



THE INTERNATIONAL MOUNTAINEERING AND CLIMBING FEDERATION
UNION INTERNATIONALE DES ASSOCIATIONS D'ALPINISME

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Youth Leader Training Seminar 23-25 June 2000



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Youth Leader Training Seminar 23-25 June 2000

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YOUTH LEADER TRAINING SEMINAR, 23-25 June 2000

1. Introduction and summary

Jürg Schweizer, President of the UIAA Youth Commission

Climbing and mountaineering with children and young people is perfectly suited to develop human and social values, such as self-esteem and responsibility. Of course, safety of the youth (or at least the minimisation of the risks inherent to climbing and mountaineering) is the top priority during all activities.

The present state of development of youth climbing and mountaineering is highly variable within the UIAA: from well-developed in some alpine countries to merely existent (or sometimes even non-existent) in many of our member federations. A broad and sustainable development of the sport depends on the availability and enthusiasm of volunteer youth leaders, appropriate structures to accommodate them and funding.

It is highly recommended that such volunteer youth leaders are specially trained. Presently, there are no standards for youth leader education. There is excellent know-how in some member federations, but very limited resources to transfer that expertise to federations that are interested in developing youth activities.

It has been clearly established that the identification, motivation and training of voluntary youth leaders working within suitable structures are the appropriate means to develop climbing and mountaineering with youth.

The first seminar on *Youth Leader Training* organised by the UIAA Youth Commission took place in Le Tour, Chamonix, France, from 23 to 25 June 2000 with 22 participants from 12 federations and was hosted by the French federation, FCAF.

In an introductory session all federations represented at the seminar, presented posters about the organisational structures in their countries through which youth leaders for mountaineering and climbing are trained. With no official youth leader education schemes present in certain federations, some presentations were made about how the youth and/or training are accommodated within those organisations. The session illustrated the wide diversity between federations in the level of activity in both youth leader training and youth involvement. Generally speaking, it is the larger federations that have professional administrators and receive government funding who attend to the important aspect of youth in mountaineering and climbing. Some federations have no problems finding volunteers, but others experience a high turnover in trained youth leaders.

Markus Ruff, Youth Secretary of the Swiss Alpine Club (SAC) presented a lecture on the different training methodologies that must be followed when youth or adults are trained. Clearly, kids are not just small adults! He also discussed a pilot project of SAC through which thousands of school children were exposed to climbing via a mobile climbing wall that was taken to schools.

Helmut Knabl, chairman of the Austrian Competition Climbing Commission and sport teacher, lectured on risk management for ski-touring and snowboarding. Off-piste snowboarding in particular currently leads many youngsters into avalanche-prone country. Although the subject had particular relevance to alpine countries, the principles can be universally applied to any high-risk activity including mountaineering and climbing. To engage the attention of children - whether Swiss or African! - one must take into account that everything has to be 'cool!' After all: 'no risk - no fun'... Risk must therefore be accepted and managed.

The seminar lectures were complemented by practical exercises. Markus Ruff presented an exercise about sport climbing movement to illustrate the ways in which adults think and learn, contrasting this with how children learn. Wolfgang Wahl and Hannes Boneberger of the youth organisation of the German Alpine Club (JDAV), led two outdoor exercises with the aim of using group dynamics to solve problems and develop technical rope skills. It is a rare thing to see mountaineers climbing trees near Chamonix!

Michela Dello Iajo of Club Alpino Italiano (CAI) presented some elements of the training scheme of CAI. Her communication exercise rounded off the seminar perfectly.

The youth leader training seminar led to sharing of information between various federations. Ideas were provided to federations and delegates who have not yet given much attention to this important aspect.

My thanks go to all the contributors, to the FCAF, specifically Dominique Girard and Gilles Buisson, to Rudi Kaupe (VAVÖ) and Ursula Baminger (ÖAV) who helped with the preparation, and to Petro Grobler (MCSA) who prepared the proceedings of the seminar.

I hope that this fruitful seminar was the beginning of further events that will contribute to the world-wide development of climbing and mountaineering with children and young people.

2. INTRODUCTORY SESSION: Organisational structures of mountaineering federations for youth leader training

Posters were presented by the federations represented at the seminar about the organisational structures through which youth leaders for mountaineering and climbing are trained or how the youth and/or training are accommodated. The level of activity in youth leader training and involvement with youth work varies considerably between federations with a higher profile being given to it by the larger federations who employ professionals and receive government funding. The organisational structures of federations that offer youth leader training as well as the duration and levels of training also vary widely.

People are motivated by different factors to become youth leaders, e.g. responsibility, self-enrichment, self-esteem, personal formation, preparation, social values, group experience or just to have fun. Whereas most federations experience difficulties to find volunteers, the courses of the Jugend des Deutsches Alpenvereins are frequently booked out early in the year (250 young people are trained each year). The candidates become younger and younger, but are active as youth leaders for shorter periods, frequently only for a few years. Club Alpino Italiano also stated that problems are being experienced with a high turnover in youth leaders.

A summary of the status of youth leader training by the federations represented at the seminar is presented in the following table.

TABLE: Youth leader training in some mountaineering federations (Compiled by Jürg Schweizer)

Federation	Youth leader education	Minimum age	Duration (days)	Continuing education	Participants per leader
Former Soviet Union	No				
South Africa	No				
Slovenia	No				
Switzerland	Yes	18/20	7	Every 2 years	6
South Tyrol	Yes	16	15	Every 3 years, not mandatory	Not defined
Germany	Yes	16	7	3 d every year	7
Austria	Yes	18	15/17	Every 3 years	6
France	No			Every 5 years	8
Italy	Yes	18/20	7	Every 3 years	6
Romania	No				
Spain	Yes			Every 2-3 years	10

Detail about the posters that were presented as well as additional information on youth leader training is presented in the following order:

Federations represented at the seminar that do have youth leader training schemes:

2.1 Austria: Österreichische Alpenverein (ÖAV)

- 2.2 Germany: Jugend des Deutschen Alpenvereins (JDAV)
- 2.3 Italy: Club Alpin Italiano (CAI)
- 2.4 South Tyrol: Alpenverein Südtirol (AVS)
- 2.5 Spain: Federación Española de Deportes de Montaña Escalada (FEDME)
- 2.6 Switzerland: Schweizer Alpen-Club - Club Alpin Suisse (CAS-SAC)

Other federations:

- 2.7 France: Club Alpin Français (CAF)
- 2.8 Romania: (FRAE)
- 2.9 Slovenia: (PZS)
- 2.10 South Africa: The Mountain Club of South Africa (MCSA)
- 2.11 Soviet Union (former): (UMCR)

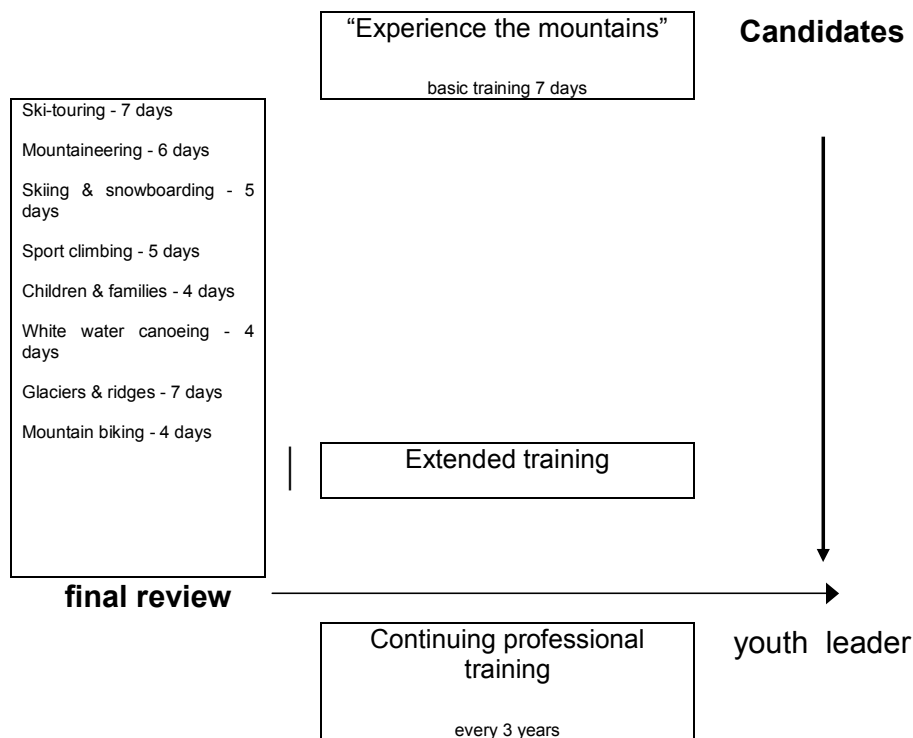
Federations represented at the seminar that do have youth leader training schemes:

- 2.1 **Austria: Österreichische Alpenverein (ÖAV)** - *Ursula Baminger*

The principal aims of youth leader training in Austria are to:

- raise the skills of participants
- enable youth leaders to know their skills, possibilities and limits to lead a youth group

Basic training is provided to all; specialisation takes place according to interests. In parallel to the training of youth leaders, co-leading takes place for practice.



Youth leader training: the concept in Austria - Rudolf Kaupe, Secretary General of VAVÖ

To lead young people into the mountains is an exciting and responsible task. Well-trained youth leaders are of great importance for any climbing and mountaineering federation. Their work is particularly interesting because of its variety. Whilst each youth leader will have his or her special field of interest which will be passed on to children or adolescents, they should have a basic knowledge of **all** the different aspects of mountaineering. Children are not just small adults, but have special needs and interests. Accordingly youth leaders must be more than just good climbers. For many activities, teaching abilities are more important than technical excellence.

A modular system of youth leader training exists in the Austrian Alpine Club (ÖAV). It takes into account the individual preferences of the candidates. This concept was developed since the original system did not allow specialists to be youth leaders.

To become a youth leader the candidates have to start with the basic training course 'Experience the Mountains'. During this mandatory course, future youth leaders get to know the variety of Alpine activities: hiking, mountaineering and climbing. At the same time, during all these activities, candidates are prepared for their teaching and guiding role. The program includes lessons on mountain weather, orientation, first aid, legal aspects and organising indoor meetings. In all courses instructors are either professional mountain guides, officially approved trainers, or specialists of the federation. All instructors are experienced in working with young people. Two main points of the youth leader training courses are the merging of theory and

practice and the basic elements of wilderness experience. The principal aim is to raise the skills of the participants and to enable them to know their skills, possibilities and limits to guide a youth group. After this first seven-day course the candidate should lead his or her first group together with an experienced youth leader. During this period of co-leading, candidates improve their practical skills while working with a group of their club or section.

The initial experience is consolidated and extended with additional training courses. These are chosen by the candidate depending on his or her personal interests. Accordingly the youth leaders can specialise on e.g. glaciers and ridges, ski-touring or alpine climbing. They have to attend at least four more days (or one seminar) of training. During a final assessment, their individual interests, and their strength and weaknesses are evaluated together with their trainers. This way it is ensured that well-qualified leaders accompany the children and adolescents into the mountains. Most importantly, they know their personal limits so that they only go on trips or climbs they are really able to lead under even adverse conditions. The concept of modular training allows somebody with e.g. very limited climbing skills that is 'only' interested in hiking or biking to become a youth leader.

The youth leader license has many advantages e.g. discounts in huts. The license is only valid for one year and must be renewed annually by the chief youth leader responsible for the club or section. At least every three years a youth leader has to attend a refresher course to be updated on safety standards and to demonstrate that he or she is still able to and interested in leading a youth group.

2.2 Germany: Jugend des Deutsches Alpenvereins (JDAV) - Wolfgang Wahl

YOUTH LEADER EDUCATION IN THE JDAV

National Structure

The JDAV (Youth of the German Alpine Club) forms part of a national system of extramural youth education. These youth organisations are united in the German Federal Youth Council. The youth organisations are non-profit organisations and generally function based on their youth workers' voluntary work.

Youth workers take care of spare-time activities with young people in self-organised groups, which enable them to experience community involvement.

Most of the youth organisations in Germany - like the JDAV - are supported financially by the government, even if this cash-flow is not very substantial.

General aims of the educational and intellectual work (*Erziehungs- und Bildungsziele*)

According to the national system of youth work, the JDAV youth leader education follows its own general aims of educational and intellectual work.

These are:

- § Promotion of the personality-development of young people
- § Development of environment-conscious thinking and behaviour
- § Imparting of social behaviour and encouraging participation
- § Developing responsible practices in mountaineering

Aims of Youth Leader Basic Training

- § To discover different ways in which nature and mountains can be experienced
- § To develop the ability to organise and lead a trip in the mountains
- § To learn how to climb with kids and groups
- § To learn teamwork
- § To take a critical view of one's own abilities

Organisation of Youth Leader Basic Training

To become a youth leader, the aspirants have to follow a one-week basic training course (*Grundausbildung*). These training weeks usually take place at the national youth education center of JDAV in Hindelang, situated in the Bavarian mountains. About 20 basic training courses for youth leaders are organised annually. Fourteen candidates and two instructors attend each course.

Admission to Youth Leader Basic Training Courses

To be accepted on a basic course, the candidate has to have experience in mountaineering. The head of an alpine club section must propose him or her. In addition to that, the candidate has to attend a two-day first aid training course (Red Cross).

Contents of the Youth Leader Basic Training Course

The youth leader training week is composed of three main parts namely pedagogical/educational, mountaineering and general youth work (questions of organisation, law, insurance etc.).

There are training courses for summer (18 weeks) and winter (two weeks) mountaineering. The basic summer course focuses on mountaineering and climbing; the basic winter course focuses on ski-touring and climbing. The pedagogical part and the questions on general youth work are identical in summer and winter courses.

After the one week training course, there is face to face supervision of trainer and candidate to evaluate whether the candidate meets the technical and pedagogical standards or not. If he does, he gets a youth leader card, which allows him to lead a group of children or youth under his own responsibility.

About 250 aspirants are annually awarded a youth leader card; five to ten per cent do not succeed.

Continuation Training

After being qualified, the youth leader annually has to attend a refresher course. These three or four day training courses cover specific topics: experimental education, leader and teaching roles, weather, avalanche risk, rescue techniques, climbing or ice-climbing, different aspects of mountaineering, political and ecological education, etc.

National Training team

A national training team that consists of about 30 instructors performs national training. Each of the team members have qualifications both in alpine and in pedagogical knowledge.

JDAV Youth Leader Basic Training		
<p>ALPINE ABILITIES</p> <ul style="list-style-type: none"> • climbing with youth groups • mountaineering with youth groups • guiding technique • orientation • security/alpine accidents • rescue techniques • weather report interpretation <p>Only in winter:</p> <ul style="list-style-type: none"> • avalanche risk management • ski-touring with groups • rescue in winter 	<p>PEDAGOGICAL ABILITIES</p> <ul style="list-style-type: none"> • social abilities • communicative competence • perception of group proceedings • methodical competence • guiding competence • self-reflection • experimental education 	<p>GENERAL YOUTH WORK</p> <ul style="list-style-type: none"> • how to organise youth groups • questions of law and insurance • environment consciousness • games • structure of the JDAV and the German Youth Council • political responsibility and participation

Time table for JDAV Youth Leader Basic Training

First day

Second - Sixth day

arriving
organisation
introduction

Tour 1	Tour 2	Climbing school	Project
Demonstration of a guided tour Introduction into planning and leading	Self-responsible realisation of a tour	Climbing with children/youth groups Security Technique Pedagogical principles	Alternative activities Experiential education Environment consciousness
Theory: methods of learning Group proceedings self-evaluation			

supervision
evaluation
organisation
discharge

2.3 Italy: Club Alpino Italiano (CAI) - Michela Della Ioja

YOUTH LEADERS (ACCOMPAGNATORE DI ALPINISMO GIOVANILE) IN THE CLUB ALPINO ITALIANO

1 Who is a youth leader?

A youth leader is a member of Italian Alpine Club (CAI) who, as a volunteer, carries out activities addressed to the world of the youth.

Features (art. 3 Regulation AAG)

The Youth leader must:

- a) be a qualified mountaineer so as to guarantee safety also in the case of emergencies

- b) have basic general knowledge in order to go to the mountains with responsibility and with the utmost respect of the environment
- d) be didactic, organised and have such educational attitudes so as to establish a correct and useful relationship with the youth.

2 Youth leader education: How does it work?

- The *Commissione Centrale di Alpinismo Giovanile* (National Commission for Juvenile Mountaineering) organises courses of education, of technical modernisation and of specialisation in order to train youth leaders (Art.2.c, Reg. CCAG)
- The candidate youth leader attends training courses and follow-up courses
 - to help the youth in his or her moral development and
 - to introduce them to the mountains as the ideal location to have interesting learning experiences.

3 Education courses

Course stages

Announcement
 Verification
 Course development
 Student evaluation
 Official qualification
 Certification

Course's staff

Director, observer, students, AAG, ANAG

4 An example of a questionnaire for self-evaluation by a youth leader

I take my group of youths into great consideration
 I take care of the safety of my group
 I would like to ensure that, in my work with my group, they will be well-guided and well-informed
 I like to share my knowledge and my enthusiasm with my group
 I change my walk plan according to the specific situation
 I try to understand the needs of my group
 I try to understand when someone is unsatisfied
 I am merry, patient and kind
 I take care of my appearance
 I try to have empathy with people
 I believe in what I am doing
 I am enthusiastic about my work
 I have quiet, but strong, leadership
 I am confident about myself but I am not aggressive
 I always explain rules and prohibitions
 I avoid dangerous situations
 I try to be objective

5 What does the Youth Leader do?

<p>THE YOUTH LEADER?</p> <ul style="list-style-type: none"> • Courses of youth mountaineering • Sunday activities (excursions) • Activities lasting more than one day (e.g. trekking) • Meetings in the city (parties, lectures, slide shows) • Promotional activities • Activities for special purposes ('ecological days', hut maintenance) 		<p>THE INSTRUMENTS</p> <p>THE EDUCATIONAL PROJECT (CCAG – 20 January 1990)</p> <ul style="list-style-type: none"> • THE YOUTH • THE YOUTH LEADER • THE GROUP • THE ACTIVITIES • THE METHOD • THE DIDACTIC UNIFORMITY
<p><i>Didactic plan of the activities of Youth Mountaineering</i></p>		<p>THE SCHOOL PROJECT (Central Council, 1997)</p> <ul style="list-style-type: none"> • THE STUDENT • THE CLASS–GROUP • THE TEACHER AND THE YOUTH LEADER • THE FAMILY • THE ACTIVITIES • THE METHOD • THE OPERATIONAL INSTRUMENTS • THE VERIFICATION • THE DIDACTIC UNIFORMITY
<p>THE VALUES</p>	<ul style="list-style-type: none"> • Values of mountaineering and mountains • The tradition of our federation (CAI) • The history of mountaineering 	
<p>THE MOVEMENT</p>	<ul style="list-style-type: none"> • To walk and to climb • Routes off the beaten track • Snow • Speleology 	
<p>THE ORIENTATION</p>	<ul style="list-style-type: none"> • Spatial visualisation • Where you are • Where you are going • Where you have been 	
<p>THE SAFETY</p>	<ul style="list-style-type: none"> • The philosophy of safety • The dangers • The weather and the snow • The mountaineering techniques 	

THE ENVIRONMENT	<ul style="list-style-type: none"> • The history and geography of the mountains • The lecture by the mountain scenery • The mountainous, natural and anthropological environment • The civilisation of the mountains 	
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6 Methodology and subjects

- The training course aims to train and to verify the youth leader with regard to specific subjects
- Methodologically, each topic corresponds to a specific didactical plan

7 An example of a course of youth leader education prospectus

TOPIC	DIDACTIC PLAN
THE YOUTH LEADER	Collocation of the 'Youth Leader' figure within CAI
INDIVIDUAL MOUNTAINEERING TECHNIQUE	Safety in getting around and ability in the alpinistic techniques
ORIENTATION	The ability in orientation and the capacity of studying new routes
<i>GENERAL KNOWLEDGE</i>	Knowledge of history and geography in order to have a thorough approach to the mountain
DIDACTICS	A basic knowledge of communication and of didactic methodologies
YOUTH	Developmental psychology
THE EDUCATIONAL PROJECT	In-depth study of CAI's didactical instruments
THE GROUP ON THE MOUNTAINS	The knowledge of group dynamics aimed at the correct and effective management of the groups on the mountain

First day

10:00 – 12:00 Arrival of participants

12:00 Welcome

15:00 – 17:00 First Aid

17:00 – 19:00 CAI and the Youth Leader: Structure, instruments and functions

Second day

Excursion. Dealing with the following topics: Flora and fauna, geology, interpretation of landscape

Third day

8:00 - 12: 00 Climbing technique. Dealing with the following topics: rock, rope maneuver, fixed ropes, anchorage, self-belay

17:00 - 19:00 Meteorology

20:00 - 21:30 Project of an excursion (in a group)

Fourth day

8:00 - 16:00 Ice climbing technique. Dealing with the following topics: ice, rope maneuver, fixed ropes, anchorage, self-belay

17:00 - 19:00 Snow and avalanche

20: 00 - 21:30 Environmental education

Fifth day

8:00 - 12:00 Excursion. Dealing with the following topic: orientation

14:00 - 15:00 Discussion

15:00 - 19:00 Perception and communication

20:00 - 21:30 Group work

Sixth day

8:00 - 12:00 Play for children and the young

13:00 - 19:00 Developmental psychology. Dealing with risks as a youth leader. Discussion of the work

Seventh day

8:00 - 12:00 Verification. Summary and conclusion

8 Different levels of Youth Leader education

<i>Basic Levels, not recognised by the central regulation</i>	
Local Section Youth Leader	<ul style="list-style-type: none">• Attends mountaineering courses and all other activities of the local CAI section• Attends specific activities for operators and collaborators• Actively co-operates in all the youth group's activities carried on in the local CAI section
<i>Aiuto Accompagnatore</i> Youth leader who works with the regional commission	<ul style="list-style-type: none">• Attends specific basic courses organised in the region• Actively co-operates in all the youth group's activities carried on in the local CAI section and in those by the AG regional commission
Officially recognised levels	
<i>Accompagnatore di Alpinismo Giovanile (AAG)</i>	<ul style="list-style-type: none">• Attends the CAI official training• Co-operates in all the AG activities

<i>Accompagnatore Nazionale di Alpinismo Giovanile (ANAG)</i>	<ul style="list-style-type: none"> • Attends a specific training, aimed on didactics • Co-operates in all the AG activities
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2.4 **South Tyrol: Alpenverein Südtirol (AVS) - Renato Botte**

Training of youth leaders in the Alpine Club of South Tyrol

Structure of Youth Leader (Youth Guide/Bergführer) Training

1 week Educational Basic Training Course

No prior requirement of an Alpine course

1 week Alpine Technical Course

Covers: rock climbing, glacier work, ski-touring, hiking

1 weekend Alpine Didactical Buildup Course

Covers: rock climbing, glacier work, ski-touring, hiking, mountain biking

1 FIRST AID COURSE REQUIREMENT

White Cross, Fire Brigade etcetera

THE LEVEL OF YOUTH LEADER IS ACHIEVED ONLY AFTER COMPLETION OF THESE COURSES.

Afterwards, all youth leaders have to attend one weekend course once every 3 years.

For example: avalanche subject courses, discover & experience, first aid etc.

How to become a youth guide

Young people of at least 16-years old, who are interested in taking part actively in the Alpine Club, enroll themselves for the youth guide courses.

The first course takes a week. It includes a pedagogical basic education with pedagogical and Alpine basic knowledge.

The second course also takes a week, but the priority in this course is to cover alpine themes. The participants can choose between climbing courses, glacier courses, hiking camps or skiing courses.

To conclude the education the participants have to attend a third course for a weekend, where they again can choose between different themes: hiking with children, First Aid course, 'Outward Bound' course, etc.

The most important subjects of the pedagogical basic education for youth guides:

- Pedagogical basic knowledge
- Personality development
- Alpine adventures
- Nature experience
- Play pedagogics
- Alpine technical basic knowledge
- Structure of the Alpine Club of South Tyrol
- Insurance and law

Pedagogical basic knowledge

- group dynamics
- handling conflicts, intervention
- leadership styles

Personality development

- motivation to be a youth guide
- reflection
- questionnaire about working with young people
- profile of a youth guide

Alpine adventures

- pedagogical methods
- 'Outward Bound' practically applied

Nature experience

- theoretical instructions of nature experiences ('nature and psyche')
- playing games in nature

Play pedagogics

- sense and purpose of playing
- planning and instructing games
- improvising games
- different kinds of games

Alpine technical basic knowledge

- interpreting maps
- meteorology
- planning tours
- danger in the mountains

The structure of the Alpine Club of South Tyrol

- sense and purpose of the Alpine Club
- structure

Insurance and law

- insurance of the youth guide
- criminal law, civil law, negligence

2.5 Spain: Federación Española de Deportes de Montaña Escalada (FEDME)

- Miguel Sanchez

Spanish Climbing and Mountain Leader Training by FEDME

The Spanish High Mountaineering School (EEAM) of Benasque (Aragon Pyrenees) runs the training program for mountain sport technicians on behalf of the Spanish Mountain Federation (FEDME). The following outline is not specific for youth leader training, but for general voluntary leader training that finally leads to professional guiding.

The training is addressed to those people wishing to do a beginners course, to learn instruction techniques, and to guide groups in any of the categories of mountaineering. These categories are:

- Mountaineering
- High mountain climbing
- Climbing
- Ski-touring
- Canyoning

The training is structured into progressive levels. To attend the second and third course it is necessary to complete the courses of the lower level and to have some mandatory practical

experience. Degrees are issued by the FEDME and are guaranteed by the Ministry of Education.

The course program begins with the first level, which qualifies the successful candidate for basic lecturing and training.

LEVEL 1	
<u>Core:</u>	<u>Specific Area:</u>
<ul style="list-style-type: none"> ✓ Physiology ✓ Learning and Behavioural Science ✓ Sport Training Theory ✓ Sport Law 	<ul style="list-style-type: none"> ✓ Technician Formation ✓ Mountain Environment ✓ Professional Development ✓ Mountain Safety
Total time: 60 hours	Total time: 125 hours

The second level qualifies to realise specific lecturing and training of mountaineering except high mountain courses. There are five degrees (specialities) of this level:

- High mountain climbing
- Climbing
- Ski touring
- Mountain guiding
- Canyoning

To attend the courses of the second level it is compulsory to have completed the first level and to have some practical experience.

LEVEL 2	
<u>Core:</u>	<u>Specific Area:</u>
<ul style="list-style-type: none"> ✓ Physiology ✓ Learning and Behavioural Science ✓ Sport Training Theory ✓ Sport Law 	<ul style="list-style-type: none"> ✓ Technician Formation ✓ Training ✓ Mountain Environment ✓ Professional Development ✓ Mountain Safety
Total time: 140 hours	Total time: between 180 – 210 hours for each speciality

The third course qualifies for high level lecturing of mountaineering and for training of sport technicians. There are four degrees (specialities) of this level:

- High mountain climbing
- Climbing
- Ski-touring

- High mountain guiding

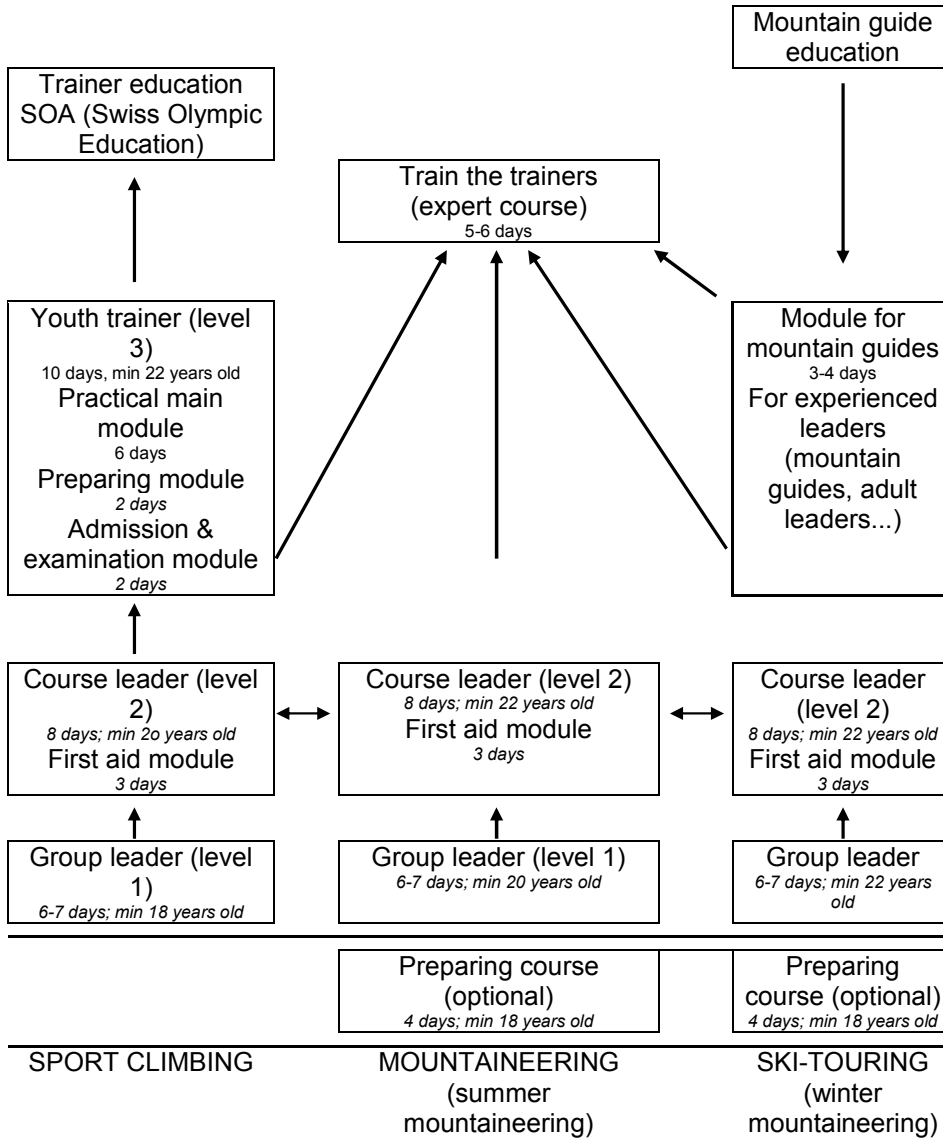
To attend the third level course it is compulsory to have completed the second level and to have some practical experience. The degrees of Mountain Guiding and High Mountain Guiding are done with the help of the Spanish Mountain Guides Association (AEGM) and these degrees are recognised world-wide by the UIAGM and CEAM.

LEVEL 3	
<p><u>Core:</u></p> <ul style="list-style-type: none"> ✓ Physiology ✓ Learning and Behaviour Science ✓ Sport Training Theory ✓ Sport Law <p>Total time: 200 hours</p>	<p><u>Specific Area:</u></p> <ul style="list-style-type: none"> ✓ Technician Formation <ul style="list-style-type: none"> ✓ Training ✓ Mountain Environment ✓ Professional Development <p>Total time: between 200 - 400 hours for each speciality</p>

2.6 **Switzerland: Schweizer Alpen-Club - Club Alpin Suisse (SAC-CAS)**

- Markus Ruff

BASIC TRAINING



CONTINUED EDUCATION

1 course every 2 years	Duration 2-4 days	Kids & family climbing Avalanches Snowboard-touring Rescue/First aid Indoor climbing Renovation of climbing routes Building indoor climbing routes Ice-climbing Social competence
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Youth leader education in the Swiss Alpine Club (SAC) - *Jürg Schweizer*

Framework

Youth leader education is strongly influenced by the government program that promotes sports with young people of 10 to 20-years-old. The program is called 'J+S' (*Jugend und Sport*, Youth and Sports). The program financially supports any sports club that offers youth activities supervised by certified youth leaders. The program promotes sports and accordingly education is in general focused on techniques of the sport. The SAC organises youth leader training courses within the framework of the J+S program so that the youth sections of the clubs can profit from the governmental subsidies program. The SAC is the largest organisation that offers youth leader education courses for mountaineering and climbing. The principles of the youth leader training are prescribed by the government program (J+S), e.g. there are for any sports three levels of youth leaders, the third one being a youth trainer education. The aspects specific to mountaineering and climbing are governed by a commission within J+S. The SAC is strongly represented and considered as leader in the commission.

Organisational principles

The aim of the youth leader education in mountaineering and climbing is to train young mountaineers and climbers to become leaders and teachers for a group of maximal six youth (level 1, group leader, minimum age: 20), and organisers of a youth course or camp (level 2, course leaders, minimum age: 22). Qualifications are based on personal technical skills, leadership and methodical and organising skills. A three-day first aid course is required for the admission to the level 2 course. Continuing education is a substantial part of the training. The certification is only valid for two years and has to be renewed with a two to three-day refresher for another two-year period. Otherwise the activities are no longer subsidized by J+S.

Disciplines: Mountaineering, climbing and ski-touring

There are separate training courses for summer mountaineering (rock and ice), winter mountaineering (ski and snowboard touring) and sport climbing (rock and indoor). The basic courses (level 1) last six days, the level 2 courses eight days. There is a specific level 3 course in sport climbing (ten days) to form junior trainers for competition climbing. The winter activities are almost exclusively focused on ski-touring (backcountry skiing and snowboarding). Avalanche education is the main subject. Some of the refresher courses that are open for any youth leader, focus on training on indoor climbing walls. An experienced level 3 leader will have attended at least about 40 days of training.

Educational principles

The main aim is to introduce candidates to the techniques of group leading. This includes technical, methodical and social aspects. The technical aspects usually dominate since safety has to be the primary concern. There is little time to develop personal technical skills, but they are checked and are considered as essential. Technical skills trained are all about climbing and mountaineering with a group, e.g. how to safely rappel (abseiling) with a group. The instructors in the training courses are all internationally certified mountain guides with special educational skills.

Other educational courses

Besides the above-described courses SAC organises some additional training courses outside the framework of the governmental J+S program. These two to three-day courses are introductory courses for experienced climbers or mountaineers who want to become youth leaders for kids and family mountaineering. The aim of these courses is to train only methodological and organisational skills, aspects specific to mountaineering and climbing with kids (age 10-14, with a present trend to include six to ten-year olds). Participants are usually older than in the J+S-courses. Personal technical skills are taken for granted, but do not always exist. There is no real qualification and certification. Despite the obvious advantages of these less formal courses attendance in the additional courses for kids mountaineering has been decreasing in the last years whereas educational courses for family mountaineering are booming.

Activity in the sections

Almost all local sections of the SAC have a youth section with their own program for the 10-22 year old members. Many of the youth sections are traditionally split up in the kids section (10-14 years) and the youth section: the 14-22 years old. Typically the youth sections have a one to two-day activity every second weekend during more or less the whole year - according to the season a ski-touring, ice fall climbing, climbing, mountaineering etc. Two to three times a year a one-week camp is organised, typically ski-touring in the spring, or climbing or mountaineering in the summer or fall. Some of the activities are also purely social ones. Often there are weekly meetings midweek in the evening for some sort of training, but often only for a certain period of the year. Some youth sections even have their own indoor climbing training facilities. Level 1 leaders (group leaders) usually organise and sometimes lead a weekend activity, but they always have to be supervised by a level 2 leader who is formally responsible. Level 2 leaders typically organise camps. An experienced level 2 leader is usually the head of a youth section and responsible for the activity program. Including mountain guides in the youth activities is common in some sections, but not at all in others. Some hire a guide just for the camps. Guides are also sometimes involved in education courses that sections organise so as to further develop their own youth leaders.

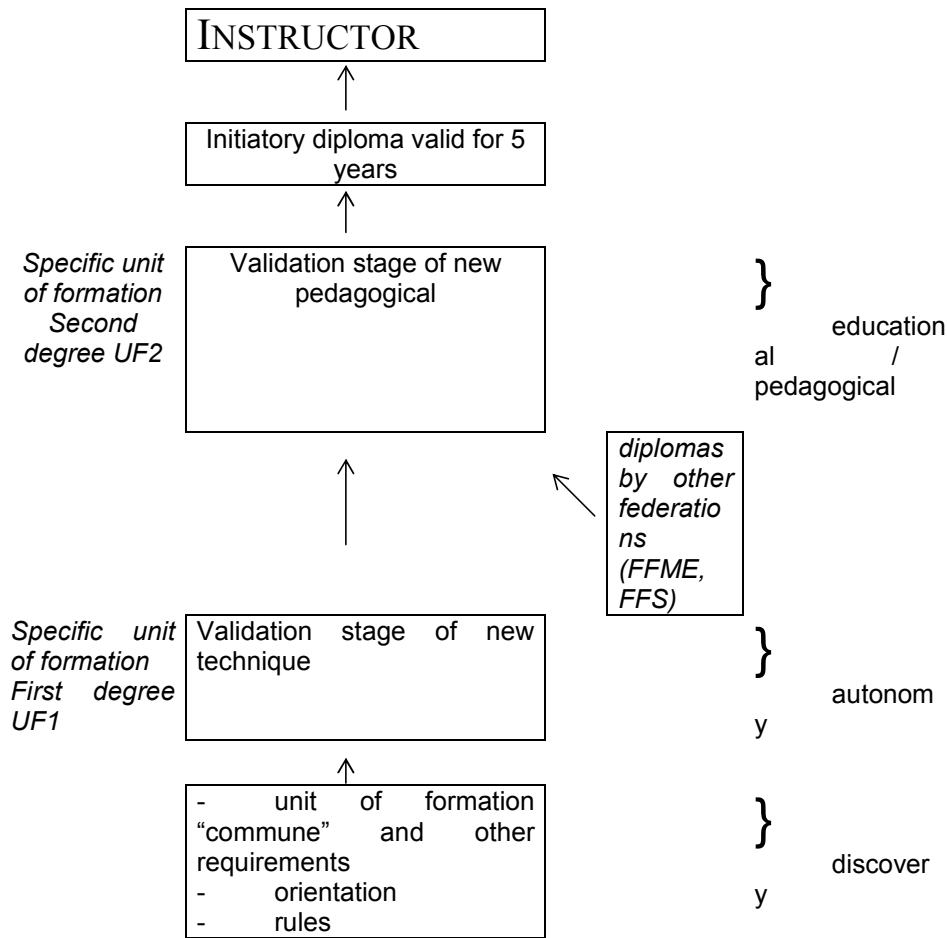
Conclusions

The youth leader education within the SAC is well-structured and particularly successful in providing a high level of safety for the rather technical activities of the SAC youth sections. Youth leader education is expensive despite the governmental support (about 25 % of the costs), but fortunately considered as being of high (social) value and accordingly as being well worth the money.

OTHER FEDERATIONS

2.7 France: Club Alpin Français (CAF) - Dominique Girard

CAF does not provide for youth leader training. The following diagram presents their professional training scheme.



2.8 Romania: (FRAE) - Sanda Badralexe

Romania does not have a youth leader training structure.

2.9 Slovenia: (PZS) - Zdenka Mihelič

A short description of PZS system of training of voluntary mountain leaders (including youth leaders)

There is no specific training for youth leaders and the system for training voluntary mountain leaders can be summarised as follows:

Education system of the Alpine System of Slovenia		
The organisational leader	The mountaineering groups mentor	Mountain leader
<p>Education seminars</p> <ul style="list-style-type: none"> • for active members of local alpine clubs • for camp leaders • about social life in the mountains <p>Educated by the Youth Commission (YC) of PZS.</p>	<ul style="list-style-type: none"> • Active in schools and kindergartens • Leading the mountaineering groups (walks, trips...) <p><u>Education seminars:</u></p> <ul style="list-style-type: none"> • the mountain groups mentors seminar educated by YC PZS in Bavšica • the 'srečno v gore' (Good luck in the mountains) seminar: educated by the sport institute of the Slovenian government and the YC PZS. <p style="text-align: center;">∴ ∴</p> <p style="text-align: center;">obtaining a basic mountain leader category (A)</p>	<p>The course categories</p> <ul style="list-style-type: none"> • summer ascents leader A B C C' • winter ascents leader D E F • ski-touring leader G H • glacier leader I J K <p>The courses are provided by CET PZS, YC PZS and the faculty of sports of other institutions within the university programmes.</p> <p>TO OBTAIN A LICENCE FURTHER EDUCATION MUST BE ACQUIRED AND YEARLY ACTIVITY MUST TAKE PLACE.</p>

The difference between leaders

In Slovenia there are different types of leaders and they carry different titles ie leaders who take care of organisational matters (organisational leaders) and leaders who guide (voluntary mountain leaders). A person can be active on both fronts, though both are very demanding. A leader can for example be a youth leader, a head of a youth club, head of a seminar or camp etc. and the domain of this work is mostly organisational, but, nevertheless, is vast. There are special leader education schemes to become an organisational leader, e.g. active youth members seminar, camp leaders seminar, social life in mountains seminar. These programmes may be attended by people younger than 18-years-old thereby preparing them for their future roles from a theoretical standpoint. However, most of such leaders have already passed their courses for voluntary mountain leaders as well.

Young mountaineers who feel the necessity to share with others their knowledge, experience and the beauty of the mountains can enroll into the mountain guide educational system. If they are still undecided about their future as guides, **the mountain course** (for 17-year-olds and above) is available. There they can find out more about leader's work, responsibility and enrich

their own experience, which will make the final decision easier. The course content contains the mountaineering school subjects. The participants, if they so choose, can take the entrance exam for the guide educational course. If passed successfully, it is valid for one year (and examinations need not be written in April).

Requirements for candidates entering the PZS educational system for voluntary mountain leaders

The educational system is based on the premises that the candidate is a good and experienced mountaineer. The lower age limit is 18 years and the candidate should be a member of a club that is associated with PZS. The candidate should be healthy (doctor's certificate required). The candidate must have/provide a recommendation from the club where he/she is active. The candidate proves his/her experience with a list of tours he/she has performed. The required difficulty of the tours depends on the level of education the candidate is applying for. When applying for higher levels of education the lower level of education should already have been successfully completed.

Organisation of education and training

The whole system of education and training is organised and supervised by PZS and its commissions: the Commission of Education and Training (CET), the Mountaineering Commission, and the Youth commission (YC) which takes care of youth leaders. Until recently they had had unsynchronized programmes, but in 1992 PZS accepted a standard and united rule book, (the standard document: 'Directive on education, categorisation and registration of voluntary leaders PZS') and a standard list of subjects. In essence the education programme follows some of the basic approaches from the past (YC still has greater emphasis on social life and work with the youth). The new system encompasses a united leader education, regardless of the age and the fact who the educator is - CET, YC or an outside educator (those are verified by the rule book and are as follows: the Faculty of Sports at the University Ljubljana or the other higher education institutions with verified programmes).

A leader would be a member of an alpine organisation, qualified for leading trips organised by the alpine clubs, regional associations of alpine clubs, PZS, other mountaineering societies, external organisers (schools, kindergartens etc.) or individuals. Leaders can be either a youth mountain leader or and a mountain leader. Leaders have standard qualifications and receives a badge and identity card.

The complete educational system is organised according to certain profiles and the difficulty within a profile. The profile and level specification define a category of a PZS voluntary mountain leader. There are altogether 12 categories of training - from category A (basic education) to category K. To obtain subsequent categories it is necessary first to obtain the basic education category A and the relevant preceding categories. Special conditions apply to each categories (e.g. number of ascents, certain levels of difficulty).

The list of the categories:

<p>Cat A: normal/easy tours in mostly non-winter Mountains</p> <p>Cat B: difficult tours in mostly non-winter mountains</p> <p>Cat C: very demanding tours in mostly non-winter Mountains</p> <p>Cat Č: Climbing in non-winter routes</p> <p>Cat D: Easy winter tours</p> <p>Cat E: Difficult winter tours</p>	<p>Cat F: Winter climbing</p> <p>Cat G: Easy tour skiing</p> <p>Cat H: Difficult tour skiing</p> <p>Cat I: Normal glacier tours: tours to the glaciated mountains, mostly walking, some climbing</p> <p>Cat J: Glacier climbing</p> <p>Cat K: Normal glaciers tour skiing</p>
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PZS YC organizes the following courses for obtaining Categories: A (yearly 3 courses), B (yearly 3 courses), C (1 course), D, E, G and H (one course each - winter time). Courses for higher Categories (Č, F, J) have not been actively offered by the PZS YC.

Forms of education and training

The education for each profile and degree takes the form of a course, the duration of which varies from 12 (basic, Cat. A) to 3 days. The PZS YC alone organises a basic 12-day course for youth in the Mountaineering Education Centre in Bavšica. Training of older leaders under the PZS CET takes place over seven weekends. For the basic course (Cat. A), candidates have to pass an admission exam (in April preceding the actual course) and a preparation ascent (one month preceding the actual course). The course consists of a theoretical and practical part. The theoretical part consists of lectures, workshops and discussions; the practical part consists of exercises and trips. Emphasis is given to social aspects and the psychology of leading. Each next step (after basic course) place increasing emphasis on movement technique - on rope and in snow.

List of subjects of different training courses for voluntary leaders of the Alpine association of Slovenia

<p>1. <u>Cultural, sociological, historical and legal foundations of mountain guiding and leading</u></p> <p>1.1 History of mountaineering and alpinism in Slovenia and in the world</p> <p>1.2 Organisation of mountaineering and voluntary leading in Slovenia</p> <p>1.3 Legal basis and liabilities of voluntary leading</p> <p>1.4 Mountains and arts</p> <p>2. <u>Physiological, psychological and sociological aspects of mountaineering</u></p> <p>2.1 Basics of anatomy and physiology</p> <p>2.2 Mountain physiology</p> <p>2.3 Training</p> <p>2.4 Nutrition</p> <p>2.5 Basics of psychology for a voluntary leader</p> <p>2.6 Group psychology and organisation of</p>	<p>4. <u>Mountain environment</u></p> <p>4.1 Mountain geography and geology</p> <p>4.2 Environment protection with basics of mountain ecology</p> <p>5. <u>Orientation</u></p> <p>5.1 Terminology and description of trails and routes</p> <p>5.2 Mountain trails</p> <p>5.3 Orientation and navigation</p> <p>6. <u>Teaching</u></p> <p>6.1 Methodology of teaching</p> <p>6.2 Planning, performing and analysing the activities</p> <p>7. <u>Security</u></p> <p>7.1 Meteorology</p> <p>7.2 Mountain dangers and prevention</p>
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spare time 3. <u>First aid and rescue</u> 3.1 First aid 3.2 Communications 3.3 Rescue	8. <u>Activities in mountains</u> 8.1 Personal and technical equipment 8.2 Climbing and guiding techniques 8.3 Bivouacking, survival and camping 8.4 Ski-touring
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As the courses are under supervision of the PZS Commission of education and training, the teachers, instructors and examiners must hold an PZS CET license and have adequate professional knowledge. PZS CET and its licensed staff have established a set of rules for the exams and there are standards for each subject and each exam. They all also have a lot of experience of working with young people.

At the end of each course there are (written and oral) theoretical and practical exams. After a candidate has successfully passed all the exams for a particular category, his apprenticeship starts. In next three years the candidate has to lead at least five different tours under supervision of a senior leader (at least two leaders at least have the category for which the candidate is preparing for). Having completed the apprenticeship successfully, the candidate submits a report that is confirmed by the senior leaders, and is afterwards awarded a voluntary mountain leader license by the PZS CET's Committee on Categorisation. The leader is then also ensured for civil and legal claim responsibility and has receives a discount on overnight stays in mountain huts.

The leader licence is only valid for one year, so the leader must submit a report on his activities to PZS CET annually (at least 5 tours must be done annually). Every three years the leader must participate in a proficiency course (separately for summer and winter ascents and tour skiing).

It is also possible for mountain group mentors (they have mountain groups in kindergartens and schools), after taking part in all mentor courses (5 levels), to obtain Category A of voluntary mountain leader and then, upon their own request to enter the regular leader education for obtaining further categories.

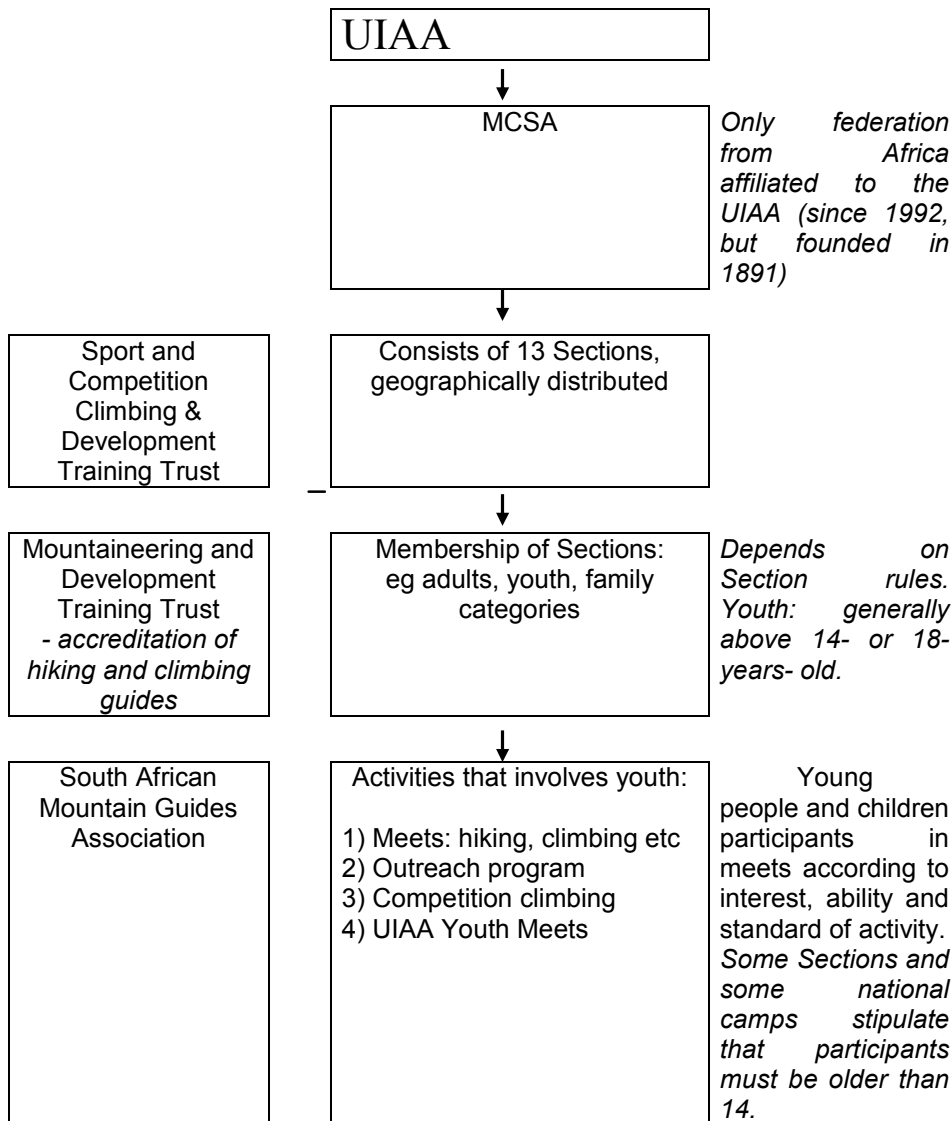
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2.10 South Africa: The Mountain Club of South Africa (MCSA)

- Petro Grobler

The MCSA does not have a youth leader training structure in place and a training structure for professional accreditation of guides and leaders has only been implemented in the past few years.

The diagram below illustrates how the youth is incorporated in the activities of the MCSA.



THE OUTREACH PROJECT OF THE MOUNTAIN CLUB OF SOUTH AFRICA

The MCSA was founded in 1891 and is the only mountain club in Africa affiliated to the UIAA. After the UIAA General Assembly held in 1991 in South Africa, the UIAA donated surplus funds from the Assembly Meeting to the Mountain Club of South Africa (MCSA)'s Outreach Project for the development of mountaineering and climbing in previously disadvantaged communities. The target audience of this project is the youth.

Although in a country with a predominantly black population, the MCSA's membership - because of the country's political history and other reasons - is predominantly white. (It is notable that even in the worldwide climbing and mountaineering fraternity there are few people of colour.). The Outreach Project was launched by the MCSA to try to address this situation. As with most activities of mountaineering federations, all work is conducted out by volunteers.

The UIAA donation gave rise to several projects which are handled by the Sections of the MCSA. The financial assistance from the UIAA is supplemented by donations by members and by companies of equipment.

Some examples of projects are:

The **Cape Town Section** has identified certain contact schools and offers monthly hikes in the Western Cape mountains to all age groups for up to a maximum of ten students. The Section supplies equipment to participants and experienced members lead the hikes. Interested parties are then encouraged to form their own clubs.

The **Johannesburg Section** started out with an approach similar to that of the Cape Town Section but during 1998 launched a new program of beginner's introductory rock climbing meets. Flyers were placed at schools, shops, climbing gyms, etc. The response was very good with up to 60 people at a time attending monthly meets held at local climbing areas such as Struben's Valley and Northcliff. The Section provides all the necessary equipment as well as experienced instructors to assist the beginners. Approximately every three to four months a weekend away was organised, usually to The Restaurant, a sport climbing crag at Waterval Boven in Mpumalanga.

The meets have attracted a wide range of people from different backgrounds. The groups were very mixed in both age and race, ranging from township children to northern suburb executives. The program - which was driven by Liz Boyes - is still in its early stages. However, it is hoped that the new approach will prove to be successful in that people would form their own groups and get involved with the club and the mountains on a more sustainable basis.

The **Magaliesberg Section**, based in Pretoria, had two main approaches. The project, under the leadership of Christa van Schalkwyk, started off by taking youth groups on weekend trips to the nearby Magaliesberg Mountains. This offered an outdoor experience with walking, camping and swimming in a near-pristine wilderness area. Sometimes introduction to rock climbing and abseiling was offered.

A second project involved the establishment of an indoor climbing wall in the community hall of Eersterust - a coloured suburb. The intention was to establish a climbing club in co-operation with the City Council's Recreation Service where MCSA members would serve as mentors. It was hoped that interest will be sufficient to attract the climbers to join the MCSA. If proved successful, the project will be extended to other communities.

The MCSA's Outreach Project is in a startup phase, but may be seen as a long-term investment in the future of climbing and mountaineering in South Africa.

2.11 Soviet Union (former) (UCMR) - Vitaly Primerov

The Soviet Union does not currently have a youth leader training structure in place. The Mountaineering Federation of Russia is based in Moscow and deals mainly with high-performance climbing and mountaineering.

In the former Soviet Union the training of youths older than 17 was well-structured with two to three-month long summer camps. Transport to the camps was subsidised through working unions and equipment was provided. However, many people previously trained now work on a commercial basis. Sport climbing professionals who can show results get government funding, but mountaineering receives no support. Some climbing schools and a few clubs are fully supported by local governments.

Training scheme of instructors of the Soviet Union

Candidate

Requirement

- 1) The first category of alpinism
- 2) Characteristics from Club, Section
- 3) Recommendation from the last alpine camp
- 4) Age over 20 years



School of the instructors (Caucasus, 'Bezingi'): 40 days.
Theory & practice. Verified program by Alpine Federation of Soviet Union.
Theoretical and practical examinations.



Special student under the supervision of an instructor. 2-3 shifts at the alpine camp. Characteristics from senior instructor.



Instructor of the 3rd category. He has the right to work with new candidates, lead the routes of 1 c.d. Three years work without remarks.



Instructor of the 2nd category. Right to work with alpinists of the 2nd level. Leader of the routes 2 - 3 c.d.



Instructor of the 1st category. Leader of sport groups. Director of alpine camp and other functionaries.

3 Seminar

3.1 Different methodologies between training youth and adult leaders for mountaineering and climbing

Markus Ruff (*Youth Secretary of SAC*)

"Kids don't bother about where their leader learned to assess avalanche risks - the youth leader training course or elsewhere. So why should we not combine training courses of adult and youth leaders?"

This type of statement is frequently heard. Also, youth leaders often progress from leading youth groups to the leading of adult groups, trekking and expeditions only after a year or so of leading youth groups. The question can then rightly be asked if the training of youth leaders could not be combined with that of adult leaders.

1 Youth leaders versus adult leaders: Various aspects to consider in the training of leaders

Children are not only smaller, weaker and slower than adults, they are over-all just different. This has to be taken into consideration when working with children and in the training of youth leaders. A summary of some of the factors that have to be taken into consideration is provided in the following table and then discussed in further detail.

Aspects to consider when working with the youth	
Physical aspects	Psychological aspects
Conditional factors <ul style="list-style-type: none"> • Endurance • Power • Mobility • Velocity 	Intellectual aspects <ul style="list-style-type: none"> • learning concepts (II methodology) • attention/ concentration • consciousness for risk and safety • consciousness for responsibility
Co-ordination abilities <ul style="list-style-type: none"> • balance • ability to differentiate • orientation • reaction • rhythm 	Motivation aspects <i>for example</i> <ul style="list-style-type: none"> • satisfaction/disappointment • success/failure • concurrence, competition • readiness for performance
Medical aspects <ul style="list-style-type: none"> • passive physical structures • nutrition • warm up 	Social aspects <i>for example</i> <ul style="list-style-type: none"> • behaviour in a group • behaviour towards the leader

2 Physical factors

2.1 Conditional factors

Here one has to consider what kids can do and can not do and what makes sense to train.

- 2.1.1 Endurance: This is the most important physical fact in mountaineering. However it is less a question of training or of performance than it is a question of motivation. When kids get bored and have no fun, they do not want to continue.
- 2.1.2 Power: Generally speaking no special or so-called isolated power training is necessary for kids. The power to body weight ratio of kids is much better than that of adults. It is actually not recommended to do special or so-called power training up to the age of puberty (which is around 12 to 13 years old but varies widely and also differ between boys and girls). Sport climbing *per se* offers enough power training.
- 2.1.3 Mobility: Contrary to the need of adults to do so, kids - especially younger than puberty - generally do not need stretching before exercise.
- 2.1.4 Speed: Relative to other sports, there is a low need for motion-speed in mountaineering.

2.2 Co-ordination abilities

Beside physical factors, co-ordination abilities are the basis for any sport and the 'golden age' to learn these abilities is between the ages of nine to twelve or thirteen. If this opportunity is missed, these abilities will take much more time to learn later on. A good example here is skiing e.g. to teach an adult of 40-years-old to ski will take much longer than to teach a child aged ten.

There is often distinguished between five types of co-ordination abilities:

- 2.2.1 Balance
- 2.2.2 Ability to differentiate - e.g. between soft and hard snow, a big and small hold, a stable and unstable boulder
- 2.2.3 Orientation - the ability to orientate in a space e.g. when moving on scree
- 2.2.4 Reaction - e.g. how fast you can react when the boulder you are standing on tips over
- 2.2.4 Rhythm - the ability to move rhythmically (e.g. in dancing). This is probably less important for mountaineering activities than the other types of co-ordination abilities.

The conclusion for youth leaders:

- Give the children tasks and problems in a way they can improve their coordination, for example catching-games on small boulders to improve balance, the ability to differentiate, orientation and reaction.
- Make lots of changes, play different games, be versatile.

2.3 Medical aspects

2.3.1 Passive physical structures

Several passive structures (ie everything involved in movement except for the muscles) are involved in movement during climbing in mountaineering:

- bones
- cartilage: The cartilage at the end of fingers can not yet stand much pressure. Check that kids do not climb with their fingers bent backwards as this can cause damage. Provide big holds on climbing walls. See to it that shoes are not too small as even toes can be damaged. Many young people have problems with their passive structures during puberty.

2.3.2 Nutrition: Youth leaders must see to it that e.g. kids get enough liquid. They do not know they should drink a lot.

2.3.3 Warm up: Warm up is also important for kids but differs from warm up for adults for whom stretching is of the utmost importance. It makes sense to do some warm up if it is cold but warm-up is more to prepare them for what follows.

2.3.4 Weather (sun, cold, heat...): Youth leaders are responsible for kids and must protect them (whereas adults are self-responsible).

2.4 Sensible periods when physical aspects should be attended to

The 'sensible period' is the age at which something can be trained very easily and effectively and in which a person can improve and learn very fast.

As already mentioned, the sensible period for learning co-ordination abilities is at the age around ten (see diagram), whereas the sensible period for conditional aspects (power, endurance, speed) occurs much later. Youth leaders should consider this fact and should provide their kids with lots of possibilities to practice.

Kids are very patient. As they just don't stop trying to learn a difficult skill, they do learn it eventually. This is in contrast with adults who get bored, give up and move on to something else. The physical abilities can be learned/trained by playing games (e.g. catching games on unstable boulders) and doing activities such as mountain biking, skating and ice-skating.

Age		5	6	7	8	9	10	11	12	13	14
15	Skills										
Co-ordination abilities	Orientation										
	Ability to differentiate										
	Reaction										
	Balance										
	Rhythm										

DIAGRAM: Sensible periods for learning and improving co-ordination skills

3 Psychological aspects to consider when working with the youth

3.1 Intellectual aspects

As kids grow older they obviously become more and more like adults and this has to be taken into account when working with different age groups.

3.1.1 Learning concepts (methodology)

The ways in which kids and adults learn differ:

Kids learn by

- watching and copying (trying) - the leader eg has to exaggerate movements
- listening to symbolic explanations (e.g. 'walk like an elephant') i.e. not technical explanations
- playing games (so that they do not realise they are in fact learning)

Adults learn by

- watching
- listening to the explanation (some more than others)
- reading a description
- thinking (considering); practicing mentally how to perform the physical action
- trying

Leadership is also perceived differently by kids and adults:

For kids the leader is a - model

- entertainer
- security supervisor
- referee e.g. in the case of competition or fighting
- motivator (this is of low priority for kids)

For adults a leader is a - model

- motivator
- consultant: adults need feedback eg on the reasons why they failed (It's never their fault!)

3.1.2 Attention/ concentration: The concentration span of kids is much lower than for adults e.g. young kids can not concentrate for more than approximately 15 minutes. This is actually a safety factor which has to be considered.

3.1.3 Consciousness for risk and safety: This is much lower for kids

3.1.4 Consciousness for responsibility and self-responsibility: This is much lower for kids. Youth leaders have to decide how much responsibility a kid can carry.

3.2 Motivation aspects

Kids *per se* are motivated to MOVE, so for this they do not need to be motivated. Aspects to consider in motivation are:

3.2.1 Satisfaction/disappointment. Satisfaction is always a motivator and disappointment a demotivator. Kids can have big problems to handle disappointment and therefore leaders should keep an open eye on this.

3.2.2 Success/failure: Whereas adults would eg be motivated by summing, anything interesting motivates kids (e.g. frogs in the small lake nearby the hut). This fact often makes inclusion of adults including parents problematical because their interests differ so much from those of kids.

3.2.3 Concurrence, competition among themselves. Leaders are required to be good referees and experts.

3.2.4 Readiness for performance: (Bad) weather is a problem for adults - not for kids!

Motivational aspects change a lot in the different age periods of the kids, especially at the age of the puberty. It is a big challenge for the youth leader to realise what is going on and to react correspondingly.

3.3 Social aspects

Aspects to consider are for example:

3.3.1 Behaviour in a group. Up to the age of six to seven-year old, the levels of socialisation are low. The leader is like a father 34to them. Most likely, kids will climb with their

family up to the age of ten and only after ten with a leader. Over ten, they become individuals. During puberty, group formation starts with groups consisting out of two to three members per group who become big friends. Here the youth leader must check to see that some kids are not excluded and nearly need to be a psychologist!

3.3.2 Behaviour towards the leader. (Leader as a father, as a idol, as a friend, ...)

4 Conclusion

There are many aspects in which kids and adults differ and it is therefore compulsory to have separate training for youth leaders and adult leaders.

Discussion: Hubert Fischer pointed out that there could be manipulation of children by leaders or that kids in their way of learning by copying could also copy the wrong things eg unsafe belaying techniques.

Wolfgang Wahl commented that a youth leader could also learn from kids things he or she has long forgotten. For example he or she can shift his or her focus from just going for the summit of a peak rather to see and experience all that is found and experienced along the trail. This approach would lower the risk that manipulation will take place.

3.2 Risk management for ski-touring and snowboarding

Helmut Knabl (President of the Sport Climbing Commission of the ÖAV)

Why should there be risk management for ski touring?

For many years during our training of youth leaders and youth, we have been talking about avalanche hazards. We talked about snowpack structure, metamorphism and so on and we have shown our youth leaders how to work with rescue transceivers. However, the concepts are difficult and youth leaders basically needed to be at least researchers! Then came the Swiss guide, Werner Munter, with his 'reduction method' that simplified concepts and this changed the training somewhat. Nevertheless, the reduction method still meant that our youth leaders had to be good in mathematics.

However, the snowboard generation do to not think or care about our avalanche training. So, two years ago there were some avalanche accidents with snowboarders that resulted in death. Thus we began to reassess our training and together with some mountain guides and teachers we developed a teaching scheme/concept to teach risk management in training and also in schools.

We first asked the children about their behaviour outside of safe ski-grounds:

They said things like:

- it is a good feeling to be skiing on powder snow
- it is important to be part of the group
- it impresses people: 'Look at me!' (*Imponiergehabe*)

They also had other motives:

- it's in protest against what is forbidden: They go where there are closed signs, nothing happens and their attitude then is '*We have proved that you are wrong*'
- it makes one more experienced
- '*No risk no fun!*'

With these reasons provided, we needed to effect a change in their behaviour:

The youth should:

- think about these things
- be made aware of the dangerous situation
- realise that the situation is dangerous
- discuss it

We should not forget, that is normal for the human being to risk something and especially so for mountain climbers. We must accept this and our aim must be to manage the risk!

So we arranged a lesson scheme/concept for all who want to work with young people. Before we finished this concept we discussed its contents with a group of young people and then the Austrian professional snowboarders helped us to produce a video and a slide series.

The following is a basic description of this scheme that is presented with accompanying audiovisuals such as video and slide material:

Step 1: The reality of an avalanche

Video scenes are shown of a man who actually triggered an avalanche and survived. He describes how he felt:

*"The slope looks harmless, only 50 m long....
Suddenly you are buried.
You cannot move anything - it is like being in concrete.
The snow presses on your breast. You are not able to breathe.
It is cold and dark.
You are so alone.
The chances to survive the next 15 minutes are small.
Also the chance, that someone would find you in the next 15 minutes.
Now you must die because of 50 m powder snow.
But you wanted to do so many things in life still?"*

The person is actually a snowboard champion and an idol. He followed another person and thought the slope to be safe but it was not. The kids can identify with this person: *If it can happen to him, it can happen to me.*

Step 2: Surviving an avalanche is a function of time being buried

Research has shown that after being buried after an avalanche, the chances for surviving after 15 minutes is very small and actually decreases exponentially. '15 minutes' is therefore called 'The Death Point.'

Step 3: Think about the aftermath of being in an avalanche

Since their chance to survive decreases after 15 minutes, the kids should ask themselves the question: *"What must happen in these 15 minutes?"*

Someone must call the rescue service

The rescue team must come to the place where the avalanche occurred
They must locate you
They must dig you up

This can be trained outside of an avalanche situation.

Step 4: 'The magic three'

It is exceptionally dangerous if:

- 1 The avalanche warning service calls 3.
On level 3 the most avalanche accidents takes place.
On level 4 and 5: there must be an absolute STOP outside safe ski grounds and only the safe ski grounds should be used.
- 2 If the slope inclination is more than 30 degrees.
Statistics show that most avalanches happen when slope inclines are steeper than 30 degrees. A small laminated card with a protractor printed on it and a short metal chain attached to its center point has been designed in order to help kids determine incline gradients.
- 3 If there is more than 30 cm of fresh snow.

The idea behind the 'magic three' rule is that it is simple and easy to remember:
three, three, three!

Step 5: Other factors that influence avalanches

Wind: Wind is the architect of avalanches
Temperature and sun
Sunny side versus the shady side of the slope

Step 6: Avalanche warning service

The existence of the avalanche warning service is pointed out and information provided:

For Austria: 0512-1588, Fax: 0512-581839-81
Radio broadcast (ORF) daily at 7:30 provides an avalanche warning service
It can be accessed by teletext service 615
Web: <http://www.lawine.at>

Step 7: How to behave outside of ski grounds

Easy pointers to the correct behaviour outside of ski grounds is provided: *Be clever!
Be cool! Have good sense!*

Never go alone - always stay in groups: Cleverness!
Find a save route and use it: Coolness!
If you are not sure, look for a safe point and go alone to the next safe point: Good sense!

Step 8: The equipment

The new generation luckily think it's cool to go out with a backpack. They should be told to take with:

Rescue transceiver

Avalanche shovel - without this they should not go out

Avalanche air bag - nowadays these are not so expensive any more (Also, the ÖAV has arranged discount for members)

Avalanche probe

Step 9: Approaching a new generation of skiers

Again a simplified concept is taught:

Avalanche warning call	Slope	Action
1	Below 10 degrees	Go!
2		
3	Between 10 and 40 degrees	Check...
4	Above 40 degrees	STOP!
5		

By using two ski poles to make a horizontal and vertical corner a 45 degree slope can be determined to help in determining the slope (also using the card mentioned in step 4).

Step 10: Skiing through forests

A scene is shown when a skier skis through a forest:

You fall

You are hanging with your head below under a tree

Snow falls on top of you

You panic

You cannot open the binding of your ski's

Do you not believe, that you cannot open your binding?

We can try it!!

They then practice this.

Conclusion

The above scheme - an attempt to manage risk in ski-touring and snow boarding is presently being taught at ski camps - attended by up to 200 people. Twenty teachers had been trained to present it.

Underlying the scheme is the principle that risk must be accepted and managed.

3.3 Developing sport climbing in schools **Markus Ruff (Youth Secretary of SAC)**

There are not that many schools with climbing walls in Switzerland although some schools have rope access equipment. The Swiss Alpine Club decided to establish a youth promotion project for sport climbing in schools. One of the ideas behind this project is that participants from youth groups will 'get infected' and that in this way the project will also serve to promote alpinism.

Sport climbing is ideal to teach social competence (e.g. to take responsibility for the climbing partner) relative to the concepts of safety and risk. In this respect it offers much more than other sports such as athletics.

Objectives of the programme

The objectives of the programme are to:

- promote sport climbing in schools as a discipline for the physical education lessons
- promote the construction of artificial climbing walls at schools
- demonstrate the competence of SAC in all aspects of "sport climbing in schools"
- motivate and inspire young people for sport climbing and
- bring young people into the youth groups of SAC

Method

- A 6m-wide by 6m-high 3-ton mobile wall - transported by truck - visits a school for a week. The wall is heavy and kids and village workers help erect it. Climbing equipment is sponsored by Black Diamond.
- One guide of SAC is in charge and teaches teachers and kids from seven or eight years to 20-years old.
- Usually a teacher at a school is interested and paves the way for SAC to enter in a positive atmosphere.

Results

- In the first year of operation 16 schools were visited for one-week periods. Three schools had two weeks each).
- Approximately 10 000 kids climbed.
- Contact was made with about 250 teachers.
- A lot of positive exposure was gained in the media.
- Most of the schools visited are discussing putting up their own walls.
- It is not possible to predict how or if it will impact on SAC membership.
- There were no injuries or accidents.

Problems

Funding:

- For the mobile wall project, schools pay roughly 40% of costs, sponsors 45% and SAC stands in for the remaining 15%.
- To erect their own walls, schools face the problem of finding funds for it.

Conclusion

The development project of SAC to establish sport climbing as a discipline at schools is a great success. Thousands of children are gaining from the experience **and** they are having fun. Only the bell stops them from climbing!

For the year 2001 the project is continuing.

3.4 Practical exercises

3.4.1 Sport climbing

Markus Ruff of SAC presented an exercise about sport climbing movement that illustrates the way in which adults think and learn in contrast with how children learn. Participants were tasked to:

- read a description of the standard moves for sport-climbing (See end of section)
- try to perform it
- develop either a concept to teach kids or to teach adults

Adults:

Even for adults it is very difficult to try to perform a movement without having seen it and only after reading text describing the movement, seeing pictures of it and imagining how to do it. However, after having seen the movement performed by a specialist whilst commenting on it and subsequently having tried it, a written description can help a lot in the learning of it (only by thinking and imagining) and to improve in this way. A description is helpful also to remember when one hasn't performed the movements for a long time.

The most important help to learn the movement is the live illustration and correction of an expert on a one to one basis.

For adults, the movement can also be split in different phases. This is in fact the way a leader should teach an adult: step by step.

Kids:

As the description of the movement is very technical, kids would not be able follow it and therefore would not been able to perform the movement.

Kids need to see the movement, as do adults, but with very little comment. It is important that the leader, when performing the movement, exaggerates the movement (e.g. violently shaking the free hand).

As a second step, kids try to perform the movement - the whole movement, not split into phases.

As the third step, the leader gives the kids symbolic explanations to improve the movement, e.g.

- try to put your feet in a way that *a strong wind could not blow you off-balance*
- keep your holding arm in the rest position as long as possible so that *your shoulder is almost falling out of your body*

Other symbolic explanations:

- climb with only one hand *as if you had your arm in a plaster*
- climb with extremely slow and soft movements *like a lion approaching its prey*

3.4.2 Rope techniques and group dynamics

Wolfgang Wahl and Hannes Boneberger of the Jugend des Deutschen Alpenvereins (JDAV) led two practical exercises outdoors. The participants were divided into smaller groups. Groups should ideally not exceed more than six persons per group. The aim of both exercises are to use group dynamics to solve problems and to train ropes techniques by a practical application.

3.4.2.1 Tree climbing *en cordée*

Required: A climbable tree.

Equipment required: A 30m rope, climbing harnesses, slings, abseiling devices, carabiners.

Level of experience needed: Basic climbing training.

Task: The group is tasked to climb the tree as far as they can go while all are roped up together. Little other information is supplied.

Duration: About 60-90 minutes.

Feedback: An analysis of the group's performance as a group can be provided after completion of the exercise. The performance of the group can be taken as a metaphor for teamwork and social behaviour.

3.4.2.2 Rope crossing of a 'river'.

Required: Two suitable trees at a distance of about 10m from each other and with an incline between them. The 'river' in between the trees is fictional.

Equipment required: two 30m ropes (static ropes), climbing harnesses, carabiners.

Level of experience needed: Basic climbing training.

Task: The group is divided into two and each group is stationed with a rope and other climbing gear at a tree. All members of each group then have to safely cross the river by building a rope-bridge in teamwork.

Duration: About 60 minutes.

Feedback: An analysis of the group's performance as a group can be provided after completion of the exercise. The performance of the group can be taken as a metaphor for teamwork and social behaviour.

4. ADDENDUM

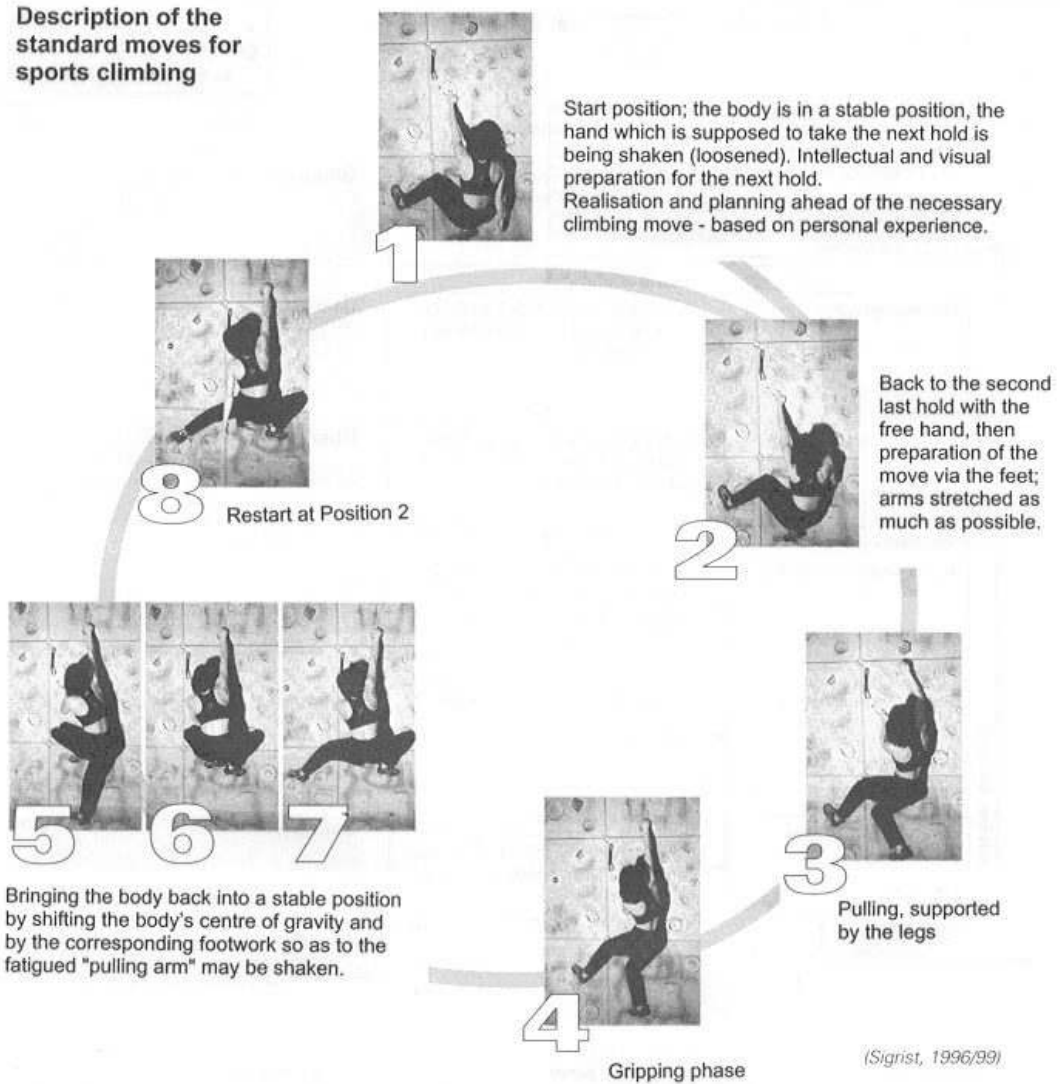
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Description of the standard moves for sports climbing



Resume

With this combination of motions, the basic structure of the sports climbing movement is being established and illustrated in its various phases. The consequent and repeated training of the standard move enables a first approach to the "ideal movement" of sports climbing and leads to better understanding of the various phases of the climbing movement. Furthermore the concentration is being guided towards those phases that cause technical problems in climbing.

Source: Madlener G., Sigrist Hp.: Sportklettern, LK 3B-Dossier, BASPO 1999, Magglingen, Switzerland
Documents for the training course youth and sport in sports climbing