



THE CLIFFS COACHING MATERIALS INDEX

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REC TEAM COACHING MANUAL



THE CLIFFS
CLIMBING + FITNESS

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COACHING FOR THE REC TEAM

This manual provides guidance in creating successful Rec Team programming at The Cliffs for youth climbers ages 4-18 and across all ability levels. As a youth coach at The Cliffs, your goal is to provide a fun and successful introduction to the climbing community. Our curriculum is designed to keep youth climbers engaged and having fun while teaching new skills, building strong bodies, and creating kinder human beings.

Mini Rec Team (4-6 years old) games and activities will target:	
<ul style="list-style-type: none"> • Body awareness • Balance + stability • Movement on the ground + on the climbing wall 	<ul style="list-style-type: none"> • Working with others • Challenging ourselves • Celebrating success!

Rec Team I-II-Club (6-17 years old) games and activities will	
<ul style="list-style-type: none"> • Body awareness • Balance + stability • Movement on the ground + on the climbing wall • Conditioning • Problem Solving 	<ul style="list-style-type: none"> • Knot tying • Belaying • Working with others • Challenging ourselves • Celebrating success!

Session planning

Coaches are expected to come into each session with a completed lesson plan in mind that meets the needs and levels of the participants. Lesson planning sheets are provided to specifically plan out each session and session activities should be recorded at the end of each day for future use.

When choosing activities and games coaches should keep in mind the following ideas:

- What routines and norms am I including in each session?
- Do the activities allow for momentum to build within each session and week-to-week?
- Is there opportunity for participants to build trust with the coach? With others?
- What tone is the first activity setting for the session?
- Will participants needs be able to be met? (fun, energy, personal, power)
- Are there activities ready for any downtime?
- Am I ready to be creative and flexible in the moment?
- Are my participants learning and growing?
- Do I feel prepared to lead the activities planned?

Creative Flexibility

Apart from our hard skills safety procedures, this manual should be a jumping off point for coaches to lead in a way that is fun, successful, and meets the needs of the participants. The games, activities, and skills that taught and offered within a session should be done purposefully and make sense developmentally for the participants. The lesson planning sheets and curriculum has been created to assist coaches in their own planning and build consistency between groups, but know that there is always flexibility in the plans and activities. Be ready to adjust game rules to meet different abilities, be ready to adjust activities to meet the available facility areas and be ready to create whole new plans based on the changing needs of your participants!

Lesson Planning

Provided for each level is a lesson planning template. This template should be used to plan each session's activities, help keep coaches organized within the curriculum and assist with time management.

Here is an example of the Rec Team I planning template. While a large chunk of the session time is simply climbing, our Rec Team program is designed to allow participants to become stronger and more knowledgeable climbers and this should be purposefully planned throughout the weekly sessions.

Coaches do not necessarily need to stick to the example templates, but should allow space for warm-ups, group games, key learnings, climbing time, and a wrap-up.

All lesson plans must also be documented for future planning and use.

Date:
 Key Focus:
 Session Lingo:
 Climbs:

Welcome//Key Focus//Lingo (5 min)

Names + Question of the Day (5 min)

Warm-up Game (5 min)
 + Dynamic Stretch

Focus Learning (15 min)

Climbing Session 1 (20 min)
 + Stations

Focus Learning (15 min)

Climbing Session 2 (20 min)
 + Stations

Wrap-Up (5 min)

Routines and Norms

Each session should include some level of routine and norm that is consistent each week. Rituals build trust and comradery within a group and consistency allows youth to feel comfortable in knowing what happens when. Great opportunities for rituals are the start and end of sessions and transitions between different activities. Do you start your session with a go around question? Is the warm-up routine the same every week? Do participants have a partner safety check before starting to top-rope? Do you end your day with a 10 second dance party? Create unique opportunities to build connection throughout the session with rituals!

NAME GAMES

❖ Name + GAQ

- **Purpose:** Get to everyone's names and ask an unusual get to know you question.
- Set the group up in a circle or semi-circle so that everyone is included.
- Ask participants to share their name and answer a get to know you question.
- Pick from the examples below or create your own!
 - What did you have for breakfast?
 - What is an ice cream flavor you like?
 - If you had a pet dinosaur, what would its name be and what would it look like?

❖ Name and Motion

- **Purpose:** Get to everyone's names and get our bodies moving!
- Set the group up in a circle or semi-circle so that everyone is included.
- Ask participants to share their name and do a motion, then everyone responds with "hi [Name] and does the motion back.
- Bonus: Ask if anyone can remember all the group's names and motions.

❖ Noodle Name

- **Purpose:** Practice using everyone's names in a fun tag game.
- Set the group up in a circle with one person to start in the middle.
- Have everyone share their names a few times so they are familiar.
- The person in the middle is given a noodle, their goal is to tag the person whose name was last said after the game begins. Instruct participants to tag below the knee.
- To start the game, one person in the circle says their name and then the name of someone else.
- The person whose name was said then says their name and the name of someone else before getting tagged.
- If a person is tagged before saying someone else's name, they are in the middle.

Tone sets

The first couple activities of the session serve as a tone set for the rest of the time. When you choose these, think of the outcomes or goals you would like to achieve for the day and how to set the participants up for success.

For the youngest group, do they need to be successful in listening and following directions? Do they need to work on keeping personal space? For the middle-aged group, do they need help focusing their energy on the current activity? Are they working on building confidence and supporting one another? Does the oldest group need help with bringing energy and fun to the session? Do they need help organizing their session, so they do not burn out?

The beginning activities can set the tone on how participants interact with one another, how they are able to focus on the task at hand or switch concepts quickly, what type of energy they bring to the session, and how they ultimately feel about their day. All of this can be affected by what kind of energy

the coach brings to the session, which instructions or guidelines are presented, and how participants interact with one another.

Group Management

Set your group up for success by incorporating a variety of activities, providing clear instructions or boundaries, and working to meet the needs of your participants in the moment. Think through any spaces within your lesson plans where participants may stretch some boundaries or create their own actions and either clearly allow for creativity or plan for those moment depending on the situation. These could be the start or end of the day, transitions between activities, break times, or within specific activities.

Consider where participants go at the start of a session and what they can be doing. Is it ok for them to start climbing? Is there a designated warm-up?

Does the order of activities—and the level of energy involved—make sense for the overall flow of the day? Think about where the group needs to travel to within the facility or if gear needs to be put on or taken off. Have the flexibility to rearrange activities in the moment if it makes sense for the group.

Co-Coaching

Most important when working with other coaches, whether that's with the same group of participants or adjacent, is understanding general roles for yourselves and expectations for the crew.

Take time before program start to get consistent with each other—have a discussion about the lesson plan, understand who is taking point on each activity (and what the second's role is, ie. participant, co-leader, assistant, model, etc.), and talk through some common scenarios (ie. What if a participant does not want to participate? What if someone gets injured? How hands-on do you like to be when participants are working through challenge?). We all bring our own style and personality to our role as a coach and it is important to get to know your co-coach before bringing a group a participants in.

There are two key points to keep in mind within program time. First, *saving face*. As the coach, you bring a position of authority in the room. You have the power to make things fun, exciting, positive, challenging, and with minimal risk (both emotionally and physically). Participants may at times attempt to disagree with your authority—with varying success—but as a co-coach, you also bring authority and publicly disagreeing with your co-coach can quickly undermine their own authority. This means that if your co-coach says something is fun, gives a direction, or provides information, you should publicly support that. There will be times that coaches make mistakes or provide mis-information, this is where *saving face* comes into play. If you notice that an activity is not working for the group, or a wrong direction or information was given, find a way to be discreet in correcting the issue. Rather than announcing it before the whole group, pull the coach aside and check-in or ask a leading question to allow them space to provide clearer information. Work to uphold the authority your coach holds as much as possible.

Second key point and taken from the improv world, *saying yes, and!* Learn to *say yes* to the energy, actions, or language your co-coach offers to you and the crew and then build upon what was offered! Is your co doing a weird dance move? Do one too! Did your co say a not-so-funny joke? Laugh anyways! Is your co asking your participants to stand in a circle? Help guide slow ones into place. *Saying yes* is the

act of accepting what was offered and moving it forward in the same general direction by adding on, even if you are unsure of the outcome yourself, and can help build success within a session as a whole.

Group Expectations

Our overall goal for our participants again is to offer a fun climbing experience where young climbers are challenged, learn to support one another, and feel welcomed into the climbing community. This list of expectations is a simple guideline to help facilitate the experience.

Coaches should take time at the beginning of each session to go over them as a group and refer back to them throughout the session as a learning experience. Remember that upholding these expectations is a skill that young participants are still learning and coaches should find moments to purposefully practice them during their session.

- Be kind
- Be supportive
- Celebrate success!
- Set goals
- Be aware of your surroundings
- Challenge yourself
- Have fun!

Managing Safety + Expectations

To set coaches and participants up for success we are including a safety briefing at the start of the group's first session together. This safety briefing should be done by an outside person—either another coach or an SOD—and is a moment to be serious about the importance of listening to instructions, following rules, and being aware of the shared space we are using. This safety briefing is included in the coaching binder as a laminated card. Staff may read directly off the card or use their own wording but it should cover the following:

- This is a shared space and be aware that other adults, youth, and occasionally pups will be in the same area.
- Climbing has risks and dangers and it is important to listen to the coach and follow directions.
- The facility may be similar to a playground or jungle gym, but each area has important rules to follow.
- Look around as well as up before you move.
- Stay healthy! Wash or sanitize your hands often and give others space.

WARM-UPS AND ENERGIZERS

Warm-ups and energizers do just what they say—they get bodies and minds warm-up, energy flowing, or serve as opportunities to burn off some steam. Many of these are short and sweet and can be inserted at any point during a session to provide some straight-up fun.

CIRCLE GAMES

❖ Animal Roulette

- Choose one person to start and have the group form a large circle around that person
- The center person closes their eyes and spins in place with their arm out while the outside circle walks in the circle in the opposite direction.
- While keeping their eyes closed, the center person decides when to stop by shouting *Stop* and says the name of an animal.
- The person pointed to makes the sound of that animal while the person in the middle tries to guess the name of that person only by sound.
- Swap out after a couple guesses!

❖ Fox in the Henhouse

- One person in the middle is *it*. That person is blindfolded and given a foam noodle to protect a soft object (or multiple objects) at their feet.
- The rest of the group forms a large circle around the person
- The group is trying to collect the objects and bring them to the outside of the circle without being tagged.
- *Stipulations:* Participants may only carry one object at a time. They may not throw the objects. If they are tagged, they must drop anything they are carrying and go back to the outside where they must wait for 3 seconds. Person in the middle must stay in their home spot.

❖ Kitty Wants a Corner

- The group forms a large circle and one person is chosen to begin in the middle.
- The person in the middle walks around the circle and asks each person the question, *Kitty wants a corner?* to which the person responds *no*.
- As this is happening, participants in the circle are trying to make eye contact and swap places by running across the circle before the center person can steal the open place.
- If the center person successfully steals a place, that person becomes the new *kitty*.

MOVEMENT GAMES

❖ Orienteering Circles

- Give a brief intro to what it means to orient towards another thing (*to move in relation to a certain place or object*) and describe how we can orient ourselves in different cardinal directions relative to North.
- For this game, North is the direction the leader is facing at any moment. Have the group determine where South, East, and West are around the Leader (*their back, right, and left sides*) and evenly place themselves in those four places.
- To play the game, the leader moves their body to a different spot in the room, the rest of the group must re-orient themselves in the same direction places as quickly as possible.
- Mix it up by running for longer or shorter distances or spinning before settling on a new spot!
- Add-in a name refresher by having participants say their names in order to signify they are in place.

❖ Workout Circuit

- Create a work-out circuit around the room to get blood flowing and build in some fun conditioning
- Designate a specific movement for each leg of the circuit (run, skip, crab walk, grape vine, etc.)
- Create stations at the start/end of each leg where participants stop and complete 10 exercises of their choosing (jumping jacks, squats, crunches, star jumps, etc.)
- Complete the circuit as many times as you can!

❖ Trail Run

- Take your participants on an imaginary trail run!
- As participants run in place, describe different elements they may encounter:
 - There may be logs on the ground to *leap* over
 - There may be branches overhead to *duck* under
 - We may need to *refuel* ourselves with an imaginary water bottle!
 - Add your own directions!

❖ Fast + Slow

- This warm-up meets the needs of those who need to move and those who need to chill
- Lead your participants through different short activities, alternating between something that moves fast and something that moves slow
 - Fast: jumping jacks, running in place, moving quickly around the space
 - Slow: yoga poses, stretches, moving in slow-motion

FOLLOWING DIRECTIONS

❖ Animal Categories

- Designate 3 walls (or sections of wall) as Air, Land, and Water.
- The leader will shout out various animals and participants must run and get on the wall most related to that kind of animal (some animals may have more than one!).
- Last person on the wall must complete 5 exercises of their choice.

❖ Floor is Lava

- As the group moves around the space, a leader will call out various phrases and begin to count down from a number
 - Floor is Lava: participants must get their feet off the ground
 - Smoke: they must lie down.
 - Avalanche: they must crouch at the base of the wall
 - Whirlpool: they must spin around 3 times
- Change up the Lava command by adding a color/s, types of holds, or locations in the gym
- Last person to complete the task must complete 5 exercises of their choice.

GET TO KNOW YOU

❖ All my friends + neighbors

- This is a way to learn about what we have in common with each other and what we don't!
- Participants form a circle with one person in the middle
 - It helps if you can create clear markings of places with shoes or an item
- The person in the middle shares something they like/like to do by saying the phrase: *All my friends and neighbors like...*
- If other participants in the circle also like that they must leave their spot and try to switch to a new place across the circle
- The last person without a spot goes next in the middle

❖ This or That

- A leader calls out various opposites and participants choose their favorite by moving to the designated side of the room
 - Ice cream or Water Ice
 - Beach or Mountain
 - Socks or Bare feet
 - Dogs or Cats
 - Frozen or Moana
 - Early bird or Night owl
 - Breakfast or dinner

MORE GROUP GAMES!

❖ Crab Tag

- Designate an area of the room with clear boundaries
- Participants will spend the game on their hands and feet with their back towards the floor
- When the game begins, participants are attempting to knock each other over by bumping into each other or gently hooking their feet.
- If a participant's back side touches the ground (either by themselves or from being knocked over) they are out for the round
- Good to play without shoes!

❖ Statue Tag

- Designate an are of the room with clear boundaries.
- Participants decide on their own *statue* position they will use throughout the game.
- When the game begins, everyone is it! Participants keep track of how many people they tag throughout the round
- Participants may only tag others when their own eyes are open and when the other person's eyes are open.
- Participants are *safe* when they are frozen in their statue pose *and* have their eyes closed
- Play for a designated amount of time and share out number of tags at the end

❖ Ichi Mini Hoy

- Set up four bases in a diamond shape and divide the group into two teams
- Each team will send one person around the diamond in opposite directions from the home base.
- When participants meet, they must face off in one round of Rock, Paper, Scissors. The winner continues around, the losers returns home and sends the next person out.
- Participants may only move through the diamond walking heel-to-toe to regulate everyone's speed.
- Teams gain one point if their person makes it all the way home!

STATIONS

Floor Equipment

Dome Cones | Carpet Spots | Agility Ladder

Within each session, find ways to keep kids engaged, reinforcing new skills, and having fun even when they are not on the wall! Providing clear instructions and activities for kids to complete in between climbs will help with group management and structure allows kids to be successful in the space.

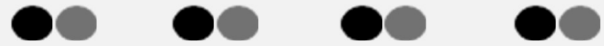
Use equipment like the dome cones, carpet spots, and circle agility ladder to break skills down and practice new body movement or footwork exercises. Here are some examples of how to incorporate some stations but be creative!

FLOOR MOVEMENT ACTIVITIES

Rows Formation



Pairs Formation



❖ Setting up formations

- *Carpet spots* require less balance than *dome cones* while the *agility circle ladder* provides a larger target area.
- Set up formations next to a wall to utilize hand holds or away from a wall.
- Have participants rainbow it, or assign different rules for each color: do they step on it? Do they tap it? Do they skip it? Is there an order of colors? Is one color for feet and one for hands?
- Keep things simple and exploratory for younger participants. Add in more specific instruction for older or more advanced participants.
- Use other items to have participants pick up or move to a different spot for more challenge.

❖ Foot Traverse

- **Purpose:** To practice using feet on small targets or moving in new ways
- Alterations: traverse forward, traverse forward while crossing legs, traverse side-ways, traverse backwards, traverse while squatting low the whole time, traverse while blindfolded (use a spotter)

❖ Hand + Foot Traverse

- **Purpose:** To practice using all four limbs to maneuver in a space
- This is a great opportunity to build in various alterations of moving feet and hands.
 - Hand-hand, foot-foot
 - Hand-foot, hand-foot (same side or opposite sides)
 - Hand-hand, foot-foot, foot-foot
 - One hand, foot-foot
 - Hand-hand, One foot
 - Matching feet on every spot
- Arrange the equipment in various ways to promote twisting, stretching, or compressing movements, like participants might find on the wall

❖ Climbing Games

- Arrange an array of spots across the floor to transfer different climbing games like Add-On, Twister, or Ninja thieves.

LEARNING THE LINGO

Take opportunity to teach participants new vocab throughout each session and use it in context. Increasing knowledge about climbing lingo helps new climbers feel confident within the climbing community and allows them to talk smartly about the routes they are working on. Even our youngest climbers can learn the correct words for climbing holds and types of moves on the wall!

A full list of climbing vocabs is provided at the end of this manual. Each section also includes a list of related words to the topic.

Use these fun games to practice recognizing different climbing related vocab and to check for understanding from participants. Vocab words are also a great opportunity to grab participants attention or include in the warm-ups. Instead of the classic “If you can hear me clap once” have participants touch a jug with their elbow, then a crimp with their knee, etc. until you have everyone’s attention.

CLIMBING VOCAB ACTIVITIES

❖ I went to the wall...

- **Purpose:** Recognizing various types of climbing holds.
- Participants take turns finishing the phrase “I went to the wall and found a...” with a type of hold.
- Other participants must find the hold described as quickly as possible.
- Inclusive to all levels.

❖ Lucky Draw

- **Purpose:** Practice finding and using various holds or moves in context.
- Write down all possible climbing moves or holds on slips of paper and stick in a bucket
- Participants must draw three papers and create a route using those moves or holds
- Once finished, have participants climb the route while others guess what terms they used.
- Requires some level of independence from participants or guiding from a coach.

Other fun games to try

Shark Attack | Squish | Twister | Simon Says

BALANCE AND BODY POSITIONING

Activities That focus on balance and body positioning should be included both on the ground in stations as well as on the wall and are important to the overall physical development of growing bodies.

When introducing or practicing new technique, remember to keep the focus on how to complete the activity rather than explaining the why behind the method, especially for participants in the Mini Rec and Rec Team I programs. While older kids or adults may need explanations of why we practice different techniques, younger participants learn more through action or exploration.

BREAKING DOWN BODY MOVEMENT

❖ Stand-up Activity

- **Purpose:** To understand the mechanics of how we stand
- Begin with participants sitting on the ground
- Prompt them through the steps of moving to standing position
 - Move their legs so the feet are in front of them
 - Shift their body over their feet, and then,
 - Press with the legs to extend their body
- In the standing position, ask them to reach as high as they can
 - Do participants think to stand on their toes? Do they stand on one foot?
 - Explore different ways to reach higher—this is how we will move on the wall!
- Try this exercise on Dome Cones!

❖ Gaining a Sense of Balance

- **Purpose:** Understand the concept of Center of Gravity
- Have participants lean side-to-side and feel how their weight shifts over one foot and then the other. This weight shift is moving their *center of gravity*.
- Ask participants to lift one foot up and notice if they also shift their weight before picking up their foot—it's impossible to do it without!
- Try this activity on Dome Cones!
- As participants climb on the wall, ask them to notice how they need to shift their *center of gravity* over the opposite foot as they step up the wall.

❖ Straight Arm Climbing

- **Purpose:** To learn to begin to use the body efficiently on the wall.
- Choose a relatively easy route to for participants to climb (5.5-5.6).
- The goal for the climber is to keep their arms straight for the entire climb, even at the start and when moving to new hand holds.
- Ask climbers to notice what it feels like in their shoulders or back when they climb with arms straight.
- Climbers will also need to move their body or hips around the wall to accomplish their goal and move feet high on the wall to stand up through moves rather than pull the arms.

BREAKING DOWN BODY MOVEMENT, CONT.

❖ Cross Body Balance

- **Purpose:** Understanding how to use free limbs to *counterbalance* ourselves by *flagging*.
- Have participants stand and lift one leg out to the side. Notice what the rest of their body does in response. Some will flag the opposite arm; others will lean their shoulders in the opposite direction.
- As we move on the wall, oftentimes we will only have three points of contact, finding a feeling a balance between those three limbs, like a triangle will make our climbing a little more fluid
- Have participants practice this by getting on the wall with four points of contact. Instruct them to let go of one hand and find a point of balance by flagging. They may need to take a foot off of a climbing hold and use the wall!

Additional Climbing Movement:

- **Barn Door:** When a climber's body swings into the wall from lack of stability.
- **Stemming:** Using your arms and/or legs to press in opposite directions on opposing faces.
- **Drop Knee:** One knee is lowered and twisted towards other leg to offer a longer reach. By dropping a knee, we can stem in overhung terrain.
- **Lay-backing:** Climbing a vertical edge by side-pulling the edge with both hands while pushing your feet against the wall.

ADDITIONAL CLIMBING MOVEMENT

❖ Two Left, Two Right:

- **Purpose:** To understand stability on the wall by keeping a wider stance.
- Have participants imagine a line slicing a route in half from the ceiling to floor.
- As participants climb, their left arm and leg must stay on the left side of the route and their right arm and leg must stay on the right side.

❖ Side to side:

- **Purpose:** To practice the use of a *layback*
- Find a climb that will require participants to move their body side to side to climb efficiently. This can be done on easier climbs with dramatized movement.

❖ Stemming & Drop Knee:

- **Purpose:** practice stemming skills.
- Have participants climb a route that involves stemming through a corner or dihedral.
- Can they find a drop knee? Can they go hands free?

EXERCISES FOR GAINING A SENSE OF BALANCE

❖ No-Hands Traverse:

- **Purpose:** Gain lateral movement by shifting their weight.
- Find a three-step traverse on a slabby section of the wall. Have students start on the leftmost hold and traverse SLOWLY (statically) – and practice shifting their weight.

❖ Plumb Line:

- **Purpose:** Maintain center of gravity over the active foot.
- Attach a length of rope to the haul loop of their harness. As they climb a route, the end of the rope (and their center of gravity) should always be over the foot they are stepping up with as they climb a route.
- Demonstrate this for participants so they understand the goal.

❖ 3-Second Body Pause:

- **Purpose:** Learn to fully shift your weight so you can balance on one foot.
- Hold each limb over a hold for three seconds before grabbing/stepping on it. Can also be done as a pause right before after they let go of the hold to force them to get the right balance.

❖ Blind-Folded Climbing:

- **Purpose:** Rely on your balance rather than sight.
- Tie a bandana or shirt around the student's eyes. Have them climb a route. Without our sight, we do not get intimidated by the size of the hold. We must search for holds and rely upon balance while doing so. It can also create a special awareness of their foot placements (from having used the holds for hands).

❖ Climb with One Leg:

- **Purpose:** Climbers will need to use their free leg to flag and counterbalance as they climb. Additionally, climbers will need to align their "triangles" with the ground.
- Have each participant climb an easy route with one leg.

Other fun games to practice new body movement skills:

Add-on | Take-Away | Twister | Simon Says

BODY MOVEMENT VOCAB

- | | | |
|-------------|-------------------|----------------|
| ▪ Arete | ▪ Corner/dihedral | ▪ No-hand rest |
| ▪ Barn-door | ▪ Drop Knee | ▪ Side pull |
| ▪ Bicycle | ▪ Flagging | ▪ Stemming |
| ▪ Bump | ▪ Lay-back | ▪ Toe Hook |
| ▪ Chimney | | |

FOOTWORK

Using different parts of the feet can feel uncomfortable or unstable for new or young climbers on the wall. Take time to practice using different parts of the foot on the ground, on carpet spots and on dome cones before transferring it to the wall!

INTRODUCTION TO FOOTWORK

❖ Figuring out our Feet

- **Purpose:** To understand how to best utilize our feet.
- While standing, ask participants to reach as high as they can. Notice what part of your feet are on the ground, most likely just your toes!
- Standing on the full arch or even the balls of the foot can limit the range of motion in our ankle.
- Standing on the big or little toe improves range of motion—it allows you to turn the foot side to side and raise the heel.
- Have participants explore how their feet and ankles can move while standing on different parts of their feet. Try it on dome cones and on different climbing holds close to the ground.

Basic Foot Positions

Have participants focus on using the area of our shoe in front of the balls of their feet. Coaches should point this area out on a pair of shoes and have participants find that area on their own shoes. Here are the three basic foot positions for climbing:

- *Edges:* Used for holds with a thin edge, horizontal or in-cut to the wall. Use the edge of your big-toe to stand with your foot parallel to the wall.
- *Smears:* Used for holds that slope away from the wall or on the flat wall itself. Press the flat bottom-side of the shoe against the surface and press your heel down.
- *Toeing In:* Used on small holds, in pockets, and on steep routes. Press the big toe into the hold with your foot perpendicular to the wall (the heel pointing away from the wall).

Foot Switching

As climbers move across the wall, sometimes the foot that is being used needs to switch. This can be to shift the weighted foot to a new hold or to adjust balance on the wall. Below are several ways to do this. Demonstrate each movement and then have participants practice each low to the ground.

- *Match Feet:* For large holds, place both feet next to each other on the same hold. Sounds simple but can be a new concept for young climbers!
- *Foot Hop:* Place the free foot over the set foot. Pull the set foot off the hold and then drop the free foot onto the hold.
- *Foot Roll:* This method works on thin, wide holds, not as much on jibs. Peel the set foot off the hold as you roll your free foot onto it.

- *Smearing*: Great for when there are not available foot holds in the area. Smear the free foot on the wall to take weight off the set foot. Next, lift the set foot and smear it against the wall. The free foot is then able to move down to the hold.

Prioritize the Legs

Young climbers will often begin a move with their arms and engage their legs second, or even remove their feet entirely from the wall. New climbers will also commonly try to make large moves with their feet in attempts to get higher faster which can restrict their ability to engage their legs. Have climbers focus on making smaller steps and pressing up with the legs using this next activity.

PRIORITIZE THE LEGS

❖ T-Rex Climbing

- **Purpose:** To practice making small moves with the feet to climb higher.
- Choose an easy, vertical route for participants to climb.
- To begin, ask participants to move around the space like a T-Rex (small arms, big leg movements).
- As participants climb the route, they should stay like a T-Rex and may only grab holds as high as their shoulders.
- Have participants focus on making several smaller moves, keeping their body close to the wall and their weight on their feet.
- Incorporate this into a floor station as well!

Trust Your Feet

Climbing holds can feel small or insecure for all climbers! Often new climbers will put more weight on to their arms to compensate for fear of slipping off, which will then cause them to slip off. To build trust in their foot placements, participants need to learn what it feels like to place their foot in a good position.

TRUST YOUR FEET

❖ Blinking

- **Purpose:** To build awareness and trust in the feet.
- Choose an easy, vertical route for participants to climb.
- As participants climb the route, instruct them to pause before completing each foot move.
- Ask participants to bring their foot just above the hold, close their eyes and complete the move by feeling out the best position.
- Participants can then open their eyes to confirm the placement was strong.

Precise Feet

Making precise, speedy foot placements lead to efficient climbing on the wall. Precise foot placement can be thought of as a three-step process. Taking time to purposefully practice these steps will help climbers move more efficiently on the wall over time.

- First, select the hold you want to stand on. Determine how and where you want to place your foot.
- Next, acquire the hold quickly and precisely. Move as fast as you can without losing precision. You will have to start slowly at first. Speed comes with practice!
- Last, weight the foot. The goal is to not need to readjust your foot.

ACTIVITY: QUIET FEET

❖ Quiet Feet

- **Purpose:** To practice moving precisely on the wall with as little noise as possible.
- Choose an easy, vertical route for participants to climb.
- Participants should aim to climb with as little noise as possible (bumps, adjustments, or scrapes all count!).
- Instruct beginner climbers to use the edges of their foot. More experienced climbers can add toe-ins and back-steps.

❖ Quiet Feet Assessment

- **Purpose:** Introduce personal assessment and goal setting within the activity.
- Have participants count how many noises they made during their climb.
- Consider why they happened when they did: Was the climber moving too fast? Did they forget to plan ahead? Were they looking at their hands instead of their feet?

❖ Make it a game! NINJA THIEVES

- One person is designated a *Sleeper* and sits on the mat in front of the climbing area with eyes closed.
- Other participants are attempting to climb silently across the wall without getting caught, like Ninjas!
- The *Sleeper* tries to point out any noisy climbers without looking. Climbers that are pointed at are out or must restart.
- The goal is to get all the way across!

ADDITIONAL FOOTWORK ACTIVITIES

- ❖ **Downclimbing**
 - **Purpose:** To focus on lower body movement and encourage properly weighting feet.
 - Choose an easy, vertical route for participants to climb.
 - After climbers get to the top of the wall, have them climb down the route
 - *If participants belay*—give clear instruction on how to let out slack responsibly.
 - Focus on precise footwork as well as shifting your weight onto the foot through each move.
- ❖ **The Wall is Glue**
 - **Purpose:** To focus on making precise movement in each foot and/or hand placement.
 - As participants climb, they must place their hands and feet only where they first touch the wall, as if it is glue!
 - Coaches may designate only feet or only hands in this activity.
 - For extra challenge, participants cannot move the same limb two moves in a row.
- ❖ **Foot-foot, Hand, hand**
 - **Purpose:** To practice compressing the body on the wall before extending it.
 - Participants must move both of their feet while climbing before moving both of their hands.
 - Incorporate this in a station with equipment on the ground or just bear crawls.

FOOTWORK VOCAB

- | | | |
|----------------|-------------------|--------------|
| ▪ Bicycle | ▪ Downclimb | ▪ Heel hook |
| ▪ Campus | ▪ Drop knee | ▪ Jib |
| ▪ Clean | ▪ Edging | ▪ Ninja Feet |
| ▪ Cutting feet | ▪ Friction | ▪ Toe hook |
| ▪ Dab | ▪ Hand-foot match | ▪ Traverse |

ALL PURPOSE CLIMBING GAMES

OPEN LEVEL

❖ Hide + Seek Stuffies

- Use small stuffies or other soft items to motivate students to climb higher or explore on the walls.
- Coaches may hide them for participants or participants may hide them for each other.
- Participants may also be given a small bucket to be attached to their harness with a locking carabiner.

❖ Shark Attack

- Designate an area of a wall with a variety of holds and colors
- A caller calls out *Shark Attack* and begins to count down from a number.
- Participants must get on the wall as quickly as possible.
- The last one on the wall (or those who did not make it in time) loses a limb.
- Increase the difficulty by calling out specific colors or holds
- Last one to the wall can instead have to complete a designated number and/or type of calisthenics

❖ Simon Says

- Just like the traditional game! A caller gives different directions to the group
- Participants must complete the direction only if the caller begins with *Simon says...*
- If participants complete the direction without a *Simon Says*, they are out
- Directions can cover any climbing knowledge, move body parts, use different climbing holds, complete different calisthenics, etc.
- Instead of being out, participants must complete a given exercise, ie. jumping jacks, push-ups, etc.
- Change Simon Says to whoever you would like!

❖ Squish

- Designate an area of a wall with a variety of holds and colors with markers on either end.
- A caller calls out *Squish* and begins to count down from a number.
- Participants must get on the wall as quickly as possible.
- The last one on the wall (or those who did not make it in time) loses a limb.
- The area is condensed between every round
- Increase the difficulty by calling out specific colors or holds
- Last one to the wall can instead have to complete a designated number and/or type of calisthenics

BEGINNER – INTERMEDIATE

- ❖ **Freeze**
 - Designate an area of wall for climbing
 - Participants traverse across during the game
 - At any point, a caller may call out *Freeze!* and participants must freeze exactly where they are, even mid move
- ❖ **Hide + Seek Quotes**
 - Print out fun kid-friendly quotes in large font and cut apart to be hidden on the wall.
 - Participants must then find all pieces of the quote and then unscramble the words to discover the quote.
- ❖ **Limbo**
 - Designate an area for climbing
 - Coach will hold a noodle or stick with the end against the wall, about chest-high
 - Climbers must climb under or over (as designated) without touching the stick
 - After each round the limbo stick is lowered
- ❖ **Pointer Game**
 - As participants climb, a coach or partner will point out the next hold they will climb to.
 - Begin the game by pointing to the first two or three holds.
 - Continue pointing as the climber moves, always trying to stay a couple moves ahead.
- ❖ **Traverse Tag**
 - Designate a start and an end point on a traverse wall.
 - One person begins climbing across the wall.
 - The next person may start after a certain amount of time or after the first person has reached a certain point.
 - Participants are trying to tag the person in front of them. If a person is tagged, they must jump off the wall and restart at the beginning
 - The person in front is trying to get to the finish without getting tagged or falling off the wall
 - Play with two people or with multiple people!
 - Play several times and change up the order
- ❖ **Twister**
 - Like the traditional Twister game, participants are directed to move specific limbs to different spots, this time on the wall!
 - Designate a section of wall that is *on*
 - A caller will decide Right or Left and Hand or Foot moves next along with a category
 - Categories can be specific colors, types of holds, or types of foot movement
 - Game is played until one person remains on the wall
 - Simply make up each move or use a Twister App for a real spinner

INTERMEDIATE-ADVANCED

❖ Add-On

- Designate an area of the wall as in-game
- The first participant starts the game by completing one move on the wall
- The next participant must copy the previous move and *add-on* one additional move.
- The rest of the participants each take a turn, completing the previous moves exactly and then adding one additional move.
- If a participant falls off or is unable to complete a move, they are out
- Designate whether both hands and feet count in moves, or just hands, or just feet.
- Climbers must be *in-control*, on the wall for the new move to count
- Groups of 4 or less work better than larger groups to allow everyone to climb

❖ Build a Boulder Problem

- Divide crews into pairs or triads and give each a roll of masking or gaff tape.
- Present groups a set of guidelines to incorporate within their climb: a specific number of colors, types of holds, or moves. Climbers should be able to climb the route they design.
- Groups decide on a wall to create their route and work for a designated amount of time. They should also name their new route!
- Allow time for each group to present their climb and give opportunity for everyone to try each group's route.

❖ Horse

- This game works best in pairs or small groups. Decide if the game will use single or multiple moves on a turn.
- During each turn, one participant will create their move/s.
- All participants must copy the same move/s, if they succeed, they are safe. If they fall, they gain one letter of the word HORSE.
- The next person creates a completely new move/s and the game continues.
- If a participant completes the word HORSE, they are out.
- The game continues until there is one person remaining
- For unlimited play, have participants complete designated exercises to get back into the game if they are eliminated

❖ Penny Feet

- Place pennies on footholds along a vertical or slabby area of the wall
- Participants must traverse using all the footholds with pennies without knocking them off
- Can also try this one with corks

❖ Take-Away

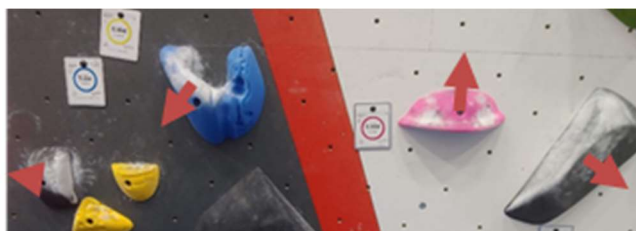
- Choose a climbing route with lots of available holds
- For each participant's turn, they must climb the route and then choose one hold to *take-away* for the remainder of the game
- If a participant falls or is unable to complete the new climb, they are out.
- The game continues until there is one climber left or no more holds
- Use tape to designate which holds are out

READING A ROUTE

Taking time before a climb to plan ahead is an important skill that allows young climbers to practice impulse control and being purposeful in their actions. Begin to introduce route reading through small group conversations, climbing demonstrations, and games or activities.

Taking time to plan the route can save climbers time and energy spent on the wall. Sequences can be read using a series of clues left for you by your fellow climbers and the route setter.

- **Hold Orientation:** The orientation of the grabbable surface of a hold can provide a clue to where the climber's center of mass should be oriented. The direction of pull is going to be perpendicular to the grabbable surface.

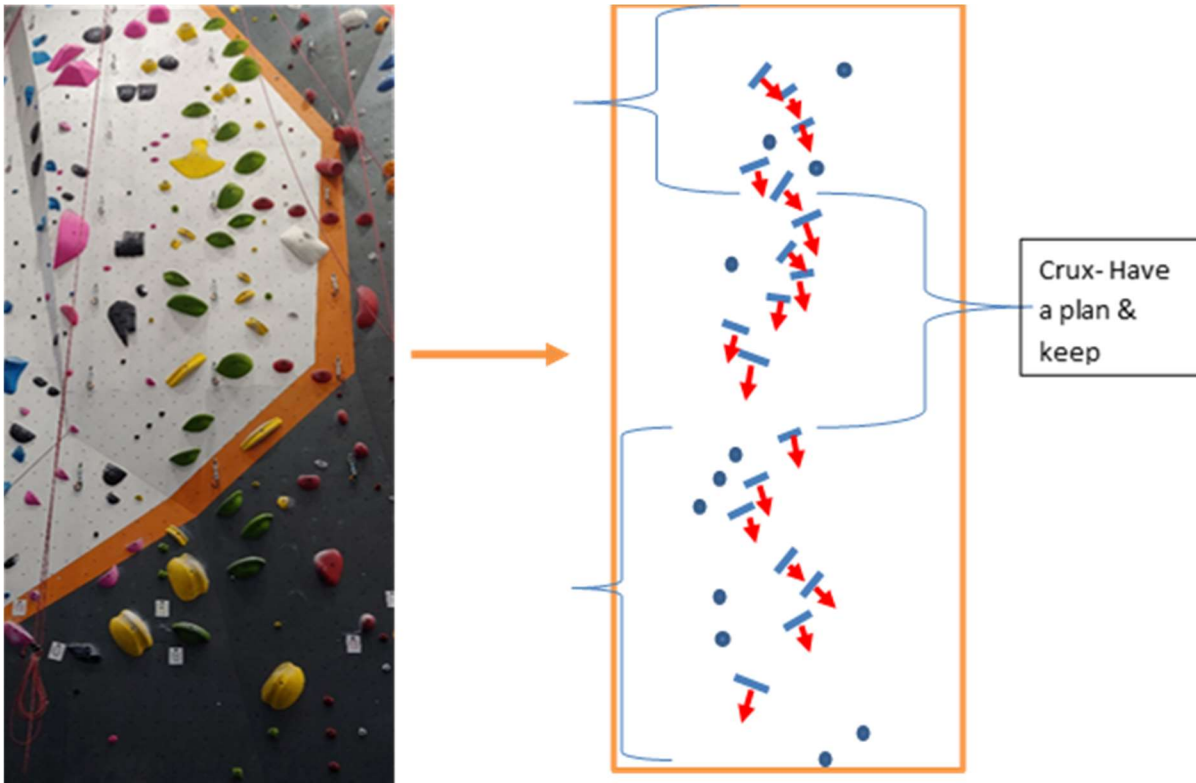


- **Chalk Marks:** Hand holds will be marked with chalk where they are frequently used—and left and right hands may even be distinguished by looking for chalk left from previous climber's thumbs.
- **Rubber Marks:** Black streaks on the wall and the holds can provide clues on key footholds.

Sequencing

Have climbers practice sequencing through the moves as much as possible while on the ground to be familiar with the route before climbing. Set a timer for 30 seconds or longer to help climbers practice taking time before stepping off the ground.

- **Visualization/Pantomime:** Have climbers imagine themselves on the route and mimic the movement with their body. Try to find ways to avoid swapping feet and matching when it makes sense.
- **Identify Cruxes:** Have climbers try to identify the difficult parts of the route and work out the movement ahead of time so they have an idea of what they might do.
- **Resting/Clipping Positions:** Where might climbers need to take a minute to shake out or make a clip? Having a plan to recuperate after or in anticipation of difficult climbing may give climbers just enough energy to fire through their route.
- **Chunking:** There are many subtleties to climbing and it can be hard to keep track of all the beta. Have participants chunk the route into digestible sections using key rest and cruxes to divide the route.



EXERCISES FOR ROUTE READING

- ❖ **Draw/Write it out:**
 - **Purpose:** Develop planning strategies for projecting.
 - Give each participant a pen and paper to plan their route. Have them first make a rough sketch of the climb and then insert written beta for cruxes and resting positions.
- ❖ **Blindfold Climbing**
 - **Purpose:** Practice reading the route from the ground as the belayer.
 - Tie a bandana around climber's eyes. Have them climb a route using beta from their belayer.
- ❖ **Visualization/Pantomime**
 - **Purpose:** Build familiarity with the route before climbing.
 - Have students visualize or pantomime their way through an entire route and then give it a shot. Did it pan out the way they had planned?

After the Climb

Help participants practice reflecting on their climbs to understand what worked and what did not. Understanding how to adjust movements for the next attempt is just as important as the initial planning but can be a challenging skill to practice for youth climbers. Use why questions to think about what happened during a climb.

- Why #1: Why did I succeed or fail?
 - Example: My foot slipped, or I stuck the foot.
- Why #2: Why?
 - Example: Lack of friction, or it felt so sticky!
- Why #3: Why?
 - Example: My hips were not over my toes, or My hips were over my toes.
- Why #4: Why?
 - Example: I did not trust my foothold, I believed in physics!

ADDITIONAL GAMES FOR ROUTE READING

❖ Memory:

- **Purpose:** Increase the memory of your participants.
- Divide the crew into groups of twos or threes.
- Decide on between four-ten holds to be used for each turn (less for lower challenge, more for higher challenge)
- The first person in the group points out a sequence of holds or moves while the climber is on the ground. Then the climber must climb it from memory.

❖ Pick Five

- **Purpose:** Practice sequencing different holds together.
- Participants can complete this activity individually or in pairs
- One participant chooses five different types of holds and then must create a route including all five.

Other fun games to practice route reading skills:
Add-on | Limbo | Take-Away

TOP ROPE

Participants should be given an overview of the top-rope climbing area and an understanding of climbing on top-rope, including climbing lanes, route colors, and designated grades before beginning to top-rope. Top-rope climbs utilize the Yosemite decimal grading system that includes a class number followed by a sub-class difficulty. The Class number can range between 1-5 depending on the amount of scrambling, points of contact, or rope assistance required. Top-rope climbs are designated as 5. because of the need for a 5th point of contact or rope at all times.

Harnesses

There are two types of harnesses for youth and are based on their center of mass. Full body harnesses (type B harness) are designed for children under 88 lbs. (40Kg) and are needed for children with high centers of gravity (larger head-to-torso ratio). The majority of youth climbers ages 6 and older will fit safely into a regular sit harness.

If you are unsure which harness is best for a child, place them in a sit harness and pick them up using the belay loop or the front of the harness. If they stay upright, the harness is correct, if they start to topple back, they most likely need to be in a full body harness.

- The Cliffs rental full body harnesses can be either tied in or clipped into a top-rope using the two gray loops in the front. When clipping into the rope, use two opposite + opposed locking carabiners.

Belaying

Coaches and staff should belay participants on ropes until participants have demonstrated a strong knowledge of belay technique or passed a Cliffs belay test. Participants ages 7+ may learn to belay another climber. Participants ages 7-9 must always have a back-up belayer when belaying. Participants ages 10+ must have a back-up belayer until they take + pass a belay test.

Staff have the option to *tie-in* or *clip* youth climbers into the top-rope. When clipping-in, staff should use two opposite + opposed locking carabiners. A double fisherman's knot should be used when either tying in or clipping in.

TOP – ROPE SAFETY CHECK

- Closed-toe shoes are on feet and laces are tied.
- Climber is tied in at the hard-point with a figure-8 follow-through and double fisherman.
- Climber's and Belayer's harness are fitted properly and snug.
- Climber and Belayer's sides of the rope are not twisted.
- Belaying device is clipped and locked in the correct direction on the belayer's harness.
- Climber, Belayer, and any back-up Belayer are focused and ready to go!

Participants not actively climbing should be engaged in an activity or given clear options for while they wait. Possible options on the ground can include: stations using floor equipment, conditioning activities, back-up belaying, giving beta or positive support, or bouldering. Youth participants may boulder climb while waiting to top-rope rope *only if* coaches have instructed participants on proper falling technique *and* are able to monitor them. Participants should not climb higher than the first lead clip (or lower if coaches designate).

Belay School

The Cliffs Youth Programs allows all participants the option to learn and practice top-rope belay skills if they show interest and are able to physically perform the motions, no matter their age. *However*, not all participants will demonstrate enough knowledge or capability to belay another person up a climb within the span of a program.

For our youngest participants in full body harnesses, the focus of learning should stay on the knot-tying portion. They can begin to learn the motions of belaying or practice back-up belaying a coach, but this should be considered exploratory learning until they are at least large enough for a sit-harness.

Having the ability to fully belay other climbers varies greatly between youth participants and should always be considered on a case-by-case basis, using the Belay rubric provided.

THE CLIMBER

❖ Tying-in Figure-8 Follow Through

- Grab an arm span of rope starting from end of rope, roughly 5 feet
- Pinch, circle, and poke the rope through.
- This knot should look like an *8*, not a *pretzel*.
- Feed the end of rope through harness hard-point from bottom up. Bring the knot close to the harness.
- Ask participants to take their finger and trace the rope from their harness through the knot. Notice when the rope goes under or over. Now trace with the rope! Remind participants to pull the rope tail all the way through as they go around.
- Check your work! Guide participants through the process of counting all the pairs of rope—count them to 10 to double check. Practice it all again!

❖ Tying-in Double Overhand (Fisherman's) knot

- Make sure participant's have enough tail to complete the back-up knot.
- Take the short rope and wrap it around the long rope once, then a second time, wrapping towards the participant.
- If the rope is wrapped back, there should be a cross or an *X* with the rope.
- Take the end of the rope and guide it under the *X*, moving away from the participant. Pull tight!
- Check your work! There should be a cross in the knot and two parallel lines, also called an *X-11* knot.

Younger participants may have more success learning this knot in stages, either across an entire session or within several sessions. Find opportunity to check for understanding by gradually transitioning responsibility to participants as you help them learn to tie the knots or complete it with mistakes and have participants find them.

Belaying Methods

Here at The Cliffs we teach the PBUS method of belaying and coaches should teach this using the right hand on the brake line for all new youth belayers. However, there are other methods of belaying within the climbing community and youth climbers may come into a program with previous knowledge. Climbers may use these other methods of belaying only once approved with a coach. Most importantly, the method of belaying should allow belayers to keep a hand on the brake line at all times. Depending on the participant, coaches may find it best to transition a participant to the PBUS method of belaying.

THE BELAYER

❖ Using a GriGri

- Carabiner: metal clip with gates, can be locking or auto-locking.
 - Learn how to open, attach to the harness, and check for closure.
- GriGri: Assisted belay device. Provides an extra level of security for a human belayer.
 - Learn to recognize the colored plate, brake lever, and how to correctly attach it to the harness. Notice the picture on the device points to the climber and to the belayer's hand.

❖ How to Belay (PBUS)

- What is belaying? Belaying is both holding the rope and pulling in the extra rope so the climber is always held tight. A belayer must keep working to pull in *slack* as a climber moves up the wall.
- Explain and demonstrate the Pull, Brake, Under, Slide method.
- With this method, we NEVER let go of the brake hand. This is the primary concern, so stress this point. Coach participants to keep the break hand in break position whenever they are not actively taking in slack.
- Have participants practice each motion together.
 - Pull/Punch to their nose
 - Brake to their hip
 - Take the other hand Under the brake hand
 - Slide the brake hand up
- *Resting/Falling*: Whenever a climber is not moving on the wall or comes off the wall the belayer should keep the brake hand in brake position and can move the other hand underneath the brake hand for additional support. Have participants practice this by calling out *resting* or *falling*.

THE BELAYER – CONTINUED

- *Lowering.* Communication is key! Before a climber is lowered, belayers should communicate to the climber and get a signal that they want to come down. Have belayers practice double-checking with the climber before moving to lower. Belayers should also practice checking that their climbers have let go of the wall before lowering.
- *To Lower:*
 - Keep the brake hand in break position with space between the hand and device.
 - Open up the brake with the opposite hand—only enough to allow the climber to begin lowering. Explain that this is a gauge! The farther it is opened, the faster the climber is lowered.
 - Loosen the brake hand, but keep the brake hand around the brake line until the participant’s feet are firmly on the ground.

Have participants practice as a group or in pairs—one participant working as belayer and one holding the climber’s end of the rope. Once participants show a mastery of all of the steps the next step is to practice with a climber!

PUTTING IT ALL TOGETHER

❖ Buddy Checks

- Find a volunteer to climb first while the coach acts as the belayer.
- Once the climber is tied in, go through and explain the buddy checks
 - Climber’s harness is on properly, tight and double-backed, knots are tied properly (X=10) and rope is through all tie-in points.
 - Belay’s harness is on properly, tight and double-backed, GriGri is attached in correct orientation, carabiner is on belay loop and LOCKED.
- Explain the climbing commands which are always initiated by the climber. Explain that this is essentially a *contract* that the climber and belayer are creating together before the climb.
 - Climber: On Belay?
 - Belayer (after taking up any slack): Belay on!
 - Climber: Climbing?
 - Belayer: Climb on!

PUTTING IT ALL TOGETHER – CONTINUED

❖ Climbing

- As soon as the climber begins climbing, explain that a belayer never actually stops belaying. Sometimes you may not see the slack because of the climber's body, so using the off-hand to pull down can help to know when you must pull in more slack (or extra rope).
- Once the climber is about halfway up the wall, have them stop and say **TAKE!**
 - Demonstrate by taking up any remaining slack, placing both hands on the brake end, and weighting the rope. Then say **Got you!** Explain that the climber can then sit back and let go of the wall.
 - Take simply means that *I want to take a break*. If the climber needs the belayer to catch up, they can say **Up rope**.
 - From here, if the climber wants to continue climbing, they say **Climbing!** If the climber wants to come down, they say **Lower me!**

❖ Lowering

- Once the climber is ready to come down the belayer should confirm they are ready and make sure the climber has taken their hands and feet off of the climbing holds, then say **Lowering!**
- The belayer's brake hand will slide down the rope and remain towards their right leg loop. Explain that loosening your grip on your brake hand will allow the GriGri to do all the work of lowering.
- The belayer's left hand will pull the handle slowly until the rope begins to move.
 - Explain that this handle is like your gas pedal, the more it is opened, the faster the climber comes down. The goal is to lower the climber at a consistent and controlled speed. Avoid lowering too fast or jerky.
- Once the climber is on the ground, continue to pull out rope to provide some *courteous slack* so the climber can untie. They are now **Off-Belay!**

PRACTICE

❖ Partner Practice

- Break the class into pairs or threes and have everyone get ready to climb or belay. Each climber/belayer pair should have a back-up belayer for their first go.
- Make sure no one begins climbing without instructor permission. Have partners perform buddy checks, but also check everything yourself.
- Back-up belayers should stand to the right side of the belayer, have two hands on the rope, and keep some slack between the belayer and themselves (like a smile).
- As participants climb, observe and correct belay technique as needed. Belayers often need to be walked through the lowering process, so be aware and have other groups wait after **Taking** if needed while you assist others with lowering.
- After a lap, encourage participants to practice falling and catching a fall. Explain how the belayer “catches” the climber—with the **brake hand down!**

❖ Moving forward

- Participants should continue to work on skills throughout the session.
- Depending on the level of mastery, monitor participants as needed (back-up belay, back-up belay while lowering, coaching next door, or simply keeping the belayer within sight and sound.)
- Use the top-rope belay rubric to determine when participants are ready to take their belay test. Participants under 14 will test for their Youth Belay card and over 14 for their Gym Belay card.
- In general, youth belayers should only belay climbers of similar weight unless closely monitored.

Youth Belay Cards

Youth belay cards are given to Rec Team participants between the ages of 10-13 who pass a top-rope belay test. These cards are yellow and allow participants to belay within the facility outside of program times while supervised by an adult.

Youth belay cards are valid during the length of youth programs unless an extension is granted by the Head Coach. Youth participants given an extension should be regularly using their skills within the facility and should be given a skills assessment after an extended period of not belaying.

Youth participants over the age of 14 may take a belay test for the normal gym belay card. Youth participants under the age of 10 may not take a belay test or receive a belay card of any form.

Autobelays

Before using the Autobelays, participants should be given the full Autobelay orientation whether or not they have used Autobelays before. Participants under the age of 14 must be clipped in by an adult or coach. Coaches should always be within sight and sound of participants while in the Autobelay area.

BOULDERING

Participants should be given a brief overview of the bouldering area, including route designations, the added risks of bouldering, general climbing etiquette, and practice proper fall technique before beginning to boulder. Boulder climbs utilize the V Scale grading system or “Vermin”, the nickname of boulderer John Sherman.

It is important for participants to know that while the walls are shorter and the mats are thicker, there is still potential risk for injury and climbers should only climb to the point they feel comfortable down-climbing or falling to the ground.

FALLING

- There are two ways to fall, often designated as a *controlled fall* and an *uncontrolled fall*, or with young participants, as a *frog fall* or *turtle fall*.
 - When coaching young participants, coaches may want to focus attention on only one type of fall, if so, teach the uncontrolled or turtle fall first.
 - Participants should be coached through falls and show mastery in steps. Begin practicing just on the mat and then from one or two steps up the wall before practicing within context of a climb.
- ❖ **Uncontrolled or *turtle falls***
 - Demonstrate the fall by jumping up and landing on the feet, then falling on your bottom and rolling onto the back with arms and head tucked in. Then have participants try on the mat.
 - Be aware of participant’s place on the mat, make sure they will not hit the wall, fall off the mat, or bump into another participant!
 - Once participants have demonstrated mastery, have each person practice a fall from the wall.
 - Climbers should come off the wall with feet first and do their best to stay facing the wall. This fall should not turn into a full back roll.
 - ❖ **Controlled or *frog falls***
 - Demonstrate the fall by jumping up and landing on the feet, bending the knees to soften the impact and slapping the ground with the hands.
 - Once participants have demonstrated mastery, have each person practice a fall from the wall.
 - Climbers should come off the wall with feet first and do their best to stay facing the wall. This fall is best for use when climbers are expecting to fall and can control their movements.

Participants should always be within sight and sound of coaches while bouldering no matter their level or ability. Coaches are accountable for their participants and should have first hand knowledge of any incidents that occur. As young or new climbers learn to boulder and fall safely, coaches should provide feedback or reminders to participants and give additional falling practice as needed.

Spotting

Spotting is the practice of *guiding* or *directing* a boulder's fall, not the act of catching them. While spotting is less common in gyms because the use of thicker mats, coaches should be able to use this skill to help younger participants feel more comfortable coming off the wall. Participants should not be spotting each other unless coached extensively through the process.

- As a spotter, stand slightly behind (but not under) the boulderer.
- Stand in a balanced position with your knees bent and your hands up. Keep fingers together like spoons, not forks.
- Follow the boulderer's hips with your hands. Be prepared to guide their descent.
- As a coach, utilize spotting when climbers are 4-5 feet or higher above the ground and may fall unexpectedly, especially if they are still working on demonstrating proper falling technique at greater heights.

Climbing Etiquette

Help participants understand and practice good climbing etiquette while in the boulder area. These guidelines not only keep everyone feeling happy and supported, but also help keep themselves and others safe while bouldering.

- **Be aware of boulderers around you** – Stay off the mats when not climbing. Give space until a climber has come fully off the wall. Wait to climb if someone is already climbing a problem next door.
- **Wait your turn** – Try not to step in front of someone who has been waiting to climb. Unless you fall on the first move, back away from the wall after each attempt to give others a chance to try their problems.
- **Keep your things off the mat** – this includes long brushes, tape, chalk bags, or other things. Objects on the ground can be a fall hazard or an ankle roller.
- **Keep your chalk contained** – Dry chalk should stay within the chalk bag. Liquid chalk should stay on your hands.
- **Brushing a problem** – If someone has just brushed a problem, they get the next attempt.
- **Share the sound space** – Screaming or swearing are generally frowned upon, folks want to be able to be in their own zone.
- **Communicate** – Remember to use your words—for safety issues, to invite others, or to ask for help!

Slackline

Many of the same guidelines apply to the slackline use! The slackline is available for participant use and can be done in or out of shoes. Coaches should be aware of falling hazards and spot participants at either end where participants may fall directly onto the cement floor. Generally, only one participant should be on the slackline at a time.

VOCAB

Term	Definition
Anchor	Gear set to support the weight of a belay or top rope
Arete	The corner of a wall, can often be used as a hold
ATC	Air traffic controller', a manual type of belay device
Auto belay	A machine used in place of belayer
Back clipping	Hazardous mistake in lead climbing when the rope is clipped so the leader's rope is on the underside of the quickdraw
Barn door	When a climber's body swings from the wall
Belay	"Holding the ropes", protecting a climber, using friction, on a rope
Belay device	A device used to create friction when belaying
Belay loop	Strongest point on the harness, loop you use a belay device on
Belay off	Called by a belayer when they take the climber off of the belay
Belay on	Called by a belayer when they have put the climber on belay
Beta	Advice/information on a route/problem
Bicycle	One foot placed on a foothold, one in a toe hook behind the foothold to keep a climber on an overhang
Bolt	Point of protection drilled into the rock/wall
Bouldering	Climbing on shorter walls without ropes
Bucket	Large handhold
Bump	Climbing technique where a hand or foot is moved to one hold, then quickly moved to a further hold
Campus	Climbing without using any feet
Campus board	Training equipment used to build upper body strength
Carabiner/biner	Metal rings with gates, can be locked or non-locking
Chalk	Compound used to improve grip by absorbing sweat
Chimney	A rock cleft with vertical sides mostly parallel

Term	Definition
Clean	To complete a climb without falling or resting on the rope
Climbing commands	Phrases for communication between climber and belayer
Clipping in	Attaching to carabiners or quickdraws for protection
Corner/dihedral	An inside corner of the rock, the opposite over an arête
Crank	To pull on a hold as hard as possible
Crash pad	Thick mat used to soften landings
Crimp	Hold which is just big enough to be grasped with the tip of the fingers
Crux	The most difficult portion of a climb
Cutting feet	When climber's feet swing away from the rock on overhanging terrain
Dab	When a climber's foot hits the ground or another hold during a move
Dead hang	To hang limp, so that weight is held by ligament tension rather than muscles
Dead point	A dynamic climbing technique in which the hold is grabbed at the apex of upward motion
Deck	To hit the ground
Downclimb	To climb downward
Drop knee	One knee lowered and twisted towards other leg to offer a longer reach
Dynamic movement/dyno	Body using momentum to progress, a "jump"
Edging	Using the edge of the climbing shoe on a foothold
Face climb	Vertical rock climbing without crack climbing
Figure four	Advanced climbing technique where climber hooks a leg over the opposite arm, then pushes down
Figure eight knot	Knot used to secure the harness to the climbing rope
Flagging	Where a leg is in a position to maintain balance, rather than to support weight
Flapper	Injury consisting of piece of loose skin

Term	Definition
Flash	To successfully and cleanly complete a climbing route on the first attempt
Free climbing	Climbing without unnatural aid, other than used for protection
Free solo	Climbing without aid or protection, without a rope
Frenchies	Exercise consisting of pull-ups that stop with elbows locked at angles between 20 and 160 degrees
Friction	Force resisting the relative motion of elements sliding against each other
Gaston	Climbing grip using one hand and elbow out, a "reverse side pull"
Grade	Intended as an objective measure of the technical difficulty of a particular climb
Grigri	An assisted belay device designed to capture the slack pulled through while belaying. Not a braking device.
Hand-foot match	Using a hand and foot on the same hold
Harness	Device worn to allow a person to safely hang suspend people in the air
Headwall	A region at the top of the cliff or rock face that steepens dramatically
Heel hook	Using the back of the heel to apply pressure to a hold for balance or leverage
Heel-toe cam	Using opposing pressure from toes and heels to between two holds on the wall
Hold	A place to temporarily cling, grip, jam, press or stand in the process of climbing
Jamming	Wedging a body part into a crack
Jib	Particularly small foothold
Jug	Large, easily held hold
Layback	Climbing a vertical edge by side-pulling the edge with both hands
Lead climb/sport climb	Form of climbing in which the climber places anchors and attaches the belay rope as they climb

Term	Definition
Lock-off	Using tendon strength to support weight on handhold without tiring muscles too much
Mantel	Move pushing down on a ledge or feature
Match	To use one hold for two limbs
Mono	A climbing hold with only enough room for one finger
No-hand rest	An entirely leg-supported resting position that does not require hands
Nub	A little hold that only a few fingers or tips of the toes can grip
Ninja feet	Quiet, deliberate, precise placement of feet
Off belay	Called by a climber when requesting the belayer remove belay equipment from the rope
Off-width	Crack that is too wide for foot or hand jams, but not as large as a chimney
On belay	Climber command when they are ready to be belayed
On-sight	A clean ascent with no prior practice or beta
Overhang/roof	A section of rock or ice that is angled beyond vertical
Peel	To fall
Pinch	A hold where it must be pinched to hold on
Positive	A hold, or part of a hold with upward facing surface, or away from the direction it's pulled
Problem	Used in bouldering, the path a climber takes to climb
Project	A new route or problem being attempted, but has not been sent yet
Pumped	Fatigue in the forearms making it difficult to hold on
Quickdraw	Used to attach freely running rope to anchors
Rappel	The process by which a climber may descent on a fixed rope using a friction device

Term	Definition
Redpoint	To complete a climb cleanly, after having made previous unsuccessful attempts
Roof	Steep overhang which transitions into shallower climbing
Rope	Climbing equipment that connects climber to belayer
Route	Path of a particular climb, or a predefined set of moves
Runout	Long portion of a route with minimal protection
Sandbag	Climb which receives a much lower grade than deserved
Self-belay	To perform belaying for oneself
Send	To cleanly complete a route
Side pull	A hold that needs to be gripped with a sideways pull towards the body
Sit start	Starting a climb from a position in which the climber is sitting on the floor
Slab	Low-angle (significantly less than vertical) section of rock
Slack	Portion of the rope that is not taut
Sloper	Hold with very little positive surface
Smearing	To use friction on the sole of the climbing shoe in absence of any footholds
Spinner	A hold that is not secure and spins in place
Spotting	Method of protection used in bouldering, ready to absorb energy of falls and keep the climber away from hazards
Spraying	Giving unwanted and unasked-for beta
Static	Opposite of dynamic, usually slow movement of a limb to a new hold without the simultaneous transfer of weight
Steep	Any climbing face that is angled beyond vertical

Term	Definition
Stem	Climbing two faces that are an angle less than 180 degrees to each other
Take	Called by a climber when requesting that the belayer remove all slack
Technical	Often static climbs, a degree of creativity used to design the route
Tension	Technique to maintain balance using a taut rope through a point of protection
Tie-in points	Leg straps and waist belt create two loops connecting to the belay loop, "soft loops"
Toe hook	Securing the upper side of the toes on a hold to help pull the body towards the wall
Top rope	To belay from a fixed anchor point above the climber
Top-out	To complete a route by ascending over the top of the wall
Track	To use holds specified for someone in any route
Traverse	To climb in a horizontal direction
Tufa	A hold that protrudes from the wall that can fit the pinching grasp
Under cling	A hold which is gripped with the palm of the hand facing upward
V-grade	Grading system for bouldering problems
Volume	A large bolted-on bouldering hold
Weighting	Any time the rope takes the weight of the climber
Whipper	A lead fall from above the last clip
YDS	"Yosemite Decimal System", grading system for route climbs
Z-clipping	Clipping into an anchor with the segment of rope from beneath the previous piece of gear



THE CLIFFS CLIMBING + FITNESS YOUTH PROGRAM POLICIES

GLOSSARY

Roped Climbing

1. **Back-up Belay:** A second person is included in a top-rope belay system by holding the brake rope behind of or to the side of the primary belayer.
2. **Direct Backup:** Coach holding the brake rope and supervising all safety aspects for the duration of the climb.
3. **Direct Supervision:** Coach within 6ft of climber or belayer with visual + auditory check of the safety standards.
4. **Indirect Supervision:** Coach may be outside of 6ft of climber or belayer but must remain within visual/auditory range of the climber or belayer.
5. **Lead Climb:** Climbing solely on a sport lead belay system and regularly clipping a rope into quickdraws (clips) while climbing up a route.
6. **Mock Lead:** Climbing on a top rope while dragging a separate rope of any length for the purpose of practicing clipping technique + rope management skills
7. **Lead Belay:** Fully belaying a climber on a sport lead belay system that requires belayer to manage an amount of slack in the rope while a climber ascends the route.
8. **Top-Rope Back-Up:** Belaying a climber on both a top-rope system and a sport lead system simultaneously.

Bouldering

1. **Spotting:** Coach is actively spotting the climber for the duration of each climb
2. **Direct Supervision:** Coach is within 6 ft of the climber and is available to spot as needed
3. **Indirect Supervision:** Coach may be outside of 6ft of climber but must remain within visual/auditory range of the climber or belayer.

BELAY CARDS

Facility Belay Card (Orange)

1. Allows all people age 14 or older to belay within The Cliffs Climbing + Fitness.

Facility Lead Card (Black)

1. Allows all people age 16 or older to lead climb + belay within The Cliffs Climbing + Fitness.

Youth Belay Card (Yellow)

1. Allows participants between the ages of 10-13 to belay under *indirect supervision* during program time.
2. Allows youth between the ages of 10-13 to belay outside of program time without coach supervision.
3. Must be visible on the belayer's harness. All youth under the age of 14 must retest each school year or after leaving program for more than 30 days.
4. Youth participants must retest at age 14 for the standard facility belay card (Orange).

Youth Lead Card (Red)

1. Allows participants between the ages of 12-15 to Lead Climb + Belay under *Indirect Supervision* during program time.
2. Allows youth under the age of 16 to lead climb or belay outside of program time without coach supervision. (Includes any USA-C youth member who completes a Youth Lead Test)
3. Must be visible on the belayer's harness. All youth under the age of 16 must retest each season.
4. Youth participants must retest at age 16 for the standard facility Lead card (Black).

YOUTH PROTOCOLS *OUTSIDE OF PROGRAMMING:*

Supervision Requirements:

- All youth climbers under the age of 14 must have active adult supervision at all times while inside the facility (adult supervision is deemed age 18+)

Top-Rope Belay:

- Climbers must be 14 or older to top-rope belay unsupervised upon passing a facility Belay Test.
- No climbers under the age of 10 may belay outside of youth programming.
- Climbers **between the ages of 10-13** *may* belay outside of youth programming, if the following is true:
 - Climber has learned the skills of top rope belaying within a Cliffs facilitated youth program.
 - Climber has been assessed by their coach and approved to take a standard facility belay test
 - Climber has passed the standard facility belay test, receives a YOUTH Belay Card, and has it visible on their harness at all times
 - Climber has adult supervision (18+) at all times while inside the facility
- Climbers must retest at age 14 to receive a standard facility Belay Card
- Climbers are reassessed at the start of each season *or* if they have been out of program for more than 30 days

Lead Climb + Belay:

- Climbers must be 16 or older to lead climb or belay unsupervised upon passing a facility Lead Test. Anyone below the age of 16 may *lead climb only* outside of youth programming, if the following is true:
 - Climber has learned the skills of lead climbing within a Cliffs facilitated youth program.
 - Climber has been assessed by their coach and approved to take a YOUTH Lead Test
 - Climber has passed the YOUTH Lead Test, receives a YOUTH Lead Card, and has it visible on their harness at all times
 - If under the age of 14, climber has adult supervision (18+) at all times while inside the facility
- Climbers must take a facility Lead Test at age 16 to receive a standard facility Lead Card
- Climbers are reassessed at the start of each season *or* if they have been out of program for more than 30 days

GENERAL YOUTH PROGRAMMING POLICIES

Auto Belay:

- The coach is responsible for all clipping in + out of the Auto Belay system. All existing facility rules regarding Auto Belay usage should be observed.
- The coach must remain in *Indirect Supervision* at all times while participants are climbing.

Boulders:

- When necessary, a coach will be the designated spotter
- Coaches will either be in a *Spotting* role or a *Direct Supervision* (Mini Rec or Rec I) or an *Indirect Supervision* role (Rec II or Competitive) as the climb, area, and participant climbing ability requires.
- Coaches will reinforce bouldering area awareness by guiding participants to stay out of the fall zone, managing participants on the walls, and keeping the area clear.
- Coaches ensure a clear landing zone and encourage the climber to climb down whenever possible.
- Coaches are there to discourage unnecessary swinging and correct poor falling practices should they arise.
- Coaches may allow participants to boulder in a top-rope area with the following in mind:
 - Climbers may not climb above the first clip + coaches may designate a lower benchmark for younger or less experienced climbers
 - Climbers may not climb underneath other climbers (on top-rope or boulder)
 - Climbers may not climb while "off-belay" (attached to a top-rope belay system while not actively belayed)

TOP ROPE PROGRAM POLICIES:

Belaying by Age:

- Participants under the age of 7 may not belay a person on a rope inside or outside program.
- Participants ages 7+ may belay a person on a top-rope inside program.
 - Belayers between the ages of 7-9 and belayers ages 10+ without a belay card must have a *back-up belayer* and remain under *direct supervision*.
 - Athletes ages 10+ may test for a *youth belay card* in order to have the ability to belay under *indirect supervision* and *without a back-up belayer*.

Youth Belay Tests:

- Athletes ages 10+ may test for a youth belay card (ages 10-13) or a facility belay card (ages 14+) with coach approval.
- Youth Belay tests (ages 10-13) must have **two staff members present**—a program coach + an additional front desk staff.
 - Youth must fully pass the standard belay test, which includes: sufficient knowledge of the figure-8 follow-through + double overhand knot, knowledge of their harness + gear attachment, Belaying, lowering, and supporting a fall.
- Upon passing, a belay card is presented to the athlete and their RGP account is updated.

Athletes between the ages of 10-13 must will retest at the start of each new program season or after leaving program for more than 1 month time.

Athletes with a Youth Belay Card will retest for a facility belay card upon turning 14.

LEAD CLIMB + BELAY PROGRAM POLICIES:

USA Climbing Youth C and D [aka ages 6-11]:

- Athletes within USA-C Youth C + D may mock lead and learn to lead belay
- Youth C + D athletes may *not* lead climb or belay without a coach or head instructor providing a top rope back-up belay.

USA Climbing Youth B [aka ages 12-13]:

- Climbers will learn to lead climb + belay within a process that includes:
 - Mock-Leading
 - Lead Climb + Belay practice with a top-rope belay
 - Lead climbing with a Coach Belaying
 - Lead Belaying with a Coach providing Direct Back-up
 - Lead Climbing + Belaying under *Direct Supervision*
- After a completed coach assessment, climbers may complete a facility Youth Lead Test to Lead climb or belay with *Indirect Supervision*
 - Upon passing, climbers under the age of 16 receive a YOUTH Lead Card + must have visible at all times

USA Climbing Youth A and Junior [aka ages 14-18]:

- Climbers will learn to lead climb + belay within a process that includes:
 - Mock-Leading
 - Lead Climb + Belay practice with a top-rope belay
 - Lead climbing with a Coach Belaying
 - Lead Belaying with a Coach providing Direct Back-up
 - Lead Climbing + Belaying under *Direct Supervision*
- After a completed coach assessment, climbers may complete a facility Youth Lead Test to Lead climb or belay with *Indirect Supervision*
 - Upon passing, climbers under the age of 16 receive a YOUTH Lead Card + must have visible at all times
 - Upon passing, climbers ages 16+ receive a facility Lead Card + must have visible at all times

Youth Lead Tests:

- Athletes with the Youth B, A, or JR age category may test for a youth lead (under 16) or facility lead card (16+)
- Youth lead tests (under 16) must have **two staff members present**—a program coach + an additional front desk staff
 - Tests will be completed with the Youth Lead Skills checklist
- Upon passing, a lead belay card is presented to the athlete and their RGP account is updated.

Athletes between under the age of 16 must retest each season.

Athletes with a youth lead card will retest for a facility belay card upon turning 16.



YOUTH TEAMS RULES

No Running (through the facility)

Stay with your class

Keep off the mats (when not climbing)

Share the space with others

Inside voices

Be kind to the gear

Help put things away

Ask to pet dogs

Let other classes learn



REC TEAM EXPECTATIONS

Be kind

Be supportive

Celebrate success!

Set goals

Be aware of your surroundings

Challenge yourself

Have fun!



THE CLIFFS TEAMS + CAMP PROGRAM CODE OF CONDUCT

The Cliffs Youth Programs aims to support each athlete in building positive social skills through the lens of rock climbing, including, but not limited to appropriate communication; respect for other's thoughts, space, and self; and community inclusion.

To allow all athletes to experience the program to its fullest, we will not tolerate any behavior that takes that opportunity away from other athletes. We will be addressing all incidents such as bullying and irresponsible behavior seriously and continue to train our staff to recognize and deal with such behavior as effectively as they are able.

Understanding that program is for ALL athletes, any behavior deemed by The Cliffs to be outside of the athlete code of conduct and/or unmanageable may result in any or all of the following:

1. Meeting with the youth coach, Head of Youth Programming, Director of Youth, or additional facility leadership staff to discuss the behavior.
2. A telephone call home to the parent/guardian and/or an in-person meeting to discuss the behavior.
3. Immediate pick-up from program and a meeting with parent/guardian to discuss behavior improvement plan
4. Dismissal from the Youth Teams or Camp program for the session and/or season.

As a Cliffs athlete I will:

- Follow instructions given to me by my coaches and facility staff in a timely manner.
- Treat others with courtesy and consideration, including peers, staff, and other facility members and guests.
- Communicate in an appropriate manner, which means I must not use foul language or gestures, harsh words, or tone of voice.
- Refrain from deliberately causing bodily harm to other athletes or staff. I understand that pushing, kicking, hitting, fighting, or other inappropriate physical contact is not acceptable, and will not be tolerated.
- Respect the property of others and The Cliffs, which includes no stealing, damaging of property or gear, graffiti, or vandalism.
- Remember that physical displays of affection or of a romantic nature are not allowed under any circumstances.
- Be fully responsible for my actions and understand that irresponsible behavior will result in disciplinary action or dismissal from program.
- Bring any issues or problems that arise within programs to my coaches to handle.
- Know and follow the rules of the program.
- Have lots of FUN, learn, grow, and have a GREAT time! I'll do my part to help make the program fun for everyone!

I have read and agree to live within the policy as stated above.

Athlete Name _____

Date _____

Parent/Guardian Name _____

Date _____

MINI REC TEAM: AGES 4–6 EXPLORATORY

1 hr. weekly session - 1:3 Instructor/Student Ratio

The Mini Rec Team session is a fun-based recreational class for youth ages 4-6 years old that focuses on body movement and awareness on the floor and on the climbing wall. Participants in this session may be new to the group class environment or being away from trusted caregivers and will have a wide array of confidence level within a climbing facility. As coaches it is our responsibility to ensure that our participants feel welcomed, supported, and encouraged and that our participants practice doing the same for others. Remember you are an ambassador for The Cliffs, our community and our sport

EXPECTATIONS:

Games + activities will target...

- Body awareness
- Balance + stability
- Movement on the ground + on the climbing wall
- Working with others
- Challenging ourselves
- Celebrating success!

OBJECTIVES:

Youth climbers are expected to show comfortability in the following before moving onto Rec Team I.

- Participate within group activities away from their caregiver
- Put on and wear a climbing harness for an extended period of time.
- Regularly climb to at least the first quick draw on top-rope.
- Able to come off the wall and take a rest before continuing to climb.
- Able to participate in a full session's worth of activities regularly.
- Shows interest in learning new information from their coach and is able to follow given instructions.

SESSION AT A GLANCE

- Welcome | Names + Movement (5 min)
- Warm-up Game (10 min)
- Focus Activity (10 min)
- Climbing Session (20 min)
+ Stations
- Wrap-Up (5 min)

PREP WORK:

Coaches are expected to arrive and clock in *30 minutes prior to class* in order to prepare for class and greet participants.

1. **Complete a Lesson Planning Sheet**
2. **Familiarize yourself with appropriate climbs available** set up belay stations + activity areas as necessary.
3. **Gather & Inspect Equipment:**
 - 1 *harness*/participant.
 - Equipment necessary for any games or activities.
4. **RGP:** Check the class event in RGP and confirm that:
 - Every participant is entered as a participant;
 - Every participant has a valid waiver;
 - All bookings have been paid or invoiced.
5. **Greet Participants:** As your participants arrive...
 - Address any issues in RGP.
 - Check in with their caregiver.
 - Make sure they have closed toe shoes or climbing shoes.
 - Direct them to the bathroom and cubbies.
 - Tell them when and where to meet for class.

FIRST DAY WELCOME:

- Introduce yourself and welcome everyone to *Mini Rec Team*.
- Start off with names + a fun movement.
- Introduce Mini Rec Team Program Expectations
 - Be kind
 - Be supportive
 - Celebrate success!
 - Be aware of your surroundings
 - Challenge yourself
 - Have fun!
- Share a rough schedule for each week:
 - Welcome
 - Warm-up
 - Climbing Session
 - Wrap-up!
- Brief overview of the ground floor
 - Front desk
 - Bathrooms
 - Water Bottle Fountains
 - High Bay
 - Instruction area

LESSON-PLANNING TEMPLATE:

Complete a Lesson Planning Sheet for each session and turn into the Youth Department as directed.

Date: Session Date

Key Focus: What is the learning topic for the session?

Session Lingo: What are the vocab words for the session?

Climbs: What climbs do you have prepared? (grade/location)

MINI REC TEAM | AGES 4-6

Date:

Key Focus:

Session Lingo:

Climbs:

Games/Activities:

Welcome Activity (5 min)

**Names + Question of the Day (5 min)
Harnesses**

Focus Activity (10 min)

**Climbing Session 1 (15 min)
+ Stations**

**Climbing Session 2 (15 min)
+ Stations**

Wrap-Up (5 min)

MINI REC TEAM | AGES 4-6

Date:

Key Focus:

Session Lingo:

Climbs:

Games/Activities:

Welcome Activity (5 min)

**Names + Question of the Day (5 min)
Harnesses**

Focus Activity (10 min)

**Climbing Session 1 (15 min)
+ Stations**

**Climbing Session 2 (15 min)
+ Stations**

Wrap-Up (5 min)

MINI REC TEAM | AGES 4-6

Date:

Key Focus:

Session Lingo:

Climbs:

Games/Activities:

Welcome Activity (5 min)

**Names + Question of the Day (5 min)
Harnesses**

Focus Activity (10 min)

**Climbing Session 1 (15 min)
+ Stations**

**Climbing Session 2 (15 min)
+ Stations**

Wrap-Up (5 min)

Name: _____ Birthdate: _____ Mini Rec: _____ Rec I: _____

Mini Rec Team - Development Log

SOCIAL/EMOTIONAL SKILLS

Some	Most	All	Notes	Skill
				Participate within group activities away from their caregiver.
				Shows interest in learning new information from their coach.
				Is able to follow given instructions promptly.
				Can travel through the facility appropriately.
				Shows awareness of other climbers both on + off the wall.
				Celebrate other's success.
				Demonstrates spatial awareness among peers
				Able to stay focused during short activities (10-15 minutes)

CONCEPTUAL SKILLS

Some	Most	All	Notes	Skill
				Shows awareness of a variety of movement choices while climbing (ie. sideways and up).
				Able to come fully off the wall to rest while on a rope.
				Ability to adhere to climbing boundaries set by a coach (ie. height or time).
				Ability to demonstrate spatial awareness while being lowered on a rope.
				Willingness to try something new.

Name: _____ Birthdate: _____ Mini Rec: _____ Rec I: _____

TECHNICAL SKILLS

Some	Most	All	Notes	Skill
				Able to put on and wear a climbing harness for an extended period of time.
				Participates in the safety command process as directed by the coach
				Able to recognize + name basic hold types: foot chips, jugs, slopers, + crimps.
				Able to demonstrate appropriate falling technique based on height.
				Can identify the beginning, middle, and end of set climbs.
				Able to tie a Figure-8 knot

MOVEMENT SKILLS

Some	Most	All	Notes	Skill
				Regularly climbs to the first quick draw on top-rope
				Attempts to use a variety of hold types.
				Comfortable moving across a variety of ground terrain, ie. dome cones, climbing holds, etc.
				Demonstrates ability to balance on a variety of terrain
				Regularly climbs to the top of the rope wall
				Able to use a variety of foot positions (including edges, smears, toeing in)

REC TEAM I: AGES 6-9 BEGINNER

1.5 hr. weekly session - 1:5 Instructor/Student Ratio

The Rec Team I session is a fun-based recreational class for youth ages 6-9 years old who are in the beginner level (<5.5-5.7 top rope grade). Participants in this session are being introduced to the sport or are continue building their basic skill set of top-rope climbing, bouldering, knot-tying, belaying, and engaging within the climbing community while keeping fun and enjoyment at the forefront. As coaches it is our responsibility to ensure that our participants feel welcomed, supported, and encouraged and that our participants practice doing the same for others. Remember you are an ambassador for The Cliffs, our community and our sport

EXPECTATIONS:

Games + activities will target...

- Body awareness
- Balance + stability
- Movement on the ground + on the climbing wall
- Conditioning
- Problem Solving
- Knot Tying
- Belaying
- Working with others
- Challenging ourselves
- Celebrating success!

OBJECTIVES:

Youth climbers are expected to master these skills before moving onto Rec Team II.

- Properly fit & check a harness.
- Attach themselves to the belay line with a follow through figure eight knot with a fisherman's back up.
- Perform pre-climb inspection.
- Use the *PBUS* method to belay with a Gri-Gri in a top rope setting.
- Appropriately use common climbing commands.
- Safely use Auto Belay stations.
- Select climbs using the Yosemite decimal system.
- Navigate the gym with respect for the rules and other users.
- Begin to utilize the concept of reading a route before attempting to climb.
- Generally on-sight at a 5.7 grade

SESSION AT A GLANCE

- Welcome | Key Focus | Lingo (5 min)
- Names + Question of the Day (5 min)
- Warm-up Game (5 min)
+ Dynamic Stretch
- Focus Learning (15 min)
- Climbing Session 1 (20 min)
+ Stations
- Focus Learning (15 min)
- Climbing Session 2 (20 min)
+ Stations
- Wrap-Up (5 min)

PREP WORK:

Coaches are expected to arrive and clock in *30 minutes prior to class* in order to prepare for class and greet participants.

1. **Complete a Lesson Planning Sheet**
2. **Familiarize yourself with appropriate climbs available** set up belay stations + activity areas as necessary.
3. **Gather & Inspect Equipment:**
 - 1 *harness*/participant.
 - Equipment necessary for any games or activities.
4. **RGP:** Check the class event in RGP and confirm that:
 - Every participant is entered as a participant;
 - Every participant has a valid waiver;
 - All bookings have been paid or invoiced.
5. **Greet Participants:** As your participants arrive...
 - Address any issues in RGP.
 - Check in with their caregiver.
 - Make sure they have closed toe shoes or climbing shoes.
 - Direct them to the bathroom and cubbies.
 - Tell them when and where to meet for class.

FIRST DAY WELCOME:

- Introduce yourself and welcome everyone to *Rec Team I*.
- Start off with names + a fun question of the day
- Introduce Rec Team Program Expectations
 - Be kind
 - Be supportive
 - Celebrate success!
 - Set goals
 - Be aware of your surroundings
 - Challenge yourself
 - Have fun!
- Share a rough schedule for each week:
 - Welcome/Key Focus/Daily Lingo
 - Names + Question of the Day
 - Warm-up + dynamic stretch
 - Climbing Warm-up
 - Key Learning
 - Climbing Session
 - Wrap-up!
- Brief overview of the ground floor
 - Front desk
 - Bathrooms
 - Fitness Area
 - Water Bottle Fountains
 - High Bay
 - Instruction area

LESSON – PLANNING TEMPLATE:

Complete a Lesson Planning Sheet for each session and turn into the Youth Department as directed.

Date: Session Date

Key Focus: What is the learning topic for the session?

Session Lingo: What are the vocab words for the session?

Climbs: What climbs do you have prepared? (grade/location)

REC TEAM I | AGES 6-10

REC TEAM I | AGES 6-10

REC TEAM I | AGES 6-10

Date:

Date:

Date:

Key Focus:

Key Focus:

Key Focus:

Session Lingo:

Session Lingo:

Session Lingo:

Climbs:

Climbs:

Climbs:

Welcome Activity (5 min)

Welcome Activity (5 min)

Welcome Activity (5 min)

Names + Question of the Day (5 min)

Names + Question of the Day (5 min)

Names + Question of the Day (5 min)

**Warm-up Game (5 min)
+ Dynamic Stretch**

**Warm-up Game (5 min)
+ Dynamic Stretch**

**Warm-up Game (5 min)
+ Dynamic Stretch**

Focus Learning (15 min)

Focus Learning (15 min)

Focus Learning (15 min)

**Climbing Session 1 (20 min)
+ Stations**

**Climbing Session 1 (20 min)
+ Stations**

**Climbing Session 1 (20 min)
+ Stations**

Focus Learning (15 min)

Focus Learning (15 min)

Focus Learning (15 min)

**Climbing Session 2 (20 min)
+ Stations**

**Climbing Session 2 (20 min)
+ Stations**

**Climbing Session 2 (20 min)
+ Stations**

Wrap-Up (5 min)

Wrap-Up (5 min)

Wrap-Up (5 min)

REC TEAM II: AGES 7-17 INTERMEDIATE

2 hr. weekly session - 1:5 Instructor/Student Ratio

The Rec Team II session is a fun-based recreational class for youth ages 7-17 years old who generally are in the intermediate level (5.7+ top rope grade) and may already have belaying and knot tying skills. Participants older than 10 years old may be newer to the sport, but are expected to be able to pick up new skills quicker than the younger Rec I level.

Participants in this session will build on their basic climbing foundational skills as well as focus on more specific concepts of footwork, body positioning, movement, and endurance. As coaches it is our responsibility to ensure that our participants feel welcomed, supported, and encouraged and that our participants practice doing the same for others. Remember you are an ambassador for The Cliffs, our community, and our sport.

EXPECTATIONS:

Games + activities will target...

- Body awareness
- Balance + stability
- Movement on the ground + on the climbing wall
- Conditioning
- Strength Training
- Problem Solving
- Knot Tying
- Belaying
- Setting Goals
- Working with others
- Challenging ourselves
- Celebrating success!

OBJECTIVES:

Youth climbers are expected to master these skills during their time in Rec II.

- Properly fit & check a harness.
- Attach themselves to the belay line with a follow through figure eight knot with a fisherman's back up.
- Perform pre-climb inspection.
- Use the *PBUS* method to belay with a Gri-Gri in a top rope setting.
- Appropriately use common climbing commands.
- Safely use Auto Belay stations.
- Select climbs using the Yosemite decimal system.
- Navigate the gym with respect for the rules and other users.
- Distinguish between dynamic and static movement as well as understand advantages and disadvantages of both.
- Shift weight/alter body positioning for increased mobility & stability.
- Begin to utilize Layback, Stemming, Drop knees, and Flagging techniques.
- Be comfortable using a variety of foot positions, including edges, smears, and toeing in.
- Generally, on sight at a 5.9 grade.

SESSION AT A GLANCE

- Welcome | Key Focus | Lingo (5 min)
- Names + Question of the Day (5 min)
- Warm-up Game (5 min)
+ Dynamic Stretch
- Warm-up Climbing Drill (10 min)
- Key Learning (10 min)
- Climbing Session 1 (35 min)
- Climbing Session 2 (35 min)
- Conditioning (10 min)
- Wrap-Up (5 min)

PREP WORK:

Coaches are expected to arrive and clock in *30 minutes prior to class* in order to prepare for class and greet participants.

1. **Complete a Lesson Planning Sheet**
2. **Familiarize yourself with appropriate climbs available** set up belay stations + activity areas as necessary.
3. **Gather & Inspect Equipment:**
 - 1 *harness*/participant.
 - Equipment necessary for any games or activities.
4. **RGP:** Check the class event in RGP and confirm that:
 - Every participant is entered as a participant;
 - Every participant has a valid waiver;
 - All bookings have been paid or invoiced.
5. **Greet Participants:** As your participants arrive...
 - Address any issues in RGP.
 - Check in with their caregiver.
 - Make sure they have closed toe shoes or climbing shoes.
 - Direct them to the bathroom and cubbies.
 - Tell them when and where to meet for class.

FIRST DAY WELCOME:

- Introduce yourself and welcome everyone to *Rec Team II*.
- Start off with names + a fun question of the day
- Introduce Rec Team Program Expectations
 - Be kind
 - Be supportive
 - Celebrate success!
 - Set goals
 - Be aware of your surroundings
 - Challenge yourself
 - Have fun!
- Share a rough schedule for each week:
 - Welcome/Key Focus/Daily Lingo
 - Names + Question of the Day
 - Warm-up + dynamic stretch
 - Climbing Warm-up
 - Key Learning
 - Climbing Session
 - Conditioning
 - Wrap-up!
- Brief overview of the ground floor
 - Front desk
 - Bathrooms
 - Fitness Area
 - Water Bottle Fountains
 - High Bay
 - Instruction area

LESSON – PLANNING TEMPLATE:

Complete a Lesson Planning Sheet for each session and turn into the Youth Department as directed.

Date: Session Date

Key Focus: What is the learning topic for the session?

Session Lingo: What are the vocab words for the session?

Climbs: What climbs do you have prepared? (grade + location)

REC CLUB TEAM: AGES 12-17 OPEN

2 hr. weekly session - 1:5 Instructor/Student Ratio

The Rec Team III session is a fun-based recreational class for youth ages 12-17 years old who are looking for a relaxed, social environment geared specifically towards late middle school/high school age participants.

Participants in this session will teach + build upon basic climbing foundational skills as well as focus on strengthening their knowledge of footwork, body positioning, movement, and endurance. As coaches it is our responsibility to ensure that our participants feel welcomed, supported, and encouraged and that our participants practice doing the same for others. Remember you are an ambassador for The Cliffs, our community, and our sport.

EXPECTATIONS:

Games + activities will target...

- Body awareness
- Balance + stability
- Movement on the ground + on the climbing wall
- Conditioning
- Strength Training
- Problem Solving
- Knot Tying
- Belaying
- Lead Climbing
- Setting Goals
- Working with others
- Challenging ourselves
- Celebrating success!

OBJECTIVES:

Youth climbers will work towards mastering the following skills.

- Select climbs using the Yosemite decimal system.
- Navigate the gym with respect for the rules and other users.
- Distinguish between dynamic and static movement as well as understand advantages and disadvantages of both.
- Shift weight/alter body positioning for increased mobility & stability.
- Utilize Layback, Stemming, Drop knees, and Flagging techniques.
- Be comfortable using a variety of foot positions, including edges, smears, and toeing in.
- Practice route reading and self-reflection skills to master new problems.
- Complete regular conditioning sessions to increase personal strength.
- Understand and competently use the skills required to lead climb (age 13+, additional coach training required)
- Understand and competently use the skills required to lead belay (age 15+, additional coach training required)

SESSION AT A GLANCE

- Welcome | Key Focus | Lingo (5 min)
- Names + Question of the Day (5 min)
- Warm-up Game (5 min)
+ Dynamic Stretch
- Warm-up Climbing Drill (10 min)
- Key Learning (10 min)
- Climbing Session 1 (35 min)
- Climbing Session 2 (35 min)
- Conditioning (10 min)
- Wrap-Up (5 min)

PREP WORK:

Coaches are expected to arrive and clock in *30 minutes prior to class* in order to prepare for class and greet participants.

1. **Complete a Lesson Planning Sheet**
2. **Familiarize yourself with appropriate climbs available** set up belay stations + activity areas as necessary.
3. **Gather & Inspect Equipment:**
 - 1 *harness*/participant.
 - Equipment necessary for any games or activities.
4. **RGP:** Check the class event in RGP and confirm that:
 - Every participant is entered as a participant;
 - Every participant has a valid waiver;
 - All bookings have been paid or invoiced.
5. **Greet Participants:** As your participants arrive...
 - Address any issues in RGP.
 - Check in with their caregiver.
 - Make sure they have closed toe shoes or climbing shoes.
 - Direct them to the bathroom and cubbies.
 - Tell them when and where to meet for class.

FIRST DAY WELCOME:

- Introduce yourself and welcome everyone to *Club Team*.
- Start off with names + a fun question of the day
- Introduce Rec Team Program Expectations
 - Be kind
 - Be supportive
 - Celebrate success!
 - Set goals
 - Be aware of your surroundings
 - Challenge yourself
 - Have fun!
- Share a rough schedule for each week:
 - Welcome/Key Focus/Daily Lingo
 - Names + Question of the Day
 - Warm-up + dynamic stretch
 - Climbing Warm-up
 - Key Learning
 - Climbing Session
 - Conditioning
 - Wrap-up!
- Brief overview of the ground floor
 - Front desk
 - Bathrooms
 - Fitness Area
 - Water Bottle Fountains
 - High Bay
 - Instruction area

LESSON – PLANNING TEMPLATE:

Complete a Lesson Planning Sheet for each session and turn into the Youth Department as directed.

Date: Session Date

Key Focus: What is the learning topic for the session?

Session Lingo: What are the vocab words for the session?

Climbs: What climbs do you have prepared? (grade + location)

REC TEAM II+CLUB | AGES 7-18

REC TEAM II +CLUB | AGES 7-18

REC TEAM II+CLUB | AGES 7-18

Date:

Date:

Date:

Key Focus:

Key Focus:

Key Focus:

Session Lingo:

Session Lingo:

Session Lingo:

Welcome Activity (5 min)

Welcome Activity (5 min)

Welcome Activity (5 min)

Names + Question of the Day (5 min)

Names + Question of the Day (5 min)

Names + Question of the Day (5 min)

**Warm-up Game (5 min)
OR Dynamic Stretch**

**Warm-up Game (5 min)
OR Dynamic Stretch**

**Warm-up Game (5 min)
OR Dynamic Stretch**

Warm-up Climbing Drill (10 min)

Warm-up Climbing Drill (10 min)

Warm-up Climbing Drill (10 min)

Key Learning (10 min)

Key Learning (10 min)

Key Learning (10 min)

Climbing Session 1 (35 min)

Climbing Session 1 (35 min)

Climbing Session 1 (35 min)

Climbing Session 2 (35 min)

Climbing Session 2 (35 min)

Climbing Session 2 (35 min)

Conditioning (10 min)

Conditioning (10 min)

Conditioning (10 min)

Wrap-Up (5 min)

Wrap-Up (5 min)

Wrap-Up (5 min)

Name: _____ Birthdate: _____ Rec I: _____ Rec II: _____ Club: _____

Rec Team - Development Log

SOCIAL/EMOTIONAL SKILLS

Some	Most	All	Notes	Skill
				Shows interest in learning new information from their coach
				Is able to follow given instructions promptly
				Can travel through the facility appropriately
				Has awareness of other climbers on + off the wall and responds appropriately
				Willing to participate in a climbing partnership
				Demonstrates basic teamwork skills
				Can communicate needs when prompted
				Demonstrates appropriate physical contact with peers
				Offers support + encouragement to peers
				Celebrates others success
				Communicates effectively while climbing or belaying
				Willingness to participate in conditioning sessions

CONCEPTUAL SKILLS

Some	Most	All	Notes	Skill
				Able to recognize a variety of movement choices while climbing
				Able to come fully off the wall to rest while on a rope
				Able to adhere to climbing boundaries set by a coach (ie. height or time)
				Shows awareness of risk while climbing based on their decision making
				Ability to demonstrate spatial awareness while being lowered on a rope
				Able to identify the crux of a climb
				Demonstrates sequencing or pre-planning within the upper body
				Shows willingness to try something new/try hard within a climbing environment
				Understands + commits to the need to rest within a high-intensity sport
				Demonstrates understanding of goal setting + actively works towards achieving
				Engages in problem solving activities and interested in applying to routes or problems
				Understands personal on-sight grade + project grade categories

Name: _____ Birthdate: _____ Rec I: _____ Rec II: _____ Club: _____

TECHNICAL SKILLS

Some	Most	All	Notes	Skill
				Understands how to properly fit + check a sit harness
				Able to recognize + name gear: Grigri, carabiner, anchor, lead clip, downclimb jug
				Ability to attach themselves to a climbing rope using a figure-8 follow-through with a double overhand
				Ability to clip into a Grigri belay system
				Ability to belay effectively using the PBUS method (7+)
				Ability to lower a climber safely with appropriate speed
				Participates in pre-climb inspections
				Understands + utilizes safety commands
				Able to name + recognize basic hold types: foot chip, jug, sloper, crimp, pinch, volume, nocket
				Able to name + recognize basic wall terrain: slab, overhung, vertical
				Able to demonstrate appropriate falling technique based on height
				Understands the V-grade + Yosemite systems and can pick appropriate climbs
				Understands facility rules related to Auto Belays
				Understands how fit and wears climbing shoes regularly
				Able to reset a top-rope station

MOVEMENT SKILLS

Some	Most	All	Notes	Skill
				Regularly climbs to the top of the rope wall using a single designated route
				Able to project at a 5.7 grade level
				Able to use a variety of hold types
				Able to use a variety of foot positions (including edges, smears, toeing in)
				Able to demonstrate straight arms
				Able to demonstrate quiet feet
				Able to demonstrate foot switches + foot matching
				Able to demonstrate + use flagging while climbing
				Able to demonstrate + use weight shifting and/or hip rotation while climbing
				Able to demonstrate ability to climb both statically + dynamically
				Able to demonstrate advance skills: layback, stemming, mantel, heel/toe hooks, drop knees
				Shows overall understanding of climbing efficiency

REC TEAM

Date:

Class:

Areas of Focus:

Session Lingo:

Climbs notes:

Meet + Greet

Warm-up:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Stretch/Wrap-Up

REC TEAM

Date:

Class:

Areas of Focus:

Session Lingo:

Climbs notes:

Meet + Greet

Warm-up:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Stretch/Wrap-Up

REC TEAM

Date:

Class:

Areas of Focus:

Session Lingo:

Climbs notes:

Meet + Greet

Warm-up:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Activity Session

GOAL:

Stretch/Wrap-Up

MENTOR SESSION PLANNING SHEET

Date

Introductions

Welcome game or activity (5-10 min):

During warm-up I will lead...

Off the wall:

OR

On the wall:

A technique I would like to focus on:

During the climbing Session I will help with...

MENTOR SESSION PLANNING SHEET

Date

Introductions

Welcome game or activity (5-10 min):

During warm-up I will lead...

Off the wall:

OR

On the wall:

A technique I would like to focus on:

During the climbing Session I will help with...

MENTOR SESSION PLANNING SHEET

Date

Introductions

Welcome game or activity (5-10 min):

During warm-up I will lead...

Off the wall:

OR

On the wall:

A technique I would like to focus on:

During the climbing Session I will help with...



GUIDE TO RESPONDING TO INJURIES + INCIDENTS – YOUTH

1. Assess the participant as having a life-threatening emergency or a non-life-threatening emergency.
2. Make the participant and others safe from further harm.
 - a. Clear the area from other climbers + objects. Assign a staff person to take charge of the rest of the class participants.
3. Summon SOD.
 - a. The coach or instructor must remain with the participant. Send a nearby guest, member, or class participant in a buddy system to notify the SOD that there has been an incident.
4. Describe the event to the SOD.

Life-threatening emergency

- a. Activate EMS (911).
- b. Give first aid*
- c. Notify Camp Director (Head Coach).
- d. Notify victim's parents.

*First Call (212) P-O-I-S-O-N-S
if poisoning is suspected.

Non-life-threatening

- a. Give first aid.
- b. Notify Camp Director (Head Coach).
- c. Notify victim's parents.
- d. Activate EMS (911), if needed

5. Obtain participant's personal information + emergency contact information.
(Medical treatment, EMS, transportation by EMS, and disclosure of medical information has been consented to within the Participant Agreement.)
6. Assign adult staff to remain with participant until arrival of parents.

WHEN TO CALL 911 FOR MEDICAL EMERGENCIES

- Severe Allergic Reaction (Anaphylaxis)
- Back and Neck Injuries that involve loss of consciousness, *severe* pain, paralysis, or tingling sensations
- Broken Bones
- Severe Head Injuries
- Bleeding that is difficult to control
- Unconsciousness
- Deep wound or part of the body that was crushed
- Choking or Severe difficulty breathing
- Seizure (if it is unknown if the student has never had a seizure before, if directed by their Emergency Care Plan, or if the seizure lasts longer than 5 minutes)

When to immediately call Parent or Guardian for Medical Emergencies

- After 911 is called for any reason
- For any sprain or strain with no suspected fracture
- For any minor allergic reactions

A Parent or Legal Guardian should always be notified at pick-up for any medical treatment or incident that occurred during class or practice. A phone call or email should be sent if a parent or guardian is not present at pick-up.

When calling 911:

- Let the participant know that medical help is on the way, have a coach stay with the participant and keep them calm
- The SOD is responsible for calling 911
- Stay on the phone + Follow their instructions
- Give the facility address + clear directions
- Have a staff person meet the emergency medical team when they arrive + direct them to the exact location

Be ready to give this information to medical personnel:

- Name, age, and sex of the student.
- The participant's Health Form (Summer Camp) or any known medical information
- A description of the injury or symptoms.
- The participant's condition
- The name + contact information of the participant's parent or legal guardian
- The name of the participant's healthcare provider (if known, available on their Health Form)

Call the Participant's Parent or Legal Guardian:

- Describe the medical emergency and what staff are doing to care for the participant
- Find out the recommended hospital or medical facility (the EMTs may have a location they are required to go to, find out before they leave) and the student's healthcare provider
- If the participant is being transported to a medical facility, inform their parent or legal guardian + have them meet the participant there.
- Continue to try to reach the participant's parent or legal guardian, their emergency contact, or their healthcare provider if no response and utilizing EMS services.

Complete a written record of the incident immediately.

- In the event of major injuries or incidents, notify the Camp Director (Head Coach) or the General Manager immediately so they are aware.

COMMON INJURIES + PROTOCOLS

Any incident resulting in an injury OR an incident that *could have* resulted in a major injury (near-miss) during program time must be recorded on an incident report.

Coaches must inform a participant's parent or legal guardian of any injury that occurred during program time. In most cases, parents may be informed at the end of class. If a participant is not picked up by their parent or legal guardian, coaches must follow-up via phone call or email to the parent or legal guardian.

When emailing parents, staff should use the general facility email address to communicate, [location]@thecliffsclimbing.com, and CC the Head Coach.

Staff may not administer any medicine to participants under the age of 18 unless written documentation is provided from their parent or legal guardian (ie. Camp Health Form).

First Aid for Minor Cuts:

- Instruct the participant apply direct pressure with a clean dressing or cloth for at least one to two minutes or until the bleeding has stopped.
- Once bleeding has stopped on a minor cut, slowly remove the dressing and instruct the participant to wash the wound with soap + water.
 - If the participant requires assistance, maintain an open-door policy in the restroom and/or ask for an additional staff member to attend.
 - Staff should never be completely alone with a participant in a closed area.
- Apply a sterile dressing or band-aid.

Inform the participant's parent or legal guardian at pick-up.

Blisters

- Do not open or pop a blister or advise a participant to do so.
- Cover the blister with a band-aid or sterile dressing. Using climbing tape may help the band-aid to stay on during practice or class.
- If the blister has opened, instruct participant to wash area with soap + water, let air dry and apply a band-aid.

Nosebleeds

- If bleeding is severe and cannot be controlled after 15 minutes, call 911 and the student's parent or legal guardian.
- Keep the student sitting up.
- Gently pinch the soft parts of the nose together and gently press the nose against the bones of the face. If possible, instruct the participant to do this.
- Have the participant lean forward and do not tilt the head back.
- Hold for a full five minutes—do not peek to see if the bleeding has stopped!
- Apply an ice pack on the nose and cheeks.
- After five minutes, release the pinch slowly. If bleeding still has not stopped, have the participant lightly blow their nose to remove the ineffective clots and reapply pressure.

- Have the student sit quietly until the bleeding stops and instruct them to avoid blowing or touching the nose.

Inform the participant's Parent or Legal Guardian at the end of the practice or class.

Punctures, Scrapes, Splinters

- Call 911 if the wound is severe. If there is an embedded object, do not try to remove it.
- For minor punctures:
 - Do not try to pick out debris.
 - Soak or wash in water.
- For scrapes:
 - Apply pressure with gauze or a sterile dressing to stop bleeding, then wash the wound with soap and warm water.
- For splinters:
 - Remove small splinters close to the surface and wash the area with soap and warm water.

Inform the participant's parent or legal guardian at pick-up

Swelling and Bruises

- To control swelling, place a cold pack or ice bag wrapped in a cloth over the injury.
- Call 911 if there are signs of other injuries or if the cause of the swelling is a severe crush injury, where the body part was squeezed or caught between two hard surfaces.
- Have someone find the SOD to make an incident report if the bruise covers a large area or there is clear swelling.
- Wrap the area of the injury in stretchy gauze or elastic bandages.
 - Leave the tips of fingers and toes exposed so you can tell if the area is wrapped too tightly. If the participant notices a tingling sensation, loosen the bandage.
- Elevate the injury unless you suspect a broken bone or crush injury.
- Apply an ice pack.

If no immediate medical attention is required, inform the participant's parent or legal guardian at pick-up and advise them to complete follow-up treatment as necessary.

Back and Neck Injuries

- Have someone immediately find the SOD.
- Call 911 if the participant is unresponsive or if the participant is unwilling to move a large body part.
- Make sure the participant does not move and that no one moves the participant unless necessary. Any movement of the neck or spine can make the injury worse.
- Let participant remain in the position as they are, without repositioning. Gently immobilize the head.
- What to watch for:
 - Inability to move arms or legs.
 - Pain in the back or neck.
 - Tenderness, swelling or bruising to back or neck.
 - Headache or pain radiating through the shoulders.
 - Desire to keep neck still.

- Encourage the participant to remain still and calm until the emergency medical team arrives. Avoid asking yes or no questions—this might cause the participant to want to move/shake their head.
- **If the participant is being transported to a medical facility, inform the participant's parent or legal guardian** and have them meet the student at the facility.

Broken Bone, Dislocation, Sprain, Strain

- Have someone immediately find the SOD.
- Call 911 if the participant is unresponsive, if the participant is unwilling to move a large body part, or for any suspected broken bones or dislocations.
- For sprains or strains (unless suspected fracture), assist the participant out of the climbing zone.
 - **Have the SOD notify parent or guardian immediately for early pick-up.**
 - Rest: Find a comfortable position for the student, sitting or lying down. Encourage the participant to remain still.
 - Ice: Place an ice pack wrapped in a cloth over the injured area for periods of 20 to 30 minutes.
 - Elevation: Use pillows to stabilize the injured part above the level of the heart

Head Injury (Concussion)

- If a participant has hit their head or received a blow to their head, immediately remove them from the activity to monitor for signs of concussion.
- If participant is unconscious:
 - Have someone immediately find the SOD + call 911.
 - Check the participant for a skull fracture + note the length of time the participant is unconscious. Continuously check the participant for a pulse + regular breathing. Begin CPR if there is no pulse.
 - Immobilize the participant until EMS arrives.
- If participant is conscious:
 - Check for alertness + orientation—do they know their name, where they are, what day it is
 - Assess for numbness, tingling or weakness of any extremities
 - Assess for dizziness or general weakness
 - If any of the above is true, call 911 for EMS + participant's parent or guardian.
 - Instruct the participant to sit out of activity for a chunk of time to assess their condition and make sure nothing worsens.
- If there are no obvious signs of concussion, the participant may continue in the activity.
- **Notify participant's parent or guardian at pick-up** to continue to monitor for signs of concussion and seek medical attention as needed.

Bleeding After Losing a Baby Tooth

- Put a clean, folded gauze pad over the spot that is bleeding.
- Have the student bite on the gauze with pressure for 15 minutes.
- Change the gauze and repeat if necessary. Avoid rinsing.
- **Inform the participant's parent or legal guardian at pick-up.** Advise them to consult a dentist if bleeding doesn't stop.

Asthma Attack or Breathing Difficulty

- If a participant has severe trouble breathing and does not have a quick-relief inhaler *or* if the inhaler is not helping, immediately find the SOD + call 911.
- Participants with asthma should be indicated on their event booking and may know to communicate about early signs of an asthma attack, such as Shortness of Breath when walking, tightness in chest, unable to speak without stopping to breathe, gasping, etc.
- If a participant is showing signs of an asthma attack, or indicates they have signs of:
 - Have the participant sit upright and breathe slowly + deeply.
 - If they have medication + can take it, assist the participant in inhaling medication slowly + fully.
 - Keep the participant calm + reassure them.
 - If symptoms do not resolve in 20 minutes or if they worsen, notify the SOD + call 911.

Inform the participant's parent or legal guardian at pick-up or upon calling 911.

Minor Allergic Reaction

- Allergic reactions may include symptoms of a runny nose, itchy or watery eyes, itchy throat, coughing, rashes, hives, or swelling.
- For any minor reactions, monitor symptoms and either remove the cause of the reaction or the participant from the environment.
- Find the SOD + immediately notify parent or guardian if symptoms worsen.

Inform the participant's parent or legal guardian at pick-up unless already notified.

Severe Allergic Reaction

- If a participant has a known history of Anaphylaxis or severe allergic reaction + has a known or suspected exposure to an allergen, **notify SOD + call 911 immediately**. Give epinephrine if participant has a prescribed epi-pen with them.
- Symptoms may include: swelling of the face, mouth, or throat, wheezing or shortness of breath, tightness of chest, nausea, rash or hives appearing quickly.
- Keep participant calm + monitor breathing until EMS arrives.



YOUTH TEAMS INSTEADS

Looking for?

- × No Running
- × Stay with your class
- × Keep off the mats (when not climbing)
- × Share the space with others
- × Inside voices
- × Be kind to the gear
- × Help put things away
- × Ask to pet dogs
- × Let other classes learn

Try saying this:

- ✓ Walking/Skipping/Sliding feet!
- ✓ We're climbing over here now, maybe we'll climb there next!
- ✓ Feet on the gray floor.
Butts on the mat.
- ✓ Take a break and let someone else try.
Let's give this person a turn.
- ✓ Inside voices!
Let's bring that down a notch.
- ✓ If we yank on the ropes they might wear out before others can use.
- ✓ Everyone grab 2 cones!
Bring your gear to the desk.
- ✓ If you want to pet the dog, ask the owner first.
- ✓ Let your friend focus on class, you'll see them at the end!



IMMEDIATE COACHING MOMENTS

Running in the facility.

Unless running is specifically included in the training drill or game, coaches are promoting **walking feet**.

(Also ok is shuffling feet, giant steps, skipping, tip-toes, grapevines, sideways steps, heel walks.)

Staying off the mats.

Coaches should direct participants to stay **off the mats** unless actively about to climb. (Coaches should clearly indicate a “no fall zone” if the entire area is mat.)

This includes when looking for a climb, waiting to climb next, or cheering/providing beta for peers.

Correcting Poor Fall Practice

Coaches should consistently be providing feedback on bouldering falls, particularly with new or younger climbers. Feedback should be given for good falling forms, especially if it was from a new height or position, was unexpected, or spooky for the climber.

Feedback and guided practice should immediately be provided for incorrect or poor bouldering falls to build muscle memory and limit potential for injury. Coaches may ask participants to show falling form from the ground or from lower heights and participants should show understanding before continuing in their own climbing.

Bouldering in the high bay

At the Head Coach + coach discretion, participants may be allowed to boulder in the high bay area (coaches must have Head Coach approval beforehand). Participants **must not boulder above the first lead clip or bolt**. Coaches may set a lower boundary for younger or smaller participants.

Climbing while “off-belay”

Participants are not allowed to climb routes while “off-belay”. This applies for both the “belayer” (clipped-in) and the “climber” (tied-in). “Off-belay indicates that a belayer is not actively taking in slack on a top-rope.

Swinging on the top-ropes

Coaches may decide to allow belayer/climber partners to swing on the ropes for a *very* short interval. **The belayer’s hand must stay on their break line** and both participants must stay within a few feet of the ground.

*Swinging should not interfere with member’s or guest’s climbing experience or cause them stress.

** Belayers should always have both feet on the ground while belaying a climber.

