

# BHS ADVENTURE ACT 2

Review/Skill Sheet

## GRADING:

PERS/SOC	RESP/SAFETY (20)	/4	/4	/4	/4	/4
SKILL (12/24):		APPLICATION 2 (4):				
APPLICATION 1 (4):		APPLICATION 3 (4):				
KNOWLEDGE (6)						
<b>TOTAL (50):</b>						

NAME \_\_\_\_\_

### SKILL 1: Harness Usage

- Selects correct harness size
- Correctly fits/tightens harness
- All harness safety measures are in place at all times (e.g. red is covered)

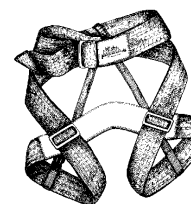
### SKILL 2: Belaying Skills

- Correctly sets up belay device using belay rope and carabiner
- Correctly utilizes main belay (switch/break/grab/slide) method
- Is attentive to climber and safety measures at all times



### SKILL 3: Climbing Technique

- Uses legs for power as element is ascended
- Keeps torso close to climbing element
- Uses a variety of types of climbing holds



### SKILL 4: High Elements: Attempts at least three high elements

- **Element 1:** \_\_\_\_\_
- **Element 2:** \_\_\_\_\_
- **Element 3:** \_\_\_\_\_

**TOTAL SKILL: /12 or 24**

### APPLICATION 1: Application of Climbing Skills and Safety

- 4 Students apply efficient climbing skills with few, if any, observable errors, allowing them to participate safely and successfully in the activity. They react appropriately to difficult and unexpected circumstances, and can down-climb without support from the belay.
- 3 Students apply the climbing skills that allow safe and successful participation in the activity but with errors in technique. Students may rappel or be lowered without down-climbing at end of climb.
- 2 Students perform climbing skills that are tentative and/or inconsistent. Students may rely on others for verbal or physical climbing assistance. Students may be lowered without down-climbing at end of climb.
- 1 Students attempt skills but technique or strength is not yet sufficient to allow safe and responsible participation without direct assistance from others.

### APPLICATION 2: Safety and Personal Challenge as Climbers

- 4 Students don equipment correctly to ensure personal safety, and perform self-check and belayer-check, as well as pre-climb commands. Climbers set goals that are well defined and attainable. Climbers consistently demonstrate a willingness to engage in the activity and challenge themselves to high levels of performance.
- 3 Students don equipment correctly and perform a pre-climb self-check and belayer-check but may need reminders for pre-climb commands. Climbers set goals that may not be reasonable and/or require encouragement and direction from others to make adjustments to climbing strategies. Students engage in the activity but do not consistently challenge themselves to high levels of performance.
- 2 Students demonstrate uncertainty in donning equipment and/or checking for personal safety. Students are tentative about participation and/or make inappropriate choices when selecting appropriate goals. Students need assistance from others to participate safely in the activity.
- 1 Students do not don equipment correctly or safely and/or check for personal safety. Students do not accept challenge (e.g., set appropriate goals that are safe, reasonable, and within their range of ability) and/or need instruction and/or assistance from others to participate safely in the activity.

### APPLICATION 3: Application of Belay Skills

- 4 Students apply effective skills when belaying in an authentic one-on-one belaying system (e.g., ATC, sheriff, sticht plate, or tuber) with a mandatory backup belayer and anchorperson, with few, if any observable errors. Students check climber's readiness to proceed, maintain a secure stance, and manage the belayer's side of the rope and belay device with smooth and efficient movements. They do not over-belay when climbers climb or down-climb. Students follow practices and procedures appropriately and provide a safe climbing experience without hesitation and/or assistance.
- 3 Students apply effective belaying skills with smooth and efficient movements and/or follow practices and procedures appropriately to provide a safe climbing experience but with errors and/or hesitation. Students may also hesitate and/or need reminders to check climber's readiness to proceed and/or to not over-belay during the climb or down-climb.
- 2 Students engage in the activity but belaying skills are ineffective and inconsistent. They demonstrate uncertainty in belay skills and rope control. Students require instruction and/or supervision with belay equipment and technique.
- 1 Students demonstrate a lack of attention to the safety of the climber. Students are distracted, impatient and/or intolerant of others.

**TOTAL APPLICATION: /12**

## SCREWGATE CARABINEER:

- The only kind that we use at BHS
- "Always screw down"
- Should look like a pear sitting on a table when it's on someone
- Hand tighten and then go back ¼ turn
- Don't over tighten
- "Scratch your belly – DON'T PICK YOUR NOSE!"



## ROPES:

- BELAY ROPES: Brightly colored ropes used for climbing. Have some elasticity.
- RAPPEL ROPES: Simple colors (only two). Does not have much elasticity. Used for rappelling and flying squirrel.

## BELAY SKILLS:

### The Basics of Belaying:

- Belay team and climber are determined (a team of 4) \*1 climber, 1 lead belay, 1 anchor & 1 back-up belay.
- Communication is a must for a belay person and climber. Commands should ALL be the same throughout the program.
  - Climber: "On Belay?" Belayer: "Belay On"
  - Climber: "Climbing?" Belayer: "Climb On"
- While the climber is climbing, other communication patterns need to be set; for example, the rope is too tight.
  - Climber: "Slack Please"
  - Belayer: "Take It"
- Final equipment checks should happen by both the climber and the belayer prior to starting. This includes helmet, harness, knot, carabiner and belay system checks.



## ADVENTURE VOCABULARY:

**Problem Solving, Trust and Challenge Activities help promote a process of thinking about experiences that can assist participants to become responsible citizens. Personal and Social Responsibility skills are essential to working with others to achieve a common goal. Below are personal and social responsibility skills and personal living skills individuals need to possess in order to be productive members in society:**

**Altruism** – Considerate, kind, unselfish.

**Communication** – Exchange of thoughts, ideas, and opinions verbally or non-verbally.

**Compassion** – Sympathy.

**Cooperation** – A willingness to work with others to produce a common goal.

**Effort** – Active energy to produce a result.

**Follower ship** – The capacity or willingness to follow a leader.

**Goal Setting – Establishing** realistic and measurable purpose.

**Honesty** – Free from fraud or deception.

**Initiative** – Making a start or a beginning.

**Leadership** – The capacity to lead to produce a result.

**Participation** – The state of being related to a larger whole.

**Reflection** – To think about.

**Respect** – To consider worthy of high regard.

**Risk Taking** – To take a chance.

**Safety** – Free from danger, injury or harm (physical and/or emotional).

**Trust** – Confidence and reliance in one's self or others.



