

NZOIA™ Rock Instructor Level 1 Syllabus

SCOPE

For those persons who instruct top rope climbing and abseiling at single pitch, easy access sites. These sessions are expected to be safe, well managed, fun, challenging and educational experiences for those client groups. This person will role model safe practices at all times.

1. SKILL AND EXPERIENCE

- 1.1.1 The NZOIA Rock 1 Instructor will have no less than 40 days experience which must include a minimum of 20 days personal climbing and 10 days instructing groups climbing. One day is defined as more than 4 hours at a recognized climbing site. This experience is to be at a minimum of 3 different climbing areas of different rock type and or protection.
- 1.1.2 The NZOIA Rock 1 Instructor will have the ability to demonstrate the moves required for a client to complete a grade 15 sport route.
- 1.1.3 The NZOIA Rock 1 Instructor will hold a current First Aid Certificate (Outdoor First Aid recommended) issued within the last three years.

Note: A rock climbing day would be considered more than four hours climbing and not less than four pitches climbed. These are minimum requirements, extra days are advised so that a broad spectrum of variables are experienced.

In the following areas the NZOIA Rock 1 Instructor /leader will be expected to:

2. HISTORY AND ETHICS

Element – Enhance personal and group knowledge of the rock climbing environment

- 2.1.1 Demonstrate a knowledge of local cultural considerations.
- 2.1.2 Demonstrate an understanding of how rock climbing developed as a sport.
- 2.1.3 Demonstrate a knowledge of ethical issues for a given site and model these (eg – use of top ropes, bolts, pegs, chalk, aid).

3. ENVIRONMENTAL CARE

Element – Manage the relationships between the environment and the group.

- 3.1.1 Demonstrate and explain the Environmental Care Code (DOC 1991).
- 3.1.2 Explain any local bylaws or restrictions that apply to rock climbing at a given site.
- 3.1.3 Explain access protocols and issues for a given site.

4. RISK MANAGEMENT

Element - Manage personal and group safety at the rock climbing site.

- 4.1.1 Identify the hazards of a site and demonstrate risk management principles to minimise or avoid the impact of these identified hazards.
- 4.1.2 Have a first aid kit on site during a rock climbing session.
- 4.1.3 Demonstrate safe practices at all times.

5. ROCK CLIMBING EQUIPMENT

Element - Plan, maintain and prepare equipment for an Rock Climbing site.

- 5.1.1 Describe the advantages and disadvantages of current equipment used for rock climbing and reasons for choice (eg - static rope, dynamic rope, tubular tape, abseil devices, prussik cord, harnesses, helmets, karabiner types, belay devices).
- 5.1.2 Describe how to identify worn equipment (eg - surface wear of ropes and tapes and harnesses, internal damage to ropes, wear and stress to metal of karabiners and belay/abseil devices, wear and stress to helmets, recommended maximum life for use of equipment).
- 5.1.3 Demonstrate the efficient uncoiling/coiling of a rope.

6. ROCK CLIMBING SKILLS

Element - Manage personal and group operations at the rock climbing site.

6.1 Personal Safety

- 6.1.1 Never compromises personal safety.
- 6.1.2 Role models the use of a personal safety system whilst exposed to a potential fall during setup or operation.

6.2 Anchors

- 6.2.1 Demonstrate the construction of a variety of workable, fail safe anchor systems which minimise potential shock loading, share the load, have minimal angles and allow the rope to run smoothly.
- 6.2.2 Demonstrate an understanding of the items used for natural anchor construction (eg trees, bollards, threads, horns.)
- 6.2.3 Demonstrate an understanding of the items used for artificial anchor construction (eg wires, stoppers, hexes, and camming devices).
- 6.2.4 Demonstrate the use of bolt anchors.

6.3 Client Safety

- 6.3.1 Never compromises client safety.
- 6.3.2 Demonstrates the advantages and disadvantages of a variety of belay systems that ensure client safety during climbing and abseil sessions (eg belay plates, figure eight device, tuber, Sticht, ATC, Grigri, Italian friction hitch).
- 6.3.3 Demonstrate site and client safety checks.
- 6.3.4 Teaches a client how to put on a harness correctly and checks harness during climbing and abseiling..
- 6.3.5 Teaches client/s how to belay safely.

6.4 Rock Climbing / Abseil Operation

- 6.4.1 Construct a top rope system anchor using placed protection, ready for operation within 20 minutes.
- 6.4.2 Climb a bolted route to grade 15 and leave it set up for top roping.
- 6.4.3 Demonstrate how to clear a sport route after top rope use.
- 6.4.4 Construct an abseil system ready for operation within 30 minutes.
- 6.4.5 Use an effective communication system with the client during the rock climbing and abseil sessions

6.5 Top Rope Rescues

- 6.5.1 Demonstrate top rope rescue procedures that includes - top rope tension maintained, belay tied off, prussik access up rope to client, two person self protected abseil to ground.

6.6 Abseil Rescues

- 6.6.1 Demonstrate a release of the abseil rope to allow the client to free jammed clothing or hair.
- 6.6.2 Demonstrate a controlled lower of the client to the ground.

7. GROUP MANAGEMENT AND INSTRUCTING

Element - Provide for the physical and emotional well being of a group.

7.1 Group Management

- 7.1.1 Demonstrate an awareness and sensitivity to the cultural / special needs of a group.
- 7.1.2 Demonstrate an effective and full group briefing and debriefing.
- 7.1.3 Demonstrate the leadership style and listening skills most relevant to a groups needs.

7.2 Instructional Techniques

- 7.2.1 Prepare a session plan and deliver this session for any given topic or skill contained within this award to an audience.
- 7.2.2 In the above lesson demonstrate some of the following teaching skills: preparation, introduction, appropriate voice and language, body language, teaching/visual aids, demonstrations, evaluation of learning).
- 7.2.3 Demonstrate a wide knowledge and skill of a topic.
- 7.2.4 Demonstrate instructor skills (eg create a participative, open, tolerant, learning environment, manage unacceptable behavior effectively if it occurs, deal with expressed fears and anxieties effectively, encourage enthusiasm, interest and learning)