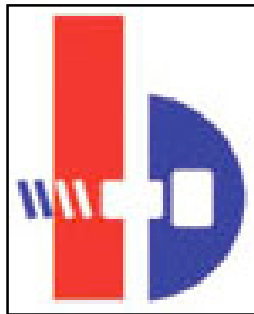


Certification Tests

Instructor Guide



Boulders Climbing Gym Performance Improvement Project

Prepared November 21, 2005

By

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Summary of Instruction

Course Overview

The purpose of this course is to instruct new managers of Boulders Climbing Gym how to conduct Certification Tests. The instruction will cover the two tests that Boulders Climbing Gym provides for its customers:

1. Belay Certification Test
2. Lead Certification Test

The course will take place at Boulders Climbing Gym and will last a total of two hours. The instruction is highly interactive, so learner participation is required during each of the four different instructional segments:

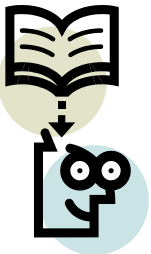
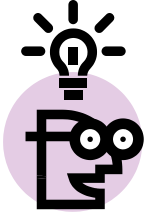
1. Instruction of Boulders Climbing Gym safety policies (20 Minutes)
2. Demonstrations of certification tests (30 Minutes)
3. Simulations of certification tests (45 minutes)
4. Recording certification test results (10 minutes)

Each segment contains activities and content that encourages collaboration and interaction. No one employee is smarter than all of them, so each activity allows for the learners to learn from mistakes and discuss possible solutions. As the instructor, you will provide direction for these discussions so the learners remain focused on the instructional goals.

Each lesson begins with an informational overview to help you prepare for the lesson. This includes the lesson's objectives, topics that will be covered, materials to be used, and course activities.

Above all, remember to keep this instruction relevant to the learner. The participants will need to know that their managerial actions greatly affect the effectiveness of Boulders Climbing Gym's mission and business goals. For this course, it is imperative that the learners understand that adhering to safety policies is relevant for the employee, the organization, and the customers who enjoy spending time at Boulders Climbing Gym.

Instructor Guide Overview

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|  | <p>Jorgensen Consulting designed this guide to be an instructional aid for you to use as you conduct the training. It is not a script so do not feel that you have to read each section word for word. Just use the text as a jumping-off point throughout the guide. Feel free to ad lib and definitely share your own experiences – especially if you have any “disaster” stories!</p> <p>When lecturing, be casual and informal. People spend time at Boulders Climbing Gym because they enjoy the informal atmosphere, and the instruction should reflect that attitude. Give the learners a chance to socialize and interact with each other. Remember – a side benefit of this instruction is that it gives learners a chance to learn from their peers!</p> |
| <p>Various text treatments and icons throughout this guide will help you identify content you should share with the learners and the content that is for your information only.</p> <p>A key to these treatments appears below.</p> | |
| <p>Do/Say/Ask</p> | <p>Bold words indicate actions you should do throughout the instruction. For example: Ask students to identify climbing safety violations.</p> |
| <p><i>Remember when asking a question to give learners a chance to respond before supplying the answer(s).</i></p> | <p>You should read text in <i>ITALICS</i> to yourself.</p> |
|  | <p>This icon indicates when you should give learners a chance to respond to a question you have posed.</p> |



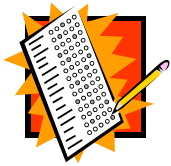
This icon indicates activities where you should facilitate class interaction. Teamwork!!

Description of Student Guide



The Student Guide contains important information, checklists, and illustrations to help students follow along with the instruction. The icon to the left indicates when to direct students to the workbook.

Assessment Materials



There are assessments for each lesson in the Appendix Section. Depending on course size, you can either use the assessment as a checklist to quickly visually assess the students or you can fill out an assessment for each student if the class is small.

This icon indicates when you should implement an assessment; in each area you are told whether it is a visual assessment or a written assessment.

Course Evaluation Materials



The Appendix of the Student Guides contains course evaluation materials. Please make sure they fill that out before they leave. Please collect them as they file out. This information is essential for determining the effectiveness and value of the course.

Course Agenda

| Lesson | Estimated Time |
|--|----------------|
| Introduction <ul style="list-style-type: none">❖ Welcome❖ Icebreaker Game❖ Workshop Format❖ Logistics | 15 minutes |
| Lesson 1: Boulders Climbing Gym Safety Policies | 20 minutes |
| Lesson 2: What's Wrong With This Picture? | 30 minutes |
| Lesson 3: Test Me | 45 minutes |
| Lesson 4: Record Results | 10 minutes |

Estimated Total Time 120 minutes

Materials Needed

As the instructor, you are responsible for bringing the following materials to the workshop:

- ✓ Instructor Guide
- ✓ Student Guides
- ✓ Icebreaker game materials
- ✓ Belay Devices (ATC, Figure 8, etc.)
- ✓ Climbing Ropes
- ✓ Climbing Harnesses
- ✓ Climbing Partner (for demonstrations)
- ✓ Clip-in System
- ✓ Carabiners (Locking, quick-draw, etc.)
- ✓ Boulders Climbing Gym Belay Certification Tests
- ✓ Boulders Climbing Gym Lead Certification Tests
- ✓ Lesson Assessments (See Appendix)
- ✓ Lesson 2 Scenarios (See Appendix)
- ✓ Lesson 3 Simulations (See Appendix)
- ✓ Course Assessment (See Appendix)
- ✓ Prizes, giveaways, etc for participation

Instructor Notes

Welcome


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| Say | <p><i>Introduce the session:</i></p> <ul style="list-style-type: none"> ❖ Welcome to this Certification Test training session. Thanks for taking time out of your schedule for this instruction. ❖ My name is _____. <i>(Tell a little bit about yourself.)</i> ❖ Did everyone get a student guide? ❖ Great!! Let's have some fun today! |
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Icebreaker Activity

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| Say | <p>Before we get started, I want to give you a chance to get to know each other a little better. Let's take about 10 minutes to play the game "Get Dressed." For those of you who do not know how to play, the object of this game is to climb around the wall to different articles of clothing that have been placed on the wall. Once you get to an article of clothing, put it on, without touching the ground. The person who is able to put on the most clothing will get a prize!</p> <ul style="list-style-type: none"> ❖ <i>Even though the learners are competing for a prize, encourage everyone to offer support to the climbers.</i> ❖ <i>Give a small prize to the learner who gets the most clothes.</i> |
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Workshop Format

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| Say | <p>This workshop is divided into 4 lessons:</p> <p><i>(Remember – you don't have to read these verbatim)</i></p> <ol style="list-style-type: none"> 1. Boulders Gym Safety – This topic will cover the expected safety behavior of all climbers at Boulders. 2. What's Wrong with this Picture? – This lesson consists of a series of scenarios. Your responsibility will be to identify the safety infractions. 3. Test Me – This lesson consists of a series of simulations that each of you will take an active role in. Your task will be |
|------------|--|

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| | <p>to conduct a certification test and either pass or fail the mock customer based on his or her performance. If you are required to fail the customer, you will need to demonstrate good customer service so the customer feels satisfied with the results.</p> <p>4. Record Results – This lesson focuses on the required documentation that goes along with conducting tests. You will be required to file the customer's paperwork so the test results are easily accessible.</p> |
|  | <p>As you can see, we've provided each of you with a Student Guide. This guide contains worksheets that will be used throughout the instruction. It also contains some useful tips for conducting Certification Tests.</p> |

Logistics

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| <p>Say</p> | <p>Before we jump into the first lesson, I have just a few ground rules that I'd like to go over. This way, we can keep on schedule and maximize the learning potential.</p> <p><i>(Remember – be casual! Make sure everyone understands the rules but don't make this section sound too somber.)</i></p> <ul style="list-style-type: none"> ❖ Code of Conduct <ul style="list-style-type: none"> ○ It is okay to shout or call out the answer if you know it, but try to give others a chance to respond as well ○ Above all – treat each other with respect ❖ Expectations <ul style="list-style-type: none"> ○ Your expectation is to learn how to conduct certification tests properly ○ My expectation is that you will listen, learn and actively participate. ❖ Roles and Responsibilities <ul style="list-style-type: none"> ○ Your role is learner and participant ○ And my role is instructor, demonstrator, facilitator <p>Teamwork and participation is critical to successful learning – don't be shy, jump right in if you know the answer or even if you only think you know the answer! And definitely – ask for help if you need it!!</p> |
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Lesson 1: Boulders Gym Safety

Lesson At-A-Glance


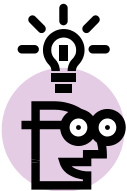
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| Time: | 20 minutes |
| Prerequisites: | <p>General knowledge of gym safety including</p> <ul style="list-style-type: none"> ✓ Boulders Climbing Gym belay and lead certification ✓ Climbing and belaying techniques ✓ Different types of climbing knots ✓ Pull-cover-slide-lock belay method ✓ Knowledge of belay commands |
| Materials: | <ul style="list-style-type: none"> ❖ Climbing Rope ❖ Belay Devices ❖ Clip-in System ❖ Belay Command Poster |
| Assessments: | <ul style="list-style-type: none"> ❖ No formal assessment; all discussion |
| Topics: | <ul style="list-style-type: none"> ❖ Boulders Climbing Gym safety policies ❖ Acceptable belay devices ❖ Acceptable climbing knots ❖ Acceptable belay commands ❖ Acceptable belay techniques |


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| Say | <p>Staff at Boulders created certification tests to ensure that climbing safety was always a high priority. If climbers all practice good safety methods, then all the customers will be safe, the staff will have less “incidences,” and Boulders will maintain a reputation of looking out for our customers.</p> <p><i>(Here is where you could share a personal story – maybe about the first time you conducted a certification test or dealt with the consequences of not following the safety guidelines. You could ask the learners if anyone has a similar to share.)</i></p> |
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Lesson Objectives



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| <p>Say</p> | <p>The main objective for this lesson is for you to properly identify Boulders Climbing Gym safety policies and be able to describe them to a customer. Upon completing this lesson you will be able to:</p> <ul style="list-style-type: none"> ❖ Recall the purpose for safety policies ❖ Describe acceptable knots ❖ Describe acceptable belay commands ❖ Describe acceptable belay devices ❖ Describe acceptable techniques |
| <p>Say</p> | <p>In order to accomplish these objectives, we will go through the safety policies, coupled with some practice activities.</p> |

Step 1: Safety Purpose

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| <p>Ask</p> | <p>Can someone give me a reason why Boulders established safety guidelines? Brainstorm some reasons for a few minutes and we'll discuss them.</p> |
|  | <p><i>Give students time to brainstorm together. They can use the appropriate sheet in their Guides. Get status updates every other minute. After 5 minutes, discuss the reasons and discover more reasons.</i></p> |
| <p>Possible Answers</p> | <ul style="list-style-type: none"> ✓ Guidelines establish standard for easily-observable behavior ✓ Guidelines are basis for consistently safe behavior ✓ Guidelines are widely used in outdoor climbing environment |
| <p>Ask</p> | <p>How do certification tests impact the overall safety in the gym? Who is impacted by gym safety?</p> |
|  | <p><i>Give students a chance to shout out some answers. Consider rewarding for right answers, creative responses, or any "wrong but good tries." After a few minutes, fill in the rest of the answers.</i></p> |

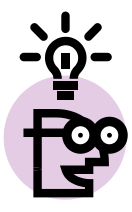
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| <p>Answers</p> | <ul style="list-style-type: none"> ✓ Everyone at Boulders is impacted – climbers, staff, investors ✓ Tests inform customers of a safety policy at Boulders for those who want to top-rope or lead climb ✓ Tests clearly define acceptable climbing practices for top-roping or leading at Boulders ✓ Signing the test also makes the customer responsible for adhering to the Boulders Gym safety policies ✓ Testing customers demonstrates staff dedication to ensuring the safety of everyone at the gym |
| <p>Ask</p> | <p>So what observable behavior should we enforce during certification tests?</p> |
|  | <p><i>Give students a chance to shout out some answers. Consider rewarding for right answers, creative responses, or any “wrong but good tries.” After a few minutes, fill in the rest of the answers.</i></p> |
| <p>Answers</p> | <ul style="list-style-type: none"> ✓ Properly tied knots ✓ Acceptable belay devices ✓ Knowledge and use of belay commands ✓ Proper belay techniques |
| <p>Say</p> | <p>Since we've talked about the reason for certification tests and safety policies, let's talk more about the specifics of required behavior during a certification test.</p> |


Step 2: Belay Devices and Knots

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| <p>Say</p> | <p>In your workbooks, you'll find a page with pictures of common knots and belay devices. Take a couple of minutes to circle the pictures of the knots and belay devices that Boulders Gym requires during a certification test. If you don't know the answers, take a guess. You are not being graded, and we'll discuss the answers in just a moment.</p> |
|  | <p>Inform class that they can find worksheet in the student guide. Worksheet with answers in Instructor Guide Appendix.</p> |
| <p>Answers</p> | <p>Acceptable Knots: ✓ Figure-8, with double-fisherman lock-off Acceptable Belay Devices: ✓ ATC</p> |
| <p>Say</p> | <p>Figure-8 and double fisherman's knots are the only acceptable knots that can be used for certification tests because they are the most accepted for climbing. Universally, climbers recognize the figure-8 and know it is a safe knot for climbing.</p> <p>For the same reason, Boulders only allows someone to use an ATC during a certification test; mass recognition and use.</p> |
| <p>Ask</p> | <p>So why do you think that Boulders only allows one type of knot and one type of belay device when so many exist?</p> |
|  | <p><i>Discuss some of the other answers that the learners might have picked and why they would not be acceptable.</i></p> |
| <p>Answers</p> | <p>Other Knots: ✓ Not all staff members will recognize other common knots ✓ Figure-8 is easy to see if it is clean; other knots are not as easy</p> |



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| | <p>Other Belay Devices:</p> <ul style="list-style-type: none"> ✓ Gri-Gri – No different than clip-in; doesn't demonstrate additional knowledge of belay devices ✓ Other devices – staff members might not recognize or be able to verify safety or proper use of that belay device |
| Say | <p>Even though there are a lot of different knots and belay devices, it is much easier and safer for everyone here at Boulders if everyone is certified using the same equipment.</p> |
| Say | <p>Now that we've covered the acceptable knots and belay devices, let's move on to acceptable belay commands!</p> |

Step 3: Belay Commands



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| Say | <p>Since you all have taught clip-in classes, you should have been teaching everyone about climbing commands.</p> | | | | | | | | | | | | |
| Ask | <p>Can someone remind us what the climbing commands are?</p> | | | | | | | | | | | | |
|  | <p><i>Give students a chance to shout out answers.</i></p> | | | | | | | | | | | | |
| Answers | <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">✓ On Belay?</td> <td>Belay On!</td> </tr> <tr> <td>✓ Climbing!</td> <td>Climb On!</td> </tr> <tr> <td>✓ Tension/Take!</td> <td>Tension On!</td> </tr> <tr> <td>✓ Slack!</td> <td></td> </tr> <tr> <td>✓ Lower Me!</td> <td>Lowering!</td> </tr> <tr> <td>✓ Off Belay?</td> <td>Belay Off!</td> </tr> </table> | ✓ On Belay? | Belay On! | ✓ Climbing! | Climb On! | ✓ Tension/Take! | Tension On! | ✓ Slack! | | ✓ Lower Me! | Lowering! | ✓ Off Belay? | Belay Off! |
| ✓ On Belay? | Belay On! | | | | | | | | | | | | |
| ✓ Climbing! | Climb On! | | | | | | | | | | | | |
| ✓ Tension/Take! | Tension On! | | | | | | | | | | | | |
| ✓ Slack! | | | | | | | | | | | | | |
| ✓ Lower Me! | Lowering! | | | | | | | | | | | | |
| ✓ Off Belay? | Belay Off! | | | | | | | | | | | | |

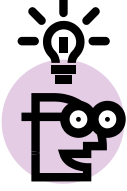
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| <p>Ask</p> | <p>So why are climbing commands are important?</p> |
|  | <p><i>Give students a chance to shout out answers.</i></p> |
| <p>Answers</p> | <ul style="list-style-type: none"> ✓ Communication is essential for climbing safety ✓ Climbers must communicate because they are not always within sight of each other ✓ Commands ask for verbal and physical response |
| <p>Say</p> | <p>Since communication is important in climbing, we need to make sure that people who want to be certified can communicate effectively with anyone they climb.</p> <p>Stating the climbing commands correctly during the test shows us that they are not only knowledgeable about climbing, but also responsible when climbing.</p> |
| <p>Say</p> | <p>Now that we've discussed the importance of climbing commands, let's move on to belay techniques!</p> |

Step 4: Belay Techniques

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| <p>Say</p> | <p>Again, since you all have taught clip-in classes, you should know the proper belay technique.</p> |
| <p>Ask</p> | <p>Can anyone demonstrate the proper belay technique using one of the clip-in systems?</p> |
|  | <p><i>Give students a chance to demonstrate. Reward and thank for participation.</i></p> |
| <p>Answers</p> | <ul style="list-style-type: none"> ✓ Pull-cover-slide-lock method ✓ Pull-lock-cover-slide method |
| <p>Ask</p> | <p>Why are these the only acceptable methods?</p> |
|  | <p><i>Give students a chance to answer.</i></p> |
| <p>Answers</p> | <ul style="list-style-type: none"> ✓ With either method, the locking hand never leaves the rope. |
| <p>Say</p> | <p>If the locking hand never leaves the rope, the belayer always has control if the climber falls unexpectedly. This practice keeps both the climber and belayer safe.</p> |

Step 5: Make It Clear


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| <p>Say</p> | <p>The last, and probably most important practice, is that we need to inform our customers of our policies. Therefore, we need to tell the customers what we expect them to demonstrate during the certification tests, and make sure they understand what we will expect of them.</p> |
| <p>Ask</p> | <p>During a <i>belay</i> certification test, what should we inform the customers about? What will we be looking for during the test?</p> |
|  | <p><i>Give students a chance to answer. For hints, you can point out the belay certification test in the Student Guide</i></p> |
| <p>Answers</p> | <ul style="list-style-type: none"> ✓ Wearing harness properly ✓ A clean figure-8 knot, with a double-fisherman finisher ✓ Locking in rope and ATC with locking carabiner ✓ Use of belay commands ✓ Proper belay technique |
| <p>Ask</p> | <p>During a <i>lead</i> certification test, what should we inform the customer about? What will we be looking for during the test?</p> |
|  | <p><i>Give students a chance to answer. For hints, you can point out the lead certification test in the Student Guide</i></p> |
| <p>Answers</p> | <ul style="list-style-type: none"> ✓ Wearing harness properly ✓ A clean figure-8 knot, with a double-fisherman finisher ✓ Locking in rope and ATC with locking carabiner ✓ Use of belay commands ✓ Proper belay technique ✓ Proper clipping technique (no back-clipping or Z-clipping) |


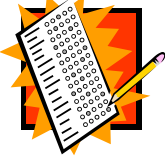
| | |
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| <p>Say</p> | <p>If the customer has any questions about what you expect from him or her, then try to explain the requirement so they understand.</p> <p>However, DO NOT explain or demonstrate the procedure or behavior to the customer.</p> <p>For example, a customer might not know what a fisherman's knot is, so you can explain it a little better. But, you cannot demonstrate what the knot looks like.</p> |
|  | <p><i>Give students a chance to ask questions about policies or purpose. Try to let other learners answer questions, so they can learn from each other. Move on if there are no more questions.</i></p> |
| <p>Say</p> | <p>We've done a great job of defining the safety policies of Boulders Climbing Gym and why they're important. We've also talked about the type of devices and behavior we'll be looking for during the test, and why those are important.</p> <p>Let's move on to lesson 2, and make this instruction a little more interactive!</p> |

Lesson 2: What's Wrong With This Picture?

Lesson At-A-Glance

| | |
|-----------------------|--|
| Time: | 30 minutes |
| Prerequisites: | Lesson 1: Boulders Gym Safety |
| Materials: | <ul style="list-style-type: none"> ❖ Climbing Rope ❖ Belay Devices ❖ Climbing Partner or Pair of Climbers ❖ Belay Command Poster |
| Assessments: | <ul style="list-style-type: none"> ❖ Lesson 2 Assessment (see Appendix) |
| Topics: | <ul style="list-style-type: none"> ❖ Climbing Safety Infractions |

| | |
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| Say | <p>Now that each of you know more what we expect from climbers in terms of acceptable safety practices, you're going to get a chance to test yourselves.</p> <p>We're going to demonstrate some normal climbing routines that happen here at Boulders. What we want each of you to do is identify any safety policy violations that you notice.</p> |
|  | <p>The learners will be required to put an "X" next to the items on their worksheet that the demonstration pair does <i>incorrectly</i>. For the final two demonstrations, the learners will NOT check off infractions; instead, they will WRITE OUT the infractions.</p> |
| Do | <p><i>Using the scenarios listed in Appendix, conduct a 5-minute climbing demonstration. After the demonstration, discuss what the learners identified as "incorrect" and why.</i></p> <p><i>Conduct two top-rope demonstrations, then two lead demonstrations. Then you may choose either method for the last two demonstrations.</i></p> |

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|  | <p><i>Allow students to discuss safety violations, especially “gray” areas. Remind learners of Boulders Gym policies if necessary, but allow the students to change “gray” areas into either “black” or “white.”</i></p> |
|  | <p><i>Use the Lesson 2 Assessment found in the Appendix Section. If class size is small, fill out an assessment for each student. If class size is large, use the Assessment as a checklist and walk around the room and just visually assess the students' progress.</i></p> |
| <p>Say</p> | <p>Well, that was a good discussion, and I see you have a firm grasp on how often some of these infractions occur. If we can identify them in a normal situation, you should also be able to identify them during a certification test.</p> <p>So let's move on to Lesson 3!</p> |



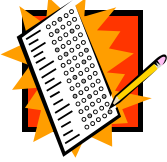
Lesson 3: Test Me

Lesson At-A-Glance

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| Time: | 45 minutes |
| Prerequisites: | Lesson 2: What's Wrong with this Picture? |
| Materials: | <ul style="list-style-type: none"> ❖ Climbing Rope ❖ Belay Devices ❖ Climbing Partner or Pair of Climbers ❖ Belay Command Poster ❖ Certification tests (Belay and Lead) |
| Assessments: | <ul style="list-style-type: none"> ❖ Lesson 3 Assessment (see Appendix) |
| Topics: | <ul style="list-style-type: none"> ❖ Conducting certification tests |

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| Say | <p>Now we're going to give you a chance to test each other. One at a time, each of you will conduct a certification test, from beginning to end. Your fellow learners will act as your customers during the simulations and I will provide a scenario secretly to them. As a tester, you will be conducting a regular test as you normally would, so customer service will play a role in each scenario.</p> <p>Don't forget that before the test, you MUST explain the purpose, rules, and specific behavior required of the test. The customer MUST understand the rules before the test begins. You also MUST have the customer fill out the waiver on the back of the test before progressing with the test.</p> <p>The learners who are observing will evaluate the testing process, and we will discuss each test afterward.</p> |
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Instructor's Guide


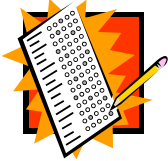

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|--|---|
|  | <p>The learners will be required to conduct a belay or lead certification test in less than 10 minutes.</p> <p>Inform the class that the worksheets are in the student guide.</p> |
| <p>Do</p> | <p><i>Using the scenarios listed in the Appendix, give behavior hints to the “customers.” After each simulation, discuss the learner’s performance and whether he/she made a good choice to pass or fail the “customer.”</i></p> <p><i>If the class is more than six people, split into two groups to allow everyone the opportunity to test.</i></p> |
|  | <p><i>Allow students to discuss the testing processes, especially the customer service aspect.</i></p> |
|  | <p><i>Use the Lesson 3 Assessment found in the Appendix Section. If class size is small, fill out an assessment for each student. If class size is large, use the Assessment as a checklist and visually assess the students' progress.</i></p> |
| <p>Say</p> | <p>Sometimes, the most difficult part of the test is failing someone. But remember, the only reason that we fail someone is because we need to keep everyone in the gym safe, including the person who failed the test. They can take the test again another day.</p> <p>So let’s move on to the last lesson: Lesson 4!</p> |

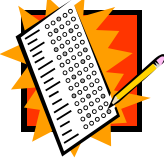
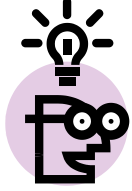

Lesson 4: Record Results

Lesson At-A-Glance

| | |
|-----------------------|--|
| Time: | 10 minutes |
| Prerequisites: | Lesson 3: Test Me |
| Materials: | <ul style="list-style-type: none"> ❖ ACT! ❖ Certification tests (Belay and Lead) |
| Assessments: | <ul style="list-style-type: none"> ❖ Lesson 4 Assessment (see Appendix) |
| Topics: | <ul style="list-style-type: none"> ❖ Recoding test results ❖ Filing test paperwork |

| | |
|---|--|
| Say | <p>Everyone has done a great job so far with conducting certification test. The last step in this whole process is to record the results of the test.</p> <p>Each of you have experience filing paperwork as desk staff, so this should be familiar.</p> |
| Ask | Does anyone know why recording the test information is so important? |
|  | <p><i>Give students a chance to answer. For hints, you ask the learners to recall instances of recording information as a desk staff employee.</i></p> |
| Answers | <ul style="list-style-type: none"> ✓ Provides all staff members with test result information ✓ Allows staff members to check customers in accurately ✓ Allows staff members to identify certified climbers easily ✓ Prevents a need for future tests if confusion arises |

| | |
|---|---|
| <p>Ask</p> | <p>Where do we record test results?</p> |
| <p>Answers</p> | <ul style="list-style-type: none"> ✓ On certification test ✓ Designated entry in ACT! for that customer's profile |
| <p>Do</p> | <p>Since you all have now conducted these certification tests, you now have information that you will record into ACT!</p> <p>Using the information from one of your tests, take turns recording the information for your "customer" in ACT!</p> |
|  | <p><i>Allow students to record information into the database. Each student should record at least one test result.</i></p> |
|  | <p><i>Use the Lesson 4 Assessment found in the Appendix Section. If class size is small, fill out an assessment for each student. If class size is large, use the Assessment as a checklist and visually assess the students' progress.</i></p> |
| <p>Say</p> | <p>Good job! Remember, just because the test is completed does not mean that your work is done. Following through with the rest of the process is very important and can say everyone energy in the end.</p> <p>Now that the information is recorded into the database, the last step is to file the paperwork. Again, this would be familiar from working as desk staff employees.</p> |
| <p>Do</p> | <p>Finally, file the test result just like other waivers, even if the customer is a member. This way, if the membership ends, the certification and waiver are still on file.</p> |
|  | <p><i>Allow students to file the paperwork.</i></p> |

| | |
|---|--|
|  | <p><i>Use the Lesson 4 Assessment found in the Appendix Section. If class size is small, fill out an assessment for each student. If class size is large, use the Assessment as a checklist and visually assess the students' progress.</i></p> |
| <p>Say</p> | <p>All of you should now be able to conduct a certification test, basing the results on the standards we discussed earlier. You should also be able to record the test results and file the paperwork for future reference.</p> <p>Does anyone have any final questions?</p> |
|  | <p><i>Give students a chance to ask any questions they want. Remind the learners that they should always be free to ask questions especially if they are confused by certain situations.</i></p> |
| <p>Say</p> | <p>Thanks again for taking the time to learn about this process. I know I had a good time discussing this topic, and I hope it was educational and enjoyable for you.</p> <p>Please take a couple minutes to fill out the evaluations found in your student guides. Your feedback on programs like this are extremely valuable, so be honest.</p> <p>Thanks again, and good luck with your “real” customers!</p> |
|  | <p><i>Allow learners the time and freedom to fill out evaluation forms.</i></p> |

Appendix Section

Assessment, Lesson 2

Participant Name: _____

Name of Evaluator: _____

Instructions: Check (√) appropriate box and record comments in the space provided.

| SKILLS | YES | NO | GUIDELINES |
|---|-----|----|---|
| <i>The Participant...</i> | | | <i>Look for...</i> |
| 1. Identified wrong knots | | | <ul style="list-style-type: none"> • Figure-8 only |
| 2. Identified lack of finishing knot | | | <ul style="list-style-type: none"> • Finishing knot a necessity |
| 3. Identified wrong finishing knot | | | <ul style="list-style-type: none"> • Double-fisherman's knot only |
| 4. Identified wrong belay device | | | <ul style="list-style-type: none"> • ATC only |
| 5. Identified improper use of harness | | | <ul style="list-style-type: none"> • Harness double-backed and secured |
| 6. Identified lack of belay commands | | | <ul style="list-style-type: none"> • Communication between climbers |
| 7. Identified wrong belay commands | | | <ul style="list-style-type: none"> • Universal climbing commands (on belay, belay on, climbing, climb on, falling, etc.) |
| 8. Identified improper belay technique | | | <ul style="list-style-type: none"> • Pull-cover-slide-lock • Pull-lock-cover-slide |
| 9. Identified back-clipping | | | <ul style="list-style-type: none"> • Rope must be leading away from wall |
| 10. Identified z-clipping | | | <ul style="list-style-type: none"> • Clip into anchors in proper order |
| 11. Identified "cleaning" of route | | | <ul style="list-style-type: none"> • Cannot follow a lead route and pull out the protection |
| 12. Identified skipping of protection while leading | | | <ul style="list-style-type: none"> • All possible protection must be used |
| Comments and feedback: | | | |

Assessment, Lesson 3

Participant Name: _____

Name of Evaluator: _____

Instructions: Check (√) appropriate box and record comments in the space provided.

| SKILLS | YES | NO | GUIDELINES |
|---|--------------------------|--------------------------|---|
| <i>The Participant...</i> | | | <i>Look for...</i> |
| 1. Explained the purpose of the certification test | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Staff to inform customer of gym safety policies |
| Comments and feedback: | | | |
| 2. Explained specific behavior that will be evaluated during the test | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> i. Staff member explains acceptable knots, belay devices, climbing commands, belay techniques |
| Comments and feedback: | | | |
| 3. Instructed customer to fill out waiver on test | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Staff member to explain the necessity, even if customer has already filled out a waiver |
| Comments and feedback: | | | |
| 4. Accurately identified safety infractions | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Staff member should stop test immediately if infraction puts anyone at imminent risk of injury |
| Comments and feedback: | | | |
| 5. Provided acceptable customer service | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Staff member should treat customer with respect and understanding while adhering to safety standards |
| Comments and feedback: | | | |
| 6. Completed the test in 10 minutes | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Staff member should budget time |
| Comments and feedback: | | | |
| 7. Accurately passed or failed the customer | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Staff member should distinguish between and obvious lack of knowledge/skill and a one-time lapse |
| Comments and feedback: | | | |

Assessment, Lesson 4

Participant Name: _____

Name of Evaluator: _____

Instructions: Check (√) appropriate box and record comments in the space provided.

| SKILLS | YES | NO | GUIDELINES |
|---|--------------------------|--------------------------|---|
| <i>The Participant...</i> | | | <i>Look for...</i> |
| 1. Recorded test results in ACT! | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> • Staff member should also record certification date |
| Comments and feedback: | | | |
| 2. Filed the paperwork in the proper location | <input type="checkbox"/> | <input type="checkbox"/> | <ul style="list-style-type: none"> ii. Staff member should file according to regular filing procedures |
| Comments and feedback: | | | |

Lesson 1 Worksheets

Which knots *must* a customer demonstrate during a certification test?

Circle the correct pictures.



Bowline



Figure 8



Clove Hitch



Munter Hitch



Single Fisherman's



Double Fisherman's



Overhand

Which belay device(s) *must* a customer use during a certification test?

Circle the correct pictures.



Black Diamond ATC



ATC-XP



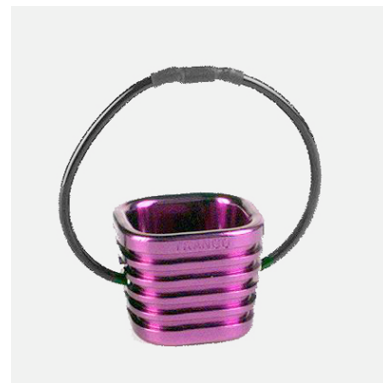
Petzl Reverso



Figure 8



Trango Jaws



Trango Pyramid



Petzl GriGri

Lesson 2 Scenarios

Instructions: Before starting instruction, choose infractions to demonstrate during scenarios

Key: TR = Top-rope Climbing

LC = Lead Climbing

| SCENARIO | | | | | | INFRACTION |
|----------|-------|-------|-------|-------|-------|-------------------------------|
| 1. TR | 2. TR | 3. LC | 4. LC | 5. LC | 6. TR | |
| | | | | | | Wrong knot |
| | | | | | | Lack of finishing knot |
| | | | | | | Wrong finishing knot |
| | | | | | | Wrong belay device |
| | | | | | | Improper use of harness |
| | | | | | | Lack of belay commands |
| | | | | | | Wrong belay commands |
| | | | | | | Improper belay technique |
| | | | | | | Back-clip |
| | | | | | | Z-clipping |
| | | | | | | "Clean" a route |
| | | | | | | Skip protection while leading |
| | | | | | | Other: |
| 1. TR | 2. TR | 3. LC | 4. LC | 5. LC | 6. TR | |

Lesson 3 Simulations

Instructions: Choose behavior learners should demonstrate during simulation

Key: TR = Top-rope Climbing

LC = Lead Climbing

| SIMULATION | | | | | | BEHAVIOR |
|------------|-------|-------|-------|-------|-------|--|
| 1. TR | 2. TR | 3. LC | 4. LC | 5. LC | 6. TR | |
| | | | | | | Wrong knot |
| | | | | | | Lack of finishing knot |
| | | | | | | Wrong finishing knot |
| | | | | | | Wrong belay device |
| | | | | | | Improper use of harness |
| | | | | | | Lack of belay commands |
| | | | | | | Wrong belay commands |
| | | | | | | Improper belay technique |
| | | | | | | Back-clip |
| | | | | | | Z-clipping |
| | | | | | | "Clean" a route |
| | | | | | | Take brake hand off rope, only once |
| | | | | | | Ignore climber's commands; one-way communication |
| | | | | | | Ignore climber's progress; wandering eyes |
| | | | | | | Skip protection while leading |
| | | | | | | Become upset after failing test |
| | | | | | | Other: |
| 1. TR | 2. TR | 3. LC | 4. LC | 5. LC | 6. TR | |