

# **COPE & Climbing Program Manager Lesson Plan**

**Introduction: 30 minutes**

**Outdoor Program Organization: 1 hour**

**Committee Development and Communication: 1 hour**

**Marketing: 90 minutes**

**Program Delivery and Sustainability: 2 hours**

**Standards: 3 hours**

**Risk Management and Emergency Procedures: 6+4 hours**

**Inspection and Maintenance: 3 hours**

**Staff Training: 4 hours**

**Training Program Evaluation: 1 hour**

**Universal Access: 2 hours**

**Program Design: 2 hours**

**Best Practices and Action Plans: 2 hours**

# **COPE & Climbing Program Manager Lesson Plan**

**Subject:** Introduction

**Course:** COPE & Climbing Program Manager

**Time:** 30 minutes

## **Instructional Objectives**

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

- Understand how COPE and Climbing programs fit with the overall aims of scouting
- Understand the common areas and differences between COPE and Climbing programs
- Understand key terminology and definitions for challenge programs
- Understand the underlying philosophies for delivering outdoor programs safely

## **Training Aids and Equipment Required**

- PowerPoint presentation *Introduction to Program Manager Training Course*
- Flip chart and markers

## **Materials for Distribution**

- Outdoor Program Committee Guide #34786
- Enterprise Risk Management Guide #680-009

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity: Identifying similarities and critical differences between COPE and Climbing programs

## **LESSON PLAN: COPE & Climbing Program Manager Course Introduction**

### **Group Activity: Facilitate Initiative Game**

The ability to facilitate a variety of initiative games is a key competency for any COPE or Climbing program staff member. Somewhere during this opening session, make sure that each class member is assigned to lead at least one initiative game during the class sessions. It may be useful to have a range of games to open or close a session, energize the group during longer sessions, or emphasize a particular program goal (e.g. communication, conflict management, problem-solving, etc). Record the assignments on a flip chart and inform the class members that their turn may happen at any time during the course.

### **Discussion: Setting the stage**

Review and discuss slides 2 & 3 of the PowerPoint presentation, highlighting the aims and mission of scouting and how COPE & Climbing programs fit in with other outdoor programs

### **Group Activity: Commonalities and Differences between COPE and Climbing**

Divide the class into two groups. Ask one group to list on a flip chart as many commonalities between COPE and Climbing programs as they can, and ask the other

## **COPE & Climbing Program Manager Lesson Plan**

group to list as many key differences as they can. Have a representative from each group present the results of their discussions.

Review and discuss the two lists and show slides 4 & 5 of the PowerPoint presentation as a summary.

### **Discussion: Review Key terms and definitions**

Review the definitions on slides 6-21. Discuss how these terms can apply equally to both programs and that they come from the ACCT standards, which have been adopted into our BSA standards.

### **Discussion: Summary**

Review slide 22 and emphasize that self-discovery and character development are underlying reasons for all outdoor programs, and that risk management has to be approached in a sensible, yet thorough way in order to deliver our programs safely. Introduce the Outdoor Program Committee Guide and Risk Assessment Guide as references that will be used in sections of the course that follow.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Outdoor Program Organization**

**Course: COPE & Climbing Program Manager**

**Time: 1 hour**

## **Instructional Objectives**

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

- Understand how the Outdoor Program Organization in the BSA functions
  - Local Council level
  - Area/region level
  - National level
- Understand the importance of collaboration between outdoor program committees
- Understand the structure of local council COPE & Climbing committees
- Describe the support network for COPE & Climbing
- Describe the function of the COPE & Climbing Task Force
- Understand that the purpose of the area, region and national outdoor program organizations is to support the local council program

## **Training Aids and Equipment Required**

- PowerPoint presentation “BSA Outdoor Program”
- Flip chart and markers

## **Materials for Distribution**

- Camping & Outdoor Program Committee Guide #34786

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity: Identifying collaborative programs involving multiple outdoor program committees

## **LESSON PLAN: BSA Outdoor Program Organization**

### **Discussion: Outdoor Program Mission Discussion**

Review and discuss pages 2 & 3 of the Camping & Outdoor Program Committee Guide. Emphasize the mission of the outdoor program committee. Review slides 2 & 3 of the PowerPoint presentation, highlighting the last bullet on slide 3, collaboration between program committees.

### **Group Activity: Developing Collaborative Programs**

Refer to the activity outline on slide 4. Assign each group to identify 3 collaborative programs and report their results to the entire class.

# **COPE & Climbing Program Manager Lesson Plan**

## **Discussion: Outdoor Program Organization**

Review slides 5-14 of the PowerPoint presentation highlighting the organization and functions of the outdoor program at the local council, area, region, and national levels. Facilitate a discussion between the councils represented at the class about how the outdoor program organization functions in their home councils and how their COPE & Climbing Committee is structured.

## **Discussion: Summary**

Review slide 15 and emphasize that self-discovery and character development are the purpose for the local council outdoor program organization, and that the area, region, and national levels primarily function to support the local councils.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Committee Development & Communication**

**Course: COPE & Climbing Program Manager**

**Time: 1 hour**

## **Instructional Objectives**

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

- Understand the key stakeholders of the COPE & Climbing Committee
- Understand the role of the Program Manager
- Understand the roles and responsibilities of committee
- Understand how the committee works with the local council professional advisor
- Understand communication both within and outside of the committee

## **Training Aids and Equipment Required**

- BSA Flip chart and markers
- PowerPoint presentation "COPE & Climbing Committee"
- *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*

## **Materials for Distribution**

- None

## **Methods and Overview**

- PowerPoint presentation and discussion

## **LESSON PLAN: Committee Development & Communication**

### **Discussion: Stakeholders**

Review and discuss slides in the PowerPoint presentation.

Slides 2 and 3 discuss the concept of stakeholders to the COPE & Climbing Committee, who are important to the success or failure of the program and why

### **Discussion: Committee Makeup and Duties**

Slide 4 lists a number of persons who might be a part of the committee. Encourage students to add others who might be appropriate and ask why they would be included.

Slide 5 identifies the basic duties of the committee, take the time to discuss each of these duties and seek ideas from the students as to why. Also ask for additional duties not included on this list. Give special emphasis to the role of the Program Manager.

The following responsibilities should come out in the discussion:

- Program operation that is consistent with BSA and ACCT Standards
- Connection to the Council Outdoor Program Committee (COPC)

## **COPE & Climbing Program Manager Lesson Plan**

- Guidance on Risk Management issues and connection with Council Enterprise Risk Management Committee
- Ensures the quality of the staff training program
- Ensures that all staff are properly trained
- Committee development: Is an example of and encourages healthy and productive relationships between committee members and stakeholders outside the committee (e.g. professional organization, executive board, other committees, etc)
- Provides guidance for a sustainable program (both programmatic and financial).
- Also discuss the role of the Professional Advisor. Make sure that the following responsibilities are clear:
  - Resource to the committee on financial, BSA policy, youth protection, training and other administrative issues.
  - Does not manage the committee or the program, but may have a key role in budget & finance, depending on the council structure
  - Is not responsible for program delivery, but does provide feedback on council policies and practices that may affect the program, and may provide coordination for the program delivery process
  - Helps the committee communicate with council leadership
  - Assists the Program Manager in committee development

Slide 6 discusses Communications, within the committee and to others not on the committee. Discuss the ***Who, How. What and When.***

Slide 7 discusses how empowerment works in a practical sense. Stress that griping and complaining will not bring success and that empowerment is largely based on the credibility that the committee earns through their results.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Marketing**

**Course: COPE & Climbing Program Manager**

**Time: 90 minutes**

## **Instructional Objectives**

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

- Understand how identifying a target audience can impact your COPE and Climbing program marketing effectiveness
- Understand marketing tools, media, and how to get your message across
- Understand some key success factors from other council programs
- Identify ideas to improve your local council COPE & Climbing marketing

## **Training Aids and Equipment Required**

- PowerPoint presentation “COPE & Climbing Marketing”
- Flip chart and markers

## **Materials for Distribution**

- None

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity: Design a marketing program for a council COPE & Climbing program

## **LESSON PLAN**

### **Discussion: Marketing Approaches**

Review and discuss slides in the PowerPoint presentation. On slide #4, take time to explore each website for the councils that are represented in the class, counting the number of clicks it takes to get to the program information. Make sure you show at least one good example, and one that is not so good. Discuss how the use of an “Outdoor Program” page helps to emphasize the “outing” in Scouting and that it gets all of the outdoor programs in front of potential customers quickly. Review the information about the 3 featured councils, and discuss the strengths and challenges of each one.

### **Group Activity: Developing a Plan**

Divide the class into small groups. Ask each group to select one of their member’s councils for their marketing project. Have each group develop an affordable marketing plan for the council, using the questions on slide #26 as a guide. Allow about 30 minutes to develop the plan. Have each group present their plan to the entire class.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Program Delivery and Sustainability**

**Course: COPE & Climbing Program Manager**

**Time: 2 hours**

## **Instructional Objectives**

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

- Understand how measurement metrics can be applied to COPE & Climbing programs to improve overall council performance
  - Surveys
  - Exit interviews
  - Journey to Excellence metrics
    - Financial performance
      - Investment and Facility Maintenance
      - Operating Budget
    - Membership and retention
    - Advancement
    - Camp attendance
    - Volunteer development
- Identify roles and responsibilities for event coordination within a council
  - Role & responsibility chart
  - Process flow chart

## **Training Aids and Equipment Required**

- PowerPoint presentation “Program Delivery and Sustainability”
- Flip chart and markers

## **Materials for Distribution**

Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Complete Ropes Course Manual. Kendall-Hunt Publishing Co.

ISBN-10: 0-7575-4032-5

ISBN-13: 978-0-7575-4032-5

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity: Develop a survey instrument and/or exit interview questions

## **LESSON PLAN: Program Delivery and Sustainability**

### **Discussion: Overview and financial sustainability**

Present the overview and financial sustainability slides on the “Program Delivery and Sustainability” PowerPoint and emphasize the importance of understanding how the COPE and Climbing program can have an impact on several of the key metrics in the council’s Journey to Excellence dashboard. Review the sustainability index concept and how the COPE and Climbing program can contribute to the overall sustainability of

## **COPE & Climbing Program Manager Lesson Plan**

the council. Discuss how funding of depreciation can have an impact on the sustainability of any program, particularly costly programs like COPE and Climbing.

### **Group Activity: Budget Workshop**

Begin by asking the group to share some of the highlights of their council's budgeting process. Key in on important issues and reinforce what is considered important or often overlooked.

Divide into groups of 3-5 people and have them do the following:

- Develop a budget for the scenario or for one of their programs.
- Present the budget to the class

Explore ideas of how the programs may affect each of the JTE metrics and list them on a flipchart.

### **Group Activity: Surveys**

Divide the class into two groups and have them do of the following:

- Assignments
  - Design a survey instrument
  - Design an exit interview sheet
- Describe how they would use the instrument to improve the quality of their program.
- Present their ideas to the entire class.

### **Discussion: Event Coordination Processes**

Ask the class how they would describe the process used in their council to schedule and implement COPE & Climbing events. Diagram the processes that they describe on a flip chart and post them on the wall. Get at least 3-4 examples from the class. Show the slides illustrating roles & responsibilities and process flow and discuss how important it is for everyone to know who does what and how communication and hand-offs take place in the event coordination process.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Standards**

**Course: COPE & Climbing Program Manager**

**Time: 3 hours**

## **Instructional Objectives**

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

- Understand how the COPE & Climbing standards fit with the National Camp Accreditation Program (NCAP) documents and process
  - NCAP process
  - General Standards and applicability to COPE and Climbing
  - COPE & Climbing PS-206 and SQ-409
  - Continuous Improvement Process
- Understand how the ACCT Operations standards fit with the BSA standards
  - Scope & application
  - Philosophy & Ethics
  - Administration
  - Human Resource Management
- Understand the role & responsibility of BSA assessment processes
  - Annual Camp Program Assessor
  - Training Program Evaluator

## **Training Aids and Equipment Required**

- PowerPoint presentations “BSA and ACCT Standards”
- Flip chart and markers

## **Materials for Distribution**

National Camp Accreditation Program 430-056

ACCT Standards 8<sup>th</sup> Edition

“Training Program Evaluator Description”

“Area COPE-Climbing Advocate Job Description”

“COPE & Climbing Assessor Description”

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity:

# **COPE & Climbing Program Manager Lesson Plan**

## **LESSON PLAN:**

### **Discussion: BSA Standards**

- Review the BSA section of PowerPoint presentation “BSA and ACCT Standards” and discuss how the COPE & Climbing standards have been integrated into the National Camp Accreditation Program process.
  - Discuss how the continuous improvement process might impact the COPE & Climbing assessment if the council has identified continuous improvement goals for the COPE and/or Climbing programs.
  - Highlight how the COPE & Climbing assessment should occur prior to the annual camp assessment and that documents from that assessment should be available to the NCAP assessment team.
  - Review the introduction letter and explain how the standards are intended to assist local councils to have more flexibility to run their programs yet ensure that the programs are safe and effective.
  - Review the applicable NCAP standards completely.

### **Group Activity: BSA Job Descriptions**

- Divide the class into three groups. Provide each group with enough handouts for each person in the group of one of the following:
  - “Training Program Evaluator Description”
  - “AreaCOPE-ClimbingAdvocateJobDescription”
  - “COPE & Climbing Assessor Description”Have each group read and discuss the description that they have been assigned and list on a flip chart the training, interpersonal skills, and attitudes that each one should have to do an effective job. Have each group present the results to the entire class.

### **Discussion: ACCT Standards**

- Review the ACCT section of the PowerPoint presentation “BSA and ACCT Standards” and discuss the application information for the standards. Make sure that they understand that some of the standards may not apply to all situations.
- As each standard is reviewed, discuss the potential impact on BSA programs. It should become clear that these standards do not impose an unreasonable burden, and in fact help BSA to align with the rest of the industry.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Risk Management and Emergency Procedures**

**Course: COPE & Climbing Program Manager**

**Time: 6 hours + 4 hours for teaching emergency procedures**

## **Instructional Objectives**

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

- Understand how the Enterprise Risk Management Committee (ERM) in the local council interfaces with the Council Outdoor Program Council
  - Mission and objectives of ERM
  - How the COPE & Climbing Program Manager interfaces with the ERM
- Perform Program Hazard Analysis on COPE or Climbing program activities
- Understand the CHECK program and how it fits into COPE & Climbing Program operations
- Understand how the COPE & Climbing program fits in the council incident response plan
- Develop a rescue plan for COPE and climbing activities
- Develop a first aid kit for COPE and climbing activities
- Teach a session on emergency procedures to a group of instructors
- Understand the responsibility for accurately reporting near misses and incidents
- Understand the process of analyzing incident data to get ideas for program safety improvements

## **Training Aids and Equipment Required**

- PowerPoint presentation “Risk Management and Emergency Procedures”
- Flip chart and markers
- Equipment and materials for emergency procedures teaching session

## **Materials for Distribution**

Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Complete Ropes Course Manual. Kendall-Hunt Publishing Co.

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BSA Incident Information form

BSA Incident data from COPE & Climbing programs

ACA article “Research-Sudden Unexpected Deaths on Challenge Courses”

Program Hazard Analysis 680-009

Program Hazard Analysis “Narrative” form

“ProgHazAn” checklist

“More on Risk Management” article

“Backup Belayers” article

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activities:
  - Program Hazard Analysis

# **COPE & Climbing Program Manager Lesson Plan**

- o Incident responses
- o Evaluate emergency procedures
- o Teach emergency procedures

## **LESSON PLAN:**

### **Risk Management presentation and discussion**

- Review the PowerPoint presentation “Risk Management and Emergency Procedures” and discuss the Enterprise Risk Management process and how the COPE & Climbing program fits with that committee.
- Review the CHECK process and explain that this is an example of operating procedures that may help prevent incidents
- Discuss that participants and staff should have some reminder to take one last look at their own readiness to perform the task before they begin. Review PAUSE as one way to provide that.

### **Group Activity: Program Hazard Analysis**

- Review the examples of program descriptions in the presentation to help the class to understand what needs to go into the definition process.
- Hand out the “Program Hazard Analysis” handout and the “Narrative” and “ProgHazAn” checklist and explain that either form can be used to gather data for the analysis depending on the nature of the activity and the preference of the person doing the analysis
- Move to a program area, divide the class into groups of 2-3 people, and have them do the following:
  - o Each group performs a Program Hazard Analysis (PHA) on a program activity at the site where the training is taking place
  - o Document the PHA on the checklist or narrative form
  - o Share the PHA with the rest of the class
  - o Collect the forms from the group and send them to the COPE & Climbing Task Force. The forms that are well done will be placed on the best practices website of Scouting.org.

### **Emergency Procedures Discussion**

Review and discuss Emergency Procedures slides in the PowerPoint presentation.

### **Group Activity: Incident Responses**

- Divide into two groups and have them do the following:
  - o Read Parallel Lines article “More on Risk Management”
  - o List what each organization did in response to the fatalities
    - University of Alaska
    - National Outdoor Leadership School
- Discuss the results of these different approaches

### **Group Activity: Evaluate Emergency Procedures**

Break the class into small groups and have them do one of the following:

## **COPE & Climbing Program Manager Lesson Plan**

- o Evaluate the rescue plans that they have brought from their home councils and document suggested improvements to those plans, and present the results to the entire class.
- o Evaluate the emergency procedures that they have brought from their home councils and document suggested improvements to those plans, and present the results to the entire class.

### **Discussion: First Aid Supplies**

Discuss first aid procedures and equipment for different types of injuries that could occur.

### **Discussion: Incident Resolution**

Discuss incident resolution slides and identify the parts of CALMER

### **Group Activity: Teaching Plan for Emergency Procedures**

- Divide into 4 groups and develop a plan to teach rescue techniques to a COPE or climbing class
  - o Releasable rappels using figure 8, ATC, and Munter
  - o Lobster Claw self-rescue & Etrier rescue
  - o Lowering and Vector Lift
  - o Transfer to a new belay using mechanical advantage system
- Share the specific plans
- Deliver the class to a group of instructors. If the PM class is done concurrent with Instructor training, teach that segment of the instructor class. If the PM class is stand-alone, then teach host camp people or have each class group teach the other groups. Allow 4 hours for this activity and discuss the experience afterward.

### **Online Incident Reporting Procedures Discussion**

- Emphasize the importance of accurately reporting near misses and incidents into the BSA national incident management system.

### **Group Activity: Incident Analysis**

- Hand out BSA Incident data and the ACA article on “Sudden Unexpected Deaths on Challenge Courses”.
- Divide the class into several groups and have each group analyze a portion of the data according to the 5 questions on the slide.

Have each group present the results of their analysis.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Inspection and Maintenance**

**Course: COPE & Climbing Program Manager**

**Time: 3 hours**

## **Instructional Objectives:**

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

- Understand applicable ACCT “Design, Performance, and Installation” Standards
  - Site Selection
  - Support Structures
  - Anchors
  - Cables & Terminations
  - Life Safety Systems
- Describe the program manager’s responsibility for Inspection, record keeping, and documentation of repairs
  - Pre-use inspection
  - Semi-annual self-inspection
  - Annual regional assessment
  - Annual professional inspection
- Develop inspection and repair process documents
  - Pre-use inspection and documentation of repairs
  - semi-annual self-inspection and documentation of repairs
  - annual professional inspection and documentation of repairs
- Describe the process for obtaining and implementing annual professional inspections
- Describe applications for commonly used challenge course hardware

## **Training Aids and Equipment Required**

- Current ACCT Standards
- Inspection PowerPoint
- How to Get the Most from Your Professional Inspection PowerPoint
- Pole Damage PowerPoint
- Examples of commonly used hardware
  - Cables
  - Cable clamps
  - Ferrules
  - Eyebolts
  - Thimbles
  - Serving Sleeves
  - Automatic dead-end device
- Accessibility to constructed low and high elements, climbing structure, or construction mock-up
- Construction tools (optional)
  - Torque wrench
  - Ferrule crimper
  - Cable cutter

# **COPE & Climbing Program Manager Lesson Plan**

- o Come-along & cable grips
- o Slings

## **Materials for Distribution**

- ACCT Standards

## **Methods and Overview**

- PowerPoint presentation discussion
- Group activity
- Demonstration on “construction pole mock-up”
- Alternative: Construction or maintenance service project on challenge course element for host camp

## **Lesson Plan: Basic Maintenance**

### **Discussion: COPE & Climbing Inspections**

Review and discuss “COPE and Climbing Inspections” PowerPoint. Make sure they understand the requirements for a professional inspection and the role that Program Managers play in getting value out of the process. Ask how many feel they are qualified to do construction and maintenance on their own courses, and out how they go about learning the skills they need. Possible responses could include the following:

- Peer teaching
- Vendor instruction/cooperation
- Adjoining council assistance/instruction
- Area/Region assistance

### **Discussion: Professional Inspections**

Review and discuss “How to Get the Most from Your Annual Inspection” PowerPoint presentation by Jason Rich (inspector for an ACCT PVM). Point out that this is a view from the professional inspectors point of view. Focus on the gear storage slides and some of the problems that were found on course inspections.

### **Discussion: ACCT DPI Standards**

Lead a discussion on the key ACCT “Design, Performance, and Inspection” standards that pertain to:

- Site Selection
- Support structures
- Anchors
- Cables & Terminations
- Life Safety Systems

Illustrate these concepts using a PowerPoint, photos, construction mock-up, or actual constructed facilities.

### **Group Activity: Inspection Documents**

- Split the class into small groups. Have them use pre-use inspection documents from their home courses, and critique and modify them. Have each group present their results to the entire class. Lead a group discussion on the

## **COPE & Climbing Program Manager Lesson Plan**

essential elements of the pre-use inspection process and documentation of repairs that are needed.

- Split the class into small groups. Have them use semi-annual self-inspection documents from their home courses, and critique and modify them. Have each group present their results to the entire class. Lead a group discussion on the essential elements of the semi-annual inspection process and documentation of repairs.
- Set up an activity to show the techniques for cable terminations using cable clamps or ferrules. This could be exercises like making up cable slings or mock pole terminations or construction or repair of an element on the host council's challenge course.

Remember to emphasize that Program Managers are not expected to be challenge course construction experts. That is one of the reasons that the standards require annual inspections by a professional challenge course builder.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Staff Training**

**Course: COPE & Climbing Program Manager**

**Time: 4 hours**

## **Instructional Objectives**

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

- Understand the competencies identified in the ACCT Operations standards and how they apply to BSA COPE & Climbing Programs
- Understand the ACCT Training standards and their impact on BSA training programs
- Understand the structure of ACCT certification process and why BSA has chosen to use similar terminology and re-evaluation intervals, but has not chosen to adopt the certification standard at this time

## **Training Aids and Equipment Required**

- PowerPoint presentations “Staff Training ACCT & BSA”, “ACCT Standards-Training”, “Training Terminology”
- Flip chart and markers
- Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Complete Ropes Course Manual. Kendall-Hunt Publishing Co. ISBN-10: 0-7575-4032-5; ISBN-13: 978-0-7575-4032-5

## **Materials for Distribution**

- “Technical+Skills+Assessment+Tool”
- “BSA Rock Climbing Competencies”

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity: Design a skills assessment rubric

## **LESSON PLAN:**

ACCT Competencies presentation and discussion

- Review the PowerPoint presentation “Training Terminology” and highlight that BSA is not adopting the ACCT certification standard, but has chosen to use similar terminology, staff titles, and re-evaluation intervals to keep our programs consistent with the industry and in compliance with regulations in several states.
- Review the PowerPoint presentation “ACCT Standards-Training”, and identify the key components required in a training program that complies with those standards
- Review the PowerPoint presentation “Staff Training ACCT & BSA” and discuss the competencies identified in the ACCT Operations standards section K
- Review the competencies for natural rock climbing identified in “BSA Rock Climbing Competencies” handout

## **COPE & Climbing Program Manager Lesson Plan**

### **Group Activity: Technical Skills Assessment**

- Discuss the “Technical+Skills+Assessment+Tool” and explain how it is used to evaluate demonstrated mastery of a skill.
- Emphasize that the best rubrics specify the conditions under which they are applied and are done in a controlled setting so that the evaluation is valid
- Point out that many of the skills in the rubric handout are general in nature, for example the knots rubric.
- Divide the class into several groups and ask each group to develop a rubric for a very specific skill (e.g. a double loop figure 8 knot, releasable rappel using an ATC, etc)
- Allow about 30 minutes for the groups to design the rubric and set up the evaluation activity.
- Have each group conduct an evaluation for the rest of the class using the rubric they designed.
- Discuss the strengths and opportunities for improvement for each of the rubrics.

Collect the rubric documentation and submit the really good ones to the COPE & Climbing Task Force for possible inclusion in the Best Practices Portal.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Training Program Evaluation**

**Course: COPE & Climbing Program Manager**

**Time: 1 hour**

## **Instructional Objectives**

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

- Understand what councils need to do to prepare for Training Program Evaluations
  - Scheduling with Region Chair
  - Syllabi and assessment instruments
  - Contact with TPE
- Understand the role of the Training Program Evaluator
  - Early contact with council Program Manager
  - Review of documentation
  - Techniques for effective evaluation
  - Filling out the TPE form
  - Timely submission of final documentation

## **Training Aids and Equipment Required**

- NCAP Standars (SQ-409.B.2)
- TPE Form
- Flip chart and markers

## **Materials for Distribution**

- TPE form

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity: Review of TPE Form

## **LESSON PLAN:**

### **PowerPoint presentation and discussion**

- Review the “Training Program Evaluation” Powerpoint, highlighting the key responsibilities of the TPE and Program Manager in the process, and the importance of proper planning and review of materials before the TPE visit

### **Group activity: TPE form**

- Review the TPE form and describe how the columns should be filled out for each of the competencies

# **COPE & Climbing Program Manager Lesson Plan**

## **Universal Access**

**Course:** COPE & Climbing Foundation

**Time:** 2 hours

## **Instructional Objectives**

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

- Develop plans to accommodate special needs persons

## **Training Aids and Equipment Required**

- COPE and Climbing reference manual

## **Materials for Distribution**

None

## **Methods and Overview**

- Group activity: Developing Plans to Accommodate Special Needs Persons

## **LESSON PLAN: Universal Access**

### **Discussion: Developing Plans to Accommodate Special Needs Persons**

Lead a class discussion on the general task of developing policies and plans for COPE & climbing programs. Include the following:

- **Goal setting:** The goals for the program must be clearly stated so that all of the staff understand them and can work toward accomplishing them in the execution of the program.
- **Staffing and support policies:** Specific policies for operating programs for participants with special needs need to be identified and may include such items as:
  - o Staffing to participant ratios
  - o Care-giver qualifications and ratios
  - o Requirement for pre-planning with care-givers prior to program implementation
  - o Requirements for post-program evaluation with participants and/or care givers
- **Equipment and facilities accommodations:** Program facilities that have been modified to accommodate universal access, equipment required, and procedures for use are documented. Discuss ideas that the class members have on how facilities can be modified for universal access.

Work through a simple example of how a policy for universal access can be developed for a series of initiative games, selected low elements, and a high element.

### **Group Activity: Universal Access Plan**

Assign the class members the task of developing a draft Universal Access Plan that they can take back to their council for implementation. Break the class into small groups and have the group critique each of the individual plans and report to the entire

## **COPE & Climbing Program Manager Lesson Plan**

class. These plans should be collected at the end of the course and sent to their home council for follow-up 30 days after training is completed.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Program Design**

**Course: COPE & Climbing Program Manager**

**Time: 2 hours**

## **Instructional Objectives**

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

- Understand how to design COPE and Climbing programs to serve a particular vision and mission
  - Coordination with council strategic plan
  - Target audiences
  - Locations and resources available
  - Explore possibilities for program design
    - Climbing areas
    - COPE course design possibilities
- Evaluate a program area for improvement opportunities
  - Climbing program area
  - COPE course

## **Training Aids and Equipment Required**

- Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Rohnke, Karl, Rogers, Don, Wall, Jim, & Tait, Catherine. Complete Ropes Course Manual. Kendall-Hunt Publishing Co. ISBN-10: 0-7575-4032-5; ISBN-13: 978-0-7575-4032-5
- PowerPoint presentation “Program Design”
- Flip chart and markers

## **Materials for Distribution**

none

## **Methods and Overview**

- PowerPoint presentation and discussion
- Group activity: Develop a plan for program improvement

## **LESSON PLAN:**

### **Discussion: Program Design**

Present the material on the “Program Design” PowerPoint and emphasize the importance of interfacing with the council strategic plan and identifying the target audience to be served by the program. Explore various design possibilities by looking at the program photos and diagrams in the presentation.

### **Group Activity: Program Design**

Divide the class into small groups. Assign each group to design improvements to the Climbing or COPE programs at the camp where the training is hosted. Provide sketches, operating procedures, program hazard analysis, and layouts of the proposed changes. Have the groups present their ideas to the entire class.

# **COPE & Climbing Program Manager Lesson Plan**

**Subject: Best Practices and Action Plans**

**Course: COPE & Climbing Program Manager**

**Time: 2 hours**

## **Instructional Objectives**

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

- Identify several potential best practices from other class members
- Understand how to document a best practice
- Develop an action plan for their council

## **Training Aids and Equipment Required**

- Internet access to display best practices portal on “MyScouting” website
- Flip chart and markers

## **Materials for Distribution**

- Handouts of key best practices documents from participants
- Flash drives with participant documents sorted by council

## **Methods and Overview**

- Presentation of best practices portal and discussion of how documents get on the portal
- Presentation by class participants and discussion

## **LESSON PLAN: Best Practices and Action Plans**

### **Best Practices Portal**

Show the best practices portal on “MyScouting” (found under council tools on the left side of the page), highlighting the Health & Safety documents that were used in the class session on Risk Management.

Explain the process for documents to be placed on the best practices portal:

1. Send documentation of the best practice to your Area COPE & Climbing Advocate who will review it and forward it to the Region COPE & Climbing Chair
2. The Region COPE & Climbing Chair will review and forward the documentation to the COPE & Climbing Task Force for review
3. If approved, the COPE & Climbing Task Force Chair will submit the documents for inclusion on the best practices portal of the website

### **Action Plan Development**

1. Assign each individual to develop an action plan that:
  - a. Identifies program assets and potential best practices
  - b. Identifies roadblocks and challenges that may get in the way
  - c. Outlines an action plan to move the council COPE & Climbing program forward (what, by whom, due date)
2. Present the action plans to the class, identifying any potential best practices that might be shared on the [myscouting.org](http://myscouting.org) portal