

Resiliency in Rock Climbing

Objectives

Students learn about the physical and mental fitness involved in rock climbing, with an emphasis on self-awareness, body awareness, resiliency and safety.

Rock climbing is practiced in many wonderful forms and with specific skills and equipment. This lesson will focus on indoor and outdoor sport climbing. Both indoor and outdoor rock climbing routes have graduated levels of difficulty. Each student will be strongly encouraged to practice resilience, fear management and body awareness to reach the highest level possible.

1. Understand the basic safety steps, basic belay techniques and vocabulary of sport climbing.
2. Students will use the theoretical practice and understanding of personal resilience to climb at least two different routes, both outside and in a rock climbing gym. (four total)
3. Students will understand and use outdoor leadership program (OLP) debriefing techniques to facilitate group discussion in regards to fear management, resilience and body awareness.

Materials

For indoor and outdoor sport rock climbing:

- Appropriate clothes: i.e. sport clothes or clothes which allow for easy movement.
- Sport climbing safety equipment: Harness, shoes, carabiners, helmets, ropes, chalk and tape.
- OLP journal and writing utensil.

Introduction/Engager

1. Show [Leading a 5.10b video](#) (see resources for the link), so that OLP students can see the level all rock climbers can achieve.
 - Does this person show any fear rock climbing? Why or why not?
2. Watch this video twice, focus on one of the women during each viewing and see their reactions to fear and then write some descriptions about resilience and fear.
 - Video Link to: [What fear looks like](#).

Procedures

For the main activity students will be taught the basics of rock climbing safety, movement in conjunction to the non-cognitive skill of [resilience](#), fear management and fitness.

1. Take two class periods to discuss and practice basic sport climbing techniques, safety procedures and body movements.
2. Introduce the topic of resilience by having students take the resilience test: [Take the test!](#)
3. Show the video of professional rock climber [Chris Sharma exhibiting resilience](#). Discuss the different styles of the climbers, how they both have resilience, excellent fear management and acceptance of failure.
 - Please [visit this link](#) for the full discussion points on building and understanding resilience.
4. Practice rock climbing and resilience techniques during indoor climbing sessions.
 - Have student/instructor ratio be 1:4
 - Enforce positive communication, attitude, group dynamics and safety procedures
 - After each member of the smaller groups have attempted their first climb, have the instructor facilitate a group discussion on fear management, personal resilience and physical fitness requirements for rock climbing.

Conclusion/Reflection Discussion Questions

Development of meta-cognitive process for resilience within rock climbing

1. Video Link to: [Can Perseverance be Taught?](#)
2. What do you think about the 'ten year' rule of being an expert? Talk to a neighbor about something you have done for ten years.
3. Take the [resilience/grit test](#)
4. In your OLP journal discuss the differences of the two test results. Did your results change after the experience of rock climbing? Did your results not change but your internal attitude about challenge, struggle and failure shift? Why or why not?

Adaptations

Rock climbing can be highly amended depending on the physical, mental needs of individual students. As there are many different types of climbs, harnesses and other activities there can be differing adaptations that create the same amount of learning experiences for every student. With regards to classroom and activity set up, make sure each student has notified the instructor of any needs or issues that might present themselves during certain activities.

Extensions

For advanced or interested students

Sign up for the weekly rock climbing club at the school for more training, field trips and instruction. Other students can also begin to attend strength training clubs and do personal exercises.

Links to resources

Leading a 5.10 <https://www.youtube.com/watch?v=zOOTeGwBa88>

What fear looks like http://youtu.be/PgVhk3_tdRE

Resilience information <http://ethansalter.com/strategies/resilience/>

Resilience scale https://www.resiliencescale.com/en/rstest/rstest_25_en.html

Chris Sharma http://youtu.be/ViP97VVt6_k

Can resilience be taught? <http://youtu.be/qaeFnxSfSC4>

Resilience/Grit test <https://upenn.app.box.com/12itemgrit>

Suggesting readings

[Learning to Climb Indoors](#) - Eric Horst (2006)

A complete guide to learning to climb indoors; everything you need to know from day 1 to year 1.

[How To Rock Climb \(4th Edition\)](#) - John Long (2003)

A new edition of this best-selling book. A must-read for anyone getting into the sport.

[Extreme Alpinism: Climbing Light, Fast, and High](#) - Mark Twight (1999)

Mark's techniques and strategies for sending in the alpine extreme.

[Advanced Rock Climbing](#) - John Long (1997)

John's in-depth look at advanced climbing techniques.

[Climbing Anchors](#) - John Long (1993)

A review of the most basic and vital anchors and riggings.

[Knots for Climbers](#) - Craig Luebben (2001)

The name says it all. Good beginner text.

[Mountaineering: The Freedom of the Hills](#) - Don Graydon

A classic of three decades and counting.

[Speed Climbing](#) - Hans Florine (2001)

Hans's unique look at climbing fast, light, and hard!

[Better Bouldering](#) - John Sherman (2000)

Vern's spray on bouldering--technique, strategy, style, and so much more.

Nevada Physical Education Standards

Outdoor Education does not currently fall under its own set of specific standards, there is enough cross curriculum content and skills that the Nevada physical education standards apply to these outdoor leadership program's objectives.

Grade level: 9-12

Subject area: Outdoor education/physical education

Standard:

1.12.3 Content Standard 1.0: Students understand and apply movement concepts and principles to the learning and development of motor skills.

Benchmarks:

- 1.8.4 Recognize physiological benefits of exercise during and after physical activity.
- 1.12.3 Analyze personal performance and apply results for improvement (i.e. lower target heart rate).
- 1.12.4 Analyze and compare health and fitness benefits derived from various physical activities.

Standard:

Content Standard 2.0: Students demonstrate competency in many movement forms and proficiency in a few movement forms.

Benchmarks:

- 2.12.3 Apply scientific principles to weight transfer and balance movements.

Standard:

Content Standard 4.0: Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.

Benchmarks:

- 4.12.3 Analyze a personal healthy lifestyle independent of teacher intervention.
- 4.12.4 Evaluate physical activity for injury potential.

Standard:

Content Standard 5.0: Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

Benchmarks:

- 5.8.1 Analyze potential consequences when confronted with a behavior choice.
- 5.12.1 Anticipate and avoid potentially dangerous outcomes and consequences during participation in physical activity.
- 5.12.2 Accept leadership responsibility in a group setting.
- 5.12.3 Evaluate role of physical activity in a diverse society (i.e. skill level, gender, race and disability).

Developing non-cognitive skills rubric					
	Level 0 (0-49%)	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Outdoor Skills	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • performs outdoor skills with limited competence • during course activities, including trips, performs movement skills with limited competence • with assistance may describe key elements of an outdoor skill 	<ul style="list-style-type: none"> • performs outdoor skills with moderate competence • during course activities, including trips, performs movement skills with moderate competence • with encouragement can describe key elements of an outdoor skill 	<ul style="list-style-type: none"> • performs outdoor skills with considerable competence • during course activities, including trips, performs movement skills with considerable competence • able to describe key elements of an outdoor skill independently 	<ul style="list-style-type: none"> • performs outdoor skills with high degree of competence • during course activities, including trips, performs movement skills with high degree of competence • able to describe key elements of an outdoor skill and is able to teach others effectively
Fitness Level	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • fitness level limits active participation in outdoor activities • seldom works to improve personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • regularly able to participate actively in all outdoor activities • occasionally works to improve personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • consistently able to participate actively in all outdoor activities • consistently works to improve or maintain personal fitness level for outdoor activities 	<ul style="list-style-type: none"> • always able to participate actively in all outdoor activities • always strives to improve or maintain personal fitness level for outdoor activities
Self-Reflection	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • basic understanding of non-cognitive skills both weaknesses and strengths. • with encouragement able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • good understanding of non-cognitive skills both weakness and strengths. • on occasion able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • proficient understanding of non-cognitive skills both weakness and strengths. • consistently able to connect outdoor concepts to real outdoor activities 	<ul style="list-style-type: none"> • excellent understanding non-cognitive skills both weakness and strengths. • with high degree of efficiency able to connect outdoor concepts to real outdoor activities
Communication	<ul style="list-style-type: none"> • does not meet Level 1 	<ul style="list-style-type: none"> • with encouragement uses proper outdoor ed terminology • with encouragement communicates properly with peers and teachers in a school/outdoor ed setting • seldom, when in activity in the community, uses language that represent self and school in a positive manner • seldom allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • usually uses proper outdoor ed terminology • usually communicates properly with peers and teachers in a school/ outdoor ed setting • with encouragement, when in activity in the community, uses language that represent self and school in a positive manner • with encouragement allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • consistently uses proper outdoor ed terminology • consistently communicates properly with peers and teachers in a school/outdoor ed setting • consistently, when in activity in the community, uses language that represent self and school in a positive manner • consistently allows others to communicate freely without judgement 	<ul style="list-style-type: none"> • always uses proper outdoor ed terminology • always communicates properly with peers and teachers in a school/ outdoor ed setting and encourages other to do the same • always, when in activity in the community, uses language that represent self and school in a positive manner • always allows and encourages others to communicate freely without judgement