

2010 COPE Climbing Schedule

	Monday		Tuesday		Wednesday		Thursday		Friday	
	COPE	Climbing	COPE	Climbing	COPE	Climbing	COPE	Climbing	COPE	Climbing
9:00-9:30		Climbing A		Climbing A		Climbing A		Climbing A		Climbing A
9:30-10:00										
10:00-10:30	COPE A		COPE A		COPE A		COPE A		COPE A	
10:30-11:00		Climbing B		Climbing B		Climbing B		Climbing B		Climbing B
11:00-11:30										
11:30-12:00										
Break										
2:00-2:30		Climbing C		Climbing C		Climbing C		Climbing C		Climbing C
2:30-3:00										
3:00-3:30	COPE B		COPE B		COPE B		COPE B		COPE B	
3:30-4:00		Climbing D		Climbing D		Climbing D		Climbing D		Climbing D
4:00-4:30										
4:30-5:00										
Break										
7:00-Dark	OPEN COPE*	First Time Climber^	No Program	No Program	OPEN COPE*	Climb On Safety Training & Adult Only Climb	OPEN COPE*	Older Scout (14 & over) Only Climbing	No Program	No Program

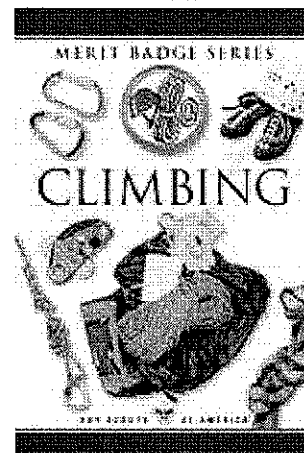
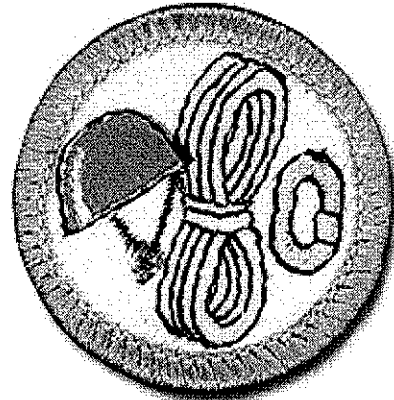
Scouts will sign up for either COPE A or B; each is an individual class session
 Scouts will sign up for either Climbing A, B, C, or D; each is an individual class session
 *Open COPE is open for any one to come up and participate in activities until dark; Activities will be based on size of group
 ^First Time Climb is an orientation for Older Scouts (13 and over) and Adults to get a first time orientation in to the world of Climbing

Climbing

Climbing is not a sport that requires tremendous muscular strength; it demands mental toughness and the willingness to practice hard to master a set of skills. The adventure of climbing can also provide a new way to enjoy the outdoors.

Requirements

1. Do the following:
 - a. Show that you know first aid for and how to prevent injuries or illnesses that could occur during climbing activities, including heat and cold reactions, dehydration, stopped breathing, sprains, abrasions, fractures, rope burns, blisters, snakebite, and insect bites or stings.
 - b. Identify the conditions that must exist before performing CPR on a person.
2. Learn the Leave No Trace principles and Outdoor Code, and explain what they mean.
3. Present yourself properly dressed for belaying, climbing, and rappelling (i.e., appropriate clothing, footwear, and a helmet; rappellers and belayers must also wear gloves).
4. **Location.** Do the following:
 - a. Explain how the difficulty of climbs is classified, and apply classifications to the rock faces or walls where you will demonstrate your climbing skills.
 - b. Explain the following: top-rope climbing, lead climbing, and bouldering.
 - c. Evaluate the safety of a particular climbing area. Consider weather, visibility, the condition of the climbing surface, and any other environmental hazards.
 - d. Determine how to summon aid to the climbing area in case of an emergency.
5. **Verbal signals.** Explain the importance of using verbal signals during every climb and rappel, and while bouldering. With the help of the merit badge counselor or another Scout, demonstrate the verbal signals used by each of the following:
 - a. Climbers
 - b. Rappellers
 - c. Belayers
 - d. Boulders and their spotters
6. **Rope.** Do the following:
 - a. Describe the kinds of rope acceptable for use in climbing and rappelling.
 - b. Show how to examine a rope for signs of wear or damage.
 - c. Discuss ways to prevent a rope from being damaged.
 - d. Explain when and how a rope should be retired.
 - e. Properly coil a rope.
7. **Knots.** Demonstrate the ability to tie each of the following knots. Give at least one example of how each knot is used in belaying, climbing, or rappelling.
 - a. Figure eight on a bight



Climbing
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- b. Figure eight follow-through
 - c. Water knot
 - d. Double fisherman's knot (grapevine knot)
 - e. Safety knot
8. **Harnesses.** Correctly put on at least ONE of the following:
- a. Commercially made climbing harness
 - b. Tied harness
9. **Belaying.** Do the following:
- a. Explain the importance of belaying climbers and rappellers and when it is necessary.
 - b. Belay three different climbers ascending a rock face or climbing wall.
 - c. Belay three different rappellers descending a rock face or climbing wall using a top rope.
10. **Climbing.** Do the following:
- a. Show the correct way to directly tie into a belay rope.
 - b. Climb at least three different routes on a rock face or climbing wall, demonstrating good technique and using verbal signals with a belayer.
11. **Rappelling.** Do the following:
- a. Using a carabiner and a rappel device, secure your climbing harness to a rappel rope.
 - b. Tie in to a belay rope set up to protect rappellers.
 - c. Rappel down three different rock faces or three rappel routes on a climbing wall. Use verbal signals to communicate with a belayer, and demonstrate good rappelling technique.
12. Demonstrate ways to store rope, hardware, and other gear used for climbing, rappelling, and belaying.

C.O.P.E. is an acronym for "Challenging Outdoor Personal Experience."

Goshen has a state of the art custom built COPE Course. Scouts will participate in both Low and High rope courses along with many other challenges and games.

The seven C.O.P.E. goals are summarized as:

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| Teamwork | Teamwork is the key that allows a group to navigate a C.O.P.E. challenge course successfully. The C.O.P.E. challenge ropes course experience makes it clear that each individual can accomplish more as a member of a team than by going it alone. |
| Communication | A C.O.P.E. challenge course encourage in the moment active learning of critical listening and discussion skills important for any group, troop or individual attempting to accomplish a difficult task. |
| Trust | Participants completing difficult tasks on a C.O.P.E. challenge course develop trust in the C.O.P.E. staff members, their fellow troop members and themselves. |
| Leadership | Team members attempting to solve problems on a cope course have abundant opportunities to develop and exercise leadership skills in small and large groups. |
| Decision Making | Project C.O.P.E. requires groups and troops to make decisions by developing one or more solutions to the specific obstacle, problem, or initiative. Teams must consider all the available resources and alternatives, and evaluate the probable results before moving forward. |
| Problem Solving | Project C.O.P.E. challenges groups and individual to develop solutions to interesting problems. Participants must step outside of the box and frequently use creative ideas. Participants can then test their solutions and evaluate the results. |
| Self-Esteem | Meeting the challenges of a C.O.P.E. challenge course allows individuals and groups to develop self-esteem and encourages them to set challenging yet attainable goals. |