



Board/Authority Authorized Course: **Advanced Climbing 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Mark Whitney	Date Developed: May 1st, 2019
School Name: Cowichan Secondary	Principal's Name: Alison Keple
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Advanced Climbing 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120 hours
Course Category: Leisure and Recreational Activities	Course Code: YLRA-1D

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Basic First Aid with CPR C, Climbing Gym Instructor Level 1 and Level 2 through the Association of Canadian Mountain Guides, Top-rope Climbing Instructor through ACMG. Requires a climbing gym with top-rope, lead, and boulder facilities.

Course Synopsis:

Advanced Climbing 11 is a course designed to further develop student's physical literacy in the specialized field of rock climbing. The course will introduce a variety of advanced movement and training techniques to build strength and coordination as well as risk management and injury prevention. Students will work individually and collaboratively as they develop training plans, nutrition plans, and learn new belay techniques.

Indigenous Worldviews and Perspectives:

Learning involves patience and time: The structure of the course is centered on a collaborative learning environment. This will require students to make connections and organize their knowledge. Reflection on their own performance will be encouraged in order to further their own learning.

Learning requires exploration of one's identity: Through the climbing process students are encouraged and asked to always return to their own unique experience. They will learn their strengths, challenges and their innate abilities and capacity to learn and perform.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors: Many cultures revere the land, the mountains, and the high places. This principle will be supported by providing multiple access points for students to learn. The students will also be able to represent their learning in various ways.

BIG IDEAS

<p>Climbing skills are maintained and enhanced through participation in a variety of climbing focused activities</p>	<p>Proper training guidelines and techniques along with understanding our strengths and weaknesses can help us reach our health, fitness, and competitive climbing goals</p>	<p>Safety and Injury prevention practices, along with proper nutrition allow for lifelong participation in physical activities</p>	<p>Participating safely in climbing activities requires personal responsibility as well as communication and teamwork</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy</p> <ul style="list-style-type: none"> • Apply and refine movement concepts and strategies in different climbing focused physical activities • Refine and apply movement skills in a variety of physical activities and environments • Identify and participate in a variety of physical activities and climbing techniques • Identify and explain a variety climbing disciplines <p>Healthy and Active Living</p> <ul style="list-style-type: none"> • Participate in physical activities designed to enhance and maintain health components of fitness • Apply methods of monitoring and adjusting exertion levels, participation levels, and skill development, with regards to climbing focused physical activities. • Plan ways to overcome potential barriers to participation in physical activities • Identify and apply strategies to pursue healthy living goals 	<p><i>Students are expected to know the following:</i></p> <p>Physical Literacy</p> <ul style="list-style-type: none"> • proper technique for movement skills • movement concepts and strategies • use of a camming-style belay device (gri-gri) for lead belaying • clipping techniques for a variety of lead climbing situations • theories involved in the disciplines of traditional climbing, ice climbing, big wall climbing, and alpine climbing. <p>Healthy and Active Living</p> <ul style="list-style-type: none"> • principles of program design, including training principles to enhance personal fitness levels and climbing ability

- Reflect on outcomes of personal healthy-living goals and assess the effectiveness of various strategies

Safety, Injury Prevention, and Nutrition

- Identify and apply safety regulations and procedure designed to ensure their own safety and the safety of others while pursuing their own physical fitness
- Identify and understand the measures needed in order to prevent injuries in climbing, as well the need to recognize signs of possible injuries
- Analyze the relationship between nutrition and performance in climbing

Social Responsibility

- Identify and apply the personal check, the partner check and correct communication practices involved in climbing
- Demonstrate the appropriate behaviours and practices that make each climbing discipline safe and enjoyable for self and others

- use of a personal logbook to monitor and adjust exertion levels, participation levels, and skill development

Safety, Injury Prevention, and Nutrition

- proper safety protocols with regard to the various climbing disciplines – bouldering, top-rope climbing, lead climbing, indoor ice-climbing and outdoor climbing
- strategies for injury prevention and management
- benefits of proper nutrition for high performance climbing, competition climbing, expedition climbing and general good health

Social Responsibility

- all safety checks and commands use in a variety of climbing situations and disciplines
- consequences of poor behaviour, decision making and personal practices as they relate to making climbing a safe and enjoyable practices for all climbers

Big Ideas – Elaborations

Climbing skills are maintained and enhanced through participation in a variety of climbing focused activities:

- Students will learn and practice the skills and techniques required for Top-rope Climbing, Bouldering (low, rope-less climbing), Indoor Ice-climbing, as well as Lead Climbing and Rappelling.

Proper training guidelines and techniques along with understanding our strengths and weaknesses can help us reach our health, fitness, and competitive climbing goals:

- Students will examine a variety of training concepts and develop personalized training programs based on their own strengths and weaknesses. Movement skills will be developed to meet students personal and competitive goals.

Safety and Injury Prevention practices, along with proper nutrition allow for lifelong participation in physical activities:

- Students will develop personalized warm-up procedures and techniques, risk management strategies, as well as examine proper nutrition.

Participating safely in climbing activities requires personal responsibility as well as communication and teamwork:

- Students will continue to focus on the self-check and partner check as essential elements of climbing safety as well as understand the more advanced checks and risk management strategies needed for lead and outdoor climbing.
- Students will examine the ethics of outdoor climbing and other wilderness-based pursuits.

Curricular Competencies – Elaborations

Physical Literacy:

Key Questions:

- What are the skills needed to improve as a Top-rope climber and Boulderer?
- What new practices are required for Indoor Ice-climbing, Lead Belaying and Lead Climbing?
- Which of the strategies and techniques covered are needed to be a successful Competitive Climber?
- How does climbing in the Outdoors require modifications of techniques for both the belayer and the climber?

Healthy and Active Living:

Key Questions:

- How will the principles of Aerobic Training, Strength Training, Power Training, Anaerobic Training, Antagonistic Muscle Training improve climbing performance and promote personal health and fitness?
- What advanced climbing movement skills will address student-specific areas of weakness while maximizing areas of strength?
- How does tracking goals, progress, and areas of strength and weakness in a personal log lead to improvement in personal health and fitness?

Safety, Injury Prevention, and Nutrition:

Key Questions:

- How does a comprehensive warm-up lead to injury prevention and maximizing performance?
- What should a climber eat?
- What are the inherent risks involved in climbing and what can be done to mitigate such risks?

Social Responsibility:

Key Questions:

- Why are personal and properly communicated partner checks key components of every climbing discipline?
- What are the specialized safety checks and risk-mitigating techniques used in Lead Climbing?
- How are we responsible for our actions in the outdoors and what effects can this have on our environment and how we are perceived as outdoor enthusiasts?

Content – Elaborations

What are the skills needed to improve as a Top-rope Climber and Boulderer?

- Belay Ticket
- Complete **ALL** 'Introductory Climbing' Workshops/Skill Sessions
 - Inside Edge
 - Basic Footwork (step through, outside edge, twist lock)
 - Weight Shift (medial and lateral), Resting on holds
 - Hand Matches
 - Foot Matches
 - Simple Flagging
 - Use of Holds (underclings, laybacks, crimps, slopers, pockets)
 - Lock Offs
 - Static and Dynamic Movement

Content – Elaborations

- Climbing Pacing
- Footwork Training

What new practices are required for Indoor Ice-climbing, Lead Belaying and Lead Climbing?

- Clipping
- The Mechanics of Lead Belaying with a Gri-gri
- Mock Leads
- Downclimb belaying
- Advanced Climbing Knots
- Use of Indoor Ice Tools

Which of the strategies and techniques covered are needed to be a successful Competitive Climber?

- 4:3:2:2:1 training schedule (and other training schedules)
- Introduction to Competition Climbing
- Hypergravity training

How does climbing in the Outdoors require modifications of techniques for both the belayer and the climber?

- Introduction to the **theories** of Trad climbing, Ice climbing, Big Wall, Alpine, etc.
- Reading Terrain
- Outdoor Climbs to build climbing resume
- Understand the Yosemite Decimal System and the V-scale for Boulders
- Camping and Backpacking Basics
- Rappelling (with back-up)

Healthy and Active Living:

How will the principles of Aerobic Training, Strength Training, Power Training, Anaerobic Training, Antagonistic Muscle Training improve climbing performance and promote personal health and fitness?

- Training Principles – skills and aerobic conditioning
- Training Principles – strength training
- Training Principles – anaerobic conditioning
- Training Principles – antagonistic muscles

Content – Elaborations

- Core workouts

What advanced climbing movement skills will address student-specific areas of weakness while maximizing areas of strength?

- Heel Hook/Toe Hook
- Drop knee
- Intermediate Flagging (backflagging)
- Difficult Hand Matches (crimps, etc)

How does tracking goals, progress, and areas of strength and weakness in a personal log lead to improvement in personal health and fitness?

- Climbing Logbook
- Climb by Route on top-rope – record in logbook
- Self-Assessment and Teacher Assessment of participation level in ‘Fitness/Core’ Sessions and ‘Warm-ups’
- Personal Fitness Log – record minutes of Fitness/Strength training
- Ongoing Record of Personal Performance Climbs and Boulder Problems (successful climb at or near top grade, demonstrate confidence in movement)
- Ongoing Record of top ‘red-point’ and boulder grade
- Ongoing Goal Setting (micro – macro)

Safety, Injury Prevention, and Nutrition:

How does a comprehensive warm-up lead to injury prevention and maximizing performance?

- Warm ups
- Stretching and flexibility
- Balance

What should a climber eat?

- Nutrition for Athletes and Climbers – diet planning, expedition meal planning

What are the inherent risks involved in climbing and what can be done to mitigate such risks?

- Safety and Gym Maintenance
- Crumple Falls
- Simple Climbing Knots
- Risk Management and Injury Prevention

Content – Elaborations

Social Responsibility:

Why are personal and properly communicated partner checks key components of every climbing discipline?

- Partner Checks, Belay Tests

What are the specialized safety checks and risk-mitigating techniques used in Lead Climbing?

- Lead Belay Test
- Lead Partner Checks
- Spotting

How are we responsible for our actions in the outdoors and what effects can this have on our environment and how we are perceived as outdoor enthusiasts?

- The environmental impact of climbing
- Access issues in climbing
- The ethics of camping and climbing

Recommended Instructional Components:

- Direct Instruction (Introduction, Demonstration, Practice, Review)
- Hands (and feet!) on activity (practice and development)
- Partner and Group Work
- Climbing Games
- Problem Solving Scenarios and Critical Thinking
- Field Work

Assessment: Ensure alignment with the Principles of Quality Assessment

This course is assessed by using the Triangulation of Assessment, which allows the teacher to collect evidence of student learning; this evidence is collected from the following three sources: conversations, observations, and products.

The following **Principles of Quality Assessment** will be noted:

- Assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student is involved in assessment and feedback
- Assessment focuses on all three components of the curriculum model - knowing, doing, understanding
- Assessment provides ongoing descriptive feedback to students
- Student logs / critical reflection and design for learning.
- Indigenous learning circles for reflection, question, and group understanding.

The students will play an active role throughout all stages of assessment to ensure that they feel ownership of their work and to hear and provide feedback about how they are doing, and where to next?

Each student will have multiple conversations using their reflective journal to guide the discussion. This process is innately indigenous as the student is responsible to reflect upon their own growths and changes while the teacher facilitates with patience and time, deeply engaging with the learner.

The teacher will use this information to make a final assessment on the three components of the curriculum model - knowing, doing, understanding and will determine if the student demonstrates the concepts and competencies relevant

Learning Resources:

1. The Rock Climber's Training Manual: A Guide to Continuous Improvement, Michael Anderson PhD, Mark L. Anderson, Fixed Pin Publishing
2. Climbing Gym Instructor Technical Manual: A Reference Guide for Professional Indoor-climbing Instructors, Brian Spear, Association of Canadian Mountain Guides
3. Mountaineering: The Freedom of the Hills, Ronald C. Eng editor, The Mountaineers Books
4. Nanaimo Crags: Rock Climbing Guide, Ryan Kurytnik, KKP Nanaimo
5. Crest Creek Rock Climbs: A Heathen's Guide to Vancouver Island's Coolest Climbing Area, Chris Barner, Ahren Rankin, Heathens and Wild Isle Publications
6. Leave No Trace: A Guide to the New Wilderness Etiquette, Annette McGivney, The Mountaineers Books