

COPE & Climbing Foundation Level I Lesson Plan

Getting Acquainted	1 hour
Leave No Trace	30 minutes
Challenge By Choice & Setting Goals	30 minutes
Age Appropriate Guidelines	30 minutes
Warm-ups and Initiative Games	2 hours
Spotting	30 minutes
Dealing with Fear	1 hour
Safety Measures & Accident Prevention	30 minutes
Life Safety Systems	4 hours
Climbing and Rappelling (Tower/Wall)	4 hours
Equipment Control & Inventory	1 hour
Pre-use Inspections and Reporting	30 minutes
Effective Teaching Using EDGE	<u>1 hour</u>
Total	17 hours

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Subject: Getting Acquainted

Course: COPE & Climbing Foundation; Level I

Time: 60 min (+ time for appropriate ice breaker activity)

Instructional objectives:

- State the overall goals of this course
- Get acquainted with other members of the class
- Give a brief history of BSA COPE/Climbing programs
- Explain the organization structure for the BSA COPE and Climbing programs

Training Aids and Equipment Required:

- Flip chart and markers

Materials for Distribution:

- BSA COPE and Climbing manual
- Outdoor Program Organizational Chart (on BSA flash drive)

Methods and Overview:

- Mini-lecture and explanation
- Group participation

Lesson plan:

- Greet participants and introduce yourself

Course Goals

- Train instructors that will conduct and oversee COPE/Climbing operations and programs.
- Conduct training and exercises that teach appropriate behavior by staff members and participants.
- Cover logistics of the week, including uniforming and facilities.
- Set ground rules
 - Gravity effects everyone
 - You can die
 - Everyone is responsible for safety
 - You must follow all safety protocols
- Course expectations
 - Be open minded
 - There is safe, safer and safest ways to accomplish tasks
 - Requirements for successfully completion of the course.
 - Attend all classroom and field sessions
 - Participate in all sessions
 - You do not need to be a world class climber to successfully complete the course
 - You will need to be able to resolve incidents that may necessitate the use of technical skills in the vertical realm
 - Be familiar with the BSA National Standards
 - Successfully pass the practical skills and/or written exam

Getting Acquainted

- Introduce each staff member.

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- Have each staff member provide some background information about their Scouting and climbing/COPE experience.
- Have participants introduce themselves
- Ice Breaker Games
 - Give participants and opportunity to get to know one another with ice breaker games that encourage interaction among group members.

Brief History of BSA COPE and Climbing programs

- Briefly review the development of Challenge Courses and Climbing programs, highlighting the BSA's involvement.
- COPE (Challenging Outdoor Personal Experience) is a BSA program that utilizes a ropes/challenge course.
- Challenge course have been around since the early 1900's and were introduced to the BSA program in 1975. Since that time they have been a key part of developing leadership and team building throughout BSA.
- Climbing and rappelling have long been activities featured at many BSA camps and several high-adventure bases. The BSA introduced the Climbing merit badge in 1996. Past history had shown that most incidents and accidents have happened or occurred during unit climbing/rappelling activities. As a result the Climb On Safely program was introduced in 1998. Additionally, BSA National Camping School began offering a Climbing section in 2000.

Organizational structure BSA COPE and Climbing programs

- Distribute and review the example of a COPE and Climbing Organizational Chart
 - Show chart illustrating the Outdoor Program Committee structure at the national, region, area, and local council levels
 - Identify where the students fall in the organizational chart
 - Emphasize that all of the program areas are focused on delivering the aims of scouting (Character Development, Fitness, Citizenship)
 - Discuss how programs can work together to accomplish common goals through the Outdoor Program Committee

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Subject: Leave No Trace

Course: COPE & Climbing Foundation; Level I

Time: 30 minutes (with ongoing observation of practice after the formal session)

Instructional Objectives:

- List the 7 ethical principles of Leave No Trace
- Describe how the ethical principles of Leave No Trace apply to COPE & Climbing activities.

Training Aids and Equipment Resources:

- Leave No Trace Situation-Solution Cards (**print one copy per game/class**)
- Rock Climbing Skills and Ethics Book (www.LNT.org)
- Soft Paths by Bruce Hampton & David Cole (Stackpole Books, 2003)
- North American Skills and Ethics Booklet by Leave No Trace (www.LNT.org/training/educationaltraining.php)

Materials for Distribution:

- Leave No Trace for COPE & Climbing Handout

Methods and Overview:

- LNT Situation-Solution Game
- Discussion

Lesson Plan:

Review 7 Principles of LNT

Hand out the Leave No Trace for COPE & Climbing handout and briefly review the 7 principles of Leave No Trace and the descriptions relating the principles to COPE and Climbing activities.

LNT Situation-Solution Game

Hand out one Situation-Solution card to each member of the group and ask them to read the card. If they have a situation card they need to find the matching solution card. If they have a solution card, they need to find the matching situation card.

When all of the matching cards have been found, tell them to stand by their partner and form a circle. Have each partner first read the event and then the solution to the group and identify the Leave No Trace principle that it best associates with.

LNT for COPE & Climbing Buzz Group Activity

Break the class into groups of 3-4 people each and ask them to come up with a COPE or Climbing activity and write a brief description of the activity on a flip chart. Have each group come up with 3 ideas that they might use to introduce the participants in their activity to Leave No Trace and encourage them to practice those principles during the activity. Have each group briefly share their ideas with the entire class.

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Subject: Challenge by Choice© & Setting Goals
Course: COPE & Climbing Foundation; Level I
Time: 30 minutes

Instructional Objectives

- List and apply Challenge by Choice© concepts.
- List and apply goal-setting tools.
- Understand and use the Full-Value Contract©.
- Use the basic methodology of working with youths.

Training Aids and Equipment Required

- COPE & Climbing Reference Manual
- PowerPoint presentation and projector or easel, pad, paper, and markers

Materials for Distribution

- How We Differ initiative game handout (enough for each participant)
- My Personal Goals work sheet handout (enough for each participant)
- The Full-Value Contract© Handout (enough for each participant)

Methods and Overview

- Group activity: Initiative Game that reinforces Challenge by Choice© and Full-Value Contract© concepts
- Group discussion: How to present Challenge by Choice© and Full-Value Contract© concepts
- Homework Assignment: Setting Goals for this course

Lesson Plan:

Initiative Game

- Select an initiative game that can be used to reinforce the concepts of Challenge by Choice© and Full-Value Contract
 - Blind Square
 - Hoops Around the Circle
 - All Aboard
- Facilitate the game so that members of the group are challenged enough that some may tend to “check out” or become frustrated
- During the processing following the game, point out how Challenge by Choice© and Full-Value Contract fit with the experience

Group Discussion

- Ask the class to identify ways that the concepts of Challenge by Choice© and Full-Value Contract can be presented to groups and list them on the flip chart

Homework Assignment: My Personal Goals

- Hand out the Personal Goals Worksheet to each participant.
- Explain the concept of SMART goals. Discuss this if needed.
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Time bound

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- Ask them to take some time before the next day to fill out the sheet with their personal goals for the course.
- Explain to them that these will be used by the training staff to make sure that the needs of training participants are met.
- Explain that the goals will be reviewed toward the end of the course to make sure that everyone walks away with what they need.

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Subject: Age Appropriate Guidelines

Course: COPE & Climbing Foundation; Level I

Time: 30 minutes

Instructional Objectives:

- Identify age-appropriate activities for youth given BSA Age Appropriate Guidelines chart

Training Aids and Equipment Required:

- BSA Age Appropriate Guidelines chart from Scouting.org (on BSA flash drive)
- Seven different identifying bandanas or other appropriate group identifiers
- Age Appropriate Guidelines Activity Signs (on BSA flash drive)

Materials for Distribution:

- Age Appropriate Guidelines, or Climb On Safely, or Guide To Safe Scouting

Methods and Overview:

- Age Appropriate Guidelines game
- Group Discussion: The Role of Guide to Safe Scouting

Lesson Plan: Age Appropriate Guidelines Game

- Each person should have a copy of the Age Appropriate Guidelines as a reference
- Ask for six volunteers and assign them the following roles:
 - Tiger Cub Scout – orange bandana
 - Wolf/Bear Cub Scout – blue bandana
 - Webelos Scout – gold bandana
 - Boy Scout – red bandana
 - Older Boy Scout – khaki bandana
 - Varsity Scout – brown bandana
 - Venture Scout – green bandana
- Ask the rest of the participants to take an activity sign and stand in a large circle around the participants representing the scout groups.
 - Belaying
 - Bouldering
 - Caving
 - Climbing – commercial or horizontal wall
 - Climbing – vertical wall or tower
 - Climbing – rock
 - Lead Climbing
 - Initiative Games
 - COPE
 - Canopy Tours
 - Rappelling
 - Snow & Ice Climbing
- Ask the participants who represent the scout groups to find activities that are appropriate for their age group to participate in by standing next to a person who is holding a sign for that activity.
- After each round, ask each person to explain why they are standing where they are and move any people who are in the wrong place to a correct one.

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- In the next round, ask each person to choose another activity to stand next to and repeat the process. If they can no longer find an activity that is appropriate for them, have them stand in a separate area indicating that they are “finished”.
- As each scout group representative moves to the “finished” area, take a moment to ask them to report on all of the activities they have stood next to and why they feel they are “finished”. The Tiger Cub Scout representative should finish first, followed by the Wolf/Bear Cub Scout and so on.
- When all representatives are in the “finished” area, briefly discuss the Age Appropriate Guidelines chart and the purpose for matching people with appropriate age and maturity to the respective COPE & climbing activities.

Group Discussion: The Role of the Guide to Safe Scouting (GSS)

- Point out that the Guide to Safe Scouting is the foundation for all of the standards and publications of the BSA (the “trump card”)
- If there are conflicts between other publications and the GSS, the GSS prevails
- Invite questions about the Guide to Safe Scouting as it relates to COPE & Climbing programs

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Subject: Warm-Up Activities and Initiative Games

Course: COPE & Climbing Foundation; Level I

Time: 2 hours

Instructional Objectives:

At the end of this session, participants will be able to

- Describe the purpose of warm-up activities and initiative games in a COPE or Climbing program.
- Introduce a variety of warm-up activities and initiative games to a group.
- Safely conduct a variety of warm-up activities and initiative games with a group.

Training Aids and Equipment:

- COPE and Climbing reference manual
- Cowtails and Cobras II by Karl Rohnke (Project Adventure Inc., 1989)
- Book of Raccoon Circles by Jim Cain and Tom Smith (Kendall-Hunt Publishing Co., 2007)
- Tips & Tools: The Art of Experiential Group Facilitation by Jennifer Stanchfield (Wood 'N' Barnes publishing Co., 2007)
- Official Internet edition of Raccoon Circle Activities from www.teamworkandteamplay.com

Materials for Distribution:

- Copies of instructions of additional games

Methods and Overview:

- Discussion and group activity: The Purpose of Warm-Ups and Initiative Games

Lesson Plan:

The Purpose of Warm-Ups and Initiative Games

The instructor facilitates a discussion of what might develop as a group participates in warm-up activities and initiative games. The following are examples of key points that should be drawn out in the discussion;

- **Group Knowledge.** These activities provide the group with information about themselves as participants and also about how other members of the group interact in various situations.
- **Group Skill Development.** These activities help the group to understand the purpose of spotting and to learn spotting techniques that are appropriate for course activities.
- **Facilitator Knowledge.** The facilitator needs to carefully observe members of the group to get information that is useful for subsequent activities (e.g., who is outgoing or reserved, natural leaders, conflict styles, group consensus mechanisms).
- **Breaking the Bubble.** Many participants have personal space boundaries that can get in the way of group progress and effective spotting. Some activities are designed to help participants overcome those boundaries.

Introduce the following purposes that warm-ups and initiative games might serve in a well-designed COPE or Climbing program.

- Warm-up activities
- Cardiovascular warm-up (Ameba Tag, The Blob)
- Stretching/flexibility (Yurt Circle, Tangled Knot)
- Icebreakers/get-acquainted activities (Name Game, Have You Ever)

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- Problem solving/mental warm-up (Warp Speed, Age Alignment)
- Skills instruction and practice (Trust Duo, Human Spring, Trust Trio, Cookie Factory, Trust Levitation, Trust Circle, Trust Fall. This sequence is designed to teach participants how to properly spot others.)
- Divide the class into groups, each with an assignment to use class resources (reference texts, experienced class members, staff members) to design a sequence of activities that is appropriate for one of the following client groups (assume eight members in each group):
 - Patrol leaders' council from a Boy Scout troop
 - A coed Venturing crew
 - Adults from a corporate leadership team
 - Coed middle school group
- After the discussion, each group will make a presentation of their sequence of activities and invite class members to play the role of their group and take part in the sequence.
- Explain that COPE and Climbing staff members should develop their own individual tool boxes, but make sure that you don't fall into a "rut" of always doing the same games. Choose appropriate activities based on the needs of the group, and don't be afraid to try new ideas.
- Show the group the available resources for learning about the activities. Ask the participants about additional resources that they know of, and post these on a chart on the wall.
- Explain that, because practice is the best way to learn, so everybody is required to lead an initiative game sometime during the course (so, suck it up and think about it).
- Sometime during this session, facilitate a group activity that will introduce the group to difficulty with communication and conflict. Blind Square or Traffic Jam are examples of activities that may be used, but any activity requiring problem solving and extensive communication can be used. Discuss the activity afterward

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Subject: Spotting

Course: COPE & Climbing Foundation; Level I

Time: 30 minutes

Instructional Objectives:

- Describe the purpose of spotting and safety concerns
- Conduct trust activities to reinforce effective spotting
- Demonstrate proper spotting techniques
- Describe the instructor's role in observing spotters and maintaining a safe program

Training Aids and Equipment Resources:

- BSA COPE & Climbing Reference Manual
- The Complete Rope Course Manual (Kendall-Hunt Publishing)
- Ropes Course Safety Manual (Kendall-Hunt Publishing)

Materials for Distribution:

- **None**

Methods and Overview:

- Demonstrate proper spotting techniques
- Practice spotting

Lesson Plan:

The Purpose of Spotting

- Protect head, neck, and spine
- Proper stance to ensure stability
- Communication
- Establish trust
- Spotting techniques and reactions vary with the type of activity
 - Climbing wall
 - Traversing activities
 - Swinging activities
 - Trust falls
 - Dynamic ropes

Spotting Instruction

1. Demonstrate the proper spotting stance
2. Ask the spotters to demonstrate their stance.
 - The facilitator should observe the spotters and provide suggestions and corrective action, if needed.
3. Introduce the spotting communication
 - a. Spotters ready?
 - b. Spotters ready!
 - c. "name" Climbing. ("name" optional per course procedures)
 - d. Climb on "name".
4. Students practice spotting
 - Remind spotters that they should be mentally alert and focused on the participant at all times.

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- Spotters must be positioned where they would be most effective in preventing injury.
- Practice through a progression of games
 - Trust Duo
 - Trust Trio
 - Trust Circle
 - Or others as appropriate
- For climbing, one of the best ways to practice is to allow participants to boulder or walk along a low ledge.

Role of Instructor

- The instructor must closely supervise the spotters at all times reminding them to stay alert and focused on the participant.

Subject: Dealing With Fear

Course: COPE & Climbing Foundation; Level I

Time: 60 minutes

Instructional Objectives:

At the end of this session, participants will be able to

- Describe the signs of hesitation and fear in participants.
- Describe approaches to dealing with abnormal hesitation or fear situations in program settings.

Training Aids and Equipment :

- *COPE & Climbing Reference Manual*
- *Processing the Experience* by John Luckner and Reldan Nadler (Kendall-Hunt Publishing Co., 1997)
- *Islands of Healing: A Guide to Adventure-Based Counseling* by Jim Schoel, Dick Prouty, and Paul Radcliffe (Project Adventure Inc., 1988)
- *Tips and Tools: The Art of Experiential Group Facilitation* by Jennifer Stanchfield (Wood 'N' Barnes Publishing Co., 2007)
- *Insert Danger Zone chart Here see Todd*

Materials for Distribution:

- Situation Handouts (there are examples in the appendix, or use the group to come up with new scenarios)
- Danger Zone chart

Methods and Overview

- Group Discussion: Recognizing Fear
- Group activity: Role-Play

Lesson Plan:

Group Discussion

- Discuss with the group the physical signs of fear and anxiety (see examples in reference manual).
- Discuss different approaches to how to deal with fear in participants, make sure not to exceed challenge by choice.
- Discuss using the group for a positive outcome.
- Explain behavioral characteristics that a staff member must project when dealing with a participant that is showing symptoms of fear.
- Ask members of the group to reflect on past experiences.
- Explain how the danger zone chart shows when getting too far outside your comfort zone no longer promotes learning.

Group Activity

- Divide the group into small groups.
- Distribute the Situation Handout for dealing with fear, one situation for each group.
- Instruct the students to work as a group to determine a strategy for dealing with their particular situation, and then present a role-play that acts out their strategy.
- Allow the groups 10-15 minutes to complete their preparation, and then have each group present their role-plays.

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Subject: Safety Measures / Accident Prevention
Course: COPE & Climbing Foundation; Level I
Time: 30 minutes

Instructional objectives:

- Understand the process for participant screening.
- Understand how to adapt programming for medical conditions.
- Describe the importance of physical fitness.
- Be aware of accident prevention plans and emergency procedures.
- Understand what is a “near miss” or “an incident”
- Be aware of incident reporting procedures.

Training Aids and Equipment Required:

- *Current National Camp Accreditation Program Standards, COPE & Climbing Appendix, current edition*
- *COPE & Climbing Reference Manual*

Materials for Distribution:

- Blank Annual Health and Medical Record
- Course specific emergency procedures

Methods and Overview:

Level I

- Mini-lecture: Overview of the physical requirements of COPE/Climbing programs
- Mini-lecture: Overview of participant screening process
- Mini-lecture: Review of course specific emergency procedures

Lesson Plan:

Mini-lecture: Physical Fitness

- COPE and Climbing are strenuous activities requiring a moderate to high level of physical fitness.
- Brainstorm ways COPE and Climbing and activities challenge participants physically and mentally.
- Warm-up and stretching exercises decrease the likelihood of injury and help prepare participants physically and mentally.

Mini-lecture: Participant Screening

- Participant Screening is the responsibility of Level 2 instructors.
- May include Camp Medical Officer if available
- Awareness of participant medical issues allows staff to modify activities to allow participation and reduced the likelihood of injury due to pre-existing condition.
- Emphasize that all medical information is confidential.

Mini-lecture: Course Specific Emergency Procedures

- Review Program Specific Emergency Procedures
- Emphasize that all staff must follow the established procedures for the program/camp.
 - Each program should have local operating procedures that all staff must follow
 - Procedures include who has access to the course
- Emphasize that safety and accident prevention are everyone’s job.

Group Discussion

- Explain what is a near miss and an incident and ask for examples from participants.
- Discuss with the group the importance of detailed incident reporting and documentation in a timely manner.
- Review local procedures and individual responsibilities for incident reporting

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Subject: Life Safety Systems

Course: COPE & Climbing Foundation; Level I

Time: 4 hours

Instructional objectives:

- Tie and teach required knots
- Properly put on a helmet, harness and/or tied seat
- Properly evaluate the fit of a helmet, harness and/or tied seat
- Set-up belay systems
- Demonstrate and teach proper belaying technique
- Demonstrate the verbal communication signals used with life safety (*belay*) systems
- Demonstrate the functional components of a belay including belayer positioning, friction, and anchor

Training Aids and Equipment Required:

- *Current National Camp Accreditation Program Standards, COPE & Climbing Appendix, current edition*
- *Association For Challenge Course Technology's Challenge Course and Canopy/Zip Line Tour Standards, current edition*
- *COPE/Climbing Text book, current edition*
- Rope, webbing, harnesses, helmets, and hardware for assembling belay systems

Materials for Distribution:

- None

Methods and Overview:

- Lecture & Discussion: Components and principles of life safety systems
- Round Robin exercise: Knot tying, belay system setup & belay practice, Fitting manufactured harnesses & tying seat harnesses, zip line pulley set-up, P-lines and cable grabs, releasable rappel set-up, belay transfers

Lecture & Discussion

- Give a presentation covering the common parts of life safety systems.
- Describe requirements for Harnesses and when full-body or chest harnesses may be required.
- Describe requirements for helmets.
- Explain when personnel equipment may be used.
- Explain the difference of critical and non critical attachment points.
- Explain how rope shear , angle, sling configuration effect the overall strength of the belay system.
- Demonstrate proper use of different types of friction devices.
- Explain the different types of life safety systems and when each one may be appropriate
- Discuss what types of anchors are appropriate for the belayer's location.
- Explain belay techniques used for self belayed climbing above the anchor.
- Show and describe different types of cordage.
- Explain common uses for the different types of cordage
- Introduce the required knots and a technique for tying. (Proficiency should be developed throughout the rest of the course)
 - Figure 8

- Figure 8 follow-through
- Figure 8 on a bight
- Double loop figure 8
- Figure 9 on a bight
- Bowline on a bight
- Double loop bowline on a bight
- Safety knot
- Water knot
- Grapevine knot (double fisherman's knot)
- Alpine butterfly knot
- Clove hitch
- Killik hitch
- Basket hitch
- Teach how to put on a manufactured harness and tied seat harness and how to connect to the belay rope.
 - Address potential youth protection issues with fitting harnesses on others
 - Address manufacturer's recommendations for tying in and clipping in
 - Teach how to tie a chest harness
- Teach commands used in belaying for climbing, traversing, and rappelling
- Explain the different methods of belaying and teach proper belay technique.
 - Break Under Slide (BUS)
 - Chop
 - Slip-slap-slide
 - Bottom Belay (Firemans)
- Teach proper technique for the back-up belayer.
- Explain how to properly connect the belayer to an anchor or the use of a team anchor.
- Explain CHECK and how it should be used.

Group Activities

: Knot tying, belay system setup & belay practice, Fitting manufactured harnesses & tying seat harnesses, zip line pulley set-up, P-lines and cable grabs, releasable rappel set-up, belay transfers (Round robin exercises can be very effective here)

- All participants are on the ground wearing a properly fitted harness and helmet.
- Have participants identify the system components.
- Each participant should serve as back up belayer, belayer, climber and spotter.
- During each exercise proper commands should be used.

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Subject: Climbing and Rappelling (Tower/Artificial surfaces)

Course: COPE & Climbing Foundation; Level I

Time: 4 hours

Instructional Objectives:

At the end of this session, participants will be able to:

- Be able to explain the safety considerations for climbing/rappelling
- Demonstrate the technique of belaying and how to teach and supervise belaying
- Demonstrate the technique of climbing and how to teach and supervise climbing
- Demonstrate the technique of rappelling and how to teach and supervise rappelling
- Demonstrate facilitation of a top-rope climbing activity

Lesson plan: Climbing and Rappelling

Tower Rigging

- Evaluate the tower site and structure for safe operation
 - Discuss how there may be some areas that are out of sight where youth protection considerations may arise
- Set-up a climbing rope on the tower
- Set-up a belay station with fixed ground anchors or belay team anchor
- Set-up a single line and double line rappel

Tower Operation

- Have the participants operate and supervise the tower exercise
- Use the CHECK system and proper communication
- Operate the tower stations that have been set-up previously for several climbs
- Rotate participants through climber, rappeller, and belayer positions
- Staff should be evaluating participants as they participate in the exercise

Climbing Technique

- Discuss the following climbing techniques:
 - Handholds (jugs or buckets; nubs; clings; underclings; crimps; pressure hold; finger, fist, and hand jams)
 - Footholds (toe and foot jamming, edging, smearing, toe holds, heel hooks)
 - Combination holds (mantling, liebacks, chimney climbing, counterbalance)
 - Down climbing
 - Resting while climbing
- Discuss the fundamentals of route setting

Rappelling Technique

- Discuss the following rappelling techniques
 - Body position
 - Rope management
 - Brake hand position and braking methods
 - Feet position
 - Australian
 - Free rappel

Subject: Equipment Control and Inventory

Course: COPE & Climbing Foundation; Level I

Time: 60 minutes

Instructional objectives:

- Understand the importance of processes for recording daily use, check-out, inspecting, check-in and storage of each piece of equipment used in the program
- Maintain an Inventory of the types, numbers, and sizes of program equipment
- Inspect and evaluate condition of equipment

Training Aids and Equipment required:

- *Current National Camp Accreditation Program Standards, COPE & Climbing Appendix, current edition*
- *Association For Challenge Course Technology's Challenge Course and Canopy/Zip Line Tour Standards, current edition*
- *COPE/Climbing Reference Manual*
- Sample pieces of equipment.
- Rope, webbing, and hardware exhibiting various kinds of damage from misuse and age.

Materials for Distribution:

- Examples of manufacturer's documents showing inspection criteria.

Methods and Overview:

- Mini-lecture: Instructor's Role in equipment inventory control and inspection
- Discuss current standard for rope logs, equipment storage, and inventory control
- Discuss gear marking techniques
- Hands-on demonstration: Inspecting gear

Lesson Plan:

Mini-lecture: Instructor's role in inventory control and inspection

- Refer to the equipment standards relating to equipment inventory control and inspection and highlight the instructor's role in this process
- Describe proper techniques for marking equipment
- Stress the importance of drying wet gear before storing to avoid damage to the equipment.
- Equipment is to be used only according to manufacturer's recommendations.

Equipment Inspection

- Using the manufacturer's recommendations, demonstrate how to inspect equipment
 - Rope
 - Webbing and slings
 - Harnesses
 - Helmets
 - Hardware (i.e. carabiners, friction devices, trolleys, spring loaded camming devices, etc)

Equipment Storage and Inventory Control

- Tour the equipment storage facility and point out where and how gear is stored.
- Review equipment inventory control process and explain how it is used.

- Review options for equipment inventory control.

Group Activity – Equipment Inspection

- Allow participants to examine and handle various pieces of equipment that have been permanently retired due to damage by aging, misuse, and/or weathering.
- Offer as wide a variety of samples as possible—carabiners, ropes, webbing, helmets, harnesses, etc. Include pieces of equipment in good condition, too, so that participants can compare them with damaged gear.
- Encourage participants to find the damage themselves and to explain to the group why the damage renders the item unsafe.
- Discuss the importance of following your local councils policy for retirement of unsafe equipment.

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Subject: Pre-use Inspections & Reporting

Course: COPE & Climbing Foundation; Level I

Time: 30 minutes

Instructional objectives Level 1 - At the end of this session, participants will be able to:

- Define the responsibility for Pre-use Inspection & reporting.
- Properly inspect course, site, facility and equipment.

Training Aids and Equipment required for level 1 syllabus

- *Activity area to inspect*
- *Pre-use inspection checklist*
- *Sample report for items*

Methods and Overview:

- Mini-lecture: Instructor's role in Inspection and reporting
- Hands-on demonstration: Examining Course/Tower/Climbing Area

LESSON PLAN:

Mini-lecture: Instructor's role in inspection and reporting

- Discuss pre-use inspection checklists, showing examples
- Discuss inspecting:
 - Auto-belay devices
 - Cables
 - Fixed connectors (i.e. cable clamps, quick-links, ferrules, bolts)
 - Area- approach trails, climbing surface, environmental conditions
- Items from the inspections requiring corrective actions are reported to COPE/Climbing committee for resolution.

Group Activity: Pre-use inspection

- Using the pre-use inspection checklist, walk around the activity area and perform the pre-use inspection
- Report items requiring maintenance

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Subject: Effective Teaching Using EDGE (Explain, Demonstrate, Guide, Enable)

Course: COPE & Climbing Foundation; Level I

Time: 60 minutes (with ongoing observation of practice after the formal session)

Instructional Objectives:

- Identify learning style dimensions and how these affect retention of training material by participants
- Identify the components of EDGE
- Use EDGE methodology to design and implement a learning exercise for COPE or Climbing

Training Aids and Equipment Required

- Learning Styles & Strategies by Richard Felder & Barbara Solomon (www.ncsu.edu/felder-public/ILSdir/styles.htm)
- Trainer's EDGE (BSA publication)

Materials for Distribution

- Learning Styles handout
- [EDGE Lesson Plan.docx](#) handout (on BSA flash drive)

Methods and Overview

- Learning Style Instrument Exercise & Discussion
- EDGE explanation, demonstration, guidance & enabling exercise
- EDGE lesson plan and training by participants

LESSON PLAN: Effective Teaching

Learning Style Instrument Discussion

Prior to the course, assign participants to go on-line and take Learning Styles Instrument at: <http://www.engr.ncsu.edu/learningstyles/ilsweb.html>. Have them bring a printed copy of the results with them to the session. If this cannot be done practically, then have the participants self-select where they think they might fall.

Distribute the Learning Styles handout which explains learning styles according to four dimensions or scales.

Learning Styles Line-up:

Have the students line up according to their learning style scores in the Active/Reflective scale, with the highest Active scores on one side of the room and the highest Reflective scores on the other side with the rest of the participants positioned in between the two extremes according to where their scores fall in relation to the others in the class. Discuss how this information might help the instructor and students understand how different people learn. Ask the participants to offer some training activities that would be good for the Active style learner, and then do the same for the Reflective style learner.

Repeat this activity for each of the other dimensions:

- Sensing /Intuitive
- Visual/Verbal
- Global/Sequential

Wrap up the discussion by explaining that there are many creative ways for instructors to engage students in learning. Learning styles can be determined by instruments such as the one just used in the previous exercise, or can be determined by careful observation of the students as the teacher tries out various teaching methods. Good teachers take into account how the preferences for learning of the various learning styles either help or hinder students from understanding the things that are being taught, and include activities that are geared to the learning styles of the students in their class.

EDGE Modeling Activity

Introduce EDGE:

- Explain how to do the skill
- Demonstrate how to do the skill
- Guide as the person tries out the new skill or instructs you in doing the skill, giving feedback along the way.
- Enable them to use the newly learned skill on their own.

The idea of this session is to demonstrate the EDGE process by doing it with a simple knot tying task. The task should have a little complexity to it in order to show how the EDGE process can work for any teaching situation. Do the following:

- Explain: Show the finished knot applied in a situation where you would be likely to see it used (e.g. "figure 8 follow-through knot" on the end of a rope that is attached to a climbing harness). Explain why the knot is used and the features of the knot that make it effective in that situation. At the end, give them tips on what to look for to verify that the knot has been tied correctly.
- Demonstrate: Tie the knot yourself in front of the participants while talking through every detail of the task, including the inspection at the end to make sure that the knot has been tied correctly.
- Guide: Have a participant walk you through how to tie the knot as you do the tying. Ask them to explain every step in detail, and to have you go through the steps to verify that the finished knot has been tied correctly.
- Enable: Now ask the participant to tie the knot while explaining each step they take to tie the knot and verify that the knot has been tied correctly.

At the end of the exercise, review the steps of EDGE and explain how what you did follows the EDGE process. Review the steps of the EDGE process as follows:

- Explain how to do the skill
- Demonstrate how to do the skill
- Guide as the person tries out the new skill or instructs you in doing the skill, giving feedback along the way.
- Enable them to use the newly learned skill on their own.

EDGE Lesson Plan and Training

Ask the participants to team up with another person and select a knot from the Knot List to teach to the class. Have them write a brief lesson plan using [EDGE Lesson Plan.docx](#).