

# ROARING RAPIDS CHALLENGE

Item #1034

**What Are the Educational Applications?**

Roaring Rapids Challenge is an excellent beginning or addition to an adventure program curriculum because the activity combines skill, agility, and most importantly, promotes group problem solving and group cooperation. Roaring Rapids Challenge has a strong visual appeal and generates excitement and curiosity across all grade levels. When approaching the challenge, the nature of the problem becomes apparent to the group. Students favor this particular problem-solving activity because they see it as achievable and sense that each member of the group will have an important role in solving the challenge.

**How Can I Use This Product With My Students?**

*Objective:*

Imagine you are walking across rocks above roaring rapids. Your objective is to get to the other side without falling into the water. There are two catches: (1) you are linked to your team of two or more members (so they can save you before you fall in) and, (2) you can only step on your team's predetermined rock color. Plus, four teams cross simultaneously from different sides, adding to the challenge.

*Set Up:*

1. The Roaring Rapids Challenge can become a fairly simple activity or difficult depending upon the course layout (i.e. beginner, advancer beginner, intermediate or advanced challenge courses diagramed below).
2. Use the same number of rocks for each team when setting up the course.
3. Rocks are spaced approximately three feet apart from each other. Spacing of the rocks depends on the: (1) student's age (with the rocks placed closer to each other for younger students and further apart for older students), and (2) available activity space.
4. Decide how many students are on a team. The fewer number of team members, the easier the task. Use the following guide when creating teams given the student's developmental level:

<b>Developmental Level</b>	<b>Number of Team Members</b>
Beginner	1-2
Advanced Beginner	3-4
Intermediate	5-6
Advanced	7-8



*Rules:*

1. While linked (e.g. holding: hands/wrists/arms; scarves; lummi [rhythm] stick, etc.) to other team members, move from one side of the rapids to the other without falling into the water.
2. If a student falls off a rock, the whole team must start again at the shore line (beginning).
3. If a student places any part of his/her body on a colored rock other than the teams' color, the team must start again at the shoreline.
4. THIS IS NOT A RACE! This is a cooperative team challenge. The team is to work together, as a group, to accomplish the goal of crossing the rapids without falling off the rocks.

**How Do I Make This Product Developmentally Appropriate For My Students?**

*1. Challenge Course Layout:*

This product is appropriate for ages 8 through adult, and encompasses all developmental levels, depending upon the course layout used (refer to the challenge course layout diagrams).

- a. The Beginner Course was designed to familiarize students with the activity. The objective is for students to get across the rapids working together as a team.
- b. The Advanced Beginner Course introduces the students to the challenge of passing through a group of students to cross the river.
- c. The Intermediate Course is a little more challenging because students are required to pass through two groups of students in order to

cross the river.

d. The Advanced Course is the most difficult.

Teams must choose one of many paths which will allow them safe passage through the rapids.

**2. Introduce Consequences:**

You can make the challenge more difficult by introducing consequences if the student's fall off the rock. There are three possible consequences (listed below). The consequence you choose is based on the groups' developmental level.

- a. If a student falls into the rapids, or uses another team's rock, the team must go back to the shore and start again.
- b. If a student's toe touches the water and the student is able to recover, the team is allowed to continue their journey without returning to the shore.
- c. Setting a limit on how many touches a team is permitted before they must return to shore (e.g. three touches = everyone returns to the shore to start again).

**3. Number of Team Members:**

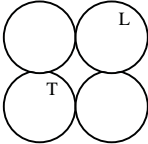
The fewer number of team members, the easier the task. Use the following guide when creating teams given the student's developmental level:

<u>Developmental Level</u>	<u>Number of Team Members</u>
Beginner	1-2
Advanced Beginner	2-4
Intermediate	2-6
Advanced	2-8

**4. Team Member Orientation:**

The fewer number of team members, the easier the task. Use the following guide when creating teams given the student's developmental level:

<u>Challenge Course (Developmental Level)</u>	<u>Team Member Orientation</u>
Beginner Course 1 (easy)	Partners stand in a single file line, one behind the other facing forward and move from the beginning shore line to the other side.
Beginner Course 1 (hard)	Partners stand in a single file line, one behind the other facing backwards (students have to navigate through the course backwards) and move from the beginning shore line to the other side.

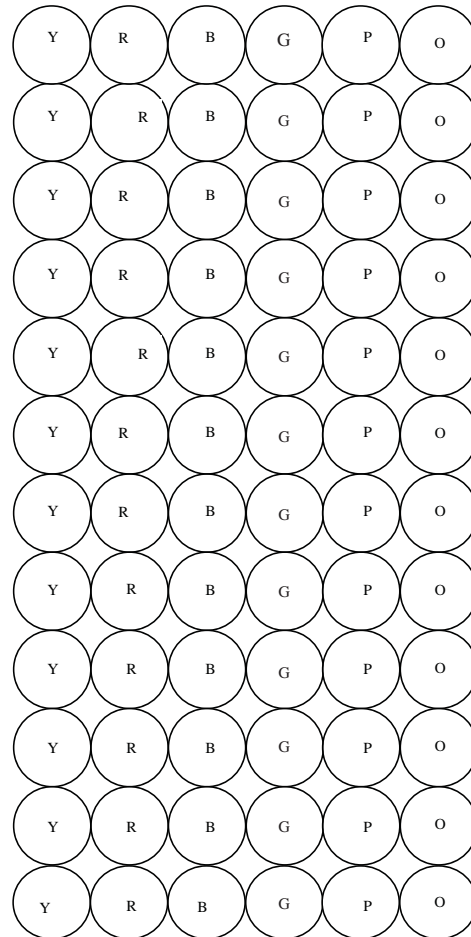
Beginner Course 2 (easiest)	Partners stand side by side facing forward and move from the beginning shoreline to the other side.
Beginner Course 2 (easy)	Partners stand side by side facing one another (students have to side step through the course) and move from the beginning shore line to the other side.
Beginner Course 2 (hard)	Partners stand side by side in a staggered/diagonal (the leading student [L] is one rock ahead of the trailing [T] student) pattern and move from the beginning shore line to the other side in this manner: 
Beginner Course 2 (harder)	Partners stand side by side facing backwards and move from the beginning shoreline to the other side.
Beginner Course 2 (hardest)	Partners stand side by side in a staggered/diagonal pattern, facing backwards and move from the beginning shoreline to the other side.
Advanced Beginner Course 1 (easy)	All team members stand in single file line, one behind the other facing forward and move from the beginning shoreline to the other side.
Advanced Beginner Course 1 (hard)	All team members stand in single file line, one behind the other facing backwards, and move from the beginning shoreline to the other side.
Advanced Beginner Course 2 (easy)	Team members pair with another team member. Each team pair stands side by side facing forward. One pair at a time moves from the beginning shoreline to the other side. After the first team pair steps on to the third set of rocks, the next team pair starts across.

Advanced Beginner Course 2 (hard)	Team members pair with another team member. Each team pair stands side by side facing one another (students have to side step through the course). One pair at a time moves from the beginning shoreline to the other side. After the first team pair steps on to the third set of rocks, the next team pair starts across.
Advanced Beginner Course 2 (hardest)	Team members pair with another team member. Each team pair stands side by side facing backwards. One pair at a time moves from the beginning shoreline to the other side. After the first team pair steps on to the third set of rocks, the next team pair starts across.
Intermediate Course 1 (easy)	All team members stand in single file line, one behind the other facing forward, and move from the beginning shoreline to the other side.
Intermediate Course 1 (hard)	All team members stand in single file line, one behind the other facing backwards, and move from the beginning shoreline to the other side.
Intermediate Course 2 (easy)	Team members pair with another team member. Each team pair stands side by side facing forward. One pair at a time moves from the beginning shoreline to the other side. After the first team pair steps on to the third set of rocks, the next team pair starts across.
Intermediate Course 2 (hard)	Team members pair with another team member. Each team pair stands side by side facing one another (students have to side step through the course). One pair at a time moves from the beginning shoreline to the other side. After the first team pair steps on to the third set of rocks, the next team pair starts across.
Intermediate Course 2 (hardest)	Team members pair with another team member. Each team pair stands side by side facing backwards. One pair at a time moves from the beginning shoreline to the other side. After the first team pair steps on to the third set of rocks, the next team pair starts across.

Advanced Course 1 (easy)	All team members stand in single file line, one behind the other facing forward and move from the beginning shoreline to the other side.
Advanced Course 1 (hard)	All team members stand in single file line, one behind the other facing backwards, and move from the beginning shoreline to the other side.

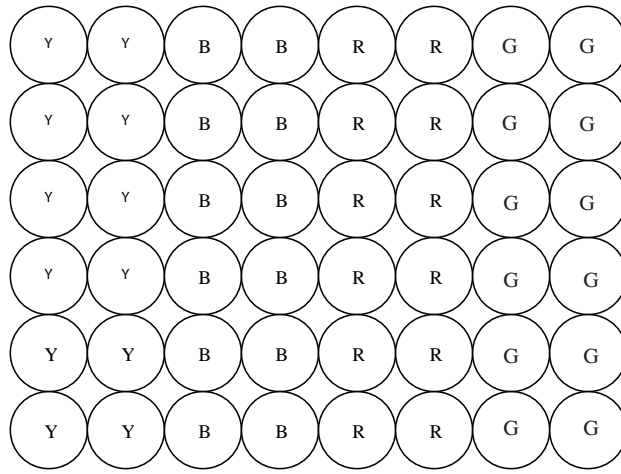
### ACTIVITY #1: BEGINNERS CHALLENGE COURSES

#### *Beginners Course 1*



Y = Yellow Rocks      O = Orange Rocks  
R = Red Rocks        P = Purple Rocks  
B = Blue Rocks

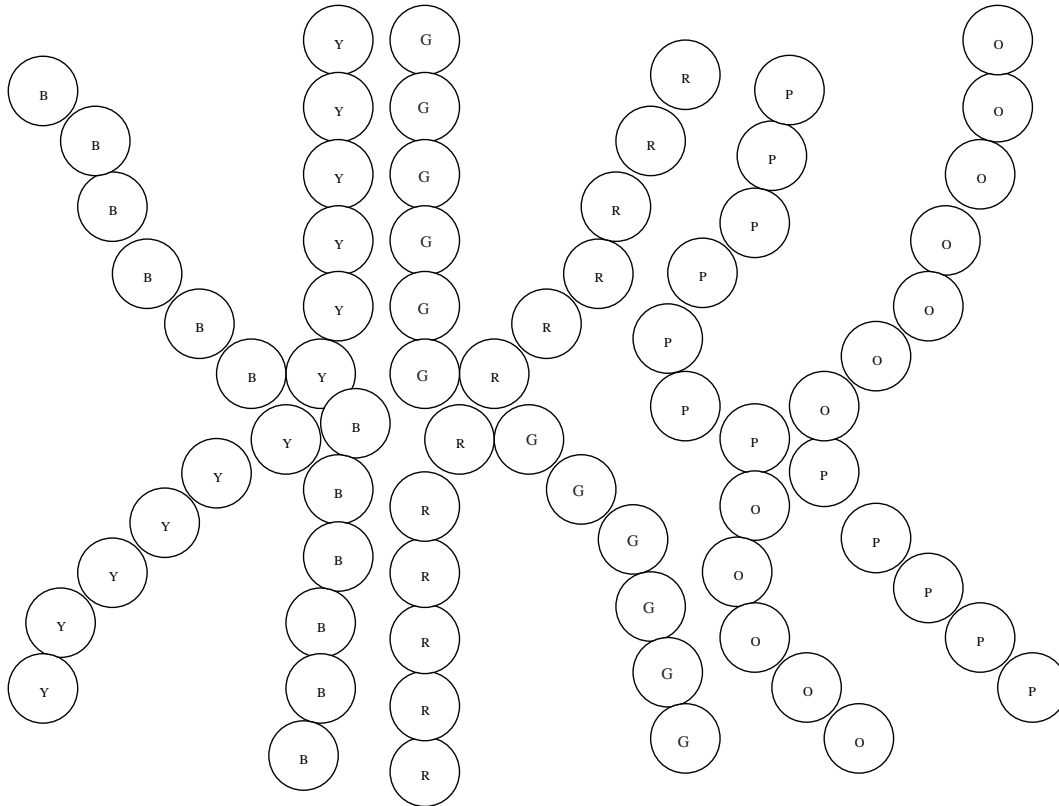
*Beginners Course 2*



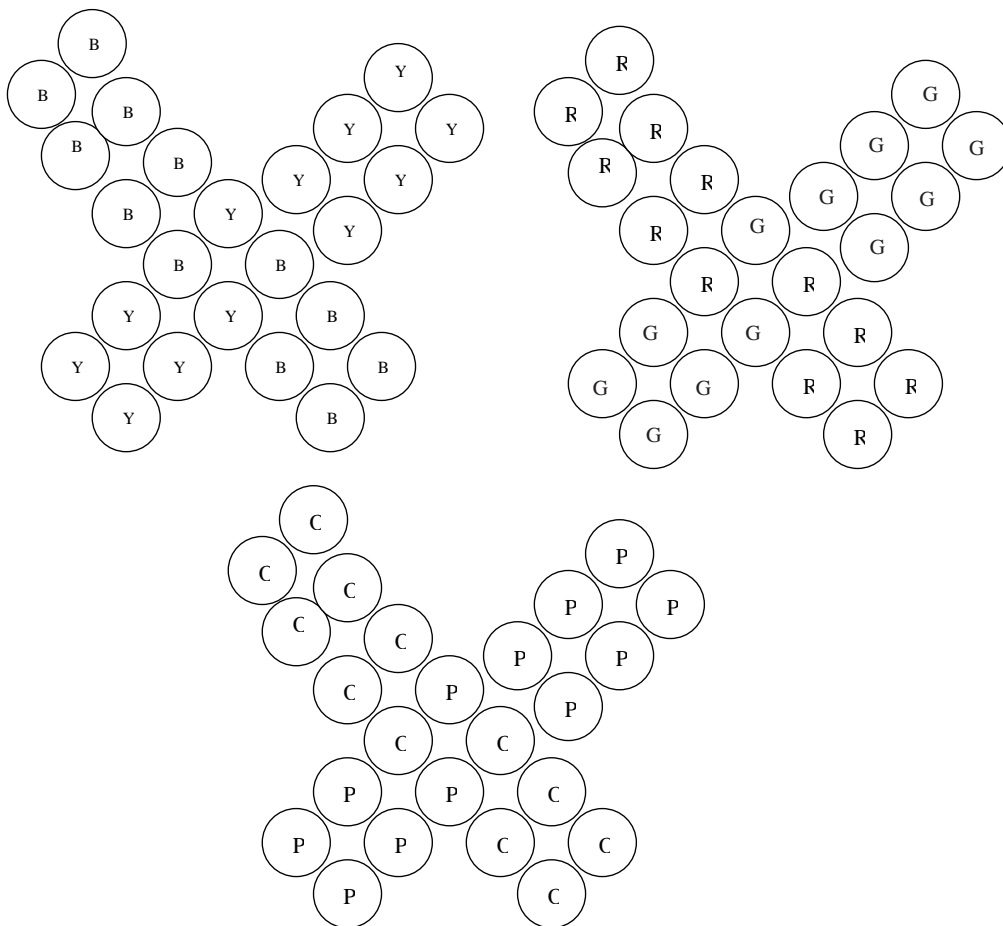
Continue the same pattern for the Purple and Orange Rocks

**ACTIVITY #2: ADVANCED BEGINNER CHALLENGE COURSES**

*Advanced Beginner Course 1*

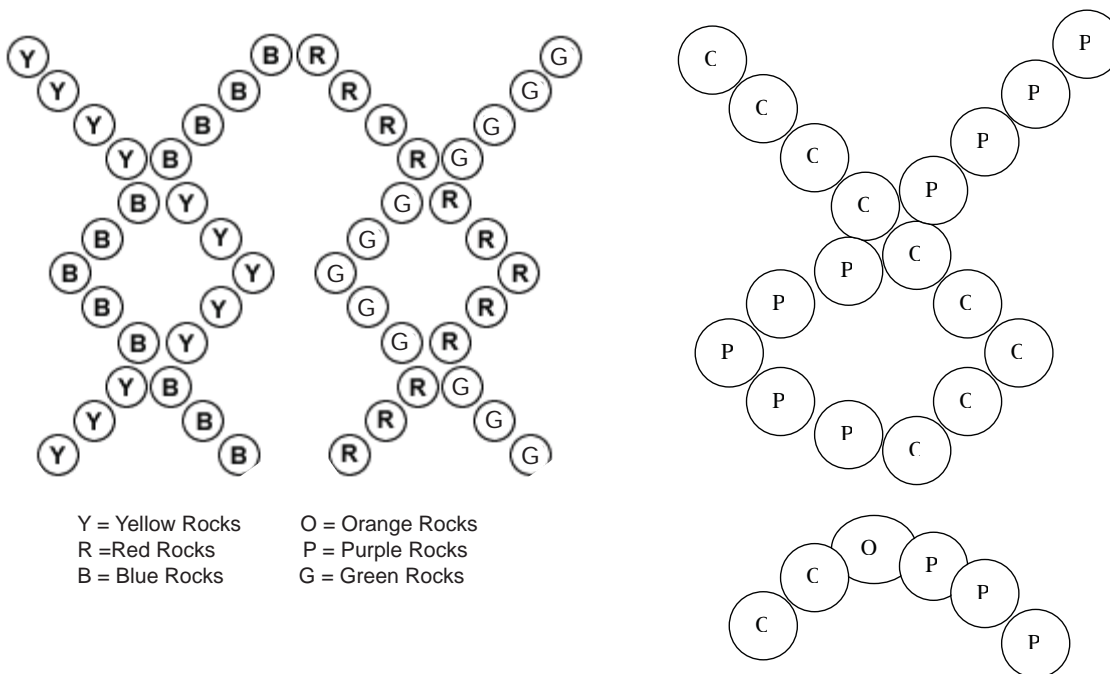


Y = Yellow Rocks  
R = Red Rocks  
B = Blue Rocks  
O = Orange Rocks  
P = Purple Rocks



**ACTIVITY #3: INTERMEDIATE CHALLENGE COURSES**

*Intermediate Challenge Course 1*



Y = Yellow Rocks  
 R = Red Rocks  
 B = Blue Rocks  
 O = Orange Rocks  
 P = Purple Rocks  
 G = Green Rocks



## How Does This Product Relate to Current Educational Thinking?

1. Have students comment (either written or verbally):
  - a. What did participating in this activity teach them about cooperation and teamwork?
  - b. How did they feel, both as an individual and as a group, during the experience?
  - c. How did the group resolve conflicts and/or problems? Did it work? Why/why not?
  - d. Have students complete the following sentences: "I'm glad that I performed the Roaring Rapids Challenge because..." or, "The most important thing I learned performing the Roaring Rapids Challenge is..."
  - e. Allow them to create a picture of what they did or learned. Display pictures on a bulletin board for all to see.
2. Have one person on each team explain in detail how decisions were made, what was done, who did it, how things worked out, etc. If anyone in the group feels that something was omitted, have them continue with what was missed and then finish the story. Point out how this relates to cooperation.
3. Take Polaroid/Digital and/or video pictures of the students in action during the lesson. At the end of the lesson, show students the photographs/video and compare what you see to what they see.
4. Have students create their own challenge course. The best learning environment is one where students are involved in the learning process. Students learn best when they are allowed to make choices and are given numerous opportunities for cooperative learning. Help students learn and assert their individualism and use higher order thinking skills by having them create their own challenge course. Present just the rocks without the course diagram to the students and allow them to create their own challenge. In doing this, you are introducing the teaching/educational philosophy known as progressivism. Progressivism allows students to come together and explore a problem in terms of how it relates to their own experiences and ideas as well as those of their group members. Students will take the knowledge from the groups' discussions on course development and create something uniquely their own based on the groups' abilities.

## In view of COPEC'S (Council on Physical Education of Children) position that all activities have both appropriate and inappropriate practices, please list and describe a few appropriate practices regarding how this item or these activities are valuable to a physical education program.

1. It is important that you, the teacher, monitor the groups' progress. However, do not interfere with their planning processes. At the start of the Roaring Rapids Challenge, the groups realize they must plan and organize a strategy in order to be successful. The difficulty occurs when plans need

to be adjusted due to a failed attempt. Generally, younger students forget to regroup and modify their original plan. Other times, individual needs offset the need to work as a group and this may not be fully recognized until the groups have had an opportunity to reflect upon their behavior. Initially, there may be significant conflict within the group. Allow students to assess, reformulate, and restart their efforts if they were not successful on the first attempt. Student centered, my role as the teacher will also be crucial to learning. I will serve as a facilitator for the literature circles to make sure that groups are staying on-task, and to guide the direction of student discussions. During each class, I will bring everyone together so that each group can communicate its findings with the class and discuss how the novels relate to each other.

2. When first introducing Roaring Rapids Challenge to students, allow them to individually walk on the rocks, through the course, especially for young and/or beginner learners. Doing so gives them much needed practice time before they participate in the actual activity. Also, it allows the teacher to visually observe the students to see which students are skilled at balancing and which students may need extra practice time or help and care when participating in the activity in partners or in a team.
3. Students move through each course, as well as developmental levels, in sequence. Students must go through and be successful with the beginner course before they move onto the advance beginner course. Students should be successful in the Advanced Beginner Course 2: walking forward, before they perform the more difficult advance beginner course walking sideways; and they must walk sideways before they try walking through the course backwards. Progressively moving the students from easier to harder tasks keeps the students motivated and interested in the task. It also allows them to be successful before moving onto something more difficult before they are ready.
4. Set up the Roaring Rapids Challenge course BEFORE students enter the activity space. If you set up after the class gets there, that dead time is both a waste of your precious physical education time and an invitation for trouble to start.
5. Supervise students as they participate in the activity. Make sure the students are on task, cooperating with one another, and adhering to the rules.
6. Give positive reinforcement and feedback to the students as they participate in the activity.
7. Demonstrate what you want the students to do before they are told to participate in the activity. Some children are auditory learners, many are visual learners. Give them both. Be sure to demonstrate exactly what you want them to do.
8. Check for student understanding of how to play the game and the rules before allowing the students to participate in the activity.
9. Stand where everyone can hear when you talk. It

will save having to repeat yourself. It will eliminate confusion when the activity begins (confusion is breeding ground for misbehavior). If you have a quiet voice, or prefer not to shout, allow the students to sit close to you in a semi-circle formation when you need to say something.

### **Safety Issues & Concerns**

1. Do not allow students to pull each other along the rocks.
2. To decrease the likelihood of students twisting their ankles while participating in the activity, perform ankle warm-up exercises prior to starting the Roaring Rapids Challenge.

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