

Seminar on
Youth Leader Education for Mountaineering

7-10 October 2001



(Note: Text version without illustrations and Addendum 2 in separate file)

Seminar on
Youth Leader Education for Mountaineering
7-10 October 2001:
Obernberg, Austria

Organised by the Austrian Alpine Club (ÖAV) on behalf of the UIAA Youth Commission, and sponsored by the International Olympic Committee (IOC), European Union (EU) and the ÖAV.



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SUMMARY

On behalf of the UIAA Youth Commission, the Austrian Alpine Club presented an international seminar on Youth Leader Education at Jugendhaus Spot-Obernberg, Obernberg am Brenner, Tyrol, Austria from 7 to 10 October 2001. The seminar was the second in a series aimed at contributing to the world-wide development of climbing and mountaineering with children and young people.

The exchange of experience, especially among trainers of youth leaders (or trainers of voluntary leaders also responsible for youth leadership), and experiential education were the main themes of the seminar.

The seminar attracted 23 participants from eleven countries. Youth leaders and trainers of youth leaders of mountaineering federations, co-ordinators of youth work in mountaineering federations and members of the UIAA Youth Commission were among the attendees. The emphasis was on practical work and ample time was provided for exchange and discussion with peers.

Presentations were made on the difference between experiential action and experiential education (Christian Damisch), on programmes to manage risk, for example in snowboarding and skiing (Luis Töchterle and Christian Damisch), and on improving climbing technique (Anne Arran). The seminar was facilitated by Christian Damisch of the Austrian Alpine Club (ÖAV), with Markus Albrecht and Susanne Taylor assisting.

2.1 Experiential action and experiential education in youth education **- CHRISTIAN DAMISCH**

2.1.1. Introduction

What is our understanding of the terms 'experiential action' and 'experiential education'?

In the advance material for the course, *Additional Qualification in Experiential Education (1995)*, the following explanation of experiential education is provided:

Why experiential education?

Experiential education (EE) offers a positive group and achievement experience. It plays an important role in personal development: responsibility, team feeling as well as self-confidence. Experiential education takes place by exposure to sportive exercises in nature in correlation with environmental conditions. The abilities obtained after the experiential actions help in dealing with future life.

2.1.2. History of experiential education

About eighty years ago, Kurt Hahn started the development of experiential education in Germany. He proposed that experiential therapy be used against the decadence of his age. Hahn's therapy consisted of four elements: physical training (strength), projects (power to do), expeditions (from plan to act) and help (civil duty).

Together with Reeder Laurence Holt in Wales, Hahn established the first experiential education courses, lasting from a couple of days to weeks. Around the world this type of course became known as 'Outward Bound Schools'. World War II interrupted the development of experiential education.

In working with the youth of the Deutscher Alpenverein around 1990, Heckmair Bernd/Michl Werner postulated that personal development might be more important than the actual alpinism. That was the first instance in which alpinism and education were brought together.

Since the 1990's experiential education has boomed in Austria and Germany. From managers to social workers and ecologists, the usefulness of experiential education methods for their work and personal development has been discovered. It is very difficult to measure the efficiency of experiential education, but the increased following offers some proof.

2.1.3. The important elements of experiential education

Experiential education contains the following key elements:

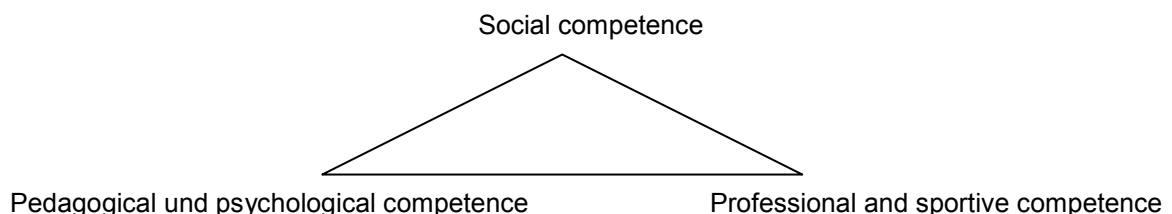
- Dynamics of an unfinished situation – this involves action and it is open rather than closed
- Review the action – the action must be within people’s ability
- Seriousness – the action must take place outside and should appear authentic
- ‘Border’ experience – new ideas are brought forth at points of decision
- Immediacy
- Body experience - in contrast to mental experience
- Nature
- Group

Important characteristics of experiential education includes:

- The formulation of a pedagogical aim (this differs from experiential action which does not have any such aims), and
- That the following takes place:
 - Preparation
 - Definition of target group
 - Narrow casting for the course or the action
 - Contracting the rules with the group
 - Finding the aim of what is to be learned together
 - Action
 - Start the action with a game: become acquainted, develop trust
 - Preparatory tests and instruction
 - Interaction (live together, ‘spider web’, role playing) or risky activities (abseiling, climbing)
 - Reflection (immediately after the activity or at least later in the evening)
 - Transfer of knowledge and experience gained to life (family, work, etc.)

2.1.4. Experiential education trainers/pedagogues

To guide an experiential action it is essential to provide good leadership. The personality profile of a good experiential education trainer has the following equal components.



For seminars held at the education training facility of the Austrian Alpine Club (ÖAV) at Obernberg, teams usually comprise two or more trainers of different gender, thereby providing more inputs. The abilities of the trainers should also complement each other’s abilities.

2.1.5. Problems experienced in experiential education

- Feminine role: Female participants are not equally heard although they often have better ideas
- Transfer: Is it possible to transfer the experiences of the action in normal life following on the course? The trainer often cannot control this aspect, especially after short courses. 'E-mail coaching' can, for example, be set up to monitor the transfer and follow-up work can be done to find out if goals that were set were actually achieved.

2.1.6. Youth education in the ÖAV

The aim of youth education in the ÖAV is to guide young people to an active and varied leisure pursuit in nature.

2.1.6.1 Youth leader courses

The ÖAV's youth leader courses consist of a course in 'Experience the Mountains' (*Erlebnis Berg*), which is a 6-day course taking place over weekends. In addition, two compulsory courses must be undertaken from the following:

- Glaciers and ridges
- Ski touring
- Sport climbing
- Ski-boarding
- Adventure Mountain and Nature
- Mountain biking
- Paddling
- Rock climbing

This constitutes the basic training.

All voluntary leaders (youth as well as adult leaders) may then also attend an Advance Training Course: 'Mountain and climbing' (*Berg & Steigen*). There are also special courses on for example mountaineering with children, etc.

2.1.6.2 Youth leader qualifications

To become a youth leader, people have to qualify and they have to acquire:

- specific **knowledge** about
 - the Austrian Alpine Club
 - legal aspects of volunteer leadership
 - the protection of nature and ecology
 - pedagogics
 - how to plan events
- as well as certain **alpine skills**:
 - climbing, mountaineering, skiing

2.1.6.3 Aims of volunteer youth leaders

In a study in 1995 by Beate Einetter, youth leaders were interviewed to determine their most important aims for their work.

It was found that their main aims, from most to least, were to:

- experience group life
- experience nature (emotional)
- participate in sports like climbing, mountaineering, ski tours
- take responsibility for a group
- obtain knowledge

The motivation for people to become youth leaders varies and is not easy to quantify:

- sometimes they want to follow their leaders' example
- they want to be a leader
- combinations of (i) the desire to undertake trips, (ii) that their expenses get paid and (iii) an emotional aspect

2.1.6.4 Methods by which youth leaders reach their aims

The aims of youth leaders are fulfilled in their groups. Youth leaders go with their groups into nature to promote a love of nature. Besides knowledge about nature and ecology, an emotional feeling towards nature and the mountains should be established. Skills in mountaineering such as abseiling, climbing, hiking on glaciers, skiing and ski tours are trained. During indoor activities, they play and strengthen the group feeling. Fantasy and creativity are trained by doing handicrafts.

2.1.7. **Experiential education or experiential action**

'Adventure', 'Outdoor' and 'Kick, Flow' are all modern slogans that have been used for many years. They have formed part of education, training and work for a long time. The question is if these activities were experiential education or experiential action.

The summary from studies of Beate Einetter was:

Similarities between experiential education and experiential action: setting, interaction, rules, nature, group dynamics, social competence, experiential education terms and methods like climbing and abseiling.

Differences between experiential education and action:

In experiential action there is

- no special method nor preparation of the target group
- no special psychological and pedagogical qualifications of the trainer

Because there is not enough time during courses, only guidance regarding experiential action is provided. The conclusion of the studies was that during youth education experiential action took place, but no experiential education. Experiential education is to experience new things in a playful way and with a positive feeling.

Action-orientated learning has certain components:

- Co-operation
- Communication
- Team-spirit development
- Social competence

- Nature and ecological education

There is a deficit in the youth leader training courses in that mainly organisational and alpine skills are being taught. For training personal development there is not enough time.

2.1.8. Discussion

The following questions can be asked:

- What is possible within the scope of youth leader training? Does it make sense to add principles of experiential education to it or is the training adequate as it is?
- What is the qualification of this training?
- How can the principles of experiential education be integrated into the training of youth leaders?

Proposals

- Youth work should complete and counterbalance school life ('the profession of the youth')
- Social competence should be developed
- Play should take place without the concepts of winning and losing
- Love of nature and the region should be promoted without the accent being placed on nationalism

Training of youth leaders is influenced by the following aspects:

- Motivation of the youth leader (his or her abilities, skills, preferences)
- Expectance of the youth (outdoor, experience, games, actions)
- Expectance of the parents (safety, learning skills, social learning)

The principles of experiential education must be integrated into the training of youth leaders:

Alpine skills can be taught in an experiential way. Examples of how and where this can be done are:

- Abseiling down – the setting and aim differs between the 'soft' or 'hard' method: 'soft' involves starting at an easy place and then to carefully go step by step to a steep place; 'hard' involves starting on a steep place.
- Orientation (*Schnitzeljagd*), low ropes courses (training of rope techniques), playful training in snow, climbing (games on a climbing wall)
- Cooperation play (group development)
- Nature experience play (feeling for nature)
- Sensitizer (solo, self-discovery)
- Performing land art

2.1.9 Conclusions

- There is a difference between experiential action and experiential education
- The principles of experiential education should be integrated into the training of youth leaders.

References:

Additional Qualification in Experiential Education, Program Folder (website: www.obernberger-seminare.at), 1995.

Einetter, Beate: Diplomarbeit an der Geisteswissenschaftlichen Fakultät, University of Innsbruck, 1996.

Heckmair, Bernd: Outward Bound - Lernen durch Handeln. *In: Fachhochschule München: Soziale Arbeit in der Wende*, Volume 3, pp.157-175, München, 1989.

Kraus, Lydia and Schwirsch, Martin: *Die Sprache der Berge. Handbuch der alpinen Erlebnispädagogik*. Alling, 1996.

www.erlebnispaedagogik.de/

2.2 Improving climbing technique

– ANNE ARRAN

How can climbing technique be improved?

The most powerful way a teacher can improve climbing performance is to help improve the efficiency of movement of a climber. Making an infinite variety of movements, whether natural or subconscious, takes time to build. Using the whole body to balance and move is crucial and there are some exercises to help children feel their centre of gravity and to improve movement technique.

Advanced technique does not only include movement technique, but can consider contact time to solve a certain problem, overall pacing and even achieving the correct skin temperature and gaining information on the optimum conditions to climb a hard problem. Methods of teaching can be student-centred or directive and include ways that young people can work together in groups to improve technique and performance.

Background work from the United Kingdom

Dave Binney (BSc M Med Sci) of the British Mountaineering Council's High Performance Steering Group (HPSG) presented a paper at the BMC International High Performance Seminar in May 2000 in Wales. His research work was on 'Movement analysis: Complexity of climbing path trajectory' and he concluded that the total length of the climbing path/trajectory significantly predicts climbing performance.

Questions arising from this paper are:

- If a person is better at recognising moves, does that mean he/she can climb a route more efficiently?
- The shortest path is not necessarily the most efficient because, depending on the athlete's strengths and weaknesses or the type of route, a more energy-efficient method of completing the climb may be found.
- The movement pattern is a global variable and masks other factors such as lack of flexibility to perform a technique or psychological factors associated with the athlete.

How can we interrelate these variables? Discussion with the athlete immediately after viewing a video made of his climbing performance is thought to be essential in isolating contributory performance factors.

Do principles of movement exist, can they be identified and can they be improved?

Dr Guido Kostemeyer from Germany and also a member of the HPSG is interested in completing further work on movement analysis.

What can some beginners **not** do that more advanced climbers can do?

Beginners:

- Take intermediate steps with the feet on smaller holds to avoid overloading the arms.
- Move in a staccato manner where more fluid movement is essential.
- Have a limited kinaesthetic awareness of their body position, particularly with foot placements.
- Lack imagination or are reluctant in working out moves in different ways and use handholds in one or two ways only.
- Do not use the correct pacing (speed of climbing) for the specific terrain being climbed.
- Are unable to keep the correct centre of gravity for the move being undertaken.
- Grip onto holds too hard and waste energy.
- Over-reach for holds or rock over too high.
- Use footholds in an inefficient manner without accuracy, which often means that subsequent moves are harder to perform.

There is limited research in this area but some exercises, thought to improve the above factors, can be taught to children through games.

Advice for movement learning

- Do not try to learn/teach new techniques when the climber is stressed or struggling with a hard climb.
- Increase any level of difficulty as technique familiarity is achieved.
- Experiment with different ways to solve a problem on the rock so that bad technique is not reinforced and new movement patterns are explored.
- Practice straight away after a demonstration of video analysis of climbing or after a talented individual has completed the problem.
- Reinforce movement patterns by practice. These all involve developing contact finger strength, isometric 'hanging' finger strength, upper body power, neuromuscular timing.

The last point should be treated carefully for under-18's whose basis of climbing needs to be founded on technique and crag sense. Walls offer a very limited repertoire of climbing moves and, having gained initial experience indoors, the only way to further technique is to get to the crag as much as possible and experience different rock types. Remember also that physiologically, the best time to learn motor skills is during childhood (before the age of 12 years) whereas peak strength gains are made during the late teens and early twenties.

Conclusion

By applying scientific principles to understand climbing technique and by teaching/learning movement through games, individual climbing technique and performance can be improved.

NOTES ON TRAINING FOR YOUNG CLIMBERS

(These notes are based largely on observation and some research. See www.planetfear.com)

Research suggests that the younger a climber, the more they should emphasise endurance training rather than strength. Endurance training provides the firm foundation upon which strength and power can safely be built. Aerobic endurance and stamina training is less stressful to the young climber than more intense anaerobic endurance training. Any aspiring young climber should aim to make the most of that critical productive strength-building phase during the mid to late teens.

For under-12's all bouldering should emphasise a high element of technique, avoiding using small or tweaky holds (sharp or small holds that are likely to stress tendons, ligaments and joints), if climbing on a surface steeper than 15-20 degrees. Dynoing (jumping for holds) and foot-free climbing should be avoided. For 12 to 15-year-olds more emphasis can be placed on bouldering for strength and power, but footless climbing should still be avoided. Pull-ups and light fingerboard exercises can be introduced *carefully and progressively*. At 16-years-old, high impact training can be attempted safely if practiced correctly and with appropriate rest structure according to the maturity of the athlete and the level of strength and experience.

Generally, for young people younger than 15-year-old three sessions a week is a reasonable maximum depending on session intensity. Session frequency can be increased (e.g.: four to five per week) and greater emphasis can be placed on shorter more intensive sessions, providing periodised training principles are adhered to (i.e. the use of active rest; light, medium and hard sessions).

It is important to use youth injury prevention advice when developing any programme for movement learning with young climbers.

- Approximately 10-15 minutes should be allocated for recovery and rehydrating for every half hour of climbing.
- For an endurance climbing session of over an hour in length, an electrolytic replacement drink could be taken.

Useful websites

www.9a.nu; www.planetfear.com; www.klettertraining.de

Research in the area of movement and technique coaching

People doing research in this area or who would like to receive papers from the International High Performance Seminar, *Making a difference*, can contact Anne Arran on 0044 114 2584047 or anne@thebmc.co.uk or anne@arrans.demon.co.uk

2.3 The 'Risk & Fun' programme for snowboarding

– LUIS TÖCHTERLE

2.3.1 Introduction

A programme called 'Risk and Fun' was developed in Austria to help young snowboarders to manage risk when they are snowboarding in the backcountry away from ski lifts and infrastructure. The programme is based on peer education principles, which were first developed in risk management programmes for communities where AIDS or addiction is prevalent. It is the first time in the world that such a system has been applied to sport.

The premise behind the programme is that risk must be accepted and managed. There is not any longer talk of safety only, nor of the minimising or removal of risk, but the emphasis is on **managing** risk. Young people must be given a chance to learn, to deal with risk, to try new things and it is wrong to shield them from risk.

In peer education training is provided, but in addition, the group makes its own rules and people are helped to change their behaviour. The idea is that this then will spread to other groups to follow so as to help change behaviour.

2.3.2 Four features of the Risk and Fun Programme

The Risk and Fun programme stands on the following pillars:

1) Approach: *The right people should be approached to act as co-ordinators.*

Pointers here are to look for people who co-ordinate the activity and/or who are within the mainstream of the activity. If one were, for example, looking for co-ordinators for a snowboard programme, ski-areas or the ski-lift stations would be good places to start from. The search is a time-consuming process, but it is vital to the success of the programme. The right people will be obtained if enough care is taken. It is very different from place to place.

The co-ordinator has to look for peer-leaders or peer-groups. The peer-leader is not a 'young trainer', but must rather form part of the group. The persons should not be forced to do this, as the groups will then isolate them.

The ages of such peer-leaders range from a minimum of 16 to a maximum of 20-years-old.

2) Training: *Within the peer-training (lasting four days) techniques and group behaviour should be taken into consideration.*

It is a challenge to find out how to adjust training for technique and group behaviour.

- *Re techniques, for example for an avalanche program, participants do not want complex theory.*

- Groups take higher risks than individuals would do as nobody in the group has to take the full responsibility: this is called the 'risk shift phenomenon'.

3) Support: *Don't leave them alone/ What more do they need?*

The training is followed by a support phase during which the co-ordinators remain in touch with trainees. The peers must be accepted as they are and should not be told that they need help. Participants see themselves as part of 'Risk and Fun'. They form bridges in this way.

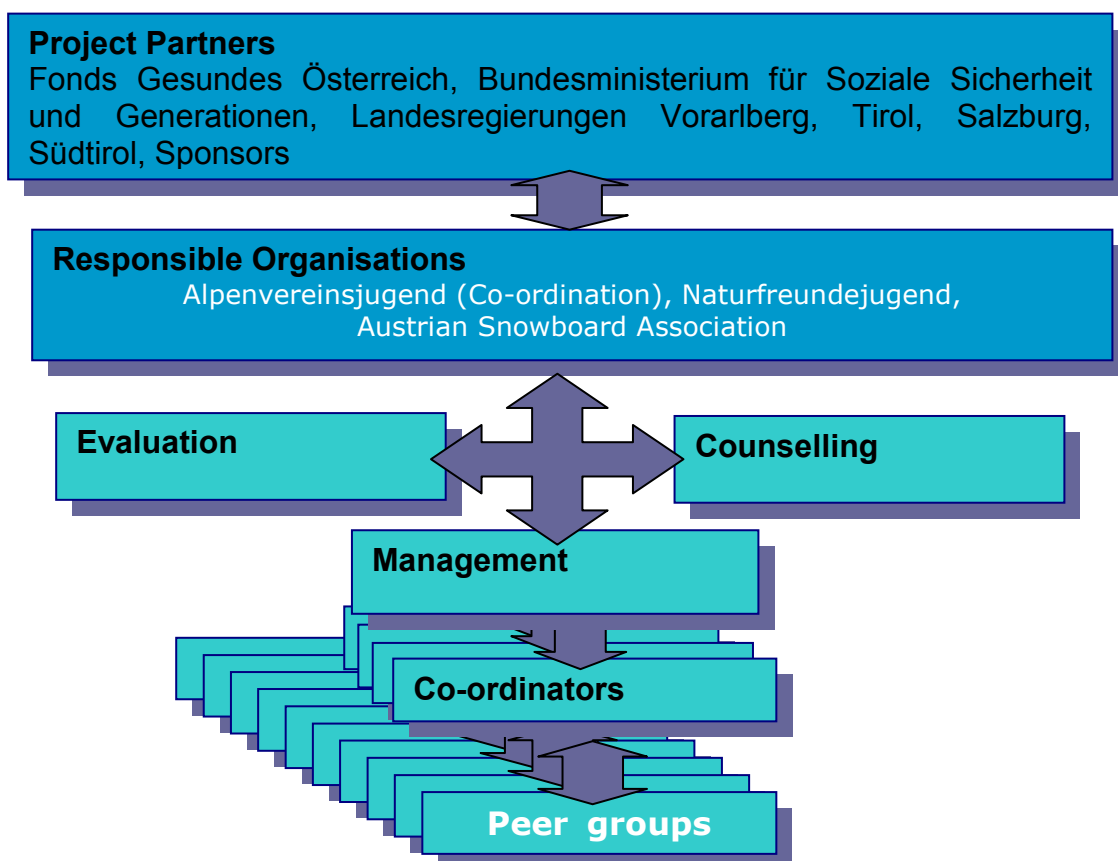
4) Results: *The results must be studied.*

An evaluation team must perform an external evaluation.

2.3.3 Organisations, partners and funding

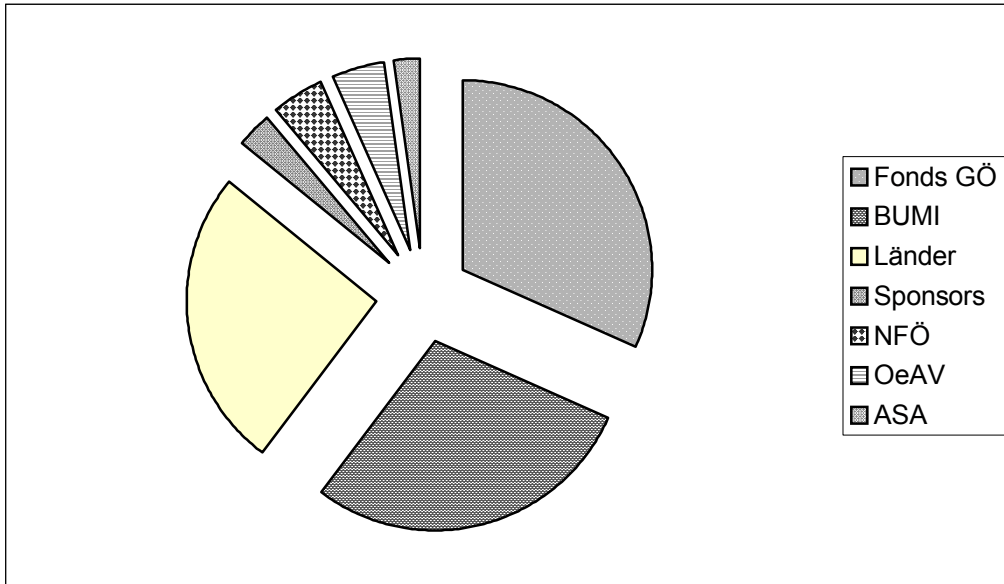
Organisations involved in the Risk and Fun programme are the Austrian Alpine Club (as co-ordinator), Naturfreundejugend (NFJÖ) and the Austrian Snowboard Association (ASA).

Other partners can be seen in the following diagram:



Funding is mostly public, as presented in the following graph and is more than €220 000:

Organisation	Fonds GÖ	BUMI	Länder	Sponsors	NFÖ	ÖAV	ASA
% of funding	32	29	25	3	4	4	2



2.3.4 Programme schedule

The programme commenced on 1 April 2000 and planning, finding funds and setting up teams took one year. In April 2001, the programme was implemented into the regular work of sections of the ÖAV. The final report is scheduled for release on 1 March 2002.

2.3.5 Programme method

At supervision level

- Sections have to get in touch with the programme co-ordinators and a meeting is then held.
- This is followed by a 4-day course: 'Train the trainers'.
- Co-ordination.
- Support is provided in the form of manpower and money.
- A public relations campaign is maintained.

At Section level:

- Sections are informed of how to get in touch with peers.
- Their co-ordinators plus mountain guides are sent to the 'Train the trainer' course.
- Peer training takes place.
- Support is used.
- Self-evaluation takes place

2.3.6 Conclusion

The Risk and Fun programme has enjoyed extensive press coverage and a lot of public attention in Austria. It was constituted to be an international pilot project and can be extended in future.

More information can be found on the website, which serves as the meeting point for the project: www.risk-fun.com

2.4 The 'Stop or Go' programme of the Austrian Alpine Club – CHRISTIAN DAMISCH

Avalanche research has been ongoing for many years and intricate statistical predictions have been made. The so-called simplified '3x3'-theory has been developed and used in order to simplify procedures.

The premises behind the 'Stop or Go' programme of the ÖAV, developed by Michael Larcher, is that 1) one cannot prevent all risk and that 2) the youth do not want to spend time on complex theory.

If one looks at casualties as a function of snow slope, it follows that the best areas (30°-35°) also are the most dangerous. A new programme for young people to simplify dealing with avalanche risk has been developed as a decision-making strategy and was named: STOP OR GO? It consists of three checks that must be performed:

CHECK 1:

1) Check the danger potential and the slope steepness and recognise the danger signs.

For a danger potential on a scale of 1 to 5:

- | | |
|---|---|
| 1 | No danger - have fun! |
| 2 | Danger is average - don't go on slopes of 40° and steeper |
| 3 | Danger is significant - don't go on slopes of 35° and steeper |
| 4 | Danger is high- don't go on slopes of 30° and steeper |
| 5 | Danger is very high - stay home! |

CHECK 2:

<u>Observation</u>	Judge/ Deal with the observation	<u>Take action</u>
New snow? Any wind transported fractured snow or drift snow (<i>Tribschnee</i>)? Signs of avalanches? Soaked snow (<i>durchfeuchtung</i>)? Sounds of snow collapsing when walking on it (<i>Setzungsgeräusche</i>)?	Is this dangerous for me?	Yes? STOP! Give way (<i>ausweichen</i>) Break away (<i>abbrechen</i>) No? GO!

CHECK 3:

If 'NO' i.e. GO, do take the **standard precautions**:

Planning:	When going up:	When going down:
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<ul style="list-style-type: none"> - listen to the weather report: visibility, wind and temperature - check the avalanche report: danger grade, danger sites? - check the map: angle, exposure, area (<i>einzugsgebiet</i>)? - check the group: group size and self-knowledge - take with the emergency equipment such as VS equipment, shovel, avalanche probe 	<ul style="list-style-type: none"> - do a VS check - keep at 10 metre distances on 30° slopes - know where you are: use the map - stay together: adapt the rate of ascent and the rest periods of the group 	<p>Take note! Going down is not ascending – it's new territory</p> <ul style="list-style-type: none"> - keep a distance of 30 metres - go one by one on 35° slopes - give clear instructions (down for how far, distances?)
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A brochure (double-sided A4 size) containing this information is supplied to young people.

3 Practical exercises in experiential education

– CHRISTIAN DAMISCH (3.1-3.3) and ANNE ARRAN (3.4-3.5)

The aim of most of the exercises was to teach groups to overcome barriers together in a playful way. The exercise should ideally be followed by immediate reflection on aspects such as group and individual behaviour, female/male roles, alternative solutions that were not heard, etc.

Group processes require enough time. In experiential learning, the responsibility is given to the group: it is up to the group to be active and longer waiting times or periods of inactivity might be the result. The character of an exercise can change very quickly from a 'challenge' into developing 'trust' to solve the problem together.

With experiential learning, games always depend on the target group, and the trainer has to check if the exercise is viable for the group and if it will work. The trainer/leader should not have the expectation of an 'end', or a 'solution' and must not interfere. The group must be allowed to do the actions by themselves. Afterwards, the trainer should do the transfer or follow-up work as to what happened and how. Although participants might feel that the games should be a little more competitive (for example smaller groups in competition with each other), this is not the aim of experiential education.

3.1 Games using ropes

Equipment required: one rope of about 15 metres per group of around eight members.

With the rope's ends knotted together:

- Form a circle with each person, holding the rope at equidistance, standing with feet and arms apart. The instructor then calls that people should slowly lean back, then return to starting position and then forwards – all this without the circle collapsing. Also, starting at number one, the instructor, person-by-person call out the next number. Following that, the 'odd numbers' should then simultaneously slowly lean to the inside of the circle, while the 'even numbers' lean to the outside – again without collapsing the circle.
- Form a circle with each person holding onto the rope at equidistance. All close their eyes with a hat, scarf, piece of material, etc. The instructor calls for example that a triangle must be formed without anybody letting go of the rope and the group must figure out how to do it (i.e. who will form the three corners, who will have to move and where to move to, etcetera – all while they cannot see and does not necessarily know who stands where). After they think they are successful with the task, they may look. The exercise can be repeated for forming for example the letter 'A' or 'H' by using the rope.

With the rope's ends not knotted together:

- Members of the group must again hold onto the rope at equidistance and, without leaving their position, must make a 'human' figure of eight knot with the rope.

- Two people hold the rope in the air at about one metre above ground level and this represents a fence. The rest of the group must all cross over it by whichever means they can think of.
- A person turns his/her back on three other persons and hold his/her right hand over his/her right ear. One of the three persons facing the person's back touches the person shoulder who may then turn around quickly and must guess who did it.

3.2 Low ropes courses between trees

Equipment required: 9 mm ropes (a steel rope could also be used), belay devices, abseil cord, carabiners. The ropes course can be prepared in advance or setting it up can be made part of the exercise, depending on the group's skills. Practising setting it up can also form part of the exercise.

- A single rope is set up at about half-metre height above ground level between two trees. Persons must cross it solo (rope walking) or with the help of group members to steady them. A second rope can then be set up about two metres above the other and short lengths of abseil cord attached to the top rope at distances of about half-a-metre so that these can be used as handholds when walking along the bottom rope.
- 'Spider web': A group of five to eight people are tasked to weave a vertical 'web' between two trees using the rope, making for example as many holes in the web as there are persons in the group. All group members must be able to pass through a hole without touching the rope (whether helped by other members or not). The trainer can either set the rules or can allow the group to make its own rules.
- A rope is set up at half-metre height from ground level between two trees with a third tree at an angle somewhere in-between. The total distance between the two trees at the end should be about five metres. Theoretically there is a river full of crocodiles underneath the rope and the whole group must cross from the one tree to the other via the rope. If somebody falls in, the whole group must repeat the exercise. The idea is that the group should help each other to do this.
- A rope-bridge is put up between two trees and the group must investigate as many possibilities as they can to cross it, for example, walking over it, creeping on their stomachs, sitting wide-legged across it and by shifting the buttocks forward for short distances.

3.3 Other games

- 'Owls' and 'crows': Three ropes are laid down on the ground, parallel and about three metres from each other, with two groups (one the 'owls' and the other the 'crows') lining up at both sides of the central rope, paired. The leader calls out a fact that might either be right or wrong (for example the sky is grey/blue/green). If the statement is correct, the 'owl' must chase and catch the 'crow' before it reaches the safety of the rope to the outside of the 'crow' and vice versa if the fact is incorrect. If caught, the specific 'crow'/'owl' falls out.
- All members of the group jump around on one leg and chase each other. When touched, a person falls out until only one is left.

- Frog leaping: the person at the back runs to the front of the row and bends down again so that the game becomes continuous.

3.4 Climbing games to teach movement techniques to children

In a survey under the half-a-million Scouts in the United Kingdom (U.K.), it was found that climbing was the fourth most popular category of what they would like to learn. The U.K. government allowed for £2,25 million for 'Out of Hours' learning programmes for personal development. Partnerships with government are formed for this purpose.

In a survey sampling 450 children, it was found that they would like to:

- form their own clubs rather than join others
- get other young people to get in too
- work with other organisations in the community

In working with the youth it is important to remember that cultures can be very different.

Ideas from seminar participants:

Climb 'like an elephant'... 'or a mouse'

Slow movement climbing for precision: improves balance

Speed climbing in a competition way

Tyrolean traverse

Climbing on features e.g. a crack

Leap for holes ('short snatch')

Tracing a line

Fast/slow climbing

Timing of the climbing

Different angle versus pace

Marking holds (e.g. with stickers) so that footholds must be precise

Choosing own boulder problems

'Remove' holds (call them out of bounds) thereby forcing muscles, forcing unusual positions or working weaknesses

Interactive session: group divides, has to generate child-relevant situations and games

3.5 Outdoor bouldering session

3.5.1 Location

A small 10m-high, bolted limestone crag with two small bouldering areas at the base - one steep and bulgy and the other slightly overhanging traversing the base of some of the routes. A one and a half hour session with two different groups took place. Teaching techniques for young climbers were briefly discussed. Abseiling for volunteer leaders was also covered at a nearby location with Christian Damisch.

3.5.2 Warm-up

Brief warming up after walk up the hill, in particular forearm, shoulder and hand exercises.

Short discussion on the objectives of the session.
Bouldering and fast repetition of moves for reflex and co-ordination warm-up.
Warming up on the rock on two easy routes, steeper and one more fingery.
Group split into groups for activity according to level and ambition.

3.5.3 Session: Efficiency of movement, introductory pacing and recovery

On routes

- Climbing sideways and twisting locking to demonstrate efficiency on big moves and centre of gravity close to the rock. Climb route in own natural style to compare.
- Using all small edges on the route and no big holds in a one-metre-square imaginary box in front of the climber.
- Climbing like a creeping caterpillar, weighting the hand holds as little as possible.
- Climbing the same moves at different speeds.

On the boulder

Low level traverse at ~Fr 7a to complete ~15 moves:

- Trust: hang on tight and slowly release to fall back.
- Precise foot movement and use of holds.
- Covered finger and hand swapping on small holds. Timing reaching for holds. Using different ways of gripping holds to be kinder on tendons.
- Stable hip centre of gravity using arching of back. Leading with a foot and using the foot as a hand in high positions.
- Using side pulls close to the body and using marginal holds from the least strenuous position.
- Techniques for keeping cool and focused when it is hard.
- Shaking out.

Steep wall boulder

- Use of the whole body to move and body tension.
- Placing the feet firmly and precisely to assist in staying on.
- Rolling the shoulders when on steep ground to save on power output
(Note: not all of the above was covered with all participants of the seminar.)

4 Discussions, group work and evaluation

4.1 The importance of including experiential education in the training of youth leaders

It is important that it is understood what experiential education is used for as only then can it be known how it should be implemented and where. Application of experiential learning principles changes what is just a game or 'keeping them busy' to actual learning. Consensus was that experiential education should be used in youth leader training as it constitutes non-competitive learning. Personality development of the youth leader is important and can be effected by experiential education.

In countries such as Germany, Slovenia and Switzerland, experiential education is being used as a method in certain courses, that is, it is not the main aim of the training, but is an equal aim to the training. In countries such as Austria and Italy, the main objective is experiential education, with mountains and nature serving as the 'setting'.

Currently, the principles of experiential education are being implemented in some instances during training, but the fact that it is being done is not recognised as such. More attention should therefore be given to the actual planning of activities and to defining a target group, i.e. an educational/pedagogical aim **must** be formulated. Enough time should also be allowed in planning courses to include experiential education.

4.2 Methods by which experiential education can form part of training

- Implementing experiential education should start with youth workers; with people who work with families and small children.
- Youth leaders should first be trained in experiential education methods, and then instructed on how to use it in groups.
- Refresher courses in experiential education can be provided for youth leaders.
- Parents and communities can be involved in the transfer of knowledge and experience gained

4.3 Courses in experiential education in an international sphere

4.3.1 Involvement of different countries

Even more countries should participate in courses using experiential education in youth leader training. Also, other youth organisations that are using mountaineering for experiential education should be involved. The possibility of attending youth leader training courses in other federations could also be investigated. A seminar on how to work with international/intercultural groups (camps, etc.) could also be held.

4.3.2 Supply of information about courses

- Good advance information about the aims of the course should be provided including programme details and equipment lists.
- Courses should be well-advertised amongst youth leaders.
- More information on access to international youth leader training courses, costs and accessibility for participants from other countries must be made available.
- Consideration should be given to translating books covering the training of youth leaders and the youth.
- A seminar regarding book-publishing about mountain issues connected with youth could be held.

4.3.3 Course content

More in-depth discussion of the implementation and use of experiential education in Youth Leader Training are required.

The content of course programmes must be of an advanced level and the programmes must be well-structured.

The principles of experiential education must be tried out in practical exercises by the participants of courses.

For Addendum 1 (refer to MS Excel File with Bibliography)

ADDENDUM 2: Additional youth leader training structures

At the seminar, brief overviews were presented by representatives about youth leader training schemes in their federations.

The youth leader training scheme structures of eleven federations are provided in *Proceedings of the Seminar of Youth Leader Training Seminar, 23-25 June 2000, Chamonix*, (UIAA, 38 pages, ed. P.E. Grobler, 2000). This included the schemes of Austria, France, Germany, Italy, Romania, Russia, Slovenia, South Africa, South Tyrol, Spain and Switzerland.

To avoid repetition, only new additions are provided here, that is, for India and the United Kingdom.

1 India

Participation of youth in mountaineering and climbing is state-run in India.

Age limits for training courses range from 17 to 35-years-old and there are both summer and winter courses. Trainer-to-child proportions are approximately 1:8 for hiking and 1:5 for climbing.

The basic courses are NSS and NCC, which are offered by the states, are free to attend and there is no limitation on numbers. This is followed by an advance course of 20 days duration (One hundred persons maximum divided into small groups of less than ten per group).

The mountaineering basic course concentrates on climbing and on leadership. Its duration is one month and it is subsidised by government. The mountaineering advance course's duration is one month. Finally there is the Master of Instructor course, which is presented by five government institutes.

2 United Kingdom

In the UK no distinction is made between training leaders for the youth groups or adults.

The basic system consists of first courses resulting in the Single Pitch Instructor Award or SPA (for climbing) or a Walking Group Leader Award (WGL).

Courses are presented for further professional development and are entered into logbooks e.g. on coaching in the mountains, equity training, disability, performance profiling.

VOLUNTEER LEADER TRAINING AND ASSESSMENT IN THE UK

The below awards can be used in a professional and voluntary capacity and are recognised by the British Mountaineering Council (BMC). The BMC in addition to the below runs a system of volunteer training in the following areas:

- Club 'good' practice seminars
- Training weekends for parents of children and families making the transition from indoor wall to outdoor crag
- High performance training for the National competition team and associated volunteers
- Elite coach education and performance seminars

CURRENT AWARDS

Abbreviations:

BMG: British Mountain Guides
CCPR: Central Council of Physical Recreation
DfEE: Department of Education and Environment
MLTB: Mountain Leader Training Board
NIMTB: Northern Ireland Mountain Training Board
SMLTB: Scottish Mountain Leader Training Board
SNSC: Scottish National Ski Council
WMLTB: Welsh Mountain Leader Training Board
UKMTB: UK Mountain Training Board

BELA: Basic Expedition Leader Award
MIA: Mountain Instructor Award
MIC: Mountain Instructor Certificate
ML: Mountain Leader
SPA: Single Pitch Award

IFMGA Mountain Guide

Awarding Body: BMG

Remit: The provision of instruction and guiding services in skiing and mountain related activities.

Guide: World-wide mountaineering and off piste skiing

Aspirant Guide: Limited climbing activities

Trainee Guide: Climbing activities in UK under summer conditions

Mountain Instructor Certificate

Awarding Body: UKMTB

Remit: The instruction of mountaineering, both summer and winter, including snow, ice and rock climbing

Validity: United Kingdom and Ireland

Mountain Instructor Award (Summer)

Awarding Body: UKMTB

Syllabus: UKMTB

Remit: The instruction of mountaineering including all aspects of rock climbing (excluding movement on snow and ice covered terrain)

Validity: United Kingdom and Ireland

European Mountain Leader Award

Awarding Body: UKMTB

Syllabus: European Mountain Leader Commission

Remit: The provision of leading services within the European Community for hillwalking parties (within the context of the technical limitations described within the syllabus)

Validity: European Community

Winter Mountain Leader Award

Awarding Body: SMLTB

Remit: The leadership of hillwalking parties in winter conditions (excluding roped climbing on technical terrain)

Validity: United Kingdom and Ireland

Mountain Leader Award

Awarding Body: MLTB, NIMTB, SMLTB, WMLTB

Remit: The leadership of hillwalking parties in summer conditions (excluding roped climbing or technical terrain and travel on snow)

Validity: United Kingdom and Ireland

Single Pitch Award

Awarding Body: MLTB, NIMTB, SMLTB, WMLTB

Syllabus: UKMTB

Remit: The supervision of single pitch rock climbing and abseiling

Validity: United Kingdom and Ireland

Mountain Ski Leader

Administrative Body: SMLTB/SNSC

Syllabus: SNSC

Remit: The leadership of off-piste touring parties (excluding technical mountaineering or terrain of a technical nature)

Validity: United Kingdom

Northern Ireland Rock Climbing Leader Award

Administrative Body: NIMTB

Syllabus: NIMTB/M C of I

Remit: The supervision of multi-pitch rock climbing and abseiling

Validity: Ireland, North and South

5.3 Local Accreditation

5.3.1 Local accreditation schemes are operated by local authorities, youth organisations and employers and differ widely. These schemes are for the provision of skills needed to deal with specific restricted tasks. Such accreditation should be site or area specific, restricted and non-transferable. Each individual will receive training for a specific purpose and be assessed on that basis. Such schemes are best operated with the support and approval of the respective Mountain Training Boards and should be monitored by approved trainers as identified by the appropriate Board.

5.3.2 Local accreditation schemes are particular to an employing organisation and have no standing outside the context of that employment. Such schemes are normally site or task specific and are non-transferable. The standards should be supervised by employees who hold appropriate national awards.

5.4 Basic Expedition Leader Award (BELA)

Administrative Body: CCPR

Syllabus: CCPR - British Sports Trust

Remit: To provide basic skills training in leadership and journeying in the countryside

Validity: United Kingdom

The Basic Expedition Leader Award is a national award administered by the CCPR, supported by its member governing bodies of sport and recreation as well as the DfEE and the Scottish, Welsh and Northern Ireland Offices. The Award is for voluntary youth workers, youth and community workers within the statutory sector, teachers and all members of the community (aged 18 and over) who wish to lead groups or individuals in lowland country.

For information on length of course, registration, consolidation and assessment see www.ukmtb.org

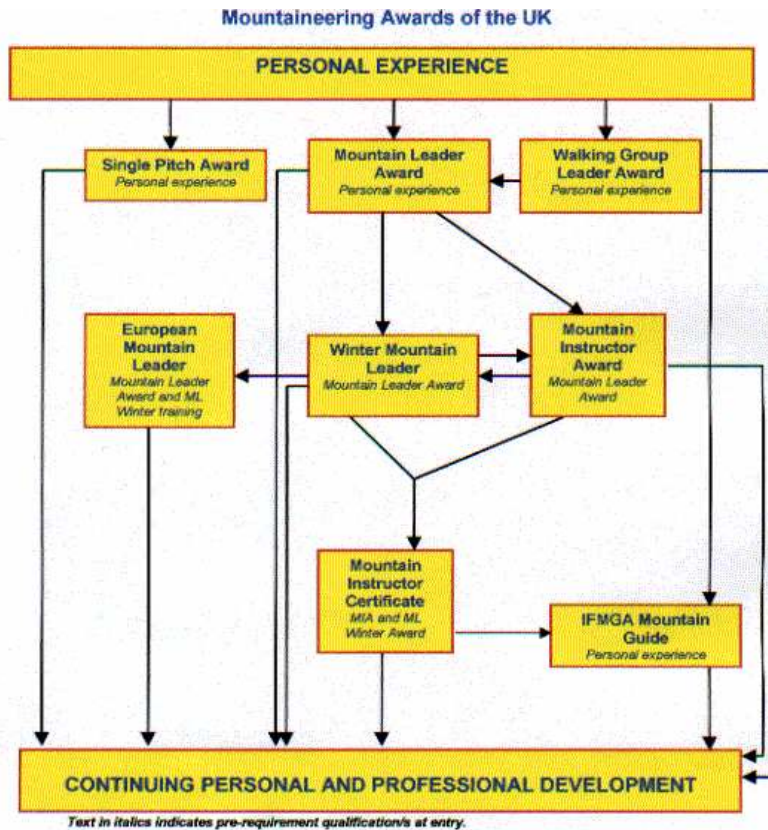
E.g.

How does the scheme work?

The ML scheme is split into several stages:

Registration and issue of ML logbook.

Training: This is a course which involves at least sixty hours of contact time between a person and the trainers (a flexible approach is taken to the format but it is often six consecutive days or a series of weekends). At the end of the course the person's logbook will be endorsed and the course provider will



make recommendations about how you can experience can be consolidated and preparations made for assessment.

Consolidation Period: Before attending an assessment you need a total of forty quality mountain days are required. It often takes people twelve months or more to consolidate what was learnt on the training course and to put it into practice at a wide range of venues. All this experience should be recorded in a logbook.

Assessment: A five or six-day course, which will assess all aspects of the syllabus. The course provider will endorse the logbook in one of three ways:

Area of Operation
Technical Adviser
Group Leader

Winter Climbing

MIC or Guide or Aspirant Guide

MIC or Guide or Aspirant Guide

Mountain Country Winter

MIC or Guide or Aspirant Guide

Winter ML or higher

Rock Climbing Multi-pitch

MIA, Trainee Guide or higher

MIA, Trainee Guide or higher

Rock Climbing Single-pitch

MIA, Trainee Guide or higher

SPA or higher

Mountain Country

MIA + Winter ML or higher

Summer ML or higher

Lowland Country

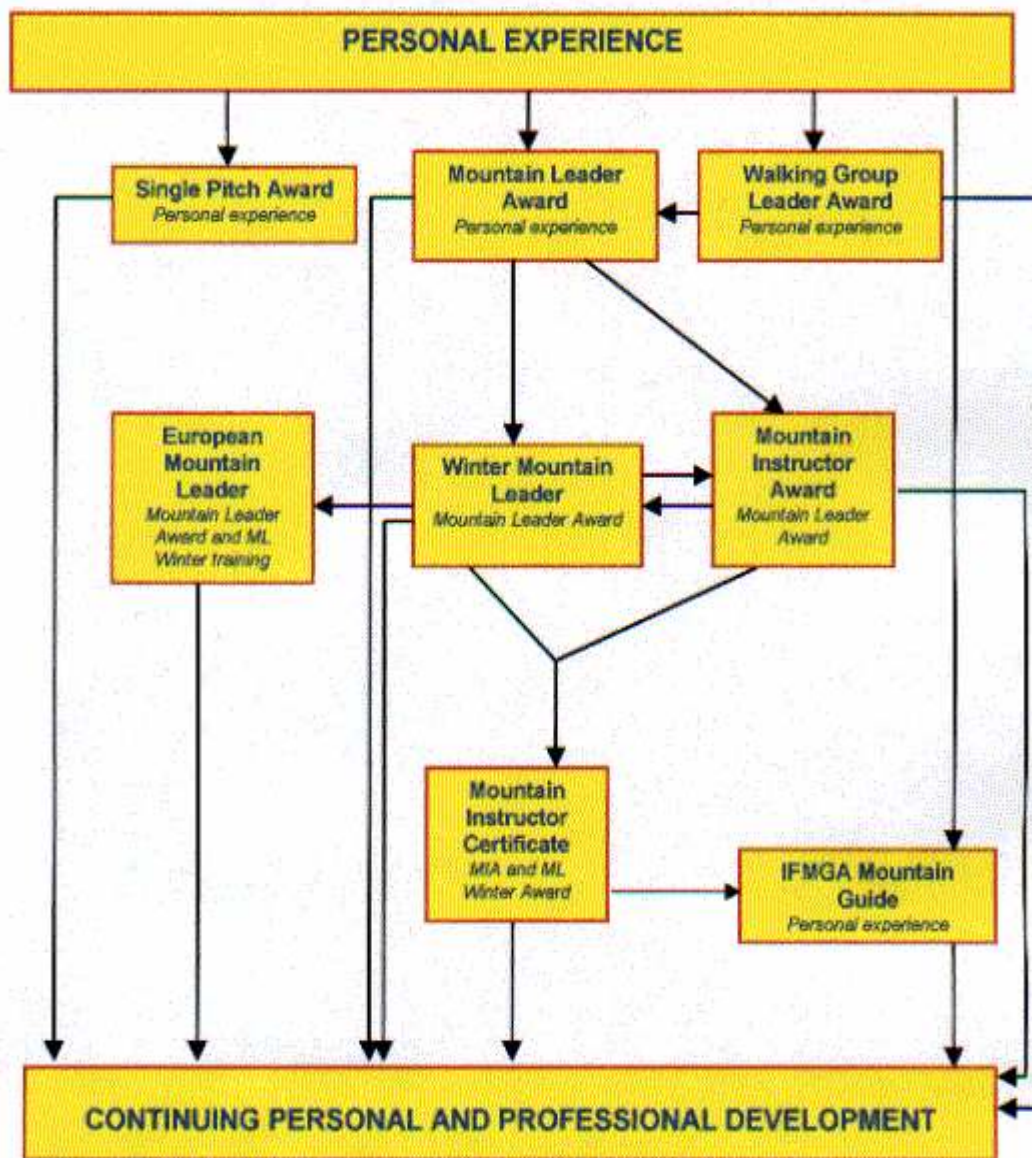
ML or higher

BELA or In-House Training or higher

Climbing/Abseiling Towers and Walls

MIA or higher

SPA or higher



Text in italics indicates pre-requirement qualification/s at entry.

ADDENDUM 3: List of participants

Participants	Federation/organisation
Arran, Anne*	BMC, UK
Badralexu, Sanda*	FRAE, Romania
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Grobler, Petro*	MCSA, South Africa
Hasler, Bruno	SAC, Switzerland
Jegerlehner, Annemarie	SAC, Switzerland
Jezek, Irene	NFJÖ, Austria
Kozachok, Petro	UMF, Ukraine
Marc, Ozbej	PZS, Slovenia
Mihelic, Zdenka*	PZS, Slovenia
Patriarca, Gabriella	CAI, Italy
Peter, Tanja	SAC, Switzerland
Primerov, Vitaly*	UMCR, Russia
Primerov, Lucia	UMCR, Russia
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* Members of the UIAA Youth Commission

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 - o Petro Grobler for photography.
 - o Editor of the seminar proceedings: Petro Grobler, MCSA, 97 Hatfield Street, Cape Town, 8001, South Africa. mcsa@mcsa.org.za <http://mcsa.org.za>.

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(BACK COVER)



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