



COACHES' CLIMBING FOR ALL COURSE (SCCR)

created within the project

“European system for training of sport climbing coaches and route setters”

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Key objectives

The purpose of this course is to educate coaches to develop climbers up to a nationally competitive level. It is designed to give a broad theoretical base and practical skills of coaching, suitable for coaches with limited (~1 year) coaching experience. Climbing for All The content and delivery approach is suitable for coaches from federations without a developed coach education system.

AIMS:

- To offer a broad, base level of sport-specific coaching education.
- To foster relationships between coaches and athletes through practical sessions.
- To create an opportunity for coaches to develop networks for exchanging ideas and experiences.

Course design

The course is delivered over four days minimum, onsite. It is a mix of theory and practical, so requires a venue with access to a meeting room and a bouldering/climbing wall.

Climbing as a health-promoting and social activity as well as a competitive sport, requires coaches to have a thorough understanding and practical abilities in adapting and individualising climbing experiences. As the popularity of climbing soars with it's inclusion in the Olympics, so do the opportunities to promote climbing as an inclusive life-long activity and sport.

The course is based on the Long-term Athlete Development model. This is a widely adopted model for athlete development, which recognizes that each athlete develops at their own pace and emphasizes a holistic approach to development, including physical, mental, emotional, and social aspects. It also emphasizes the importance of quality coaching, supportive environments, and athlete-centered programming at all stages of development.

There are seven stages to the LTAD model, as seen below. The focus for the course is not to only develop elite high-performance athletes, but to also appreciate how the model applies to the concept of 'climbing for life'.

1. Foundational Stage
2. FUNdamental Stage
3. Learning to Train Stage
4. Training to Train Stage
5. Training to Compete Stage
6. Training to Win Stage
7. Active for Life Stage



The course is arranged in 4 blocks, one covered during each day of the course. Each block includes both theoretical and practical sessions and is designed to maximise a hands-on approach with interactions between the coaches.

- Block 1: Climbing for All
- Block 2: The coach and creating the right environment
- Block 3: Understanding climbing
- Block 4: Training & performance

The table below outlines the blocks and topic covered, content, learning outcomes and ideas for the practical component.

The learning strategy will integrate hands-on and problem-based learning methodologies to actively involve coaches in the investigative process, facilitating the acquisition and practical application of knowledge and essential skills. Presentations, demonstrations and written resources will be used. The teaching and assessment strategy utilizes formative assessment to guide the achievement of the learning outcomes. Self-reflection will form the basis of the formative assessment, and during the course coaches will be sharing, practicing and exploring different techniques, skills and coaching approaches in peer groups. Continual verbal feedback will be given to ensure each coach has a clear understanding of how to apply their knowledge to their coaching situation. A certificate of attendance will be awarded by the IFSC.

Prerequisites/selection of candidates

Open entry course. Candidates must have certificates in First Aid & CPR, ADEL WADA Coach True, (active coaching minimum of 1 year and 6b+, UIAA 7+ level of climbing ability). The course can be tailored for delivery to National Federations as a bottom tier (Level 1) course for coach development.



Course content

Block	Topic	Key content and guided discussions	Learning outcomes	Practical ideas
BLOCK 1: Climbing for All	History and sociology of sport climbing	<p>Overview of the popularity and global reach of climbing and history of competitive climbing.</p> <p>Climbing subcultures and communities, social dynamics, role of climbing gyms, clubs, events, competitions etc in fostering community and shared experiences.</p> <p>Societal impact and influences on climbing.</p> <p>Commercialisation and professionalisation and its impact on climbing culture, climbing/competitive ethics, and ethics of coaching.</p>	To critically reflect on the historical evolution, sociocultural dynamics and ethical considerations within the climbing community in the context of being able to develop informed coaching strategies.	<p>Role of LTAD emphasised during practical sessions and forms the red-thread of course delivery.</p> <p>Invite climbers from Paraclimbing to be part of the practical sessions later in the week.</p> <p>Games on the wall/wall environment to facilitate a sharing and open environment.</p>
	LTAD	<p>Key principles of LTAD</p> <p>Early and late specialisation models</p> <p>How these relate to age, development, trainability, competition, life-long climbing.</p>	To understand how LTAD-based coaching strategies support athletes at various stages of development and foster positive and supportive training environments that maximize long-term athletic potential.	



	Safeguarding	<p>Role of coach in creating and keeping a Safe Sport environment/culture.</p> <p>Types of maltreatment, the conditions that enable them, how to recognize signs that they may be happening, and what to do.</p> <p>What policies, procedures and programmes do the local and national organisations have?</p>	To reflect on the concepts of identifying, preventing and addressing abuse in climbing.	
	Inclusion	<p>Barriers to participation and what efforts coaches can take to promote diversity, inclusion and participation over a lifetime.</p> <p>Highlight why personalised and appropriate coaching methods and strategies for teaching physical, technical, tactical, biomechanical and psychological aspects of climbing are sometimes required for people with different needs.</p>	To understand the "Climbing for all" concept and what this means in terms of making climbing & training accessible to climbers with different abilities, needs and level of ambition.	



BLOCK 2: The coach and creating a good environment	<p>Who is the coach, and what do they do?</p>	<p>Values, goals, behaviours, development of personal coaching philosophy.</p> <p>Role of the coach.</p> <p>Ethical dilemmas in coaching.</p> <p>Role of support 'crew', including parents.</p>	<p>To consider how your coaching philosophy is developing in relation to your personal values and beliefs.</p>	<p>Emphasis on group discussion and exploring concept integration in climbing during a practical session. Joined by climbers for feedback.</p>
	<p>Leadership, communication and group dynamics</p>	<p>Pros and cons of different leadership styles.</p> <p>Situational adaption.</p> <p>Explore verbal and non-verbal communication techniques.</p> <p>Active listening, feedback delivery, clarity.</p> <p>Strategies to create cohesion & positive culture.</p> <p>Why are they climbing?</p> <p>Cooperation and competition.</p> <p>How do we motivate our climbers?</p> <p>Dealing with conflict resolution.</p>	<p>To understand why taking a life-long learning approach to enhancing leadership, group dynamics and communication skills builds a more effective coach.</p>	



		Self-awareness, empathy, social skills Self-reflection tools		
	Pedagogical approaches	Designing a training session – holistic model Teaching methods and styles Learning methods and practice How do we develop decision makers and problem solvers? How do we develop climbers' motor skills?	To understand the role of different teaching styles and approaches and how coaches can implement these in practice, in relation to the age and level of the climber.	
Block 3: Understanding climbing	Components of climbing	Key criteria: physiological, physical, psychological, technical, biomechanical, tactical – brainstorm what attributes belong in which category, link to practical situations. How can we tell what our climber needs to develop? Observation skills – observation template.	Appreciate the interactions between different components of climbing performance, and how to do a basic needs analysis.	Practical sessions with climbers practicing observation skills, exploring the components of climbing performance and gaining awareness of individual climbers' strengths and weaknesses.



	Functional anatomy	<p>Primary actions of major muscle groups involved in climbing movements.</p> <p>Synergistic functions of muscles to produce movement patterns and stabilise joints.</p> <p>ROM.</p> <p>Importance of joint mobility and stability.</p> <p>Basics of how leverage, force production and torque apply to climbing movements.</p> <p>Common postural and movement pathologies in climbing.</p>	<p>Be aware of how concepts of functional anatomy form the basis for optimising movement mechanics during climbing and how these relate to training session design and reducing injury risks.</p>	
	Applied climbing physiology	<p>Developmental stages.</p> <p>Basics of muscle physiology and mechanics and action in relation to strength/power/speed/endurance.</p> <p>Basics of energy systems in relation to energy supply.</p> <p>Basics of neuromuscular coordination in relation to skilled movement.</p> <p>Process of physiological adaptation to training.</p>	<p>To be aware of the key physiological systems which adapt in response to training methods used in climbing.</p>	



	Injury prevention and management	<p>Definitions and types of injuries and the common climbing-specific causes.</p> <p>Differences between trauma and overuse.</p> <p>Role of training errors, selection of training tools, injury and injury prevention.</p> <p>Role of pain.</p> <p>Red flags in repeated movements.</p>	To be aware of the main types of injuries in climbing and how effective coaching and training strategies can minimise the risks.	
Block 4: Training and performance	Training principles and methods	<p>Training principles in relation to designing training exercises and sessions.</p> <p>Training methods for strength, power, speed, endurance.</p> <p>Training technique, footwork, handwork, centre of gravity management, complex movements, jumps and coordination movement skills, different profiles.</p> <p>Training tactics, pacing, route reading, decision making.</p> <p>Keeping LTAD model in mind for stage/age appropriateness, adapting to</p>	To get practical experience in designing and implementing exercises which target specific training goals, and assign appropriate loading for individual climbers.	<p>Design and implement a training session or exercises from a selection of examples with the invited climbers for feedback.</p> <p>Psychological skills incorporated into communication strategies during practical sessions</p>



		<p>climbers with different abilities/inclusion (e.g. children, para).</p> <p>Appreciation of organising training sessions in a planned way, over set time periods.</p> <p>Choosing tools based on training facilities, bouldering, and other equipment.</p> <p>Designing routes that meet training requirements.</p> <p>Strategies to cope with limited conditions.</p>		
	Psychological skills	<p>How to help climbers set SMART goals.</p> <p>Visualisation and imagery for sequence solving, confidence, preparation.</p> <p>Self-talk for stress management, focus, confidence.</p> <p>Coping strategies for pressure, anxiety, fear, setbacks.</p> <p>Resilience – learning from mistakes, ‘failures’, positive attitude.</p>	<p>Appreciate the importance of effectively integrating psychological skills concepts into coaching practice for climbing performance and climber well-being.</p>	



		<p>Motivation enhancement.</p> <p>Confidence building through constructive feedback, celebrating success, strengths.</p>		
	Coaching at competitions	<p>Are competitions for everyone?</p> <p>Coaches role at competitions – how to provide psychological, implementational and organisational support.</p> <p>Rules of different disciplines.</p> <p>Domestic selection criteria and systems for talented youth.</p> <p>Organisational structure of domestic sport system and competitions</p> <p>Officials' pathways.</p>	<p>To gain insight into the role of a coach in competitions and how the domestic federation /organisation is structured and functions.</p>	



Future directions

What is the purpose of future coach education courses?

One of the key development goals of the IFSC is to deliver high quality and sustainable education programmes for coaches and national federations.

Groundwork is now underway for running coach education courses for national federations without any coach development programmes. This Climbing for All coach course, meets that need. The SCCR project has also provided the basis for the development of a higher level course, including the framework for the development of a Youth Athlete Coach course. Because of the nature of climbing, the risks it poses for athlete health if young climbers are trained inappropriately and the global decline in functional movement competencies and physical activity in the youth population, IFSC believes it is important to invest in promoting highly educated coaches to guide the work with our youngest climbers. Together these three courses can be aligned to, and complement the varying systems that many national federations already have – a key requirement from the IFSC.

Requirements for educators

Educators will be selected according to these criteria:

- Extensive knowledge and skills in teaching sport coaching with a specialist knowledge in sport climbing, through experience, education and/or profession.
- Competence to facilitate discussions and practical climbing sessions linking theoretical concepts to real-world coaching practice.
- English language competency minimum of CEFR B2 or equivalent demonstrated proficiency.

The goal to run a ‘train the trainers education programme’ is also under development.