

Session 01

Introduction to bouldering

Material/wall

Illustration "Learning zones model", masking tape, rope
easy routes

Goal of the day

Elicit skills of the group and group dynamics, playfully introduce group to bouldering, introduction of health and safety, gather experiences and reflect, train perception, encounter concepts of mindfulness

Exercises

Yurtcircle, Warm-up, Introduction to bouldering

Alternative exercises: Clap impulse, Blind and seeing perception

Starting phase

00:00	Introduction	Therapists introduce themselves, brief overview of session, 1-to-1 introductions, dealing with interruptions, being mindful of boundaries.
00:10	Round of introducing	<i>Who am I? (Name and living circumstances) Why am I here? What do I hope to get out of this group?</i> Putting nametag/masking tape on chest (<i>Welcome xy</i>).
00:40	Therapeutical approach	Learning zones model Bouldering as possibility of transmission: <i>Life problems may become apparent in these exercises. We can try out to solve them differently than before. This can be tested out here in a safe space.</i>

Active Phase

00:50	Group exercise	Yurtcircle Transition to the function of the group: <i>Now you have experienced that the group is holding and carrying you. With bouldering it is very important that everybody minds each other.</i>
01:10	Warm-up	Warm-up in the group Optional: introduce group ritual – participants form a circle, take each other's hands and count down from 3. Then they jump up, swing their arms up and shout "Bouldering, Yeah!".
01:15	Bouldering exercise	Introduction to bouldering Separate into smaller groups. Safety rules and first boulder experiences.

Final phase

01:45	Final round	<i>What are you taking away from today? Which experiences have you made with bouldering and in the group?</i>
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Topic - Session 01

Introduction and therapeutical approach

Background information

The background of the therapeutical approach is the [Learning zones model](#):

Comfort zone: State of confidence & competence, sense of wellbeing, self-efficacy, routine in actions & decision: use of strategies that have proven to work; remaining in the comfort zone makes it shrink.

Learning zone: State of growth, possibility of making new experiences/learning new strategies; initial insecurity, taking on challenges/the unknown; slow tapping into one's comfortzone, the comfortzone is being expanded in the learning zone

Panic zone: moving too quickly out of one's comfort zone; having no strategies, not supportive of growth/development, should be avoided, as it shrinks the comfort zone

The goal is that participants are encouraged to move out of their comfort zone into the learning zone, without moving into the panic zone. Therefore, it is important that everyone minds their boundaries.

Bouldering can act as a 'burning/magnifying glass'— problems and ways of behaving that one encounters in everyday life show themselves in the bouldering problems on the wall. We want to offer a safe space to try out new ways of behaving in bouldering that may then be transferred to everyday life.

For example, bouldering can be a metaphor for letting go: with every grip/boulder I let go of a known, safe grip and make a decision towards something new. That's the condition to move on and grow/develop oneself (learning zone model, leaving comfort zone, 'to dare').

Further it is important with bouldering that one focuses one's thoughts to the most essential and to be present to the here and now. Overthinking or letting one's thoughts drift will increase the risk of falling off the wall. This is creating an emphasis on being present (mindfulness).

Key questions

How did you find the bouldering? What experiences did you have?

When did you find it easy, when difficult?

Where were you in your thoughts? Were you present (in the here and now?)

What was your experience when you started thinking about what you were doing?

What strategies did you use? How did you approach the boulder?

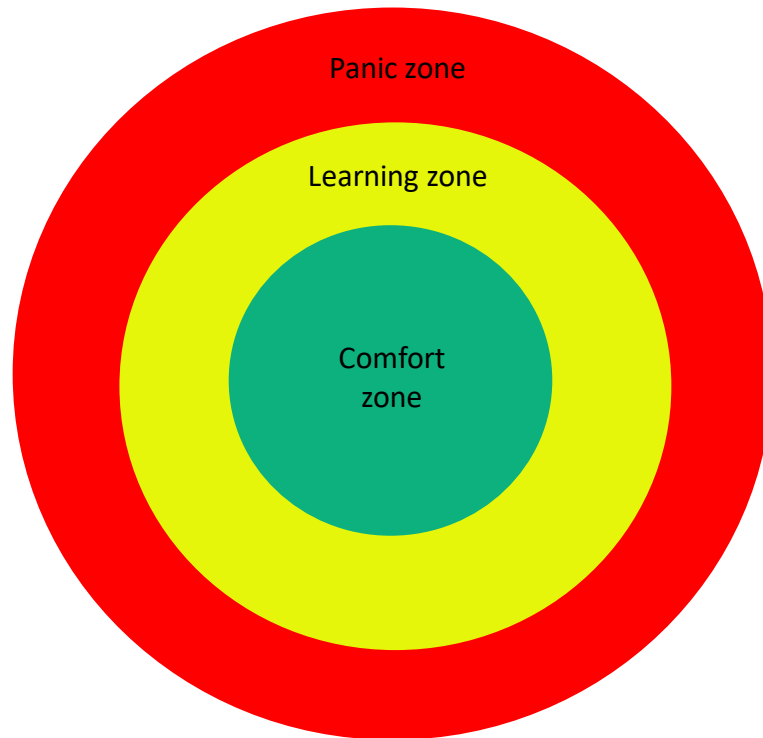
Learning goals

Leaving one's comfort zone "letting go of old grips/holds, to reach new grips/holds", to take risks/ dare something in a safe space, while being mindful of one's boundaries; being open to change!

Focus on present doing (mindfulness).

Honour small successes (celebrate what you have achieved).

Learning zones model



Comfort zone

State of self-confidence/experience of competence, sense of well-being, routinized action: strategies that have already proven themselves; staying in the comfort zone makes it shrink

Learning zone

State of growth and learning, new experiences and new strategies can be encountered; uncertainty at first, accepting unfamiliarity/new challenges; slowly moving from comfort zone to learning zone expands comfort zone

Panic zone

Venturing out of the comfort zone too quickly: no more available strategies, not conducive to development, should be avoided as comfort zone shrinks

The bouldering group is your own personal time, which you can use to experience yourself, to make new experiences and to change something. Do what makes you feel good! Get involved without putting yourself under pressure. If you don't want to participate in an exercise, you don't have to. Everyone is allowed to look for exactly the challenges that they need in order to make new experiences.

Pay attention to yourself and your limits. If you notice that you are not feeling well during an exercise, contact one of the therapists.

Yurtcircle

Group exercise

Description

All participants sit in a circle and hold a long, knotted rope. On command, everyone stands up together at the same time, leans back and holds each other by holding on to the rope.

Material/wall

Knotted rope, at least 1m per participant

Free space with enough space to fall, can be on mats

Key questions

How do the participants deal with the dependence on each other? Is anyone breaking out?

How much do the participants trust each other?

Variations

Different variations in ascending degree of difficulty: first get up on a command of the therapist, then without command (feel when the right time is), finally whoever wants can optionally close their eyes during the exercise.

Tips

Ensure sufficient space and "fall terrain". Make sure that the knots are secure!

If no rope is available, everyone can hold hands.

Warm-up and cool-down

Individual exercise

Description

Participants are inducted to warm-up before starting to boulder and cool-down at the end.

The warm-up consists of 3 parts:

1. Cardio warm-up: starjumps, jumping jacks
2. Mobilisation: open and close fists (with arms outstretched or at an angle), wrist turns, move arms to side and flip palms up and down, move head to each side, circle arms back and forth, cat-cow pose on all fours, stretch sideways, stretch hands down to the toes while standing, twist and stretch ankles.
3. Warm-up climb: climb 3-4 easy routes below your own level to warm-up.

Cool down consists of stretches to all muscle groups that were used.

Material/wall

Free room or space on mats

Key questions

Which exercise did you like last time? How did it go?

Variations

Due to time constraints and depending on the content of the lesson, the warm-up climb may be omitted.

Tips

Increasingly involve participants to encourage initiative.

Introduction to bouldering

Individual exercise

Description

Introduction to basic bouldering and safety rules

No jewellery, care of nails and hands, no streetshoes on climbing mats, keep fall areas clear, do not leave anything on the mats, the person on the wall is coming first

Tour of the climbing centre/wall

Getting to know the most important areas.

Getting to know the wall

Stepping down (Topout vs. jump off), colours and levels of difficulty, beginning holds and starting from sitting, holding the final hold with two hands (3 sec.) vs. stepping out, teams of two: ensure safe environment, careful while jumping off the wall

First boulder experiences

Pre-boulder a traverse, have participants traverse in groups of two and immediately address safety-relevant mistakes.

Pre-boulder an easy boulder route (incl. topout and jump), let participants try it out one after the other and support them.

Material/wall

Simple traverse, easy route with topout

Therapeutical themes

Introduction, mindfulness

Key questions

Individual discussion of the experiences made: *How did you feel about bouldering? What kind of experiences did you have? When was it easier, when was it harder? Where were your thoughts? (In the here and now?) How did you feel when you started thinking about what you were doing? What strategies did you use? How did you approach the boulder?*

Tips

Immediately address safety-relevant errors, avoid reprimands!

Pay good attention to the limits of the participants!