<table>
<thead>
<tr>
<th><strong>Workshop Number</strong></th>
<th>9</th>
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<tbody>
<tr>
<td><strong>Date Created</strong></td>
<td>19 Feb 2011</td>
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<tr>
<td><strong>Workshop Title</strong></td>
<td>How Low Can You Go?</td>
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<tr>
<td><strong>Module Title</strong></td>
<td>Challenge Course Management</td>
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<tr>
<td><strong>Diploma Programme</strong></td>
<td>Specialist Diploma in Outdoor &amp; Adventure Learning</td>
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<td><strong>School/ Centre</strong></td>
<td>SHL</td>
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<tr>
<td><strong>Creator/s of Workshop</strong></td>
<td>Developed by: Allan Lee, Reviewed by: Abdul Kahlid Lim Leng Er</td>
</tr>
<tr>
<td><strong>Module Chair/ Coordinator</strong></td>
<td>Andrew Chin</td>
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**Learning Outcomes**

This is a statement of learning outcomes in measurable terms, and articulate the expected mastery level (skills & knowledge) within the domain.

Students at the end of the lesson will be introduced to low elements and realize that there is higher risk of injury (though in most cases not fatal in nature) compared to injuries sustained in high elements but much lower than other physical activities eg. basketball, soccer etc. Students will also be introduced to the set-up, framing and conduct of Tunnel-Cave-Maze (TCM) activities.

- To explain the use of low elements and TCM in challenge course programmes.
- To explain the general considerations when developing low elements courses.
- To explain the safe approach to conducting a low elements course session and TCM with a group.
- To demonstrate the safe approach when conducting a low elements course elements and TCM with a group.

**Workshop Materials**

Materials that are used for this workshop for both students and staff.

- Handouts (Reference Notes)
- Discussion Sheet
- Mahjong Paper x 8
- Markers x 8
- References
- Low Elements in RP ALC
- Helmets

**Learning Issues**

The exploratory space of the day’s workshop which allows for interpretation from students is.

Students need to know how low elements are different from high elements, the various decision criteria when developing a new low elements course for an organisation and the role of low elements and TCM in adventure learning. Given the fact
contained within a given scope – based on the learning outcomes and domain specific characteristics. The learning issues indicate the level of open-endedness and the overall structure within which the students will learn.

that TCM is relative a new challenge element, students will be introduced to the evolution of such an element in Singapore.

Contrary to perceptions, low elements do not mean lower risk. In fact the opposite may be true. Students must be able to demonstrate and explain the rationale behind the safety considerations unique to low elements and TCM, such as spotting.

Resources

These should be varied in terms of containing information and points of views as well as open to interpretation/ argument. They should not provide direct answers, excess information or misleading or trivial references.


Quiz

The questions address the learning outcomes explicitly or implicitly. They need to be grounded in domain specific content so that students are able to demonstrate mastery through application of knowledge.

Question:

Which of the following is/are NOT differentiating factors between a low challenge course and a high challenge course? (1 marks)
i. Need for Belay
ii. Need for Spotting
iii. The number of participants involved
iv. Whether the elements are off the ground
v. Amount of perceived challenge

A. i only
B. i & ii
C. ii, iii & v
D. iii, iv & v

Answer: (D)

Rationale: Low Element Course is defined as elements which belaying is not required. Spotting is required whether it is handled by Trainers/Facilitators or participants. Both low & high elements are off the ground and hence, not a differentiating factor. While high challenge course generally have higher perceived risk, it is not necessary so and hence not a differentiating factor.

Question:
Name three considerations a spotter must adopt. (3 marks)

Answers (any three):
- Standing with legs apart, with one leg positioned forward while the other behind the body.
- The hands should be held up, palms facing outward, at all time while the climber is on the low elements.
- Eyes on the participants at all time.
- Spotters to follow the participants as they move along the elements.

Note: Any three answers are acceptable. Words in bold are key words for each answer.

Question:
The purpose of the ________ test is to ensure that the participant will not get caught in between narrow spaces in the Tunnel/Cave/Maze (TCM). (1 mark)

Answer: squeeze

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**Workshop Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>9am</td>
<td>Meeting at RP ALC</td>
</tr>
<tr>
<td></td>
<td>Group 1 &amp; 2 Discussion on safety considerations unique to managing TCM</td>
</tr>
<tr>
<td></td>
<td>Group 3 &amp; 4: Discussion on safety consideration unique to managing low elements.</td>
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<tr>
<td>10am</td>
<td>Presentation</td>
</tr>
<tr>
<td>11am</td>
<td>Lecture</td>
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<tr>
<td>12pm</td>
<td>End of Workshop</td>
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(In case of inclement weather, lesson will start with lecture at 10am)

**Assessment / Presentation / Final Project for submission (if any during the workshop)**

NIL.

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**Annex A: Review Records**

<table>
<thead>
<tr>
<th>Reviewer</th>
<th>Reviewer’s Comments</th>
<th>Date</th>
<th>Action by Creator/s</th>
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**Annex B: Post-mortem Records**

<table>
<thead>
<tr>
<th>Area</th>
<th>Facilitator’s Feedback</th>
<th>Follow-up Action</th>
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