Some possibilities are:
  - Willow in the Wind
  - Trust Wave
  - Trust Levitation
  - Cookie Factory
  - Blind Trust Walk
- Reinforce the importance of spotting in trust activities and in low and high events.
- Lead the group through each of the trust activities and discuss where each might be used in a COPE program and why.

# COPE Level I Lesson Plan

8

**Subject: Low Course Activities**

**Course: COPE; Level I**

**Time: 6 hours**

## **Instructional Objectives:**

- Describe the role of low course activities in a COPE program.
- Introduce a variety of low-course activities to a group. Brief any element specific safety concerns and explain proper spotting procedures.
- Safely conduct a variety of low course elements with a group.

## **Training aides and equipment required:**

- COPE and Climbing Reference Manual
- Site specific Daily checklist
- Site specific props and equipment

## **Materials for distribution:**

- None

## **Methods and Overview:**

- Group Activity: Low-Course Tour
- Group Activity: Low-Course Experience and Processing

## **Lesson plan:**

Group Activity: Low Course Tour

- Describe the role of Low course activities as a building block to the goals of COPE
- Give a tour of the Low Course, describing each constructed element
- Solicit ideas from the class of how the element might be used, and what story line might fit the element

Group Activity: Low Course Activities and Processing

- Give safety concerns, operating procedures, set-up/disabling, and potential variations
- Allow the students to facilitate some events and activities
- Processing of low-course activities should take advantage of teachable moments when something occurs that is likely to make participants more receptive to learning. It is not necessary to process every COPE activity.

# COPE Level I Lesson Plan

9

**Subject: High-Course Activities**

**Course: COPE: Level I**

**Time: 4-6 hours**

## **Instructional Objectives:**

- Describe the role of High Course activities in a COPE program.
- Rig the course. Describe safety concerns along with element specific setup and operational procedures.
- Safely negotiate a variety of High Course elements.
- Facilitate a variety of High course elements with a group.
- Explain the challenges and objectives of events

## **Training Aids and Equipment Required:**

- COPE/Climbing reference manual
- All equipment to demonstrate and use high course elements.
- Equipment for emergency procedures

## **Materials for Distribution**

- None

## **Methods and Overview:**

- Explanation and Demonstration: High Course Tour
- Group Activity: Safety Inspection, Setup, Disable
- Group Activity: Negotiate the Course

## **Lesson plan:**

Explanation and Demonstration: High course tour

- Give a brief tour of the high course elements, and explain how each is inspected prior to use, set-up, operated, and disabled.
- Demonstrate the inspection, set-up, use, and disabling of a high course event.

Group Activity: Safety Inspection, Setup, Disable

- Guide the group through the safety inspection and set-up of the high course.
- Enable the participants to take turns acting as the facilitator/instructor for the elements, conducting all necessary facilitator tasks, including explaining each event, setup, safety inspection, facilitation, and disabling.
- Participants will demonstrate the following skills:
  - Climbing a pole
  - Climbing an event
  - Rigging a traversing event
  - Executing and supervising belay transfers
  - Rigging releasable rappel lines
  - Rigging the zip line trolley, safely transfer someone else to the zip line belay and release them to zip down the line
  - Lowering with different access and belay systems

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- Staff members observe and evaluate participants, while coaching for safety concerns as necessary