

Challenge Course Facilitation for Camp & Beyond, *Specialty Track*

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SUMMARY:	<u>In this session we will:</u> engage in common techniques from the challenge (ropes) course, educational psychology, and Jewish wisdom to learn together how best to guide, facilitate, and inspire the growth of the campers, peers, mentors, and leaders we work with towards purposeful change.
ABC GOALS:	<p>Affective: Participants will feel...</p> <ul style="list-style-type: none"> Inspired, Energetic, Radiant; participants will feel empowered to take on new challenges, to dive deeper into 'old' fields, or expand into new ones Humble, Awefull, Thankful; participants will feel small in the context of the group and infinite in the context of themselves; feeling hints of infinity in the group of selves, and gracious in experiencing it all Held, Attended, Supported; participants will feel surrounded by support and encouragement, by instigators inspiring vulnerability, change and growth, and the belief in oneself in this particular context to overcome obstacles <p>Behavior: Participants will be able to...</p> <ul style="list-style-type: none"> Adapt to ever-unpredictable and ever-changing group dynamics in the cabin, on the course, or at the dining hall table through centering and attending practices for the group and their self. Notice critical social leverage points in their environment, and to develop this noticing practice over time through mindfulness & metacognitive techniques Learn with peers (questions), up-coach supervisors (feedback), and facilitate campers' learning (challenges) how to do 1) and 2) <p>Cognitive: Participants will know...</p> <ul style="list-style-type: none"> How to think analytically (Introduction, Conflict, Balance, Creation, Identity) and holistically (Rigidity vs. Chaos) about group dynamics That the negotiation of Purpose, Norms, Goals, and Meaning between individuals and 'the group' is exactly what makes groups so dynamic How to appreciate and monitor the power of the group's leader, and how to identify 'the leader' in any one moment.
AUDIENCE:	Challenge course facilitators, leadership training staff, staff training staff, senior counselors
TIMING:	270 minutes over 3 sessions of 90 minutes each
APPENDICES:	<ol style="list-style-type: none"> Learning & Facilitation Models; Invitation to Brave Space

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	<ol style="list-style-type: none"> 3) Sephirot Primer 4) Jigsaw Prompts 5) Narrow Place Source Sheet
<p>MATERIALS NEEDED:</p>	<ul style="list-style-type: none"> - 3 LONG 'retired' climbing grade (9mm+) kernmantle ropes (or 1 inch tubular webbing) in lengths from 40-60m - 4 MEDIUM 1-inch tubular webbing straps (or retired kernmantle ropes) in lengths from 10-20m - 30 strands of SHORT rope of any usable material (not too frayed, recommended thin hauserlain or hemp rope, if sweetgrass is available and ethically sourced or gifted, even better) at least 3-5mm in diameter from 2-5m - A Giant Post-It Pad with at least 15 sheets - Easel capable of holding up Giant Post-Its - At least 20 Post-it Notes (regular size, notes, not pads) per participant - Writing utensils: at least 1 per participant, at least 1 thick marker/sharpie - As many throwables as there are available - 4 Hula Hoops - Ubuntu deck (or some equivalent – Chiji cards, or any deck of random images) - A non-threatening, hand-holdable stick - A Bullring – a series of thin cords tied to a metal or elastic ring, sprawling out at uneven distances from the ring - Cones, balls, and / or random objects of different shapes and sizes (e.g., cups) that can be manipulated / carried with the bullring (on the ring or in the band) - 1 decorate-able hat per participant (<i>very optional</i>) - Hat Decorating markers and supplies (<i>very optional</i>)
<p>SET-UP DETAILS:</p>	<p>Preferably done outdoors in the open air with plenty of space to run, jump, and play; can also be done indoors so long as the floor isn't slippery (e.g., carpet better than tile) and there are no low-lying ceilings that throwables may interrupt.</p> <p>Ideally, the space is large and open, but 'drawable' in the sense that pads of paper, chalk, or dry erase boards can be used on the walls to diagram, display, and process the ideas reviewed visually and with movement, and those visualizations can be maintained over the course of the session(s).</p> <p><i>See session-specific prep in the Session Outline section below</i></p>

SESSION TIMELINE

Session 1: Dynamics

- 00:00-00:05 – Welcome & Purpose Post-Its
- 00:05-00:10 – Mini-Squirrel & the 3 E's
- 00:10-00:20 – Raccoon Circle Norms
- 00:20-00:30 – Hevrotah Intros & Sequencing I
- 00:30-00:40 – Balance Tools (PNG'M) I: Purpose & Norms
- 00:40-00:50 – 52 Fathoms to Find Your Balance
- 00:50-01:00 – Awareness in Conflict
- 01:00-01:10 – Dutchman's Rope for Distancing
- 01:10-01:20 – River of Integration Diagramming
- 01:20-01:30 – The Rigid Beam Problem & Make Their Day Challenge

Session 2: Balance

- 01:30-01:35 – Re-Centering Purpose – Dynamic Reflection
- 01:35-01:40 – Centering: Arms with Purpose
- 01:40-01:45 – Attending: Balance Tools (PNG'M) II: Goals & Meaning

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- 01:45-01:55 – Releasing: Goals Meet Action – Sequencing II
- 01:55-02:00 – Breathing: Making Meaning with Ubuntu
- 02:00-02:15 – Balancing Balance: PNG’M vs. CARBing
- 02:15-02:30 – Beehive Awareness Games
- 02:30-02:45 – Jigsaw Facilitation
- 02:45-03:00 – Jigsaw Discussion

Session 3: Facilitation

- 03:00-03:05 – Re-Centering Purpose – Dynamic Communication
- 03:05-03:35 – Beehive Bullrings around The Tree
- 03:35-03:50 – What, So What, Now What Model
- 03:50-04:00 – Sequencing III: Taking Home Experience
- 04:00-04:15 – Yetziat Mitzrayim, Letting Go as Holding More
- 04:15-04:30 – Wrap Up, Final Questions, & Facilitator HATs

SESSION OUTLINE:

[Learning Facilitator (LF); Group (G); Small Group’s (SGs); Partners (Ps); Individuals (I’s)]

SESSION 1: DYNAMICS

Prep: Tie water knot into 2 of the MEDIUM webbing / ropes to create a circle, place to the side; tie double figure-8 or follow-through into largest LONG rope to create a circle, leaving as little slack outside of the circle as possible. Review Learning & Facilitation Models Appendix Models 1-5 for diagramming activities. Gather Post-its and writing utensils at the door, and the marker, Giant Post-its, and Easel at “The Wall” (somewhere visible from the whole room).

00:00-00:05 – Welcome & Purpose Post-Its

LF stands at the entry way, greeting each of the I’s as they walk into the space, introducing themselves (name & pronouns), waits for a response, and then hands them a post-it note and a writing utensil, and invites them to not write, but find a place in the space that feels right and consider the question *“What does being here mean to me?”*

Once everyone is in the room, LF will invite I’s to write down an answer on their post-it to the question: *“Why am I here?”* [answer inquiries as feels right]. During their writing time, LF will grab one of the MEDIUM webbing circles (to represent the ‘Introduction’ sphere; see Appendix 1: Model 3) and place it not in the exact middle of the space, but close-ish to it.

00:05-00:10 – Mini-Squirrel & the 3 E’s

LF will invite G to place their post-it notes in pockets or somewhere around the space they won’t lose them, stand around the Introduction sphere, hold on to it with at least one hand, and to notice things in their environment, their element (the webbing), and their equipment (anything on their person) by saying “Squirrel”, and then that which they notice.

Before the time is up, LF will invite G to introduce their name and pronouns to the rest of the group, as well as, if so inclined, to share the answer on their post-it.

00:10-00:20 – Raccoon Circle Norms

LF will invite G to place the Introduction sphere at their feet and retrieve the LONG rope (representing the Balance sphere, see App 1: Model 3), hand it over to G, and invite them to

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spread themselves evenly around its circumference, stepping outward until it is taught, but not strained, and then place both hands around it. This configuration of the G should be mostly in the middle of the space, with the Introduction sphere halfway in/out of it on the edge of balance, see Model 3; *careful of the possible tripping hazards*).

LF will invite G to place the rope at their feet, and then tell G that the rope itself will be the “Learning Zone”, or “Zone of Proximal Development” for their time together. Inside the ZPD will represent the comfort zone, outside the ZPD will represent the danger zone. LF will then ask the participants to ‘put up their social influence blinders’ (hands up on the face blocking peripheral vision), face the outside of the circle, and walk to a space from the center of the circle to the boundaries of the space that symbolizes how they are feeling so far.

LF will then invite I’s to raise a foot in the air, however they like, to indicate that they have a norm that they would like to group to follow during their time together, one that would help them stay in or maintain a ‘Learning Zone’ for themselves and others. LF will call on participants by their name, invite them to share, and write down their norm on a giant post-it pad in the middle of the Balance sphere.

As norms are introduced and written down, LF will invite I’s to move on their center-to-boundary line to indicate how the added norm makes them feel (i.e., closer/farther to their ZPD). Once a reasonable and effective set of norms are added by the group (i.e., everyone is standing on the ZPD), LF will invite G to put down their blinders, turn around, and repeat after them, the Invitation to Brave Space (Appendix 2) line by line. LF will then invite G to sign the Giant Post-it of norms.

00:20-00:30 – Hevrutah Intros & Sequencing I

LF will ask I’s to walk to the middle of the circle, making eye contact with whoever is directly across from them. This person will be their Partner for the duration of the Track, and during this time, they will be invited to sit together, introduce themselves, and plan 1 hour of [challenge course] activity for a group they are familiar with at camp (as a ‘back of the envelope’ formal/informal ‘sequence’): 1 min intro, 5 mins solo, 4 mins share (2mins each). *Emphasize connection between Purpose and Planning (how we plan is purposeful, or not)*

Near the end of time, LF will introduce the concept of ‘Perpetual Beta’: starting with a plan, always having it in mind, and always changing it in response to the people/environment. *Emphasize connection between Norms and Trying (how we try adheres to norms, or doesn’t)*

00:30-00:40 – Balance Tools (PNG’M) I: Purpose & Norms

LF will introduce the “PNG’M” acronym to remember “Balance Tools” as a facilitator, letting G know that we have just briefly touched on the first two: Purpose & Norms.

LF will invite Ps to consider together the questions:

- 1) What are the Purpose & Norms on your Course / at your Camp?
- 2) How are they decided? Who has access to that decision?

During this time, LF will place cards for 52 Fathoms (see Appendix 3) around the outside of the Balance sphere

LF will ‘break the fourth wall’ for a moment, and write up the phrase “Questions > Commands” on a giant post-it and place it somewhere in the space, near the signed Norms, then convene a “Ready Circle” by asking “Is everyone ready?” before moving on (a circle everyone joins once they’re ready; if not ready, they can stand inside or outside the circle, as

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they feel, and tell the group what they need to be 'ready'). *Once G is ready, LF will introduce the "Team Breath" tool (everyone takes a deep breath in, releases together).*

00:40-00:50 – 52 Fathoms to Find Your Balance

LF will introduce the 52 Fathoms rules: pick up a card, choose to take on the challenge, or place it back where you found it face down. If you complete the challenge, keep the card. Once all the cards are collected, the game is over.

During this time, LF will be throwing 'throwables' around the Balance sphere (warn G ahead before Fathoms begins to ignore them)

LF will re-introduce the concept of the 'Danger Zone' described earlier as the Sephirah World of Adam Kadmon (see Appendix 1: Model 4 & Appendix 4) – ask if any I's want to define it for G, otherwise - 'the unknowable chaos of the world' and how by our actions, we may not remove the chaos, but we can bring bits of it (the 52 Fathoms, into our ZPD). During this time, LF will be dropping the 4 Hula Hoops in different parts of the room, ish in a square, just outside of the Balance sphere

00:50-01:00 – Awareness in Conflict

LF will begin by numbering I's 1,2,3, or 4, then the Hula Hoops 1,2,3, and 4, and then introduce the 'Hula Hoop' Game rules: *say exactly:* "by the end of time, your goal is to have the most objects possible in your Hula Hoop. GO!" (2 minutes max, maybe less depending on activity / energy level). If the G doesn't discover the solution, LF will act disappointed, ask them to spread the throwables back around the sphere, restart the timer, repeat the instruction above, and see if they get it on the second round. If not, LF will stand in the Conflict sphere space (Appendix 1: Model 3) invite everyone (in a disappointed tone) to simply gather all of the objects, and the Hula Hoops (leaving the 'spheres') and bring them to LF and place them all together in a pile.

Once all of the hoops and throwables are in one pile (i.e., the most amount of objects are all in their hoops), LF will act excited and congratulate the group for accomplishing their goal.

LF will then lay down the second MEDIUM webbing / rope circle, label it the "Conflict" sphere, and introduce the World of Atzilut – ask for definition from any willing I's – the world of emanation, and how things are emanating into our world all of the time, how each of us makes sense of that which emanates is what leads to conflict [because everyone's sense of the emanation is unique]. "We are going to explore what we can do to create healthy version of this conflict throughout our Track time together..."

01:00-01:10 – Dutchman's Rope for Distancing

LF will ask for G assistance in moving materials to the side / out of the way, reshaping the spheres with Balance on top and Introduction and Conflict halfway in/out, and then ask the group to "eagle-wing" around the outside of the sphere – arms spread, no finger tips touching.

LF will then ask if anyone in the group is familiar with the "Butterfly knot" and would like to teach the group how to tie it (if not, LF will – 3 loops around the palm, thumb-sided loop to the finger-side, new thumb-sided loop over and through the other two, pull tight on the byte, then on the ends).

Using this new "Dutchman's Rope", LF will lead a short game (3-5 turns) of "Where the Wind Blows" – The wind blows for...[name commonality, if true for I's move to another knot on the

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circle] – through the middle of the sphere, THEN another round (3-5 turns) around the outside. Note: to make the point, knots should be 6 feet apart.

LF can end the game by mentioning the origin of the strategy for rowing and hauling on sailboats, as well as its application in a Post-COVID world... taking action in a world created for us; then introducing the World of Beri'ah – ask G for definition – the world of Creation, where what emanates is created in our world; while we don't have direct access to this World (we are not G-d), our Actions, the World we do have access to, 'ripples' through the World of Formation to affect this world.

01:10-01:20 – River of Integration Diagramming

LF will invite G to “The Wall” (some space where the Giant post-its can be stuck to the wall and seen by all (e.g., an easel) and draw first the concentric Four Worlds (in the center - Action: Dutchman's Rope; beyond it, Formation: exchange between our Actions and those of G-d: Creation, beyond it; and beyond Creation, Emanation, and Adam Kadmon outside of it.

LF will then note that since we only have direct access to our actions, and not their formation, or the other worlds, it is helpful to consider the River of Integration & the Sephirot (see Appendix 1: Models 5 & 6, highlights parallels between Rigidity & Severity, Mercy & Chaos, Balance & Integration), in an attempt to maintain awareness of where we are within that world, and where we want to be (integration). LF will then ask for thoughts and reflections on the day from G.

01:20-01:30 –The Rigid Beam Problem & Make Their Day Challenge

If there is still time, otherwise skip: LF will introduce the Rigid Beam Problem: that if you have a perfectly rigid beam (no flex), and place a post / balance point at either end and one in the middle, it is impossible to determine the amount of force on any one point. If, however, you allow for the beam to flex, to bend, it becomes a solvable problem.

Finally, LF will introduce the Make Their Day Challenge, where each I's ‘simple, doable gift’ while at Cornerstone that would “make their day” is shared with the group. The challenge then goes out to the G to accomplish that challenge before the end of the seminar.

SESSION 2: BALANCE

Prep: Reset room from Session 1 with the Balance sphere in the middle of the room, with the Introduction and Conflict spheres at the SW and NW corners of the sphere halfway in/out (overlapped like a Venn Diagram). Also tie the third and fourth MEDIUM webbing / ropes with a water knot in a circle, these will be the Creation and Identity spheres for Model 3 (Appendix 1), but leave them off to the side for now. Gather Post-its and writing utensils at “The Wall”. Also, gather the SMALL ropes for knot-tying in the NE corner of the room. Also, gather the stick and Ubuntu cards, blow up the Moon Ball (the beach ball), stack the Spot Tag spots around the edge of the space, etc.

01:30-01:35 – Re-Centering Purpose – Dynamic Reflection

LF will invite I's into the space as in the first session, asking them to consider what being there means to them, with a post-it to record an answer to the prompt “Why am I here?” when ready, and a direction to honestly consider the difference between the two questions.

LF will introduce the theme of the day as Balance, and how for the first part, the major consideration will be the differences between the PNG'M (perception) and CARBing (action) concepts in the mind of the facilitator.

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01:35-01:40 – Centering: Armed with Purpose

LF will gather the G around the NE side of the space, and introduce the following motions to be followed by the I's: count 1 to 6, and first, with only the left arm, raise it to 90° on 1&4, 180° on 2&5; and 0° on 3&6, and then second, with only the right arm, raise it to 180° on 1,3,&5, and 0° on 2,4,&6; then combine both patterns at the same time. LF will then leave the group to practice these movements, providing encouragement, while gathering the SMALL ropes and placing them at their feet.

As another challenge (for those who have gotten the Arms challenge or those that haven't), LF will invite individuals to try tying a figure-8 follow through knot, encouraging "each one to teach one" if they already know, and if many already know, challenging them to 'throw' the follow-through by twisting a bite in the rope and throwing the end through it.

At the end of this time, LF will lay the Creation sphere webbing/rope onto the edge of the Balance sphere in the NE corner, halfway in/out, and introduce the idea that the things we create, whether they are created in the image of our expectations or not, are the moments & products of our goals meeting our meanings, and what ends up getting created is the confluence of these Balance tools (Goals & Meaning).

01:40-01:45 – Attending: Balance Tools (PNG'M) II: Goals & Meaning

LF will invite I's to find their Ps and sit down to discuss the following questions:

- 1) How are Goals and Meaning decided on your course / at your camp?
- 2) Who has access to this decision process?

01:45-01:55 – Releasing: Goals Meet Action – Sequencing II

LF will instruct Ps to revisit their sequences they planned at the beginning of Session 1, this time spending 3 minutes brainstorming / adding notes and concepts they've considered in the last 24 hours, 3 minutes adapting, editing, and changing their overall plan, and 3 minutes sharing (90 seconds each) with their partner where their plan is at now. With last minute, Ps give each other feedback / additional thoughts to consider

During this time, LF will be setting out the Identity sphere (see Appendix 1: Model 3), and laying the Ubuntu cards with large images face up inside of it.

01:55-02:00 – Breathing: Making Meaning with Ubuntu

LF will invite G to join them around the newly lain Identity sphere, and inviting them to select a card that represents their current sequencing plan to them. LF will also invite I's to share why they chose the image that they did.

02:00-02:15 – Balancing Balance: PNG'M vs. CARBing

LF will invite G to sit around the Balance sphere, and go on a mental tour of what has been said so far: Balance matters, that it happens through the Tools: Purpose, Norms, Goals, and Meaning, that these tools support effective Introduction, Conflict, Creation, and Identity processes, and that for the facilitator, PNG'M guides awareness of leverage points, while CARBing guides access and interaction by Gs. If there is time, introduce Barrett's learning model (see Appendix 1: Model 1)

Questions for reflection during this time:

- 1) What's going on in the group right now?
- 2) How have the balance tools supported activity so far in our Track?
- 3) How have the balance tools gone implicit on your course / at your camp in the past?

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- 4) What can we do as facilitators to make them explicit, accessible, inclusive, and supportive for our Purpose and Goals at camp / on the course?

LF will invite I's towards the end of this time to 'express their balance' at this moment, as they see fit, and ask for 3 volunteers to try their hand at facilitation.

02:15-02:30 – Beehive Awareness Games

For each volunteer facilitator, LF will provide the materials & directions for the first 3 games (the 4th game will be introduced towards the end to provide preparation time for the Jigsaw Facilitation):

- 1) Polar Bears: 2-5 dice;
 - a. Prompt: "How many Polar Bears? How many Icebergs?"
 - b. Rules: Middle dots on dice are icebergs, outer dots polar bears, no bears without icebergs, add them up.
- 2) Triangles: no materials;
 - a. Prompt: "There's a triangle between [name 3 objects / spots / people in the room]; Whose Triangle is it?"
 - b. Rules: Whoever speaks first is whose Triangle it is
- 3) The Stick Dance: a stick;
 - a. Prompt: "I can do the stick dance [repeat 3x in a tune], Can you?" offering the stick to someone else
 - b. Rules: In order to do the stick dance, you must touch X part of your face before you start the song
- 4) Elephants: no materials;
 - a. Prompt: "There are ## elephants [preposition] [name object / spot / people in the room] 3x; [Question inquiring about the number of elephants]?"
 - b. Rules: However many words used to form the question (e.g., "How many?" = 2; "How many elephants are there in the room?" = 8) are how many elephants there are.

Beehive Facilitation Rules:

- 1) Solve the Puzzle: take over facilitation
- 2) Have facilitation taken over: pass facilitator HAT, confirm new facilitator has it, then move to next group
- 3) Give up: move to next group

During this time, LF will set up Spot Tag around the Balance sphere, leave the Moon Ball in the Creation Sphere, and mark the Spotting Spot in the Conflict sphere; Towards the end of this time, LF will invite 3 new I's to facilitate the next set of activities, peeling them off from the group activity, hand them their portion of Appendix 5, and providing time for the rest of the group to continue trying to solve the puzzles, or introducing the Elephants Puzzle

02:30-02:45 – Jigsaw Facilitation

LF will provide materials and directions for the following games to the 3 volunteer facilitators, then number the G from 1-3 to create SGs for each activity:

- 1) Moon Ball
 - a. Group Goal: get as many "bounces" in a row as possible without the ball touching the ground
 - b. Facilitator Goal: to create space for the group to ideate, agree on, and implement norms/rules to increase the odds of success / the length of bounce streak

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- c. Ignition Prompt: What is the 'natural' process of norm-forming in pursuit of a goal? How do you make this accessible *throughout* an activity?
- 2) Spotting
 - a. Group Goal: to be able to lean on one another, and have others lean on them
 - b. Facilitator Goal: to create space for the group to learn effective PEMSS (physical, emotional, mental, social, spiritual) spotting techniques (e.g., hands in the shape of spoons, low center of gravity, adaptive stance, affirmative consent, nonviolent communication)
 - c. Ignition Prompt: What is the most important aspect of learning to spot another? How do you create activity that instigates learning exactly that?
- 3) Spot Tag
 - a. Group Goal: to move across the circle, exchanging their place with another
 - b. Facilitator Goal: to create space for the exploration of 'success', 'competence', 'failure', and question the lines between competition and collaboration
 - c. Ignition Prompt: What rule will you decide, if any, to trade spots in the circle, and how will you present it to the group?

02:45-03:00 – Jigsaw Discussion

LF will number I's from each SG 1-3 (to regroup/jigsaw them) and then lead a discussion of the following questions for each SG (e.g., they can all hear the prompt, but speak to their own experience from each activity):

- 1) What does it feel like to be an individual in balance?
 - a. With the group?
- 2) What does it feel like to be a group in balance?
- 3) What does it feel like to be a group out of balance?

LF will throw in reminder about the Make their Day challenge (with time, each I's mention their 'gift' again), and that their last session will be an opportunity for them to facilitate in their own way, so it would be valuable to spend some time thinking about what that looks like.

SESSION 3: FACILITATION

Prep: Reset room from Session 2 with the Balance sphere in the middle of the room, with the Introduction, Conflict, Creation, and Identity spheres at the SW, NW, NE, and SE corners of the sphere halfway in/out (overlapped like a Venn Diagram). Place the SMALL ropes in groups of three around the Balance Sphere (try to have at least 10 'bundles', or 30 ropes, for the bullring Sephirot, if there are less than 20 participants, make braids as described below minus the number of pairs to total 10 braided Sephirot – see below – and set aside). Make sure all of the Models reviewed so far in the Track (see Appendix 1) are visible somewhere around the room, ideally at "The Wall", somewhere everyone can see them / contribute to / change them if the inspiration arises. Also, gather random objects, throwables, balls, bones, hula hoops, cones, that can be used with the bullring (see below) on the edge of the Balance Sphere.

03:00-03:05 – Re-Centering Purpose – Dynamic Communication

For the last time, LF will invite I's into the room, greeting them, handing them a post-it, and encouraging them to consider first "What does it mean to me to be here?" and then second to answer "Why am I here?" on their post-it. LF will also invite I's to find their Ps and sit down together near a group of the SMALL ropes.

LF will invite participants to braid their three ropes together into a circle with the following method: one P holds the ends of the ropes, while the other braids them (A over B, C over A, B over C, repeat); once the length of the strands are braided, Ps will work together to 'splice'

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the ends by tucking the strand ends of one braid into the folds of the other, pulling all the way through to the start of the braid on the other side; then, repeat the process on the side, then continue to tuck the strands on each side into the folds of the other until the strands are too short to tuck any more. This should create a circle braid, and the LF will invite the G to tuck their Purpose Post-its into the folds as well, wherever they see fit.

LF will then invite G to create a Sephirah out of their braided loops (or new Sephirot) in the Balance sphere (make sure the model is visible somewhere in the room, see Appendix 1: Model 6).

03:05-03:35 – Beehive Bullrings around The Tree

Once the Sephirah is laid out on the ground, LF will bring out the “bullring” and introduce its features and safety measures (many threads, all being held by participants, not pulling too hard, tripping, etc., model 3 E’s). LF will also spread the random bullring objects around the space and ask for anyone prepared to facilitate to volunteer (first come, first serve).

Rules for the Beehive Bullring:

- 1) Facilitators must present a goal that requires the bullring to move from one Sephirah braid to another
- 2) Once each goal is achieved, Facilitators read the blurb for that Sephirah (see Appendix 4), then switch to another Facilitator

At the end of time, or when the group has sunk into a repetitive place, LF is welcome to inspire change, creativity, etc., and/or move on.

03:35-03:50 – What, So What, Now What Model

LF will model the What, So What, Now What structure of a debrief for G:

- 1) What happened in this activity? What else...
- 2) So What does that mean for this group/activity? For Facilitation generally? For the challenge course / camp?
- 3) Now What will you do in the future considering...? Now What will you look for in the future thanks to...?

03:50-04:00 – Sequencing III: Taking Home Experience

LF will invite Ps to gather for the last time, and once again transform their 1 hour sequence plan based on their experiences throughout the track / cornerstone, in whatever format they decide amongst themselves.

04:00-04:15 – Yetziat Mitzrayim, Letting Go as Holding More

LF will invite Ps into a G in the Balance sphere for the last time, and hand out the Narrow Place source sheet (Appendix 6). LF will begin by asking for I’s to volunteer reading a select few of the sources that seem most relevant to what has emerged so far in the group, and then ask for reactions to the following questions:

- 1) How does “the narrow place” relate to our experience on the challenge course? How about camp more generally?
- 2) How do we “hold more” at camp? On the course?
- 3) How do we engage others in “holding more”?

04:15-04:30 – Wrap Up, Final Questions, & Facilitator HAtTS

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LF will open time to for I's to ask final questions, and then hand out take-homes: Plain decoratable hats (with sharpies, decorating elements, etc.) to take down whatever notes that they want to from the room / cornerstone generally to wear out.

NOTE: If not doing the hat decorations, spend 10 more minutes elsewhere, or making a different take-away (potentially braided / knotted bracelets with the sephirot braids) and spend 5 in wrap-up and final questions – still introduce HAtTS algorithm, but make it a High-Five: HA! TSsss to complement sweet facilitator moves

Finally, LF will introduce HAtTS: Hearts Attending to Transformational Structure meaning (on their hat, hopefully worn throughout the seminar so far) and make sure each of the acronyms used is available around the room (and invite the I's to come up with their own!):

- HAtTS: Hearts Attending to Transforming Structure
- PNG'M: Purpose, Norms, Goals, & Meaning
- CARBing: Centering, Attending, Releasing, Breathing
- ICBCI: Introduction, Conflict, Balance, Creation Identity
- Rol: River of Integration
- Q > C: Questions over Commands
- ZPD: Zone of Proximal Development
- LFB: Lisa Feldman Barrett

BRINGING IT TO YOUR CAMP:

- At camp there isn't always a lot of time, consider the many mini-activities here as elastic: they can be lengthened or shortened or chopped up as needed to come back to later or squeeze in while waiting for water bottles to fill (see Awareness and Jigsaw games in particular for this purpose)
- There is a lot of heady stuff here, especially in Appendix 1. If you cut stuff out, GREAT! Trim to the essential bits you find most inspiring and build around that (recommendations: PNG'M & CARBing activities are great and get the point across: what matters is how we define our Purpose, Norms, Goals, and Meanings in every moment, who has access to these defining moments, and how they're made explicit.
- Consider the various ways to use a circle; an entire 3 hour challenge course progression can happen in one room with one rope and a dedicated and thoughtful facilitator, don't forget to start from your own purpose, and sprinkle in what you see here as its useful *for that*.
- Don't forget the **PHYSICAL** distancing (*not social*) tips and possibilities inherent to the Dutchman's Rope: learning to tie knots is great, as are fun ways to run around friends (see also / google: helicopter arms, force-field tag, and pool noodle games); COVID doesn't have to equal CLOSED!
- If going for the full weight of the Spheres / Sephirot connection, the most valuable piece here is balance **and there are so many ways to engage in balance**, consider what you might do to lighten the load on the heads of those less engaged by individualizing the balance challenges, and balancing that individuation with pair and small group groupings before moving to the whole group. For example, how can you use a Jigsaw strategy with the Sephirot to engage and give ownership to participants from the get go?