**Introduction:**

The Venture High Team Challenge Course (HTC) is made up of several programming options including the Odyssey, Iliad, Giant Swing, and Belayed Elements. The Odyssey course (built in 2002 by Alpine Towers Inc.) provide flexible team building options that are an extension of our teamwork focused mobile and TC programs, but adds a new level of intensity. The Iliad course (built in 2010 by Phoenix Experiential Education) continues to offer teambuilding in the form of building strong partnerships between two people as they cross the course. The Giant Swing and Belayed Elements are designed to push physical and mental boundaries of participants to help them gain self-confidence.

**Venture Vision/Mission**

The venture mission is to provide transformative group experiences using tailored challenges and guided reflection:

- We engage people in meaningful and challenging experiences to address individual, leadership, community and service issues.
- We strive to be a catalyst to increase the students' sense of self worth and personal responsibility.
- We provide opportunities for the development of leadership qualities through trainings and positions of responsibility.
- We design activities for small groups in which participants experience a sense of community, open communication, and teamwork.
- We regard the development of stewardship for the earth as an inherent component of all we do. We promote awareness and sense of personal responsibility for preserving the natural environment.
- Through service, participants can actively contribute to their communities, while creating connections, learn compassion, and developing character.

**The Instructor’s Role**

*A leader is best when*

*People barely know that he exists.*

*Of a good leader, who talks little,*

*When his work is done, his aim fulfilled,*

*They will say, “We did this ourselves.”*

Lao Tse

To be an instructor, you must also be a leader and role model. Many participants will place absolute trust in you; they will have complete faith in your judgment and will often develop close emotional ties with you quickly. With your guidance, participants may have some of the most memorable experiences of their lives.
Assuming the role of instructor can be an awesome responsibility. Therefore, when you accept the position, you must take it very seriously. You must be mindful of the impact your actions will have on your participants and be aware of this factor in preparing for and conducting a workshop. You must impart, through your behavior, the following values, all of which are integral to the Venture philosophy:

- Belief in and commitment to high-level wellness
- Openness and honesty
- Respect for the individual (manners, language, challenge by choice)
- Respect for diversity (welcoming to all)
- Respect for the natural environment
- Respect for equipment and personal property
- Physical fitness.

Finally, safety must be your overriding concern at all times. This manual is intended to provide you with principles and guidelines to guide everything you do. Not only must you be safety-conscious yourself, you must also teach your participants how to be responsible for themselves and others.

**Policy and Procedures**

This manual is intended to represent Venture's policies and procedures. Policies we have changed from the Alpine Towers Odyssey Manual are marked with an asterisk (*). These represent our Local Operation Procedures (LOPs). This means that these procedures and policies may change if you participate or staff another course.

Venture staff will be informed of any changes in policy, procedure, and/or practices. These changes will most likely be directed to you via e-mail and updated in the manual.
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**Terminology**

Be familiar with the following terminology. You will be expected to know and understand the proper terminology while on course.

### Course Components

**Staples:** Staples are attached to poles and can be sued to step on, and as an attachment point for gear. Lobster claws should never be attached to staples as they are not designed as a belay anchor.

**Galvanized Aircraft Cable:** Cables used across the HTC courses and are designed for strength and flexibility. The tensile strength of the 3/8th cable that we use is 14,500 lbs.

**Turnbuckle:** Used to secure foot cables at one end. Allows cables to be tightened over time as necessary.

**Cable Clamp:** Forged metal clamps used at cable terminations. All life support cables must have 3 cable clamps at one termination (see swage below).

**Swaging Sleeve (Swage):** It is used as a cable termination. All life support cables must have two swages.
Tree House: Structure with platform, canopies on the top, and belay rail terminations. Theses tree houses serve as an area for participants to transfer out of the nets before transferring onto events.

Goal Post: Structure in the middle of the course on each level of the Odyssey. There is a platform cable available for staff only.

*Platform Cable: Cable at tree houses that runs between poles and is used by staff and participants to clip into before clipping into an event.

*Event Cable: Cable that participant's and staff will clip into while traversing the elements. These cables will have no other pieces of the event on them (i.e. multi lines) and are marked with green paint. They run from tree house to tree house, and will have a maximum of 2 people per belay cable.

Zip Pulley: The zip pulley is stored in the gear bins and stationed on the course for each odyssey program. Participants are clipped into the pulley with on lobster claw to each carabiner. The middle carabiner is considered the primary, and the back carabiner the secondary. Note that more information on Zip line policies and procedures can be found on page 21.
**Participant Equipment:**

The following equipment is used for all participants on the HTC course. Please see the Odyssey/Iliad setup section for information on inspecting this equipment before each use. Note that more information on this equipment will be provided on page 17.

**Helmet:** We currently use Petzl Ecrin Roc helmets. They are used while inside the helmet line, or on the HTC course in order to keep participants safe from dropped objects or, from hitting their head on cables.

**Harness:** Venture uses sit style climbing harnesses for all HTC activities. This style of harness allows Venture to manage risk while allowing participants freedom of movement.

**Chest Harness:** This harness can be used in conjunction with a seat harness to create a full body harness. These harnesses help participant's keep their bodies upright during a fall.

**Lobster Claws:** Rope with osha clips that are attached to a harness via a girth hitch. These lobster claws allow participants to traverse the elements while still clipped in. By having two clips, participants and staff are able to safety transfer from each section of the course to another without ever being unclipped.
• **Etrier / Rope Ladder:** A rope ladder typically made of webbing used to help participants stand from a fall. The etrier also has an extra piece of webbing attached that can be used to lengthen the etrier.

• **Rescue Shears:** Are to be used to cut lobster claws while executing a cutaway rescue lower and should only be used as a last resort.

• **Rescue Figure 8:** The rescue figure 8 is a lowering device with two "ears" that can be used to provide extra friction during lowers.

• **Daisy Chain:** Used to attach the rescue figure 8 to a platform cable during a tree house lower to prevent the rescue 8 from sliding along the cable. Daisy chains are girth hitched to rescue staff's harness and can be used for positioning during rescues.

• **Rescue Rope:** We use static climbing ropes and it is used to safely lower participants during rescues.
**Odyssey Events:**

- **Giant Hammock:** Giant net to access the course; participants do not need to be clipped in when ascending or descending except before accessing or exiting the platform.
- **Mini Hammock:** Smaller net to access second level of the Odyssey course.

**1st Level**
- **Complex X:** This event has both foot cables and hand lines forming a horizontal X.
- **Giant Swings:** The group traverses across the span by using a board to link the swinging platforms together. For large youth groups, Venture sometimes lashes planks between swing to expedite moving through this event*.

**2nd Level**
- **Transfer Tube:** Very short horizontal tube to transfer from giant hammock to the second level of the Odyssey course.
- **Matrix:** A series of small wooden platforms suspended on four cables that allows participants to cross.
- **High Y:** This event has a Y foot cable; several hang down (grape vine) ropes, and a long tension rope. Can be facilitated as a high Wild Woozy.

**3rd Level**
- **Team Traverse:** Pulleys with several hanging ropes to provide support for groups.
- **Lateral Limbo (Enchanted Forest):** A series of vertical wooden beams along the element that allow teams to support themselves.
- **Zip Lines:** There are two separate zip lines attached to auto belay units that lower participants automatically to the ground.
- **Rappel Station:** On the Zip Platform there are two rappel stations allowing participants to rappel to the ground. The rappel is not used for normal course operation- only for specific groups desiring this option. One repel station has a short wall, while the other does not and is used for a free rappel.
**Iliad Events:**

![Iliad Diagram]

**2nd Level:**
- **Charlie Chaplin Walk:** Partners traverse across the element sliding their feet along two cables.
- **Heebie Jeebie:** This element uses a single foot cable with two hand lines that create a vertical X that participants use to help them across.
- **Postman’s Walk:** Element is made up of a single foot cable and a single hand cable to use as participant’s traverse the element.
- **Disappearing Burma:** This element starts out as a traditional Burma bridge with a foot cable that magically disappears halfway across.
- **Log Driver’s Waltz:** Participants must traverse across spinning logs while using multi-lines to help keep their balance.

**3rd Level:**
- **Cat Walk:** Simply take a stroll down this balance beam-like log to get to the other side.
- **Multi-line Traverse:** Walk across the foot cable using the hanging multi-line ropes and your partner for support.
- **Painter’s Plank Traverse:** Move across this element by swinging the planks to allow you to step from one to the next.
- **Wobbly Bridge:** Participants will use the oddly sized and spaced planks of wood to make their way across the element. A rope hand line is available for those who want to use it.
- **Tyrolean Traverse:** Participant uses pulley system to pull themselves across the event using the provided hand-line.
Belayed / Dynamic Elements

- **Horizontal Playground**: Participant traverses across vertical beams, swings, and nets without using the horizontal cables (Shown below).

- **Space Loops Traverse**: Participant traverses using the loops as foot holds or handholds. Using loops as hand holds is extremely difficult (Shown below).
Odyssey / Iliad Program Sequence:

This section outlines a sequence of course operation for Odyssey and Iliad programs. Please note that each section is discussed in greater detail.

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<td></td>
<td>4. Lock eLoo</td>
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**Setup:**

1. **Daily Inspection Outs / Ins / Ups:** Daily inspections should be done by staff before the beginning of every program. This ensures the integrity of the course and helps staff spot problems before they become dangerous.
   a. **Out:** When approaching the odyssey course from a distance, look at the course and site. Make sure nothing has been affected by weather (high winds, lightning, excess water, etc.) Look for dead trees or branches that can fall, lightning damage, insect, rodent, or other animal damage, and sufficient ground cover with no holes. Pay particular attention to:
      - **Guy Cables:** Do a hands-on check pushing on guy in a side-to-side motion at about shoulder height. Pushing the guy cable in a side-to-side motion should cause it to go no further than the width of your shoulders.
      - **Ground Screw Anchors:** Visually inspect. Is the red paint at ground level? Make sure it has not been hit or cut by mowers and/or other vehicles.
      - **Cable clamps:** Make sure cable clamps are tight and that the appropriate number of clamps are on each connection point. (Normally there are two
clamps but in critical applications, such as life support cables, three clamps are used.)  
• **Tree house and platforms:** Should be standing straight, not leaning. Green canvas tarps should be secure; decks level, and lightning connectors are secure.  

b. **In:** Move into the base of the odyssey and Iliad course poles. Are the poles in good condition? is the dirt around the pole compacted? Is there any settling around the base of the poles?  
c. **Up:** Visually follow each pole up in the odyssey course.  
  • Look for any discrepancies in poles, connections, pole structure, and copper cables.  
  • Look for signs of insects, rodents, and bird nests.  
  • Any sign of vandals, unauthorized access, or unsecure nets  
  • Are all events hanging properly and intact?  
  • Are rope lashings intact and tied snugly?  
  • Even cables should be attached at both ends with the proper amount of drape.  
  • Internal guy cables should appear snug.  
  • Are there any problems with the tree house decks and platforms?  

2. **Lower Nets:**  
   a. Unlock and lower both nets. Make sure net are dropped all the way with the 4x4s on the ground.  

3. **Inspect and Assemble equipment:**  
   a. Participant helmets and harnesses should be placed in the staging area (as shown to the right.) While placing helmets and harnesses staff should be looking for any wear and tear on equipment that could make it unsafe.  
   • Helmets should be inspected for fractures, broken rivets, broken stitching, buckle closure, and cleanliness.  
   • Harnesses and chest harnesses should be inspected for damage or wear to buckle, the material, or stitching.  
   • Lobster claws should be inspected for cuts or abrasions along the rope, fraying, and that clips open and close properly.  
   b. Rescue bags should be opened and inspected to ensure all equipment is there and assembled correctly.
c. Inspect zip pulleys for any damage. Rescue bags and zip pulleys should be stationed at appropriate areas on the course.

4. **Other:**
   a. Stage other equipment such as water, cups, first aid kit, trash cans, hand sanitizer, name tags, etc. at proper areas.
   b. Unlock eLoo and make sure it is ready for use (i.e. orderly and clan).
   c. Senior staff should also use this time to discuss staff roles, positioning, and transfer system / style, and sequencing before group arrival.

### Participant Briefing:

1. Welcome participants to the course as they arrive. Senior staff will make sure they have given us their medical forms and waivers. (See appendix A for a copy of the medical form and waivers).

2. Once all participants arrive, staff should gather participants and give a brief overview of the program including:
   a. Staff introductions
   b. Description of the course
      i. Odyssey was built by Alpine towers in 2002, and Iliad was built by Phoenix Experiential Designs in 2010.
      ii. Talk about the levels and briefly about the elements. Explain that staff will be stationed on course.
   c. Plan for the day / program.
      i. Explain the sequence of the program including harnessing up and ground school.
      ii. Talk about the amount of teamwork and leadership that may be involved.
   d. Talk about full value contract, challenge by choice and comfort zones.

3. Safety Items:
   a. Ensure all participants have closed-toed shoes.
   b. Ask participants to remove items from their pockets that could fall out or poke them during the course including: cell phones, pocket knives, keys, pens, pencils, etc. Participant should also remove any jewelry from fingers, wrists, neck, and spit out any gum or tobacco.
   c. *Explain the helmet line, and that participants should never cross it without a properly fitted and secured helmet.

4. Next, participants will need to put on harness, helmet, lobster claws, and chest harnesses (when appropriate). Please note that a more through description of how to talk participants through this section can be found in Appendix B.
   a. **Harnesses:** There are currently two harnesses at the HTC, including Yates and Misty Mountain. Both harnesses utilize parachute style buckles. Participants and staff may bring and use their personal climbing harnesses after approval by senior staff. Participants will need to tighten waist belt above the hips, then leg
loops. If the leg loops are tightened first, participants will be unable to adjust the waist belt high enough for a proper fit. Note the picture below represents an incorrectly fitted harness (left) and a properly fitted harness (right). The red line represents where the hips of the participant falls:

b. **Helmets:** They should be placed on the head while loose and should cover the forehead (within two fingers of the eyebrows), and then be tightened for a snug fit. Last, attach and adjust the chinstrap. Participants and staff should wear helmets while on the course, under the course, or within the helmet line. Note the pictures below that show an improperly fitted harness (left) and a properly fitted harness (right).

c. **Lobster Claws:** Lobster claws should be attached to belay loop via girth hitch. Do not allow participants to drop or drag claws through the dirt. Participants should put their head and one arm through the lobster claw loop.
Ground School:

The practice area / ground school is designed to copy the HTC itself, and provide a safe ground level opportunity to practice transfer talk and demonstrate mastery of safe transfers and self-rescues under the watchful eye of the staff. This time also allows participants to make necessary adjustments to harnesses and helmets. Staff should use this opportunity to judge participant's abilities to follow safety protocols and make adjustments to transfer models if needed.

The following steps describe the sequence to show participants how to use the ground school area. See appendix A for a more detailed walkthrough.

1. Gather the group around the first platform. Ask participants to gather into a pod (a group of 4 to 8, size is dependent on program, but Venture typically uses groups of 4).
2. Demonstrate proper transfer talk to participants.
3. Move along the cables to the second transfer area. Again demonstrate proper transfer talk until on the second area of the course.
4. Walk out to the middle of the second area and demonstrate a fall, and a proper self-rescue.
5. Lastly, practice transfer talk at the last stage of the practice area.
6. Now ask participants to pair up and go through the course the same way, with staff watching participants at each stage in order to correct mistakes.
The following illustration portrays the proper sequence of transfer talk:

![Diagram of transfer commands]

### Transfer Commands

<table>
<thead>
<tr>
<th>Participant #1</th>
<th>Participant #2</th>
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<tr>
<td>&quot;Sue, Permission to transfer 1?&quot;</td>
<td>&quot;Watching, Stover.&quot;</td>
</tr>
<tr>
<td>&quot;Safety check, Sue.&quot;</td>
<td>&quot;Check, Stover.&quot;</td>
</tr>
<tr>
<td>&quot;Sue, Permission to transfer 2?&quot;</td>
<td>&quot;Watching, Stover.&quot;</td>
</tr>
<tr>
<td>&quot;Safety Check, Sue.&quot;</td>
<td>&quot;Check, Stover.&quot;</td>
</tr>
</tbody>
</table>

**Types of Transfer:** While transfer commands remain the same, the process can be different based on which of the following models are used.

1. **Participant transfer using peer as "watchers":** Participants receive full instruction on how to be responsible for their own transfers. When asking for "permission to transfer" another participant may answer "watching." **Note:** This method is most commonly used for Venture programs and staff are still responsible for watching participants.

2. **Staff-performed transfers:** Participants are instructed not to move the safety system themselves. Staff performs all clip-ins and transfers. For this model participants do not need to receive instruction in the use of clips and therefore should never be touching the clips themselves.

3. **Staff-controlled transfers:** Participants are instructed to move the clips only when specifically directed to by staff.
After completing ground school participants will have the opportunity to practice the ground Matrix (shown on the right). This allows groups the opportunity to practice and strategize on the ground, while allowing staff to help them learn to complete the element.

After completing the practice Matrix participants will be taught skills for supporting each other that may be useful on the course. This involves participants partnering up and trusting each other by leaning in and moving as a single unit.

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**Post Program:**

1. **Debrief:** Staff should gather the group up at the end of the day and debrief the program. It is important to help groups learn from their fun experiences. Staff should try to help move past comments like "The High Y was hard!" to "I was glad I had John to lean on." More information about debriefing the experience can be found in Appendix C.

2. **Put Up Equipment:**
   a. Store rescue bags, zip pulleys, cups, harnesses, and lobster claws in the appropriate bins. Note that when storing harnesses, staff should open waist belt and leg loops all the way.
   b. Make sure all helmets are sprayed with disinfectant before being placed in the bins.
   c. Make sure all trashed is picked up and trash cans are properly stored.
   d. Lock eLoo
   e. Empty water and transport coolers and other supplies back to Venture office or cage.

3. **Raise nets:** until the red paint on the cable reaches the winch.
Zip Line Sequence / Procedures:

The zip line is typically used in conjunction with Odyssey or Iliad programs but can be used as a stand-alone program.

**Inspection:**

Zip line inspection should be done before each program. Staff should look for:

- Buckling or deformity in outer boxes
- Look for leakage of transmission (pink colored) fluid on the platform.
- Check that the directional pulley above the belay box is positioned correctly and that the cable is running freely.
- Check air gauges for proper air pressure (110 psi, +/- 5) and fill or let out air as necessary.
- Make sure that the auto belay units have taken up the cable slack.
- Look for bird, squirrel and bee nests in cable boxes.

**Set-up:**

- Inspect pulleys for any damage and make sure all wheels turn freely.
- Set up pulleys at each cable: using the carabiner on the haul rope / tether to hold pulley in place.
- Staff should double check that the pulley is placed so that the upper (or backup) carabiner is positioned closest to the platform.
- Note that the picture on the right shows the proper setup, but is not the set up for sending participant's off.

**Sending Participants Off:**

- Explain to participants what will happen on the zip line.
  - Participants will not touch end poles but will zigzag back until they reach the ground.
  - Just before Participant's landing, start legs "walking/running" to prevent back slide.
  - Participant will know they can leave the platform when tapped three times on the helmet.
  - Let them know standing, jumping off, or flipping upside down are not permitted.
- Check participant's harness
- Staff transfers one lobster claw to the center carabiner on the pulley.
- Have participant sit down on the "take off spot" directly below the zip cable.
- Tighten the first lobster claw knot down to harness.
- Remove the zip pulley leash / tether.
• Ask the participant to hold onto the lobster claw with at least one hand on or above the knot.
• Zip staff call down to ground staff and ask "Zip clear?"
• Ground crew will respond "Clear!"
• Zip staff transfer the second lobster claw to the backup carabiner on the pulley. Make sure the lobster claw's knot is about 12 inches from the pulley.
• Staff indicate to participant that they may leave when ready by tapping their helmet 3 times and reminding them to skooch / lean forward. Also remind them to walk/run as they approach the ground to keep from landing in a seated backsliding position (as seen on the right). Note: Venture staff may not push participants off the platform.
• After participant is removed from the system, use haul line to retrieve pulley. Attach tether to center carabiner on pulley.
• Attach haul line to guide cable, call out for a "rope clear" and return rope to the ground. Place sag from the haul line on the outside of the lip.

**At the end of the day:**

• Tie up both zip retrieval lines.
• Take rescue bags and pulleys off the platform to be stored until the next program.
Dynamic Elements

The dynamic elements can be used as a stand-alone program or in conjunction with other HTC programs.

Setup:

1. Staff will set-up harnesses / helmets the same as during an Odyssey / Iliad course program by hanging them in the harness school area.
2. Set-up the Ladder:
   a. Note that facilitators must wear helmets, harnesses, and lobster claws while setting up the ladder. Lobster claws can be wrapped around pole and then re-clipped to staff's belay loop while securing the ladder.
   b. Extend the ladder to the top rung. Lean it against the pole from the upper side.
   c. Climb ladder with ratcheting tie down. Secure one hook to the second ladder rung from the top. Wrap around pole and secure ratcheting end to run on opposite side of the ladder. Tighten Securely.
3. Rope Setup:
   a. Staff should climb the ladder detaching the p-cord from the pole.
   b. Inspect each rope to ensure its integrity before every program.
   c. Attach the climbing rope to the p-cord (by passing the p-cord into the hole on the end of the climbing rope, as shown on the right and then tying a knot). Pull the P-cord so that the climbing rope replaces it.
   d. Tie a double figure 8 loop in the end that will be going to the participant (the rope closest to the odyssey course). See Appendix D for information on tying a double figure 8 loop.
   e. Attach 2 carabiners to the double figure 8 loop. Make sure carabiners are opposite and opposing (i.e. the gates should be facing opposite directions, as shown on the right).
   f. Attach ATC with a carabiner to the end of the rope that will be used by the belayer.
   g. Double check that the inside rope runs to the participant and the outside rope to the belayer, allowing the rope to run cleanly through the pulley.
**Participant Briefing:**

1. Begin by explaining the course and the objectives / plan for the day. This should include a talk about full value contracts, challenge by choice and comfort zones.
2. Help participants put on equipment including harness and helmet. See odyssey / Iliad participant briefing for proper fit.
3. Take the participants over to the elements and explain:
   a. Where they may stand and watch from while they are not on the elements.
   b. There are 3 people ensuring safety for each participant on an element. One to belay them (staff only), one to anchor the belayer, and one to pick up the rope so it does not become entangled.
   c. Explain that if the participant falls, staff will be unable to get you back up to the element. The participant will be lowered to the ground and then may try again.

**Dynamic Element Procedures:**

1. Check to make sure belay rope is on the proper side of the element before attaching the climber.
2. Attach carabiners that are on the double figure 8 loop to the participant's harness. Ensure they are opposite and opposing.
3. Lock carabiners with a quarter turn back. Double check that they are locked, but do not over tighten them.
4. Walk with the climber (with belay rope in hand) to start the pulley as close to the middle pole as possible.
5. Complete a final inspection before allowing climber to climb: check harness fit, check all carabiners are locked (including carabiner that attaches ATC to belayer), and proper helmet fit.
6. Ensure that the climber initiates and completes the proper climbing commands with the group: Climber-"On Belay?" Belayer- "Belay is On!" Climber-"Climbing?" Belayer-"Climb On!"
7. As the participant climbs the element, move the rope through the belay device to take in slack.
8. When not taking in slack remember to keep break hand in the break position (locked down at belayer's hip).
9. Never take break hand off the rope.
10. As the climber traverses across the element, walk with the participant, leading them slightly, keeping a "straight line" from the belay device, through the sheer reduction device, and back down to the climber. Leave no excess slack.
11. Allow the pulley to roll freely by not keeping the rope overly tight.
12. As the climber reaches the end of the element, walk past the end of the obstacle to get the pulley as close to the pole as possible.
13. When the climber is ready to come down, walk with the climber a few steps back on the element.
14. Pull any extra slack out of the system.
15. Ask climbers to place their feed shoulder width apart to create a solid base.
16. Ask climbers to sit back with their legs bent keeping their feet on the cable as long as possible.
17. Ask climbers to keep their hands in front of them to push the cable away to protect their face and head.
18. Start lowering the climber slowly so the climber can protect themselves from scraping across foot cables or logs. If the climber is not responding to your commands simply wait until they do and then continue to lower the climber.
19. The belaying contract is complete when climbers have both fee planted firmly on the ground and are able to support themselves.

**P-Bus Belay Technique**

1. **Pull** slack with guide hand while the brake hand pulls rope through the belay device (ATC). Move in 12-16 inch segments. Not that the brake hand is facing down with the thumb in. This reduces the risk of rope pulling out of the hand.
2. **Brake** by pulling Brake Hand towards and alongside hip.
3. **Under**: Guide hand reaches under brake hand and grasps the rope beyond brake hand.
4. **Slide** brake hand up rope (Don’t Let Go!), release guide hand and grab rope 16 inches or so above belay device. Repeat!

At no time should a participant be allowed to belay unless the program has been designed with enough time and facilitation to teach proper belay safety.
Giant Swing Sequence / Procedures:

The Giant swing can be considered a stand-alone program, or can be a part of the Dynamic elements program. The giant swing is not typically used during Iliad or Odyssey programs, as we routinely use the zip lines to allow participants to exit the course.

Setup:

1. Untie the p-cord and lower swing cable.
2. Set up the ladder under the swing cable. Untie p-cord from lower cable connection.
3. Tie the long side of the haul rope (marked with tape) to the p-cord end closest to the swing cable. Pull the rope through.
4. Attach steel carabiner to lower cable connection. Attach carabiner and trigger rope to top of ladder.
5. Attach haul rope at loop.

Swing Procedures:

1. Bring the group to the giant swing and explain the roles of the swinger, and the haul team. Explain to the haul team:
   a. To have a wide stance to prevent falling forward when the swinger releases the trigger rope.
   b. Explain belay talk:
      • Facilitator asks participant: "Are you ready?"
      • Participant says: "Ready!"
      • Haul team begins to haul participant until participant OR facilitator says "Stop"
      • Facilitator lets participant know they can "Swing when ready."
2. Facilitator will ask for a volunteer to be at the end of the haul rope. This person will be clipped into the haul rope (as shown on the right).
3. Participant climbs a double-sided ladder to access the swing cables.
4. Staff ascends the other side of the ladder and connects the longer cable to participants harness via a steel locking carabiner. Then staff connects one lobster claw to the upper cable. The other lobster claw should stay on participant (hanging as a handbag would) in order to keep it out of the way during the swing.
5. Staff then attaches the ATC and haul rope to the participant's belay loop. ATC should be against the hip, allowing participant to lock with their dominant hand (as shown on the right).
6. Facilitators will instruct participant to hold on to the rope until they are ready to swing, but not to allow their hand to move close to the ATC.
7. Haul team pulls the haul rope after it run through a pulley at the base rail, raising participant to selected height.
8. Once participant swing (using the above belay talk) staff will need to bring swinging participant to a complete stop by asking them to cross their ankles allowing staff to slow them down.

Facilitator Qualification and Responsibilities:

The following are the five different levels of qualifications staff may have while working at the course and their various responsibilities. These qualifications correspond directly with staff competency checklists, which can be found in Appendix E.

- One of the over arching concerns for every staff person is the danger of double unclips!
- A double unclip occurs while on the course a staff or participant unhooks both lobster claws. A double un-clip can occur on level 1 (and be a relatively safe double unclip) or it can happen while a participant/ staff is in the middle of an element (in a very unsafe environment). An incident report needs to be completed if a double unclip occurs.
- Most double unclips will happen at tree houses, as this is where transfers happen, and staff can be easily distracted by monitoring groups both on the platform, coming onto the platform, and those on the element.

Course Monitor:

- Make sure all participants are clipped in to the net before they climb onto a tree house.
- Perform or visually monitor all transfers.
- Always do a visual check of each harness as participants reach your platform.
- Explain the element task and parameters to the group and allow them time to brainstorm their approach. If time is limited or the group needs assistance it may be appropriate to provide more details on the best way to navigate the event.
- Coach participants in way to increase or decrease challenge level, as appropriate.
- Course monitors do not perform rescues or lowers, if necessary bring it to the attention of rescue staff.
- Be aware of sequencing: are there gaps or traffic jams, if so adjust accordingly.
- Remember participants that there can only be 2 people per belay cable running from tree house to tree house.
• Remember that there are things happening in front and behind you. Be constantly aware of both sides of your position.

Ground Staff:

• Double check harnesses, helmets, and claws of all participants in the pod, both before they participate on level 1 one and before they climb either net to enter the second or third levels of the course.
• Explain that participants should not climb out of nets until they are clipped into a green color portion of the net at the top corners with both carabiners.
• Check with facilitator in tree house before sending up pod. Group can go together or individually up the nets (Maximum 2 participants in the net at a time*).
• Monitor transfers at any platform that does not have a staff stationed there.
• Do not allow participants on the ground to play on the lower level without being clipped in.
• Monitor participants on Level 1 elements providing guidance and coaching to maximize learning safety.
• Be aware of sequencing: are there gaps or traffic jams, if so adjust accordingly.
• Ground staff is responsible for monitoring harness and helmet removal, checking harnesses after visits to the eLoo, and policing the helmet line.
• Ground staff is also responsible for zip exits including the following:
  o Establishing runway area and ensure area is clear of all people and/or obstacles before responding to "zip clear" to zip facilitator.
  o Make sure haul rope isn't tangled or wrapped on guy cables
  o Clip haul rope carabiner onto the carabiner in the middle (primary) of the zip pulley (important for it to ride smoothly)
  o Pull down on haul rope to take tension off of participants lobster claws.
  o Remove, or have participant remove, lobster claws from zip pulley and sling over arm and shoulder.
  o Remove zip pulleys at the end of each program.

Rescue Staff:

• Ensure rescue equipment is ready and placed on each level should a rescue be required.
• Coach participants who are not sure if they would like to continue the course.
• Assist participants in static course rescue (i.e. self rescue, etrier rescue, etc.)
• Assist participants as needed including performing a rescue or lower to the ground.
• Be a mentor for course monitors on your level.
• Be aware of sequencing: are there gaps or traffic jams, if so adjust accordingly.
Zip Line Staff:

- Responsible for inspection, setup, and facilitation of zip line. Please see page 22 for more details on zip procedures and responsibilities.
- Be aware of sequencing: are there gaps or traffic jams, if so adjust accordingly.
- Be a mentor for staff on your level.

Senior Staff:

- Make decisions before group arrival including:
  - staff placement
  - Transfer method to be utilized for the group
  - Method of sequencing participation for the group
- Make call on course evacuations in case of inclement weather.
- Monitor entire course flow and make adjustments in operations as needed.
- Provide supervision and guidance to staff as needed to maximize the effectiveness and safety of the program. Report to Core staff as needed.
- Coordinate any rescue or emergency procedures (not necessarily as primary rescuer) as needed.
- Be aware of sequencing: are there gaps or traffic jams, if so adjust accordingly.

Safety Policies and Procedures

The following safety policies are included elsewhere in the manual. This list is meant to serve as a checklist for staff to review and know all polices of the course.

**Odyssey / Iliad Rescue Procedures:**

The following information depicts standard rescue / lowering procedures for participants. In the case of a suspected spinal / neck injury or unusual or unprecedented cases, contact campus police at 704-687-2200. They will coordinate all emergency response.

**Static Course Rescue Procedures:**

1. Survey the scene; assess the urgency of the situation. If possible, staff should follow these steps in sequential order. However, in some cases staff may need to proceed directly to a lower.
2. Attempt to talk participant into a self-rescue, just like they practiced during ground school.
3. Next, see if there are other participants nearby who are able to assist.
4. If necessary, staff may traverse to a participant and aid them using facilitator as a counter balance, or using an etrier/rope ladder (as seen on the right).

Lower Procedures:

1. Rescuer directs other participants on the same level to hold onto lobster claws and move to a secure position.
   a. If participants are near the end of the element, they should move to a nearby goal post or platform until the rescue is completed.
   b. If necessary ask other staff to help monitor groups so that the rescuer may focus on their task.
2. Rescuer (facilitator) open the rescue bag and take out the etrier rope ladder and clips it to a belay cable (use the belay cable that the participant is on).
3. The rescue bag should contain a pre-tied figure eight on a bight knot with a locking steel carabiner, pre-rigged to a rescue eight that is also clipped to a steel carabiner.
4. Traverse to the victim if you have not already done so, taking the rescue bag with you.
5. Talk to the victim explaining that you intend to do a rescue. Remember to continue to talk to the participant during the entire rescue process.
6. The rescuer clips the figure eight device to the participant's event cable. Make sure that you clip between your own clips so that the victim does not slide away from you due to cable drape.
7. Clip the carabiner with the figure eight on a bight to the victim's belay loop.
8. Call "Rope" and then drop the rescue bag to the ground. Be sure it is empty of carabiners and other equipment and drop clear of all elements and cables. Note that it is best to throw the rope to the outside of all foot cables.
9. Wrap the free end of the rope (the end running out of the figure eight device to the ground) around the rescue figure eight's "ear" once. This gives more friction when lowering heavy individuals.
10. Initiate belay communication with ground staff.
11. Double check all carabiners are locked and set-up belay commands with ground staff. On belay, belay is on, lowering, lowering away (in sequence beginning with staff on top).
   Note: Staff that is on the course with the participant is the primary belayer.
12. Once on belay:
a. Rescuer can try to remove participant's claws if participant can take their weight off of the claws using the etrier. It is usually possible, even if the participant cannot take their weight off, to tighten the belay rope to hold the weight of the participant.

b. Push the lobster claw knot to loosen it sufficiently to provide enough slack that the clip can be removed from the cable. Attach clip to the rescue rope above the knot.

c. If not, top rescuer needs to cut away lobster claws. Be careful and double check as to not cut the wrong lobster claws and/or the rescue rope.

d. Lower the victim to the ground in a controlled fashion.

Note that if doing the rescue from a tree house all procedures remain the same except the required use of a daisy chain. The daisy chain allows rescuer to attach the rescue figure 8 to a platform cable or event cable (inside the loop).

### Common accidents and near misses:

The following describes accidents and near misses that commonly occur on the odyssey course. Staff should take measures to minimize these possibilities.

**Falls on the HTC:** On the matrix we typically see multiple people fall at once as they are often entangled as a group. The High Y has the potential for participants to fall into each other due to the nature of using each other to balance "wild woozy" style. Lastly, the Complex X is physically difficult for most participants. If their lobster claws are to extended they could potentially fall to the ground. Due to the nature of the Hebbie Jeebies we have seen dramatic flips (forwards and backwards) during falls. Facilitators should watch the length of lobster claws during the activities.

**Double Unclips:** Double unclips have the potential to create an accident that could be fatal. The best way to prevent double unclips is to:

1. Watch participants closely during ground school, and correct mistakes. If a participant does not seem to understand the concepts, make sure they are doing staff-controlled transfers.
2. Watch participants on the first level of the odyssey course. This is the time when participants get excited and start to forget ground school.
3. Staff should always be hyper vigilant and have their attention on participants, especially those on platforms / nets where double unclips are more likely to occur. Do not assume participants will do what you ask. Anticipate participants movements and as they reach a platform watch for proper procedures.
**Emergency Protocols:**

In the event of a **serious accident or emergency** at the HTC, the senior staff person will take charge of the situation and direct others to ensure the following is implemented:

1. **Staff** nearest the victim should assess the condition of the victim and follow first aid protocols.

2. **Stop everyone** where they are; demand total attention; no participants should move until instructed to do so.

3. **Ground Staff:**
   a. **Use cell phone to dial 704-687-2200**
   b. Tell dispatcher there has been an accident at the Venture High Ropes Course; if appropriate, tell them you need an ambulance and to come to the public library overflow parking lot behind the hospital for access to the course.
   c. Listen and let them ask questions for the rest of the information. Offer to meet them at the gate to point them in the right direction to the course.
   d. Request that the campus police activate the standard Venture Emergency Procedures.
   e. Wait to be the last to hang up.
   f. Assist with lower and render necessary first aid.

4. If the senior staff member is stationed in the course, a 2nd course staff assumes the responsibility for monitoring all participants on course so that the senior staff may exit the course and assume responsibility for patient care.

5. **Once victim is stable,** proceed with a controlled slow evacuation of the course. Staff not tending the victim should keep other participants occupied and calm.

6. **A university employee should accompany the victim to the hospital.** If core staff is not on site contact them so they can activate university emergency procedures as necessary.

**Lightning Procedures:**

Whenever there is thunder or lightning during the operation of the HTC course, the course will be evacuated. All equipment should be left on the course, as safety is more important. Senior staff should monitor appropriate weather data and determine whether to continue the program, cancel, or postpone.

If the interval between lightning and thunder is less than 15 seconds, staff and participants must seek an appropriate location. The most common location for our course is often to return to our vehicles. Other safe locations can include an enclosed building (such as the library). Participants should not take shelter in unenclosed areas (such as the pavilion at the HTC or TC), under trees, or near tall structures. We must wait 30 minutes with no audible thunder to resume program operations.
Epi-pens:  
Epi-pens can be found in the first aid kit and can be administered by staff when the situation calls for it. No special training is required. A participant may also self-administer the epi-pen when appropriate.

The most common reason for using an epi-pen is when a person has a severe allergic reaction such as when stung by a bee. Symptoms of an allergic reaction can include: dizziness, shortness of breath, rapid heart rate, evidence of shock, airway obstruction, labored breathing, swelling of the mouth, face, and/or neck. In the event of a severe allergic reaction staff should:

1. Initiate evacuation protocol - call 911 in order to transport patient to a medical care facility.
2. Inject epi-pen into the front aspect of the thigh by pushing the pen firmly against thigh and hold it for a few moments.
3. It is okay to administer 50-100mg of Benadryl (diphenhydramine) by mouth if the patient is awake and can swallow.
4. Maintain an open airway, assist ventilation if necessary, and put patient in position of comfort. Initiate CPR if necessary.
5. Repeat injections every 5 minutes if conditions worsen, or every 15 minutes if condition does not improve, for a total of up to 3 doses.
6. Record time of any injections or tablets given.
7. Transport patient to the hospital or Student Health Center.
Appendix A: Ground school Safety Talk

The following depicts the typical ground school safety talk when participants are transferring with other participants.

**Intro**: Make sure group is close to the first platform and fanned out so that everyone can see.

- Welcome the group and introduce yourself and the other odyssey staff. Explain that the purpose of the practice area is to prevent double un-clips, and allow participants a chance to practice in a safe environment.
- Explain that the practice area is designed to simulate the course, cables, platforms, rope as net, etc.
- Explain proper Transfer talk using the transfer talk signs (shown at the end of this section), and refer to them during demonstrations.

**First platform / net area:**

- Demo as person transferring- use another staff to watch for first 2 transfers then use the group to watch.
- Point out not standing on the platform until clipped into the "net". Deliberate "Now I can get onto the platform."
- Point out clipping to green paint on rope or cable
- On 2nd or 3rd transfer, point out hands not touching either clip when asking "Permission to Transfer"
- Introduce "Stop!"
- On platform cable demonstrate why we shake the lobster claw during Safety Check - Clip barely on the cable, preventing the clip from closing all the way. Explain that this can happen in areas where there is tape or other items in the way when clipping into a cable.
- Make the following intentional mistakes:
  - Grab both clips, 1 hand on each, and say "Permission to Transfer 1." If the group responds "Watching" remove both clips and fake fall to death
  - Change which hand you use (we do this to demonstrate forgetting to use your dominant hand only)
  - On 1st belay cable - demo lobster claw length change-best to keep claws at 2 different lengths.

**After Leaving first platform:**
• Demo when one might need to lengthen lobster claws.
• Explain that you WILL NOT transfer in the middle of the course except on the lowest level of the actual odyssey.
• Make intentional mistakes at second platform cable, if they don't catch it re-explain what is wrong.
  o After transferring 1, don't say "Safety Check" and instead as "Permission to Transfer 2"
  o Say "Permission to Transfer 2" (or 1) with one hand already on the clip.

After leaving the second platform (Staff can demo going out holding on to partner, not using claws for balance):
• Explain/demo self rescue- fall/hand/regain (if it is a large group, you may have them move down so they can see you well) Make 1 lobster claw short enough, good if you are hanging just at level of cable.
• Walk on cable holding claws. Explain that it's most stable if you hold both claws together.
• Slowly lower your weight; hang in harness, demo getting back on cable without using the ground.
• Demo - body perpendicular to cable, both feet on the cable shoulder width part, grasp both lobster claws with both hand, get weight over feed, then stand. Do it slowly so they can see it clearly.

Dismount at end: You can demo this back at 2nd platform (log) so group can see better
• Do normal transfer with first claw, but instead of clipping claw, place over shoulder like a handbag strap.
• Step down as soon as you unclip 2nd clip so you don't fall while not attached.
• Place claw over shoulder like a handbag strap before walking to Matrix Practice Area.

Have participants demonstrate it:
• In pairs on each side. When first pair are both clipped to platform cable and clipping into event cable, invite the pair behind them to start on to net to keep things moving. Pay attention to both groups.
• Have the pair clip to platform cable then both to different belay cable than partner.
• Another staff monitors 2nd station and talk through the fall/hang/regain.
• Another staff monitors dismount and gets them started on Matrix simulation.
• If extra staff can have 2 at first platform, 1 at second, 1-2 monitors hang, 1 at dismount, 1-2 at Matrix.
**Transfer Talk**

**Mover:** *Name* - Permission to transfer one?

*Mover waits for permission*

**Watcher:** Watching *Name*!

*Watcher focuses on mover*

*Mover transfers # 1clip with dominant hand*

**Mover:** Safety check *Name*?

*Mover jiggles claw*

**Watcher:** Check *Name*!

**Mover:** *Name* - Permission to transfer two?

*Mover waits for permission*

**Watcher:** Watching *Name*!

*Watcher focuses on mover*

*Mover transfers # 2clip with dominant hand*

**Mover:** Safety check *Name*?

*Mover jiggles claw*

**Watcher:** Check *Name*!
Appendix B: HTC Harness / Helmet / Lobster Claw Talk

Start by asking participants to gather around the harnesses. Stand in front of a harness but do not start to put it on yet. It is important to listen and watch and not begin until asked to do so. Also be sure to explain to participants not to sit in their harness, they will have an opportunity to do so at ground school.

- Remind participants to have empty pockets, remove jewelry, sharp objects, phones, and anything you would not want dropped 30 feet from themselves before putting on harness.
- Explain Harnesses:
  - Show participants that the "Yates" on the waist belt is the front of the harness and faced out. The two smaller loops will be the leg loops.
  - Step through the waist belt, putting one leg in each leg loop. This is done just as if you were putting on a pair of pants.
  - Pull the waist belt over the hips and tighten
    - Once the waist belt is tightened demonstrate the Two Finger Test. Two fingers side by side stuck into the waist belt near the hips. When the fingers are turned they should twist and come out crossed. If the harness does not force them to cross it is too loose.
  - Tighten the leg loops, they do not need to be as tight as the waist loops but should be snug.
  - Ask participants to now put their harness on following your example. Help participants as necessary.
- Helmets:
  - Pony tails should be lowered to the nape of the neck, not high on the head.
  - Place the Venture symbol towards the belly.
  - Find the yellow wheels to roll toward you to loosen, make sure it is loosened all the way.
  - Flip the helmet on your head make sure the Venture symbol is on the forehead and the webbing on the back positioned on the neck.
  - Helmet should cover the forehead leaving no more than two fingers width exposed.
  - Tighten the helmet by finding the yellow wheels and moving them backwards to tighten the head band. Participants should be able to shake their head around without the helmet falling off (without the use of the chin strap). Remind them that they should not have it tight enough to cause a headache.
  - Add the chin strap.
Appendix C: Debriefing

The true learning and retention of newly acquired personal/group insights can be discussed in the debriefing process. Experienced facilitators will create an open, honest, atmosphere for discussion in which participants are encouraged to share observations of themselves and of the group. Facilitators will often relate the debriefing back to the goal of the program. Below is a sample of questions to help staff start the debrief process.

- What was the funniest moment you had on course?
- What scared you the most?
- What surprised you about the course or your other group members?
- What did you learn about yourself?
- What did you learn about other members of your group?
- Let's create an imaginary slideshow; tell me some of your favorite "snapshots" of the day. Describe your picture to me.
- What did your pod do particularly well.
- Share and appreciation of someone who helped you be successful or helped you be successful or helped inspire you.
- What is your most significant take away or lesson gained from this experience?
- Do you have an insight or an appreciation for someone?
- Who are you most proud of?
Appendix D: Knots

Figure 8 on a bight:
Double Figure 8 Loop:

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13.
Appendix E: Adult Waiver

VENTURE TEAM CHALLENGE and/or HIGH TEAM CHALLENGE COURSE

Group Name: ____________________________ Date(s) of Activity: ____________________________

VENTURE PROGRAM RELEASE AND HOLD HARMLESS AGREEMENT

THIS IS A LEGAL DOCUMENT THAT INCLUDES AN ASSUMPTION OF RISK AND A RELEASE OF LIABILITY.
READ IT CAREFULLY BEFORE SIGNING.

1. I understand and accept that the Venture Team Challenge Course and High Team Challenge course ("Activity") may expose me to both known and unanticipated risks that could result in physical or emotional injury, paralysis, death, or damage to myself, my property, or third parties. I understand that such risks cannot be eliminated without jeopardizing the essential qualities of the activity. Some of the risks that may be present or occur include, but are not limited to:
   - the hazards of traveling by foot or vehicle to & from the course;
   - using climbing harneses, ropes, carabiners, and other climbing equipment;
   - objects falling from above, including but not limited to ropes, carabiners, other climbing gear, boards, cables, nuts & bolts & other construction materials, cameras, and personal gear, tree branches, other people, etc.;
   - falling from course elements and landing on ground, or falling against cables, ropes, trees, platforms, beams, other people, etc.;
   - getting tangled in ropes or cables;
   - failure of ropes, cables, bolts, nuts, platforms, beams, boards, harneses, etc.;
   - injuries inflicted by animals, insects, reptiles or plants;
   - the forces of nature including lightning, weather changes, hypothermia, hyperthermia, sunburn, high winds, and other hazardous conditions;
   - the physical exertion and stress associated with this strenuous outdoor activity.

2. I understand that this Activity is not a University requirement for University students or others. My participation in this Activity is purely voluntary, and I elect to participate in spite of the risks. I understand that I will be given the option to freely choose my level of participation in this Activity, and if I choose to participate, I hereby assume the risks associated with this Activity. Further, I acknowledge that I have the right to not participate in any particular part of the Activity. Should I choose not to participate in any particular part(s) of the Activity or should I choose to end my participation in the Activity altogether, I understand that I am free to do so without any penalty or negative consequences whatsoever.

3. I understand that this Activity may subject me to rigorous physical exertion. I hereby declare that I am in suitable physical condition to accept a rigorous level of physical activity. Furthermore, I hereby consent to treatment, evacuation, anesthesia, and/or operations which might become necessary in the event of a medical emergency related to my participation in this Activity.

4. In consideration of and as part payment for the opportunity to participate in this Activity, I have and do hereby release and will hold harmless the University of North Carolina, the University of North Carolina at Charlotte and all its officers, employees and agents, from any and all liability, actions, causes of action, debts, claims and demands of every kind and nature whatsoever, and specifically including any claim for negligence or negligent acts or omissions, which I now have or which may arise out of or in connection with my trip or participation in this Activity. This release shall include claims based on the intentional, reckless or willful misconduct of the officers, employees or agents of the University of North Carolina or the University of North Carolina at Charlotte. The terms hereof shall serve as a release, indemnification, and assumption of risk for my heirs, executors, and administrators and for all members of my family, including any minors accompanying me.

5. In the event that I file a lawsuit against the University of North Carolina or the University of North Carolina at Charlotte, I agree to do so only in the state of North Carolina, and I further agree that the substantive law of North Carolina shall apply in that action without regard to the conflict of law rules of North Carolina or any other state. I agree that if any portion of this Agreement is found to be void or unenforceable, the remaining portions shall remain in full force and effect.

6. Prior to signing this Agreement, I have had an adequate opportunity to read and understand it, have had an opportunity to ask questions about it, and any questions I have had have been answered to my satisfaction.

Signature: ____________________________ Printed name: ____________________________ Date: ____________________________

Only For Non-Student Adult Participants Using the High Team Challenge Course:

I have attached a completed and signed High Course Medical Review Form. I understand its purposes and its limitations.

Signature: ____________________________ Date: ____________________________

Photo Release (voluntary, not required):

I hereby voluntarily give permission to the UNC Charlotte Venture Program to be photographed and for the photograph(s) to be published by the Venture Program in hard copy or online, for promotional purposes only.

Signature: ____________________________ Date: ____________________________
Appendix F: Children's Waiver

AGREEMENT TO PARTICIPATE
Venture Team Challenge Course & High Team Challenge Course

COURSE DESCRIPTIONS:
The Venture Team Challenge Course and High Team Challenge Course consist of a number of physical obstacles to be overcome through individual or group effort.

The Team Challenge Course involves a variety of team problem solving and trust building elements. Not all groups use all of the elements and the age, maturity, and physical abilities of participants are considered in choosing appropriate elements for each group. Examples of some of the elements include: a rope swing that takes the swinger as much as three (3) feet off the ground; a number of cables or boards to walk along that are one to two (1-2) feet off the ground; and an eleven (11) foot wall to climb over; and a trust fall into the arms of fellow participants. Following a warm-up period, the group will be faced with increasingly complex challenges, followed by an opportunity to discuss the experience. Each participant is given the opportunity to decide whether to participate at each of the obstacles. The purpose of the challenges is to develop teamwork, enhance problem solving and communication skills, help develop leadership skills, and to have fun. Successful completion of the tasks is more dependent upon ingenuity, and effective group cooperation rather than upon physical strength.

The High Team Challenge Course involves team elements (such as a cargo net to climb, various cables to walk on with ropes and boards for support, and a zip wire event, etc.) All of these events happen in a telephone pole course from 4 feet up to 40 feet above the ground. Climbing harnesses, climbing ropes and safety cables are used to protect the participants in case of a fall. A minimum of three (3) trained staff will be at the site to help ensure safety practices are followed. After instruction in how to put on the harnesses and use the safety systems, participants can enter the course. The focus of the program is "Challenge by Choice" and each participant is given the opportunity to decide whether and how to participate in the course. There are opportunities to exit the course without having to complete every element. The purpose is to enhance individual self confidence, develop teamwork, enhance problem solving and communication skills, help develop leadership skills, and to have fun. Successful completion of the course is more dependent upon one's ability to act in the face of others fears and on balance rather than upon physical strength.

PARTICIPANT AGREEMENTS AND REPRESENTATIONS
1. I am aware that participation in the Venture Team Challenge Course and High Team Challenge Course exposes me to many risks of injury. While there have been few accidents involved with challenge course activities, one must be aware that injuries can occur including but not limited to, death, serious neck and spinal injuries, which may result in complete or partial paralysis, brain damage, serious injury to virtually all bones, joints, ligaments, muscles, tendons, and other aspects of the muscular skeletal system, and serious injury or impairment to other aspects of my body, general health and well-being. I understand that the dangers and risks of participating in the above activities may result not only in serious injury, but in a serious impairment of my future ability to earn a living, to engage in other business, social and recreational activities, and generally to enjoy life.

2. Participation in these Venture Activities is not a requirement. I have freely chosen to participate. I hereby assume the risks associated with this Venture Activity.

3. I agree to follow the rules and safety procedures established for the activities, and to obey Venture staff supervising these activities. The entire responsibility for safety is not the leader's. I, too, have a responsibility. For my own safe participation, and that of my fellow participants, I must call to the attention of the leader any situation which I perceive to be a potential danger to myself or fellow participants. This would include, but should not be limited to: equipment that has broken or is in need of repair, when I am not feeling well or am unduly fatigued, or when I have unusual difficulty in performing a skill.

4. I understand that this activity may subject me to rigorous physical exertion. I hereby state that I am in sufficient physical condition to accept a rigorous level of physical activity. At any time I have the right not to participate in or to discontinue my participation in a specific activity with which I am not comfortable.

Agreed.

A.
Signature of Participant
Printed Name
Date

PARENT’S CONCURRENCE AND CONSENT
I am the parent or legal guardian of the participant whose signature appears above. I have had the opportunity to discuss the foregoing with my child/ward. He/she understands Items 1 - 4 above. I concur in my child's representations and agreements therein, and I consent to his/her participation in the course(s) described above.

B.
Signature of Parent or Guardian
Printed Name
Date
**Appendix G: HTC Medical Waiver**

**CONFIDENTIAL MEDICAL REVIEW**

For use with Venture High Team Challenge Programs

**Purpose:** With the combination of your knowledge of yourself and the Venture Program’s knowledge of the High Course Program, we can better provide a productive and fun day. The information is requested below for the following purposes:

1. It serves as a helpful reminder to you of physical precautions and care you may need to take because of previous injuries or other physical conditions you may have.
2. In case of emergencies, it provides us with accurate information about you so that we can provide and/or seek appropriate treatment. You are accountable for providing an accurate medical history.
3. It is intended to help you determine whether participation in some or all of the High Course Program is appropriate. **The Venture Program can assist you with this determination, but the final determination about whether to participate is your responsibility.** Please feel free to discuss any concerns you may have about the program with the Venture staff.

This information is considered highly confidential. **All content found herein will not become public without your consent.**

<table>
<thead>
<tr>
<th>Please print or type</th>
<th>Program Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Home Phone:</td>
</tr>
<tr>
<td>Home Address:</td>
<td>City/State/Zip:</td>
</tr>
<tr>
<td>Emergency Contact:</td>
<td>Emergency Phone:</td>
</tr>
<tr>
<td>Doctor:</td>
<td>Doctor’s Phone:</td>
</tr>
</tbody>
</table>

Participation in this program is voluntary, and you can decline participation in all of, or any part of, the activities occurring during the program.

The information requested below is not intended to address every medical issue you may have, nor is it intended to ensure your safe participation in the program, but it is intended to highlight some common medical issues that may affect your participation in the High Course Program. If you have any medical issue that is not requested below, but of which you think it is important that the Venture Program be aware, please include that information below.

**Please answer all of the questions. If you answer yes to any of the following questions, please explain, naming the condition and giving a detailed description, including dates and restrictions, if any. Use back and/or additional paper if needed.**

1. Have you been told by a physician that you have, or are you aware of having, any medical conditions that could be aggravated by physical activity, such as heart disease, high blood pressure, lung disease, diabetes, pregnancy or others?
   - q Yes
   - q No

2. Have you been told by a physician that you have, or are you aware of having, any problems with your neck, back, shoulders, wrists, hips, ankles or knees that may be aggravated by physical activity?
   - q Yes
   - q No

3. Have you been told by a physician that you have, or are you aware of having, any other medical, physical or psychological problems you think we should know about before the activities begin (i.e. asthma, allergies to bee stings, food, etc., are you on any medications, etc.)?
   - q Yes
   - q No

**Signature:** ________________________________ **Date:** ____________________
# Appendix H: Competencies

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Volt Initials &amp; Date</th>
<th>Senior staff Initials &amp; Date</th>
<th>CORE Initials &amp; Date</th>
</tr>
</thead>
</table>

### Background and Professionalism

- Received HTC Manual _____ Read HTC Manual _____
- Able to explain Venture’s mission, values and philosophy, including Challenge By Choice
- Has knowledge and experience with various populations: (list)
  - Youth
  - College
  - Adults
- Able to explain and discuss professional ethical practices
- Attended HTC 2 day workshop or other formal high ropes training
  - Dates: ________________
  - Where: ________________

### General Safety Competencies

- First Aid Certification _____ CPR Certification _____ (copies in VOLT notebook)
- Able to explain Venture’s emergency plan for on campus
- Able to perform initial assessment of individuals and groups abilities and behavior, i.e. group dynamics and program preparedness
- Has awareness of ACCT standards for Inspections and Operations

### Course Monitor (previous sections not required)

- Been through the Venture HTC or good familiarity with other high courses
- Facilitates a safe environment and allows appropriate risk taking.
- Understands how his/her presence and behavior affects individual and group behavior
- Able to assess individuals and groups in order to tailor the level and complexity of challenges
- Challenge course activities may elicit intense emotions. Remember to not take participant reactions personally.
- Demonstrated maturity and alertness while participants going thru course
- Demonstrated safe self transfer using appropriate commands
- Demonstrated safe participant transfer
- Able to explain safety procedures to participants
- Able to appropriately coach participants on adjacent elements
- Aware of double unclip concern and what to look for to help prevent
- Able to explain responsibilities of course monitor

Notes / Observations:

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<table>
<thead>
<tr>
<th>Qualified as Course Monitor</th>
<th>Date:</th>
<th>Approved by: (CORE staff)</th>
</tr>
</thead>
</table>

### Ground Staff (previous sections required)

- Can explain all pre-program responsibilities, staff/client ratios, waivers, med screening, etc.
- Able to introduce safety equipment, including chest harnesses, and help participants suit up.
- Able to monitor at practice area
- Able to do the pre-program inspection of course (according to ACCT standards)
- Know how to lower and raise entrance nets
- Ability to appropriately coach participants on both ground level elements
- Able to perform back up belay during rescue lower, and guide patient thru cables
- Able to explain to and assist participants exiting zip line
- Able to debrief individuals/pods as they reach ground
Able to explain all responsibilities of ground staff
Takes initiative and finds ways to be useful

Ground Apprenticeship (observe) group_________________________, date______

Final Apprenticeship (acting staff:) group_________________________,
date__________

Notes / Observations:

<table>
<thead>
<tr>
<th>Qualified as Ground Staff</th>
<th>Date:</th>
<th>Approved by: (CORE staff)</th>
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</table>

**Qualifications**

<table>
<thead>
<tr>
<th>Volt</th>
<th>Senior Staff</th>
<th>CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initials &amp; Date</td>
<td>Initials &amp; Date</td>
<td>Initials &amp; Date</td>
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**Rescue Staff (previous sections required)**

Able to explain Venture weather policies
Demonstrated inspection and set up of rescue bags
Demonstrated comfort ability, moving quickly through all elements and hanging in the course wherever and however necessary.
Demonstrate efficient and effective ground school / practice area talk
Demonstrated ability to perform a self-rescue.
Demonstrated coaching participant in regaining course
Demonstrated physically assisting participant in regaining course
Demonstrate properly tied and dressed knots:
- Figure eight on a bight _____ Double figure eight ______

Demonstrated rigging and rappelling on course.

Conduct a rescue lower from the following areas of the course:
- Second Level of Odyssey ______ Second Level of Iliad ______
- Third Level of Odyssey ______ Third Level of Iliad ______
- Cut-away ______

Demonstrate high quality, efficient lower with 'unconscious’ patient without cues or verbal assistance – in a timely manner

Explain Responsibilities of Rescue Staff

First Apprenticeship (observe) group_________________________, date______
Second Apprenticeship: (Acting) group_________________________, date____________

Notes / Observations:

<table>
<thead>
<tr>
<th>Qualified as Rescue Staff:</th>
<th>Date:</th>
<th>Approved by: (CORE staff)</th>
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**Zip Staff (previous sections required)**

Able to inspect Zip line components
Demonstrated adjusting descent speed setting
Demonstrated Zip pulley set-up
Conducted briefing, transfer and sending participants off zip
Conducted simple rescue from zip

Able to explain possible rescuing pulley from the middle of the zip line

First Apprenticeship (observe) group_________________________, date______
Second Apprenticeship: (Acting) group_________________________, date__________

Notes / Observations:
### Qualified as Zip Staff: Date: Approved by: (CORE staff)

#### Qualifications

<table>
<thead>
<tr>
<th><strong>Senior Staff Competencies (previous sections required)</strong></th>
<th>Volt</th>
<th>Senior Staff</th>
<th>CORE</th>
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<tbody>
<tr>
<td>One semester experience as Venture Zip Certified staff or equivalent</td>
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<td>Solid working knowledge and experience with ropes systems including belays, rappels</td>
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<td>Ability to lead/manage a program (both the technical and the people skills)</td>
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<td>Continually assesses hazards and adjusts program accordingly</td>
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<td>Able to monitor entire course - able to focus on own area of responsibility and entire group as well as details needed for responsibilities as lead staff</td>
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<td>Demonstrates good leadership, supervision skills, judgment, and maturity consistent with responsibilities to provide a successful program.</td>
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<td>Able to assign staff to appropriate course based on their skill and program needs</td>
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<td>Can conduct the large group program orientation</td>
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<td>Can design and lead a final debrief/large group closing</td>
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<td>Conduct a post-program de-brief with staff</td>
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First Apprenticeship (observe) group_____________________________, date_____________

Second Apprenticeship: (Acting) group_____________________________, date_____________

Final Apprenticeship: (Acting) group_____________________________, date_____________

Notes / Observations:

### Qualified as Senior Staff: Date: Approved by: (CORE staff)

#### Belayed Elements Staff (previous sections required)

| Ability to set-up belay system |     |              |      |
| Demonstrated proper belay technique |     |              |      |
| Demonstrated effective ground school talk / pre-program talk with participants |     |              |      |
| Demonstrated group management skills |     |              |      |
| Ability to describe role and responsibilities of belayed elements staff. |     |              |      |

First Apprenticeship (observe) group_____________________________, date_____________

Second Apprenticeship: (Acting) group_____________________________, date_____________

Notes / Observations:

### Qualified as Belayed Elements Staff: Date: Approved by: (CORE staff)

#### Giant Swing Staff (previous sections required)

| Ability to set-up giant swing system |     |              |      |
| Demonstrated effective ground school talk / pre-program talk with participants |     |              |      |
| Demonstrated group management skills |     |              |      |
| Ability to describe role and responsibilities of giant swing staff. |     |              |      |

First Apprenticeship (observe) group_____________________________, date_____________

Second Apprenticeship: (Acting) group_____________________________, date_____________

Notes / Observations:

### Qualified as Giant Swing Staff: Date: Approved by: (CORE staff)