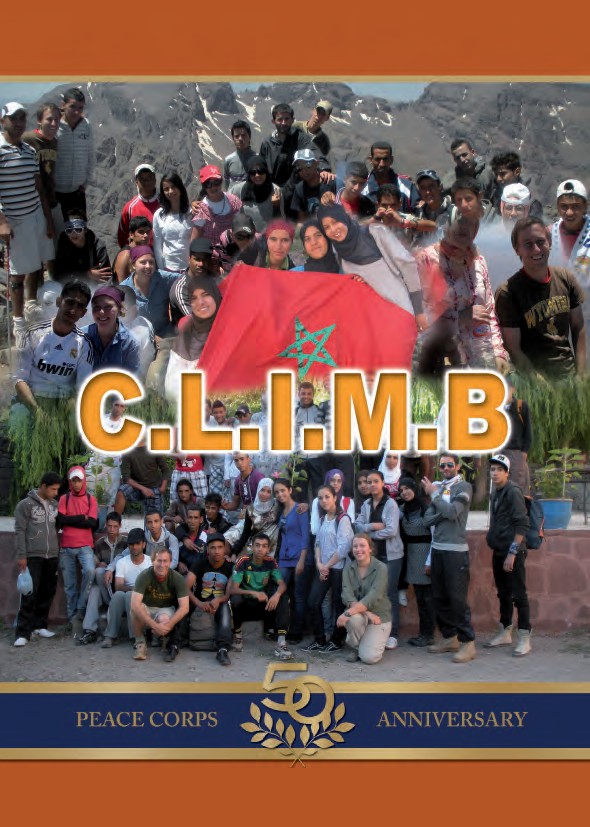
Peace Corps Morocco



C.L.I.M.B Handbook 2011

Creating Leadership In the

Mountains and Beyond

1961 - 2011



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C.L.I.M.B .

Creating Leadership In the

Mountains and Beyond

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CLIMB: Goals,

Timeline and

Overview

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CLIMB

Creating Leadership in the

Mountains and Beyond

The i dea of C.L.I .M.B. was born i n the Atl a s Mounta i ns

of Moroc co among two Pea ce Corps youth development vol unteers wi th strong environmental and rec rea ti ona l ba c kgrounds . Ba s ed on the fi ndi ngs of thefi rs t yea r

c ommunity and youth a s s es s ment, PCVs Anna Ja mes

a nd Peter Kitlas discovered great potential for creating a program that would enable Moroccan youth to develop moti vating personal growth goals while discoveri ng the a ma zing landsc a pes of thei r c ountry. The goa l of thi s proj ect is to work with underpri vi l eged youth i n PCVs ’

c ommuni ti es to c ompl ete a s i x month l ong outdoor l ea dership program that inc orpora tes ex c urs i ons a nd

l ea dership building ac ti vi ti es . The c ul mi na ti on of thi s proj ec t i s to bri ng two groups of Moroc c a n youth together from opposite c orners of the c ountry to c l i mb the hi ghes t mounta i n i n North Afri c a , Mt. Toubka l . C.L.I .M.B. ha s fi ve ma i n goa l s :

� To fos ter a n a pprec i a ti on for the envi ronment

a mong youth i n our c ommuni ti es .

� To provide an environment that encourages a nd

s upports s el f-di s c overy a nd s el f-a wa renes s .

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� To devel op critical thinking and decision-maki ng s ki l l s .

� To tea c h youth the nec es s a ry s ki l l s to s a fel y

ex peri ence the environment whi le incorporating s us ta i na bl e pra c ti c es .

� To c rea te an opportunity for youth to ex perience the di versity of Morocco, i n terms of the natura l envi ronment a nd the peopl e.

Anna Ja mes a nd Peter Ki tl a s were both Pea c e Corps Youth Devel opment Vol unteers i n Moroc c o from September 2009 to November 2011. Anna ’s s i te wa s Gfi fa t, a small village in southern Morocco nea r Aga di r, a nd Peter’s site was Ribat El Kheir, l oc a ted i n northern Moroc c o nea r Fes .

Sha ring a passion for the outdoors a nd envi ronmenta l

educ a ti on, Peter a nd Anna were very ex c i ted to j oi n forc es a nd c rea te CLI MB. They fi rml y bel i eve tha t outdoor ex peri enc es a re very i mporta nt fa c tors i n bui lding s el f-c onfi denc e a nd i nterpers ona l s ki l l s for youth i n Morocco. Additional l y, they a c knowl edge the di fference outdoor adventures have made i n thei r own l i ves and were very excited to assist Moroccan youth i n thei r own s el f-a c tua l i za ti on.

After des i gni ng the progra m, Peter a nd Anna

i mpl emented CLI MB i ndi vi dua l l y i n thei r res pec ti ve s i tes . Ea c h vol unteer worked wi th a group of fi fteen

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youth between the a gesof 15 a nd 18. Peter a nd Anna moved through the program at the same pa c e, a nd the fi nal goal of the program was to bring the two groups of Moroc can youth together, from opposite c orners of the c ountry, to c l i mb Mt. Toubka l . Fol l owi ng i s a

c ompi l a ti on of thei r ex peri enc es , a c tvi ti es , a nd

s ugges ti ons to promote the s us ta i na bl i ti ty of thi s

progra m i n the yea rs to c ome.

Project Timeline

Month 0

Ana l yze your c ommuni ty needs a s s es s ment. Does CLI MB fi t wi th the needs you found in your community? I f s o, f ind c ounterpa rts who a re i nteres ted i n worki ng wi th you. Look for c ounterpa rts wi th di vers e

ba c kgrounds and ex peri enc es who a re i nteres ted a nd

s erious about c ommitting six months to a proj ec t wi th youth.

Month 3

Begi n wri ting the grant. I deally, you will have a c opy of

thi s grant by the end of month three or the beginning of month four. Submi t your gra ntto Pea c e Corps.

Months 3 - 6

Fi nd youth who woul d be i nteres ted i n pa rti c i pa ti ng.

Sta rt orga ni zi ng a nd pl a nni ng a c ti vi ti es wi th your

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c ounterpa rts . You s houl d be s eei ng / meeti ng wi th them regul a rl y a t thi s poi nt.

Month 6

Hol d fi rs t meeti ng of the c l ub.

Months 6 – 12

Compl ete weekl y a c ti vi ti es i n thes e a rea s, but not nec essarily i n this order. Suggestions for ac ti vi ti es a nd l es s on pl a ns a re l i s ted bel ow:

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Topic Discussed | Week | Topic Discussed |
| 1 | En vi ro n m e n ta l  Ed u ca ti o n | 11 | Pa ck i n g / Ca m p i n g  I n tro d u cti o n |
| 2 | En vi ro n m e n ta l  Ed u ca ti o n | 12 | Nu tri ti o n a n d  Hyd ra ti o n |
| 3 | En vi ro n m e n ta l  Ed u ca ti o n | 13 | Le a ve No Tra ce |
| 4 | En vi ro n m e n ta l  Ed u ca ti o n | 14 | Le a ve No Tra ce |
| 5 | Tru s t Bu i l d i n g | 15 | Le a ve No Tra ce |
| 6 | Te a m Bu i l d i n g | 16 | Le a ve No Tra ce |
| 7 | Gro u p Problem Solvin | 17 | Ge n e ra l To u b k a l  I n fo rm a ti o n |
| 8 | Le a d e rs h i p | 18 | Lo g istics o f To u b k a l |

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Month 10 – 12

Dec i de on a da te, pl a n, a nd ex ec ute the fi na l tri p to

Toubka l or mounta i n of your c hoi c e.

Month 13

Hol d a n i nforma l or forma l pa rty to rec ogni ze the

a c c ompl i s hments of the groupa nd the c ommuni ty.

Beginning Stages

Months 0 – 6

Needs Assessment

I f CLI MB i s going to be s uc c es s ful i n your c ommuni ty

you wi ll need c ounterpa rts a nd c ommuni ty members wi th a s trong desire to a ddress the needs met through CLI MB. Before s ta rti ng thi s proc es s, ma ke s ure you ha ve c oml eted a thorough needsa s s es s ment. Then fa mi l i a ri ze yours el f wi th the goa l s of CLI MB, ma ki ng s ure you c a n ex pres s them to c ommuni ty members .

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Thes e wi ll be your backbone for the next six months and a re vi tal to ens uri ng the di rec ti on a nd s uc c es s of the progra m. See the Appendix for the goa l s i n Ara bi c . Onc e you feel like you understand the goals and can talk a bout them wi th peopl e i n your town to ex pl a i n why CLI MB i s ri ght, i t i s ti me to s ea rc h for c ounterpa rts .

Finding interested counterparts

An ex tremel y important aspectof the CLI MB program is

to fi nd a group of res pons i bl e, dedi c a ted, a nd

enthusiastic c ounterparts to work wi th on the proj ec t. Thi s ma y be ea s i er s a i d tha n done. I f your goa l i s to c ompl ete the enti re CLI MB progra m, you wi l l need to rec ruit c ounterparts who a re wi l l i ng to dedi c a te thei r ti me a nd energy to a six-month long program wi th you,

a nd the youth i n your c ommuni ty. Keep i n mi nd tha t one of the goa ls of the Youth Development progra m i n Moroc c o i s :

“To strengthen the support and capacity of parents and community members to improve the lives of young people through increased awareness and knowledge of youth-related issues and participation in youth focused activities.”

From our experience, we woul d rec ommend fi ndi ng a group of a pproximately five counterparts who you trus t

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a nd c an rely on. Worki ng wi th l a rge groups of peopl e c a n be difficult in terms of management a nd delegati on of res ponsibility. Additionally, make your ex pec ta ti ons c l ear from the very beginning. Your c ounterparts should know wha t the proj ec t wi l l enta i l , wha t they wi l l be res ponsible for, and wha t you wi l l be res pons i bl e for. Worki ng wi th a s s oc i a ti ons c a n be tri c ky a t ti mes bec a use everyone seems to have different moti vations , but thi s program can be easily carried out wi th a group of fri ends or i ndi vi dua l s tha t you trus t i n your

c ommuni ty. Bec a us e CLI MB’s foc us i s on outdoor

a c ti vi ti es, a bui l di ng to meet a t i s not nec es s a ry. Therefore, the proj ec t does not need to be pa rtnered wi th a n a s s oc i a ti on a t the Da r Cheba b. I n the s a me ma nner, i f you c a n’t rel y on the moudi r of the Da r Cheba b, you do not need to work wi th them. Work outs ide the Dar Chebab and find someone you c a n rel y on. The most i mportant poi nt i s to fi nd a trus tworthy c ounterpa rt.

Someti mes the word “c ounterpa rt” c a n be a l i ttl e mys teri ous . You ma y be thi nki ng, “Who a re thes e peopl e?” Counterparts are different for everyone; some a re a s s oc i a ti on pres i dents , s ome a re government offi cials, moudirs, parents, tea chers , fri ends , a nd even your s tudents! The important point to ma ke i s tha t the

bes t c ounterparts will be those you know you c a n trus t a nd rely on. Maybe they’ve never gone to universi ty, or

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even gra duated from high school, but i f they a re excited a nd wi l l i ng to work wi th you for 6 months , to benefi t the youth i n thei r c ommuni ty, they wi l l be ex c el l ent.

Grant Writing

The CLI MB program incorporates activi ti es tha t c a n be c a rri ed out a t the Da r Cheba b, but i t a l s o i nc l udes ex c ursions and a final four-day trip to Mt. Toubkal in the Hi gh Atl as Mountains of Morocco. I n order to c ompl ete thes e a ctivi ti es you mus t ha ve fundi ng. We a c qui red funds through the Pea c e Corps Pa rtners hi p Progra m (PCPP) by wri ting a grant, submitti ng i t to programmi ng s ta ff in Rabat for approval, a nd then sending i t to Pea c e Corps Washington for fina l a pprova l (A c opy of whi c h

c a n be found bel ow). Onc e the gra nt i s a pproved by

Pea c e Corps Wa s hi ngton, the gra nt i s pos ted on the Pea c e Corps websi te a nd dona ti ons from fri ends a nd fa mi ly bac k home fund the proj ec t. Anyone who s ees the proj ec t pos ted onli ne i s a bl e to dona te to the proj ec t a s wel l . Conta c t your Progra m Ma na ger for more i nformation on the PCPP grant a nd where to fi nd the a ppl i c a ti on. I t’s i mporta nt to remember tha t the PCPP c a n fund 75% of the proj ec t, but the other 25% mus t be c ontri buted by the c ommuni ty. Thi s does n’t ha ve to be ha rd c urrenc y; i t c a n c ome i n the form of vol unteered ti me, tra ns porta ti on, food, etc .

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Be s ure to gi ve yours el f pl enty of ti me to ra i s e funds before begi nni ng the CLI MB progra m. I t took a pproximately four months to rec ei ve our funds from the ti me we s ubmitted the PCPP application to Ra ba t to when we ha d all of our funds i n ha nd. There a re c l ea r a dva nta ges to begi nni ng the proc es s a s s oon a s pos s i bl e.

Finding interested youth

There a re several wa ys to find interested youth i n your

c ommunity. Perhaps you have a group of students from

one of your English classes who are always ea ger to try s omethi ng new. Ma ybe you ha ve a l rea dy s ta rted a n envi ronment c l ub a t your Da r Cheba b, or know of a n a ssociation that i s i nteres ted i n doi ng envi ronmenta l a pprec i a ti on work wi th youth. Or, perha ps you ha ve grown c lose to c erta i n youth i n your c ommuni ty tha t you thi nk would benefit from l eadership ex peri enc e, or s how a n i nterest i n discovering new places i n thei r own c ountry.

Your c ounterpa rts c a n a l s o be grea t res ourc es i n

i dentifying youth in your communi ty. Crea ti ng pos ters wi th i nforma ti on on the progra m, the goa l s a nd obj ec ti ves , a nd pl a c i ng them i n s c hool s or the Da r Cheba b is a great wa y to a ttract youth a nd ga uge thei r i nterest. Another possibility would be to organize a field tri p to a nearby natural lands c a pe a nd i nvi te a s ma ny

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youth a s pos s i bl e to a ttend. Duri ng the fi el d tri p, s i t everyone down a nd ex pl a i n your i dea for the CLI MB progra m. See who ex pres s es i nteres t! Wri te down na mes a nd c onta c t i nforma ti on for thos e i nteres ted youth. I t’s i mporta nt to remember tha t ex pec ta ti ons mus t be c l ea r for the youth a s wel l . They need to unders ta nd the progra m, the ti me c ommi tment, a nd thei r pa rents must be wi lling to sign a wavi er tha t s a ys they c a n pa rti c i pa te on a l l ex c urs i ons , a nd a 4-da y (overnight) ex c urs i on to Mt. Toubka l . I t’s c ompl etel y a c c epta bl e to be s tri c t wi th the s tudents . Thi s i s a n

i nc redi bl e opportuni ty for them, but they need to be a bl e to c ommi t to the progra m. Thi s c a n be di ffi c ul t bec a us e ma ny of them ha ve proba bl y not ha d the opportunity to be involved in a project l ike this, one that ha s s uc h a l a rge l ong-term goa l . They mi ght not be a c customed to working towa rds a l ong-term goal over a peri od of 6 months . I t wi l l be a c ompl etel y new ex peri enc e for them!

Si t wi th your c ounterparts and talk about the i nterested youth a nd select a group of 15 students to ta ke pa rt i n the progra m. I deally, you would have 7- 8 girls and 7 - 8 boys. Try to select s tudents who are between the a ges of 15 a nd 18. Students of this age wi ll be a ble to ha ndl e the res ponsibil i ti es gi ven to them a nd when i t c omes ti me to c l imb Mt. Toubkal they wi l l be better prepa red tha n younger ki ds .

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Be open to the s uggestions of your c ounterpa rts , but i f you know s pec i fi c s tudents you thi nk woul d rea l l y benefi t from the progra m, a dvoc a te for them! Someti mes i t mi ght ta ke a whi l e to i denti fy thos e s tudents, but 6-12 months i n your site you shoul d ha ve a good i dea of who woul d work wel l i n thi s type of s etti ng.

Middle Stages

Months 6 – 12

Carrying out activities

Weekly Meetings

Onc e you have selected your group of participants , you need to s i t down wi th everyone a nd dec i de on a da y a nd ti me to hold your weekly CLI MB meetings. From our ex peri enc e, Sunda y morni ngs wa s the bes t ti me for everyone because it was the onl y da y of the week tha t

s tudents did not have school. I t wa s the onl y ti me tha t

everyone in the group was free. We hel d our meeti ngs from 9a m-12pm every Sunday from Ja nua ry to June, 5 months , and 20 sessions in tota l. Keep in mind, hol di ng

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s essions on Sundays may pose dificulties for some girls. Ma ny girls a re hesitant to c ome to the Da r Chebab on a Sunday because there is no school, and they don’t wa nt peopl e wondering or talking about why they a re c oming i nto town on a Sunday. The thought is that i f there is no

s c hool, they shouldn’t be out a nd a bout. We a l l know how rumors fly i n small villages! To help wi th this, make s ure you have a responsible group of s tudents who a re wi l l i ng to s tep forwa rd a nd defend the gi rl s when needed. People l ove to ta l k, but hopeful l y you c an try

a nd keep “the ta l k” pos i ti ve. I nform peopl e of the

program, the goal s a nd obj ec ti ves , a nd wha t you a re tryi ng to a c c ompl i s h.

Working TOGETHER

I dea l l y, you wi l l ha ve a group of a pprox i ma tel y 5

c ounterparts and 15 s tudents worki ng a l ongs i de you

throughout the program. I t’s extremel y i mporta nt tha t EVERYONE rema ins involved throughout every s ta ge of the progra m. I t would be great if all 5 counterparts were pres ent each week so you could carry out the a c ti vi ti es together. Meeti ngs duri ng the week wi th your

c ounterparts to plan the a ctivities for Sunday’s meeti ng wi th the s tudents a re highly recommended. Included i n thi s manual are the lessons and activities we c ompl eted ea c h week, wi th the goals, monitoring a nd eva l ua ti on, a nd bes t pra c ti c es . From our experi enc e, we often brought lesson pl a ns a nd i dea s to the ta bl e a nd then

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worked wi th our Moroccan counterparts to i mpl ement the l es sons. Perhaps you wi l l ha ve a rea s of ex perti s e tha t you offer, a nd of c ours e your c ounterpa rts wi l l ha ve their own areas of ex pertise. The i mporta nt thi ng to keep i n mi nd i s tha t “Outdoor Lea ders hi p” i s a c oncept that ma y be unfa mi l i a r to them a nd you wi l l ha ve to c onti nue to keep the progra m movi ng i n the ri ght direction. Growing up in Americ a , ma ny PCVs a re fa mi l i a r wi th progra ms s uc h a s “NOLS – Na ti ona l Outdoor Lea dership School” a nd “Outwa rd Bound”, but thes e fra meworks for education may seem quite foreign a t fi rs t to both your s tudents a nd c ounterpa rts .

**Monthly Excursions**

The CLI MB program incorporates both weekly meetings

a nd monthly ex cursi ons . The monthl y ex c urs i ons a re des igned to give youth an opportunity to ex perience the di vers i ty of Moroc c o, i n terms of the na tura l envi ronment a nd the people (Goal #5 of CLI MB). Ma ny of the youth you will be working wi th probably have not ha d the opportuni ty to tra vel wi thi n Moroc c o, a nd thes e ex c urs i ons wi l l l i kel y be very ex c i ti ng a nd memora bl e for them. Bea uti ful l a nds c a pes a re a bundant i n Morocco, so i t’s not necessary to tra vel fa r di stances to find amazing natural pl a c es to ex pl or e. I n fa c t, tra veling to nearby locations is a great i dea for the monthl y ex cursions because you a re introduc i ng youth to pl a ces they ca n c onc ei va bl y tra vel to on thei r own

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l a ter. The goa l bei ng tha t by the end of the progra m they wi l l be able to safely an d successfully go out hiki ng wi th thei r fri ends a nd i ntroduc e even more young peopl e to the beautiful landsc a pes found i n Moroc c o.

There s hould be a separate budget for ea c h ex c urs i on a nd you wi l l need to s et a s i de money for both tra ns porta ti on a nd food. One i dea i s to fi na nc e the tra nsportation with the PCPP grant, a nd ha ve s tudents bri ng sack lunches from home. The food they c ontribute c a n be included in the c ommunity contributi on porti on of the gra nt. Another i dea woul d be to ha ve s tudents a nd c ounterparts each contribute 20 dirhams to a “food fund” for the da y and have students organize what they woul d l i ke to prepa re duri ng the ex c urs i on.

Tra nsportation can be i n the form of 15 -passenger vans, bus es, or grand ta xis. Your Moroccan counterpa rts wi l l be a grea t resource when looking for c heap and efficient tra ns porta ti on. Be res ourc eful ! Perha ps there a re c ommunity members who would be wi l l i ng to provi de tra nsporta ti on i f you pa y for j us t the ga s . I t’s a good

i dea to s ta rt c l os e to home a nd gra dua l l y ha v e ex c ursions farther away from your town. Thi s wi l l be a new ex peri ence for all and “s hweea b shweea” is a good a tti tude to keep i n mi nd!

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**Volunteerism**

Vol unteerism is a n i mporta nt ex peri enc e for youth i n

Moroc co and i t i s a ma j or pri ori ty for the Mi ni s tr y of

Youth a nd Sports . Vol unteeri s m wi l l hel p devel op

l ea dership traits in participa nts , they wi l l ga i n res pec t from thei r c ommuni ti es , a nd wi l l gi ve them a n opportunity to enga ge i n thei r c ommuni ti es i n a new wa y.

The mos t i mportant i dea i s to ENGAGE both the youth a nd your counterparts in the decision ma ki ng proc es s . Ha ve a meeti ng wi th the s tudents a nd your c ounterpa rts a nd ta l k a bout c ommuni ty needs . Bra i nstorm i deas for possible service projects. A c oupl e ex a mples inc l ude: orga ni zi ng a tra s h pi c k -up a round town, pa i nting murals a t the Dar Chebab, or orga ni zi ng a n ex cursion or day of ac ti vi ti es for young c hi l dren i n the c ommunity. The students should ta ke the leadership rol e i n the planning a nd execution of thi s a c ti vi ty. Thi s wi l l be a good wa y for you to monitor and eva l ua te the l ea dership skills tha t they ha ve hopeful l y a c qui red i n previ ous s es s i ons .

For ex a mple, the youth in Anna’s c ommunity decided to orga nize a trash pick-up in thei r vi l l a ge, a nd purc ha s e a nd di s tri bute publ i c tra s h c a ns a round town. They pl a nned a three-hour trash pick-up around town whi c h ga i ned a l ot of a ttenti on from the c ommuni ty. Then

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they s pray-painted the name of their environment c l ub on the tra s h c a n (i n Ara bi c ) a nd di s tri buted them a round to town to 14 di fferent s hop keepers . They rec ei ved muc h pra i s e a nd res pec t from c ommuni ty members for their project, a nd it wa s a very rewa rdi ng ex peri enc e for a l l thos e i nvol ved.

**Keeping the program moving forward**

When i mplementing a 6 month l ong program, there wi ll

undoubtedly be “ups and downs” a nd “highs and lows ”. A pos i ti ve a tti tude on the pa rt of the vol unteer i s es s enti a l to keep everyone el s e movi ng i n the ri ght di rection. I t’s importa nt to i ns i s t tha t a l l pa rti c i pa nts (a nd c ounterpa rts i f pos s i bl e) be pres ent a t every weekl y meeti ng. This is i mportant to keep a strong team a tmos phere and make sure the students receive a l l the tra i ni ng nec es s a ry to s a fel y c l i mb Mt. Toubka l . Remember tha t your presence is also very importa nt a t every weekl y meeti ng. Cultivating positive relationships wi th the ki ds i s es s enti a l for a s uc c es s ful CLI MB program. I n the end, if the ki ds rema i n i nteres ted a nd enthus i a s ti c , you wi l l rea c h your goa l .

The monthly hikes/excursi ons a re grea t wa ys to keep the s tudents interested a nd ex cited about the progra m. They wi l l be wi l l i ng a nd ex c i ted to c ome to the Da r

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Cheba b for weekl y s es s i ons i f they know there i s a n upc omi ng ex c urs i on. Another us eful pra c ti c e i s to tra nsfer leaders hi p rol es to the s tudents s o tha t they rema i n i nvol ved a nd feel l i ke they a re c ontri buti ng s omethi ng i mporta nt to the group.

**Managing Counterparts**

I t i s es s enti a l to ma ke s ure your c ounterpa rts unders ta nd the proj ec t a nd i ts goa l s . Thi s understanding wi ll make your j ob much easier a nd l es s s tres s ful . Therefore, i t i s i mporta nt to keep your c ounterpa rts a wa re of a l l a s pec ts of the proj ec t a nd ma ke s ure tha t they ta ke owners hi p of the proj ec t a s wel l . Here a re s ome ti ps for ma i nta i ni ng a good a nd hea l thy rel a ti ons hi p wi th your c ounterpa rts .

1. **Ke e p the m inform e d of all aspe cts of the proje ct.** This includes grants, funding, planni ng, upda tes from Peace Corps . The ea s i es t wa y to do thi s i s to s et up a weekl y or bi -weekl y meeti ng ti me wi th your c ounterpa rts

2. **Value the ir vie w s and opinions.** Even i f they

s uggest a n activi ty tha t ha s nothi ng to do wi th the goa ls of CLI MB, i t i s i mporta nt to va l ue the i dea . A good relationship will only develop if the c ounterparts also feel l i ke they ha ve a voi c e i n the proj ec t.

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3. **Share Responsibilities.** Handing over a uthori ty a nd power to your c ounterpa rts i s a very i mportant part of CLI MB. CLI MB is a c ommuni ty proj ect not j ust a Peace Corps projec t. Ha ndi ng over thi s a uthori ty wi l l c rea te a s ens e of owners hip of the project. Needles s to s a y, thi s wi l l be very hel pful i n keepi ng a s us ta i na bl e proj ec t.

4. **L iste n.** Unders ta nd ex a c tl y wha t your

c ounterpart wa nts and is trying to say. Thi s wi l l hel p you ma na ge a nd enc oura ge them.

5. **Make sure your counterparts are in agreement.**

One of the ha rdest problems to manage is when

two of your c ounterpa rts a re i n di s a greement. When this happens i t might be best to fi rs t ta ke a ba ck seat a nd try to fi rst understand the enti re s i tuation. That is, the a rgument may be a res ul t of a n event i n the c l ub or i t mi ght ha ve ti es to previ ous vendetta s . Onc e you unders ta nd the s i tuation decide whether it is necessa ry to meet wi th them a nd mend ti es. A s mall disagreement i n the c lub might ma ni fes t i ts el f i n a l a rge wa y due to the previ ous rel a ti ons hi p of two

i ndividuals. I f you cannot make th em a gree wi th

ea c h other, play the middle man and ma ke s ure they both a gree wi th you.

6. **Se t e xpe ctations at the be ginning of the proje ct.** Ma ke sure that your counterparts know

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wha t i s ex pected of them throughout the c ourse of the proj ec t. Sta ti ng thi s ex pl i c i tl y a nd i n wri tten form a t the beginning may cause for less c onfusion or drea dful c i rc ums ta nc es l a ter on.

**Pre-Toubkal Trip with Counterparts** Before tra vel i ng to Mt. Toubka l wi th your group of s tudents , i t i s a very good i dea to tra vel to I ml i l a nd orga nize the l ogistics of your tri p beforehand. Also, i t i s s trongl y rec ommended tha t you c l i mb Mt. Toubka l yours el f to bec ome fa mi l i a r wi th the route a nd the di ffi c ul ty of the terra i n. An i mporta nt a s pec t of thi s “Pre-Toubka l Tri p” i s the i nvol vement of you r c ounterparts. While it mi ght not be feasible to bri ng a l l of your c ounterparts on thi s tri p, i t’s i mporta nt to try a nd i nc l ude a t l ea s t one Moroc c a n c ounterpa rt. You mi ght wa nt to c ons i der a ddi ng thi s to your budget, bec a us e otherwi s e you mi ght ha ve to p a y for tra nsportation and lodging for both yours el f a nd your c ounterpa rt.

Thi s was a very rewarding experience for us, and we feel

i t wa s very i mporta nt to the fi na l s uc c es s of the program. I t is va l ua bl e for Moroc c a n c ounterpa rts to wi tness every aspect of the l ogistica l orga ni za ti on a nd to be i nvolved wi th the organization of the fi na l tri p. I t a l so was nice for our res pec ti ve c ounterpa rts to meet ea c h other and share stories and ex periences from their

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i nvolvement in CLI MB. I t c reated a bond months befor e the fi na l tri p even bega n. Al s o, a fter returni ng to our res pective sites , our c ounterpa rts were a bl e to rel a te the i nforma ti on to both the s tudents a nd other c ounterpa rts .

We rec ommend making this trip approximately a month or two before your final trip . We tra veled to Imlil in May a nd our final tri p was at the end of July. There wa s s ti l l qui te a bit of snow on the upper mounta i n (a bove the refuge) s o we were una ble to climb to the s ummi t, but we s ti l l orga ni zed a l l l ogi s ti c a l a s pec ts of the tri p

i nc luding hotel accommodation in I mlil, accommodation

a t the refuge, a nd tra ns porta ti on to a nd from

Ma rra kec h.

**Beginning Toubkal Preparations with Students**

I nc luded in the proj ec t ti mel i ne, you wi l l s ee tha t the

l a st four sess i ons before the fi na l tri p a re devoted to Toubkal prepa ra ti ons : Genera l Toubka l I nforma ti on, Logi s ti c s of the Fi na l Tri p, a nd Tec hni c a l As pec ts c oncerning the climb. Before thes e l a s t four s es s i ons , you s hould have already compl eted your “Pre-Toubka l Tri p” s o you a nd your c ounterpa rts wi l l be equi pped wi th a l l of the nec essary information to c a rry out thes e s es s i ons .

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Be s ure to review wi th your students what gear they will need to bri ng wi th them for climbing Mt. Toubka l . Here i s a rec ommended l i s t of gea r:

1. Sturdy hi ki ng boots or a thl eti c s hoes

2. Severa l pa i rs of s oc ks

3. A ba c kpa c k, prefera bl y wi th a wa i s t bel t

4. Cool , brea tha bl e c l othi ng for hi ki ng i n hot wea ther

5. Wa rm clothes for evenings a nd ea rl y morni ngs

6. Ja c ket

7. Wa terproof ra i ngea r i f pos s i bl e

8. Wa rm ha t

9. Ba l l c a p or s un ha t

10. Tra i l s na c ks

11. 2 one l i ter wa ter bottl es

12. Sungl a s s es

13. Hea dl a mp or fl a s hl i ght

14. Suns c reen

There a re a few i tems that the PCVs should definitely be

res ponsible for bringing, such as fi rst-a i d ki ts , a poc ket kni fe, duc t ta pe, a nd a c el l phone.

I t wi l l most likely ta ke some ti me for students to ga ther

together a ll of the necessary gea r for the c l i mb, s o i t’s

i mporta nt to gi ve them pl enty of noti c e s o they c a n borrow or purchase any items they don’t al rea dy ha ve. Al s o, fellow PCVs can be a great resource when trying to fi nd ba c kpa c ks for everyone. Mos t PCVs c ome to

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c ountry wi th either a large backpack or a da ypa c k, a nd you mi ght be a bl e to borrow ba c kpa c ks for s tudents who don’t ha ve the money to purc ha s e thei r own.

**Wrapping Up**

The CLI MB program and climbing Mt. Toubkal will undoubtedly be a life c hanging ex perience for your

s tudents, your counterparts, and yourself! All of the

ha rd work, ti me, energy, and emotions that everyone ha s put into this program deserve recognition. Here a re a few i deas for wrapping up the program in a

mea ningful wa y.

**Creating Certificates for Participants and Counterparts**

We woul d recommend creati ng c ertificates for

everyone involved i n the program. I t is a nice touch to

i nc lude the Peace Corps logo, a nd everything wri tten in

both English and Arabic. Here’s a n example of what we wrote on our c ertificates: “I n appreciation a nd

rec ognition of the participation, and c ontribution to the s uccess of the inaugural 2011 CLI MB program.” We then s i gned the c ertificates as Peace Corps representati ves

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a nd had the president of our associations wi th whom we worked s ign the certificates as well. **Celebration!**

I f you happen to ha ve leftover money from your PCPP

gra nt, thi nk a bout hosting a party at the Da r Chebab

wi th a l l of your students and counterparts. This would be a grea t opportunity to present them wi th

c erti ficates, copies of photos, and thank them for their c ommitment to the program. Putting together a

s l ideshow wi th photos from the enti re program would be a mea ningful way to reflect on the ex perience you ha ve all shared together. Consider inviting parents,

c ommunity members, a nd c o workers a t the delegation.

I t woul d be great for parents to see what thei r c hildren ha ve accomplished; they deserve praise and support from thei r parents!

**Thanking Counterparts**

You probably would not have been able to pull off a

proj ect of this magnitude wi thout the support and hard work of your counterparts. Make sure they realize how gra teful you are for their contribution to the program.

**Passing it along!**

The CLI MB program is designed for PCVs to i mplement

a t thei r Da r Chebabs around the c ountry. Our h ope is tha t i t wi l l become a sustainable program that is

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repea ted wi th different groups of youth across

Moroc co! Share these resources wi th fellow PCVs a nd Moroc can counterparts , add to them, and l et’s see what mounta ins we c an move together!

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**Suggested**

**Lessons**

The l essons suggested below a re s ome whi c h we ha ve us ed a nd found to be s uc c es s ful l . They refer to a c tivities listed in the sections below, c ited with a na me a nd page number. They generally take 2 – 3 hours ti me to c ompl ete.

Les s on 1 – Envi ronment

Obj ec tive: By the end of thi s l es s on, s tudents wi l l have a better understa ndi ng of the na tura l fl ora a nd fa una tha t ex i s t i n thei r regi on.

Ac ti vi ti es :

1. Ga me – Preda tor a nd Prey **(Pg 68)**

2. Ga me – Oh Deer **(Pg 70)**

3. Di s cussion of natura l wi l dl i fe i n thi s a rea ; on a fl i p c ha rt i ns i de or i n a c i rc l e outs i de

4. Fl ower Pres s Ac ti vi ty (**Pg 76)**

5. Sc a venger Hunt **(Pg 71)**

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Les s on 2 – Envi ronment

Obj ec tive: By the end of this l esson students will be a bl e to ta l k a bout the bea uti ful envi ronmental features i n thei r a rea a s wel l a s the ba d envi ronmenta l fea tures . They wi l l be a bl e to identify different types of pollution, their c a us es , a nd thei r rel a ti on to huma ns

Ac ti vi ti es :

1. Fox a nd Ra bbi t **(Pg 70)**

2. Tra s h Ra c e **(Pg 72)**

3. C-Bon Ac ti vi ty **(Pg 77)**

4. Bea uti ful Envi ronment Ac t. **(Pg 74)**

5. Tra s h Pi c k -up

Les s on 5 – Trus t

Obj ec ti ve: By the end of thi s a c ti vi ty s tudents

wi l l be a bl e to defi ne wha t trus t mea ns wi thi n the group s etti ng a nd wi l l feel c omforta bl e pa rti c i pa ti ng i n group a c ti vi ti es .

Ac ti vi ti es :

1. Pea k-a -Who **(Pg 36)**

2. Ci rc l e Sl a p **(Pg 39)**

3. Mi rrori ng **(Pg 54)**

4. Revi ew of Pos i ti ons **(Pg 54 – 56)**

5. 1 Pers on fa l l **(Pg 56)**

6. 2 Pers on fa l l **(Pg 58)**

7. Li ne fa l l **(Pg 59)**

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Les s on 6 – Trus t 2

Obj ec tive: By the end of thi s a c ti vi ty s tudents wi l l be a ble to trust thei r peers supporting them. Ac ti vi ti es:

1. Huma n Knot **(Pg 52)**

2. Everybody Up **(Pg 60)**

3. Wi l l ow i n the Wi nd **(Pg 61)**

4. Hi gh Fa l l **(Pg 62)**

5. The Vi l l a ge **(Pg 44)**

Les s on 7 – Group Probl em Sol vi ng

Obj ec tive: By the end of thi s a c ti vi ty s tudents wi l l be a bl e to work together a mi c a bl y a s a group to s ol ve probl ems .

Ac ti vi ti es :

1. Look up, Look down **(Pg 36)**

2. Speed Ra bbi t **(Pg 38)**

3. Hel i um Hoop **(Pg 44)**

4. Huma n Knot **(Pg 52)**

5. Steppi ng Stones **(Pg 43)**

6. Egg Drop **(Pg 46)**

Les s on 8 – Lea ders hi p

Obj ec tive: By the end of thi s s es s i on s tudents

wi l l be a bl e to i denti fy effec ti ve qua l i ti es of a

l ea der a nd be a bl e to try thes e qua l i ti es wi th

members of the group i n a s upporti ve envi ronment.

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Ac ti vi ti es :

1. Negoti a ti on Squa re **(Pg 47)**

2. Bl i nd Pol ygon **(Pg 48)**

3. Di s cus s i on: Wha t ma kes a l ea der?

Dra wi ng of pers on fi l l ed wi th

l ea dership quali ti es , to be done i n 2 or 3 groups .

4. Key Punc h **(Pg 49)**

5. Tea m A vs Tea m B **(Pg 45)**

6. Mi ne Fi el d **(Pg 51)**

Les s on 9 – **Wilde rne ss First-Aid L e sson**

**Obje ctive :** To teach youth the necessary skill s to s a fel y

ex peri enc e the envi ronment whi l e i nc orpora ti ng s us ta i na bl e pra c ti c es .

**De scription of Activitie s:** I n the proj ec t ti mel i ne, we i nc luded two sessions of Wilderness First-Aid to prepare s tudents a nd c ounterpa rts to s a fel y ex peri enc e mounta in environments. These sessions should i nc l ude l ec tures on the most c ommon illnesses ex peri enc ed i n the mounta ins (those listed in the Wildernes s Fi rs t-Ai d Sec ti on). Bring a complete wi ldernes s fi rs t-a i d ki t wi th you to the s es s i on to s how pa rti c i pa nts everythi ng needed for a s a fe c l i mb i n the mounta i ns . Di s c us s s ymptoms a nd trea tments for ea c h i l l nes s . When di scussi ng trea tments , i nc l ude ha nds -on l ea rni ng by s howi ng pa rti c i pa nts ex a c tl y wha t to do i f s omeone

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s hows s ymptoms . Ha ve the s tudents rol e-pl a y a nd verba l l y ex pl a i n to you how they a re trea ti ng the “pa ti ent”.

**Monitoring and Evaluation**

Eva luate participants’ understanding by observi ng thei r “rol e-pl a ys ” a nd c orrec t them a fterwa rds on thei r mi s ta kes . Ha ve ea c h s tudent pa rti c i pa te s o you c a n moni tor tha t everyone unders ta nds .

Fi rs t Ai d

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**Leadership**

**Activities**

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**Leadership**

**Activities**

**Introduction:**

The purpose of c ompleting leadership a c ti vi ti es wi thi n

the c ontex t of CLI MB is to build self c onfi denc e a mong the youth pa rticipants wi thin the group. I t is also meant to a l low them to s howcase thei r a bi l i ti es a nd fos ter a network of s upport and encouragement i n and between the group members. Genera l l y, l ea ders hi p a c ti vi ti es s houl d be c ompl eted towa rds the begi nni ng of the program so a s to c rea te a pos i ti ve, s upporti ve group a tmos phere. There a re a c oupl e di fferent types of

l ea ders hi p a c ti vi ti es tha t ra nge from fun, wa rm-up

ga mes to more a dva nc ed group a nd trus t ex erc i s es . Bel ow you wi l l fi nd the a c ti vi ti es a rra nged i n thi s ma nner:

● Wa rm-up Ga mes Pa ge 36

● Group Ac ti vi ti es Pa ge 43

● Trus t Ac ti vi ti es Pa ge 53

● Debri efi ng Tec hni ques Pa ge 63

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**Sequencing:**

One of the mos t i mporta nt a s pec ts of l ea di ng thes e

types of activities is creating a proper sequenc e s o tha t the pa rti c i pa nts benefi t the mos t from ea c h a c ti vi ty. Not a l l of the activities accompli s h the s a me ta s k. For

i nstance, some activiti es s i mpl y pr omote wa rmi ng up

the group, whi le others focus on building specific ski l l s . Thes e specific a nd more tec hnical activi ti es s houl d not be c ompleted at the beginning of a lesson. Nor s houl d the wa rm-ups be given a ma j ori ty rol e i n the s es s i on. Thus , a proper order mus t be devel oped a nd a theme fra med for the participants. Ma ke sure you can identify a l i nk (like a da i l y goa l ) between your a c ti vi ti es . You wa nt them to c omplement ea c h other, but you do not wa nt them to bec ome to repetitive. Us ua l l y, two hour s es s i ons wi l l l ook l i ke thi s :

1. 0 – 15 Wa rm-up 1

2. 15 – 30 Wa rm-up 2

3. 30 – 60 Group Ac ti vi ty 1

4. 60 – 90 Group Ac ti vi ty 2

5. 90 – 120 Debri ef, c ool -down

Thi s sequence all ows the group to get energi zed, then foc us on accomplishing defined tasks, and finally time to refl ec t on the ex peri enc e.

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**Warm-Up Games**

**Pe ak- A- Who**

**Obje ctive :** For the group members to bec ome fa mi liarized wi th the names and faces of other members i n the group.

**De scription of the Activity:** Divide the group i n half a nd ha ve the two l eaders hold up the s heet. Ma ke s ure the groups cannot see each other a nd a re three feet a wa y from the s heet. Ea ch tea m wi ll send up one individual to the s heet a nd wi ll face the s heet. The s heet i s dropped a nd the two pl ayers try to c orrectly name the individual on the other s ide fi rst. Whoever names the person fi rs t gets tha t person to j oin her tea m. Continue to play until a l l members a re on one tea m. I nc l ude a dva nc ed va ri a ti ons tha t s end two peopl e up to the s heet, no words can be used; others have to descri be the pers on **Equipm e nt**: La rge Bed Sheet

**Monitoring and Evaluation:** See i f a ny of the s tudents a re a bl e to na me a l l of thei r peers .

**L ook Up / L ook Dow n/ L ock**

**Obje ctive** : To ma ke group members c omforta bl e

through seeing other members a nd us i ng thei r voi c e. **De scription of the Activity**: Sta ndi ng i n a s houl der -to- s houl der c i rc l e, the group i s i ns truc ted to a l l “ Look down “ a nd must l ook at the fl oor. When the c omma nd “ Look Up “ i s gi ven, a l l mus t do s o a nd l ook a t the c ei l i ng. When the c omma nd “l oc k” i s gi ven the

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members must simultaneously, look directl y at the eyes of a ny other pl a yer. I f a ny two pl a yers ma ke eye c ontact, they a re both out of the game. I f a player ends up l ooking at a player who is l ooki ng a t s omeone el s e, both pl a yers a re s ti l l i n the ga me. The obj ec t i s to rema i n i n the ga me a s l ong a s pos s i bl e.

**Monitoring and Evaluation**: Vi s ua l eva l ua ti on of the

group. Are the members l a ughi ng? Do they l ook c omforta bl e? Are they ha vi ng fun?

**Zip/ Zap**

**Obje ctive :** Have the s tudents feel c omforta bl e wi thi n the group s etti ng.

**De scription of the Activity:** As k the ga me i ni ti a tor to s ta nd in the c enter of the circle. Her/his j ob i s to poi nt to a pers on in the c ircle and say “Zip”. The person that is poi nted to must duck down as quickly as pos s i bl e. (Not be za pped). The two i ndividuals on his/her right a nd left mus t turn towa rd ea c h other; poi nt thei r i ndex fi nger towa rd the other pers on a nd yel l “Za p”. I f a ny of the tri o “mes s es up” or i s zi pped or za pped they then bec ome the i nitiator. Add more people to the c enter a s the ga me progres s es .

**Monitoring and Evaluation:** Are the pa rticipants yell i ng

zi p a nd za p? Are they l a ughi ng a nd ha vi ng fun?

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**Spe e d Rabbit**

**Obje ctive :** To encourage s tudents to feel c omforta bl e a mongst thei r peers through a c ti ng a nd movements . **De scription of the Activity:** As k the ga me i ni ti a tor to s ta nd in the c enter of the circle. Her/his job is to point a pers on in the circle and say either (1)elephant (2) rabbi t or (3) c ow. The signified individua l a nd the two peopl e to her i mmedi a te ri ght a nd l eft mus t perform a ri tualized and symbolic pantomime sequence before the c enter person c a n c ount to 10. I f the s equenc e i s not done c orrec tl y or i n ti me, then the offendi ng pers on mus t ta ke the place of the i ni ti a tor. I f the s equenc e i s performed correctly, then the initiator points to another pers on until someone eventually makes a mi s ta ke. The a ni mal sequences are as follows a nd, of c ours e c a n be (s hould be) a mended, or a dded to, a s pl a y c onti nues . **Ele phant**

The pers on poi nted to:

1. Ex tends his/her right a rm forwa rd, pa l m down, ha nd l i ghtl y c upped

2. Bri ngs the l eft ha nd under the a rm a nd up to pi nc h the nos e.

3. Fl a ps the ri ght arm up and down, a s i n fl a ppi ng thei r trunk.

4. The two pl a yers to the ri ght a nd l eft of the fl a pping trunk must fl ap thei r ”ea rs ” by wa vi ng thei r ha nds next to their ea rs . Al l thi s ha ppens s i mul ta neous l y before 1,2,3 ...10 i s rea c hed.

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**Rabbit**

1. Center pers on hops up a nd down.

2. Pers on to the ri ght s tomps hi s /her ri ght foot.

Pers on to the l eft s tomps hi s /her l eft font

**Cow**

1. Center pers on i nterl a c es fi ngers of both ha nds

a nd presses both palms out a wa y from her/hi s body, resulting i n both thumbs poi nti ng to the ground.

2. Si de peopl e mus t gra b a thu mb a nd mi me a

mi l ki ng moti on. Ma ke up your own s eri es of s ounds a nd moti ons for a c hi c ken, hors e, porpoi s e, s kunk, dog, etc . To i nc rea s e the a c ti on(c ha os ), a nd eventua l l y end the ga me, begi n to put more and more caught peopl e i nto the c enter.1

**Monitoring and Evaluation:** Were the kids laughing, a c ting out the a nimals, a nd having fun?

**Circle Slap**

**Obje ctive :** To move the s l a p a round the c i rc l e. Empha s i ze the i mporta nc e of bei ng pres ent wi th the group.

**De scription of the Activity:** Pl a yers l i e i n a c i rc l e,

s toma c h-down on the fl oor wi th everyone’s hea d

1 Rohnke, Cows tails and Cobras 1989

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ori ented toward the c enter. Arms and hands are further ex tended towa rd the c enter, then c ros s ed over the a rms of the person to your right and l eft - pa l ms down. A fl oor s l a p i s i ni ti a ted by s omeone a nd pa s s ed i n s equence around the circle of hands. If a double s l a p i s gi ven, the s l a p s equenc e revers es . I f three s l a ps a re del i vered, the slapping pers on mus t wi nk a t s omeone el s e across the c ircle, and the receiver res ponds wi th a s i ngle or double slap. If a fist is slapped on the fl oor the s l ap s ki ps one ha nd a nd then c onti nues i n the s a me di rec ti on from there.

**Monitoring and Evaluation:** As k the s tudents wha t ha ppened when they were not pa yi ng a ttenti on to the ga me. Talk about the i mportance of “bei ng here” both phys i c a l l y a nd menta l l y.

**King Frog**

**Obje ctive :** To break down barriers between participants on the group.

**De scription of the Activity:** Have group members sit in a c i rcle. As k each member to c hoose an a ni ma l s ound to repres ent him or herself. Then go around the group in a c l oc kwi s e ma nner a nd a s k ea c h pers on to ma ke hi s s ound. You may want to do this more tha n onc e. Ha ve one l ea der act as King Frog and start the ga me. The King Frog says hi s s ound twi c e a nd then c hoos es a nother pl a yer’s sound. This choi c e turns the ga me over to the

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nex t person who mus t ma ke hi s /her s ound twi c e a nd then pi c k another member’s sound. This continues until s omeone makes a mista ke i n the s equenc e. Onc e thi s ha ppens , the member who ma de the mi s ta ke mus t move to the pos ition next to the Ki ng Frog. This position i s the last pos i ti on when goi ng a round the c i rc l e i n a c l ockwise manner. All players who move must then take on the s ound of the person who wa s s i tti ng to hi s l eft. The obj ec t of the ga me i s to dethrone the Ki ng Frog. After a few rounds use a combi na ti on of ges tures a nd s ounds .

**Monitoring and Evaluation:** Di d the a ni ma l noi s es progres s a nd get better throughout the c ours e of the ga me?

**Ah- So - Ko**

**Obje ctive :** To brea k down c ommuni c a ti on ba rri ers between pa rti c i pa nts i n the group .

**De scription of the Activity:** Have the group sit i n a circle i n the tra ditional ancient l otus position (legs c ros s ed i n front). This game involves pa s s i ng three di s ti nc t ha nd moti ons a nd noises in the c orrect sequence. Pla yer one begi ns by saying “Ah!” whi l e swi nging her hand over her hea d. This player’s fingers will be pointi ng a t s omeone, pl a yer two, who then must ma ke the next move. Pl a yer two mus t put her ha nd under her c hi n whi l e yel l i ng “So!” a nd poi nti ng to the nex t pl a yer, who bec omes pl a yer three. The player can send the movement to the

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nex t pers on i n l i ne or ba c k to the pers on s he got i t from). This pers on ma kes a ha nd c hop tha t poi nts a t s omeone a nywhere i n the c i rc l e. The pers on on the rec ei ving end of this c hop must start the s equence again wi th a n “Ah!”, whi c h of c ours e mu s t be a c c ompa ni ed by a c hop a bove the hea d a nd poi nti ng to the l eft or ri ght. Rul es :

1) The s equence must a lways be “AH!” then “SO!” then

s i l ent poi nt.

2) Whenever pl a yers ma ke the wrong c ry, ma ke the wrong move or wait too l ong whi l e tryi ng to fi gure o ut wha t they a re supposed to do, they’re out of the ga me.

3) Ra ther tha n pol i tel y ex pl a i ni ng to the pers on tha t

they di d something wrong, the rest of the group pounds thei r fists on the ground, wi th their thumbs pointi ng up a nd all yell “ You’re outta the ga me!” The pers on who ma de the mi s ta ke mus t get up a nd s ta nd behi nd the s urvi vors . The s urvi vors mus t s l i de c l os er together, fi l l i ng the empty s pot i n the c i rc l e.

4) The group member who was sitti ng to the right of the

pers on who was jus t ej ec ted from the ga me ha s onl y fi ve s econds to start the sequence a gain wi th a n “Ah!” I f he or s he fails to carry out thi s ma j or res pons i bi l i ty... you got i t - they’re “Outta the ga me!”

5) The pl ayers who a re out of the ga me a re not rea l l y out of the ga me. I n fa c t, thei r new rol e i s a t l ea s t a s muc h fun a s bei ng i n the c i rc l e. I n thei r new rol e a s “hec kl ers”, they walk around behi nd the c i rc l e a nd try

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to c onfus e the other pl a yers by ta l ki ng to them a nd tryi ng to ruin their concentra ti on. They a re a l l owed to ta l k to the other players but they cannot touc h them or bl ock their vision. The ga me ends when there a re j us t two pl a yers left. They a re the AH - S0 - KO Cha mpi ons **Monitoring and Evaluation:** I nformal visua l eva l ua ti on of the groups atti tude during the c ourse of the a c ti vi ty.

**Group Activities**

**Ste pping Stone s**

**Obje ctive :** To get the entire group a c ros s a n obs ta c l e

zone us i ng onl y 6 -10 s teppi ng s tones (c a rdboa rd s qua res or s omethi ng of l i ke ma teri a l ).

**De scription of the Activity:** The group mus t c ros s a defi ned s pa c e. The group c a nnot touc h the fl oor wi thout bei ng on the squares and the squares can never l ose c ontact wi th a group member (THE SQUARE i s l os t i f thi s ha ppens )

I f the enti re group s ta rts over thi s i s returned by the

group i dentifying one way to i mprove on the pri nc i pl e tha t wa s l os t. I f a group member touc hes the ground (obs ta c l es ), a l l members mus t s ta rt over.

**Monitoring and Evaluation:** A debriefing circle tha t c a n i nc lude questions such as : Wha t di d you noti c e i n our a ttempts a t thi s ta s k; How wi l l our group dea l wi th members loss to the c ommitment; Wha t di d we l ea rn? How do we a pply this to our weekly meeti ngs? Ha ve the group i denti fy the pri nc i pl e tha t wa s needed mos t.

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**He lium Hoop / Stick**

**Obje ctive :** To l ower the hoop to the ground wi thout

a nyone di s c onnec ti ng from the hoop.

**De scription of Activity:** Ha ve the group members form

a ti ght shoulder-to-shoulder line a nd have them l ift their a rms up to shoulder height wi th only th eir i ndex fi ngers out. Pl a c e the brooms ti c k on thei r fi ngers . The brooms ti c k c a n onl y res t on the pa rti c i pa nts ’ i ndex fi ngers; no trapping or holdi ng the hoop i n a ny wa y i s a l l owed.

**Monitoring and Evaluation:** Look for c ommuni c a ti on, worki ng together. Check wi th the debriefing techniques l i s ted bel ow.

**The Village**

**Obje ctive :** To ha ve s tudents s pea k a bout the s pec i a l a s pec ts a nd needs of the group.

**De scription of the Activity:** The group is asked to decide

on a physical a nd pi c tori a l meta phor tha t repres ents wha t i t wa nts to be l i ke. An a c tua l vi l l a ge, wi th i ndividual huts, fire pits a nd protec tive bounda ri es c a n be us ed. But a meta phoric villa ge -- one tha t c onta i ns the el ement of protec tion, valuing of the group a nd the

i ndividual, and embracing values and goals – can also be

c rea ted. Some examples of meta phori c vi l l a ges a re: a c ommunal garden, a hot-air balloon that l ifts everyone,

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a s c hool bus where everyone goes i n the s a me di rection, a shorefront c a bi n everyone l i ves i n, a nd a pa thwa y through the woods that everyone is foll owi ng. Thi s gives group members a chance to create a pi ec e of a rtwork wi th everyone i nvol ved. Then, wi th the i ns i de a nd outside norm work c ompl eted, the vi l l a ge c a n be ex pa nded to i nclude i ndi vi dua l huts . Group members c rea te positive repres enta ti ons of thems el ves tha t fi t i nto the overall symbol. Inside each hut wi l l be l i s ted a goa l tha t the pa rti c i pa nt wa nts to work towa rd.

Ea c h va l ue s houl d be a bl e to be des c ri bed by the

fol l owi ng:

“Wha t woul d thi s l ook l i ke for our group?”

“Wha t woul d thi s s ound l i ke for our group?” “Wha t woul d thi s feel l i ke for our group?”

I t s hould also list obstacles that wi ll interfere with thes e

va l ues or the group’s growth.

**Monitoring and Evaluation:** Vi llages are hung about the

c l assroom to be referred to when nec es s a ry. They a re a n effec ti ve wa y to c hec k i n wi th the group.

**Te am “ A” VS. Te am “ B”**

**Obje ctive :** Here is a wa y to get a group to l ook a t the fool ishness of competition when they are trying to keep a l l of their oars in the wa ter rowi ng wi th sync hroni c i ty.

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**De scription of the Activity:** Grab a fl eece ball and circ l e up your group. As k them, while being timed, to pass the fl eec e ba l l from pers on to pers on a round the c i rc l e. After es ta blishi ng a benc hma rk, ha ve them a ttempt a fa s ter a nd fa s ter ti me. Onc e they ha ve rea c hed a n Ol ympic number, ex pla i n tha t you a re goi ng to di vi de them up i nto two tea ms , “A” a nd “B”. Tea m A wi l l c onti nue to pass the ball i n a clockwise direc ti on, whi l e Tea m B wi l l try to best their ti me i n a c ountercl oc kwi s e di rec ti on. Now i t’s ti me to rea l l y hea t up the c ompeti ti on. Get two fl eec e ba l l s goi ng a t the s a me ti me i n opposite directions. Where they c ros s a l wa ys provides a delicious moment of c onfus i on. Now wa i t, you s ay, tha t’s ri di c ul ous , i t i s the one a nd the s a me group! I t’s seems i mplaus i bl e, but the s i ngul a r group does start to c ompete wi th itself, s ometi mes “di s s i ng” the “other tea m” even a s it realizes on a nother level the a bs urdi ty of the c ompeti ti on. Another i nteres ti ng va ria ti on i s to pa s s fi rs t na mes a t h i gh vel oc i ty fi rs t c l ockwise (Team A), c ounterclockwise (Team B), then i n both di rec ti ons a t the s a me ti me.

**Monitoring and Evaluation:** Count the ti mes . Debri ef

wi th a tec hni que l i s ted bel ow.

**The Gre at Egg Drop**

**Obje ctive :** To have ea c h group c rea te a pa c ka ge tha t wi l l protect an egg from bei ng c ra c ked when dropped from the roof of a bui l di ng.

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**De scription of the Activity:** In the Great Egg Drop, the poi nt is to protect two eggs from their ultimate demise. Di vide your group into smaller sub groups, three o r four peopl e are an optimum number, and offer them the

fol l owing material; 2 eggs, 20 straws, and 30 inches of ma s king tape. Groups members must work together to des ign a nd build a deployment system tha t when the egg i s dropped from a height of seven feet wi ll protect thei r precious eggs. After the s ystems have been

devel oped the l aunch takes place from the top of a desk

or c hair surrounded at i ts base by a liberal number of pl astic garbage bags.

**Equipm e nt:** Eggs, straws, maki ng ta pe a nd news pa per

**Monitoring and Evaluation:** How ma ny eggs survived the fa l l? How did the members within each group work together to s olve this problem.

**Blind Polygon**

**Obje ctive :** To have the group create a square while their

eyes a re s hut or bl i ndfol ded.

**De scription of the Activity:** Ha ve the group s ta nd i n a

c i rc l e a round the 30 foot rope a nd s hut thei r eyes . I ns truc t the group tha t they need to c rea te a s qua re wi th the rope a nd cannot open thei r eyes unti l a l l the members a gree upon the res ul t.

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**Pe naltie s**: I f a member has to open their eyes , they a re no l onger al l owed to di rec t the group i n a ny ma nner. **Monitoring and Evaluation:** Ca n they i mprove thei r ti mes ? How ma ny s tudents open thei r eyes ?

**Ne gotiation Square**

**Obje ctive :** To allow participants to tes t thei r powers of negoti a ti on a nd ps yc hi c energy!

**De scription of the Activity:** Ha ve the c l a s s brea k i nto four equal groups. They should stand so that the groups form the four points of a square. Each group should face the group on the oppos i te s i de of the s qua re.

1. As k ea c h group to s tep a wa y from the s qua re a nd, privately, to c reate a motion a c c ompa ni ed by a s ound tha t wi l l repres ent thei r group. *The motion and sound need to be easily learned and repeated by others.*

2. As k the groups to c ome back to the s qua re. One

a t a ti me, ea ch group should demons tra te thei r moti on and sound. Ask the other groups to l earn a nd pra c ti c e ea c h moti on a nd s ound tha t i s pres ented

3. As k ea c h group to onc e a ga i n s tep a wa y from the s quare. The groups must now decide on one of the four moti ons a nd s ounds they ha ve l ea rned tha t they wi l l do nex t. *The goal of the*

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*activity is, without planning or communicating with the other groups, for the entire class to do the same motion and sound simultaneously!*

4. When ea ch group has decided quietly wha t they a re goi ng to do, ha ve the s qua re c ome ba c k together. On the c ount of three, everyone does thei r moti on.

5. I n ra re i ns ta nc es , the whol e c l a s s wi l l do the s a me moti on the fi rs t ti me. I f not, ha ve the groups continue the a c ti vi ty unti l the c l a s s a l l performs the s a me moti on.

6. Obs erve how the c l a s s does or does not negoti a te. Remember, groups ma y not ta l k to ea c h other!

**Monitoring and Evaluation:** Do the groups negoti a te wel l wi thout verba l c ommuni c a ti on? Debri ef.

**Ke ypunch**

**Obje ctive :** The object of this I nitiati ve i s for a group of

10-15 people to a ddress a l l the ta s ks i n front of them. To a c hieve thei r goa l , thi s hi ghl y tra i ned group mus t physically touch all 30 gym spots in numbered sequence a s qui c kl y a s pos s i bl e.

**Equipm e nt:** Keypunc h s pot ma rkers a nd s topwa tc h

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**De scription of the Activity**: Ha ve group members i dentify all the tasks and responsibiliti es they fa c e a s a s tudents . Li s t a l l thes e ta s ks on a s heet of pa per. **Rule s and Conside rations**

• The enti re group must begin a nd fi nish behi nd

the s ta rt l ine. The stopwa tc h s ta rts a s s oon a s the fi rs t pers on s teps over the l i ne. The wa tc h s tops when the last person c rosses back over the l i ne.

• Onl y one person can be on the keyboa rd a t a ti me. Tha t is, only one participant c a n be i ns i de the boundary rope. I f two people a re i ns i de the rope s i mul ta neous l y, a gl i tc h oc c urs a nd a pena l ty ti me i s a dded to the s c ore.

• I f a ny number is touched out of s equenc e (for ex a mpl e, 3 then 5), thi s i nfra c ti on c a us es the c omputer to c rash a nd a pena l ty ti me i s a dded to the s c ore. Remember: Speed typ -i ng onl y works if the end product maintains high qua l i ty.

• Any pa rt of the body ma y be us ed to touc h

ea c h numbered gym s pot i n s equenc e.

• The tea m c a nnot wa l k ba c k to the a rea

between a ttempts i n order to study the number s et up. Al l planning mus t oc c ur behi nd the l i ne where the group s tarts each round. Any time the group or a pl a yer c ros s es thi s l i ne, i t i s c ons i dered a n a ttempt.

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• Tel l the group tha t they ha ve 30 - mi nutes or fi ve a ttempts, whichever comes fi rst. I f they us e fi ve a ttempts in 18 minutes, they're done; i f they tri ed only three a ttempts in 30 mi nutes , they're done.

**• Pe nalties:** Something s ui ta bl y deva s ta ti ng i s a ppropri a te s o tha t the group wi l l wa nt to

a void errors. Ten seconds per i nfra c ti on s eems to ha ve a reasonable effect; besides, it's ea s y to a dd the pena l ty s ec onds a nd then a dj us t the ti me

**Monitoring and Evaluation:** During the debri ef, ta l k to the group a bout the ta s ks a nd res pons i bi l i ti es they l i sted a t the beginning. Then talk a bout how the group worked together to c ompl ete thes e ta s ks .

**Mine Fie ld**

**Obje ctive :** To be l ea d verba l l y through a fi el d of obs ta c l es whi l e bl i nd fol ded

**Equipm e nt:** Mi x ed group of obs ta c l es

**De scription of the Activity:** Place 30-foot pi ec e of rope

i n a large rectangle and pla c e obj ec ts i n the mi ddl e of thi s field. Rules: Ha ve the group split i nto partners a nd s hare goal(s) for the year. One participant keeps his/her eyes shut (blindfolded) and starts a t the end of the Mine Fi el d awa y from the goa l s . The s ec ond member mus t onl y guide the parti c i pa nt verba l l y through the ma ze.

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Al l ow a l l bl i ndfol ded members to enter the fi el d s i multaneously. I f a blind player touches an obstacl e, or a nother person they must return to the beginning of the ma ze.

**Monitoring and Evaluation:** A debri efi ng s es s i on tha t

c overs questions such as: Wha t wa s ha rder l ea di ng or fol l owing? Wha t ma de thi s s o? Wha t l es s ons c a n be l ea rned from thi s i n tryi ng to be a n i dea l group member? Wha t s upports a re a va i l a bl e?

**The Hum an Knot**

**Obje ctive :** Pa rti c i pa nts mus t unta ngl e the knot, ul ti mately forming a c i rc l e, wi thout l etti ng go of thei r pa rtners ’ ha nds ; s i mpl e but devi l i s hl y di ffi c ul t.

**De scription of the Activity:** Have the participants s ta nd i n a circ l e. Tel l them to memori ze who i s to thei r l eft a nd ri ght. Then ha ve the s tudents go to a di fferent pos ition in the c irc l e. Now s tudents mus t hol d ha nds wi th the i ndi vi dua l s who were to thei r l eft a nd ri ght res pec ti vel y. Thi s WI LL form a knot. I t i s now the s tudent’s goal to untangle this knot i nto a circle wi thout l etti ng go of thei r pa rtners ’ ha nds .

**Monitoring and Evaluation:** Thi s a c ti vi ty ri pe for

enga ging in problem solving, working as a team, l ooking out for others , s el f s a c ri fi c e a nd fun! There i s thi s tremendous sense of satisfaction as the ta ngle suddenly eva pora tes due to a s eri es of movements , no unl i ke

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fi na l l y getti ng tha t va l ua bl e s pool of ki te s tri ng unta ngl ed.

**Trust Activities – Basic Spotting**

The turs t a ctivities listed below should be given two da ys worth of sessions and can be completed i n the order l isted below wi th some ice-breakers at the begi nning. Ma ke sure your debriefing is thorough duri ng these activities and is given ample ti me.

**Tw o Pe rson Mirroring**

**Obje ctive :** To ha ve s tudents c opy ea c h other’s movements to bec ome a wa re of movement a nd devel op a c onnection between the climber and s potter. **De scription of the Activity:** Ha ve members pi c k pa rtners of any size. As one person moves , the pa rtner dupl icates or shadows every move. This is the beginning poi nt of devel opi ng “Spotters Knowl edge”, whi c h i s es sentially a c onnection between c l i mber a nd s potter. Thi s wi l l bri ng a bout a wa renes s of movement a nd devel op c onc entra ti on.

**Monitoring and Evaluation:** Di d the ki ds feel s a fe?

Wha t does trust mean i n this c ontext? Did the kids ta ke the a c ti vi ty s eri ous l y?

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**Hum an Spring**

**Obje ctive :** To ma ke s tudents a c c us tomed to

**De scription of the Activity:** Have group members selec t a pa rtner a pprox i ma tel y of the s a me s i ze. Ha ve ea c h member s tand fa c e to fa c e wi th feet s epa ra ted a bout two feet a part. Each member should rai s e both ha nds a nd place his/her hands a gainst his/her partner’s hands. The two s houl d form a l a rge A type fra me. Conta c t ma de wi th palms; heads on opposite sides; slow gradual s equence apart; c lear responsi bi l i ti es a nd c omma nds

**Spotte rs Position**

**Eye s**: Foc us ed on Fa l l er

**He ad**: Sl i ghtl y to one s i de

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**Hands**: Thumbs up

**Arm s**: Sl i ghtl y Bent

**L e gs**: Bent a nd i n a n a thl eti c s ta nc e

**Im age** : Shoc k a bs orber or s pri ng

The Spotti ng Sta nc e c ons i s ts of: Bei ng ba l a nc ed a nd c entered; ha vi ng knees fl ex ed wi th the s tronges t l eg behi nd a nd hands up and rea dy wi th thumbs poi nti ng upwa rd. I mage: The spotter’s body should respond l i ke a s hock a bsorber or spring wi th all movement i ni ti a ted i n the l egs .

**Spotting Ke y Ele m e nts**

● Protec t hea d, nec k a nd upper ba c k the mos t

● Sta y c ommitted to the faller even i f thi s mea ns goi ng to the ground

● Spot wi th enti re body a nd us e mos tl y l egs

● Pl a c e fa l l er up, do not tos s up

● Al wa ys start activi ty wi th ha nds c l os e to fa l l er

● Sa fel y lower pers on to ground us i ng your l egs

not ba c k

● Al wa ys us e the s a me c omma nds

● Fi nd good l evel footi ng

● Gi ve fa l l er ta p to s i gni fy s potter i s no l onger

s potti ng

● Pra c ti c e “Cha l l enge of Choi c e”

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**Falle r’s Position**

**Eye s**: Stra i ght a hea d, open or c l os ed

**He ad**: Stra ight a nd not tuc ked i n

**Hands**: I nterdi gi ta ted

**Arm s**: Cros s ed i n front of body **L e gs**: Stra i ght wi th knees l oc ked **Fe e t**: Together

**Im age** : Boa rd or pol e

The Fa lling Position consists of a stiff, straight body thus a l l owi ng your wei ght to be di s tri buted a s evenl y a s possible. Head should be back with arms fol ded a c ros s the front of the body. When fa l l i ng ba c kwa rds the pers on’s toes s houl d l ea ve the ground.

**One Pe rson Fall**

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**Obje ctive :** To build trust a mong the group partici pa nts .

**De scription of the Activity:** Position the s potter directly behi nd the fa l l er, hea d s l i ghtl y to the s i de, ha nds no more tha n six inches from the faller’s shoulders for fi rs t fa l l . Before ea c h fa l l the s potter a nd fa l l er mus t go through thes e c omma nds

Comma nds : The fa l l er s houl d i ni ti a te the s equenc e.

Fa ller: “Rea dy to c atch?” (Wesh enta/I wa j d/a ?)

Spotter: “Rea dy to c a tc h” (na 3m a na wa j d/a ) Fa l l er: “Rea dy to fa l l ?” (ga di nta H)

Spotter: “ Fa l l a wa y” (yel l a ta H/i )

Onc e c onfi dent i n thi s a c ti on the s potter ma y move further a wa y from the fa l l er. The s potter s houl d a nnounce his/her distance from the fa l l er. The s potter wi l l position him/herself in the spotting position directly behi nd the faller. The spotter’s head shoul d be s l i ghtl y to the s i de and his/her hands s houl d be no more tha n s i x inches from the faller’s shoulders. The fa l l er s houl d

i ni ti a te the s equenc e.

**Monitoring and Evaluation:** Debri efi ng c i rc l e where

ea c h pers on i s a bl e to ta l k a bout thei r ex peri enc es duri ng thi s a c ti vi ty. How di d they feel fa l l i ng i nto

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s omeone? How did they feel being responsible to catch a nother member of the group?

**Tw o Pe rson Fall**

**Obje ctive :** To bui l d trus t a mong the group members a nd give participants ex peri enc e i n fa l l i ng ba c kwa rds a nd forwa rds .

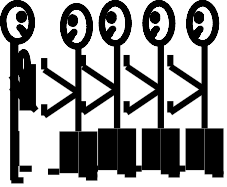
**De scription of the Activity:** Two s potters s ta nd wi th a fa l l er i n between them. The fa l l er fa l l s ba c k a nd i s brought to the c enter by the s potter. He c a n then fa l l forwa rd a nd i s a ga i n brought up to the c enter by the s potter. The faller has the c hoi c e whether he wa nts to fa l l backwards or forwa rds . Front s potter c a tc hes on el bows. Both spotters must res pond to c omma nds a s noted a bove. The faller must be placed up a nd i ni ti a te fa l l s .

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**Monitoring and Evaluation:** Was the fall di fferent wi th two peopl e tha n one? How s o?

**Trust L ine**



**Obje ctive :** To have the enti re group pa rti c i pa te i n the s potti ng, safety a nd well being of one group member a t a ti me.

**De scription of the Activity:** Same set up as two person. The s potter mus t s ta te “ I a m here”. The on dec k s potter must be rea dy. After spotti ng run to the end of oppos i te l i ne.

**Monitoring and Evaluation:** Did everyone i n the group pa rti c i pa te a nd keep the fa l l er s a fe? The qua l i ty of s potti ng can also be evaluated a t thi s s ta ge. I t s houl d

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be better tha n the previ ous a ttempts a s ki ds a re bec omi ng more a c c us tomed to fa l l i ng a nd s potti ng.

**Eve rybody Up**

***Basic Spotting must be completed successfully before***

***this activity is attempted***

**Obje ctive :** Have the enti re group sta nd up a t the s a me

ti me.

**De scription of the Activity:** Ha ve the group members

fi nd a partner of the s a me a pprox i ma te wei ght. Ha ve them s i t fa c i ng ea c h other wi th toes touc hi ng a nd hol ding hands or wrists. The task is to s ta nd up ex a c tl y a t the s a me time. Once accompl i s hed, j oi n ha ve them j oi n a nother s uc c es s ful pa rtners hi p a nd a ttempt the s a me task wi th now four people. Keep expandi ng thes e a ttempts until the enti re group can get up a t onc e. The onl y rule is that feet must be touching in such a manner tha t a n el ec tri c a l c urrent c oul d get through them. Peopl es ’ ha nds c a n go i n a ny “s a fe” c onfi gura ti on. ***Elbow s cannot be locked together in this activity so that dislocated shoulders w ill be prevented.* Monitoring and Evaluation:** Di d the group s ta nd up? How ma ny a ttempts di d i t ta ke?

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**Advanced Spotting**

***N.B. Basic Spotting must be completed before this activity is attempted***

**Willow in the Wind**



**Obje ctive :** To have the group support one member who s wa ys i n the c enter of the c i rc l e.

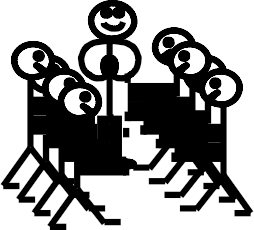
**De scription of the Activity:** Spotters s houl d be s houlder-to-shoulder, standing i n a circle. The s potters mus t ha ve their hands up a t all times. There mus t be a mi ni mum of 3 spotters i n each circle. The fall er s houl d be pl aced up a nd c hoose when he/she fa l l s . The fa l l er mus t be s tra i ght a nd ri gi d.

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**Monitoring and Evaluation:** Debri efi ng. Di d the pa rticipant in the c enter feel s upported a nd s a fe wi th hi s/her peers s ervi ng a s s p otters ?

**High Fall**



**Obje ctive :** Ha ve students hol d a bl a nket a nd c a tc h a s tudent who falls from a ta ble or chair of no more tha n fi ve feet from the ground.

**De scription of the Activity:** At l ea s t s i x peopl e fi rml y gra b the s i des of a bl a nket a nd hol d i t ti ghtl y. One member of the group a s c ends the ta bl e/c ha i r a nd s ta nds on the edge with their back to the group holdi ng the bl a nket. The faller and spotters (blanket holders) go through the c ommands . Then the fa l l er fa l l s i nto the bl a nket.

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**Monitoring and Evaluation:** Debri efi ng. Thi s c a n be a very emoti ona l a c ti vi ty s o ta l ki ng a bout i t wi th the pa rti c i pa nts i s i mporta nt.

**Debriefing Techniques**

**Try the se variations for de brie fing and talking about**

**various activitie s.**

**Take n from Dr. Katie Kilty, Proje ct Adve nture ’s**

**We llne ss and Adve nture**

**Se que nce**

•The Wha t? So What? Now What? Seri es of ques ti ons

•The "c hec k i n"

**Go-Arounds**

•One word des c ri pti ve

•Compl ete a s entenc e

•Apprec i a ti ons

•Report outs (from interviews or refl ec ti ons by dya ds ,

tri a ds , or s ma l l s ub -

groups )

•Bumper s ti c kers

**Writing**

•Hea dl i ners (a s i n a news pa per)

•Journa l wri ti ng

•Rea di ngs

**Reading**

•Short s tori es (topi c a l )

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•Journa l s ha ri ng

•Arti c l es (ma ga zi ne, news pa per)

**Expe rie nce Ratings**

•Thumbs up, down, s i dewa ys

•Sc ales: 1 -10 ra ti ng l i neups (ex .: opti mi s t-pes s i mi s t;

good-ba d degree of,

pa rti c i pa ti on; opti mi s t-pes s i mi s t)

•Pi -Cha rti ng: Looks Li ke, Sounds Li ke, Feel s Li ke

•Rol es : fel t l i ke a "ha mmer"/ "na i l "; hel per/hel pee;

vi c ti m; l ea der; c o -depen

a gi ta tor; i dea pers on; pa rent (mother/fa ther)

**Sym bols**

•Obj ec t from the envi ronment

•Hea dl i ners

•Sha pes a nd Col ors i ni ti a ti ve

•Col or Ca rd Debri ef

•Fa c i a l ex pres s i ons a nd pers ona l s c ul pture

•Group s c ul pture

•Vi deota pi ng

•Photos

•Col l a ge

**Cutting Off**

•I s sues: Rambling; c onflict wi th group's purpos e; va l ue l a den c omments ; need to s hi ft foc us ; a rgument; res c uing; story tel ling •Tactics: Nonverbal; interrupti on; "need for equa l a i r ti me"; a s k for a bri ef

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**Environment**

**Activities**

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**Environment**

**Activities**

**Introduction:**

Envi ronment activities a re broad a nd wi de ra ngi ng. I n

fa c t, i t i s ea s y to put a n envi ronmenta l twi s t on a ny

a c ti vi ty. Even thos e l i s ted a bove i n the l ea ders hi p a c tivities section can be twea ked so as to educate a bout c erta i n a s pec ts of the envi ronment. Bel ow a re the envi ronment a c ti vi ti es di vi ded i nto three s ec ti ons :

● Educ ational Ga mes and Warm-ups Page 68

● Art Ac ti vi ti es Pa ge 74

**Why Environmental Activities?**

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Some of thes e activities might s eem suited for younger a udiences. While this may be true for teena gers i n the s ta tes , thes e ga mes tend to s ti l l work very wel l wi th Moroc can teenagers. The l evel of education (especial l y i n the s ma l l er c ountrys i de towns ) tha t foc us es on envi ronmental concerns is much l ower tha n tha t i n the s ta tes . Therefore, thes e a c ti vi ti es work wel l i n

c onveying important concerns a bout the envi ronment tha t a re not nec es s a ri l y c overed i n the Moroc c a n educ ational system. These activities can easily be done i n c onjunction with the l eadership activities menti oned a bove. When tea c hi ng a bout the envi ronment, ma ke s ure your activi ti es a re themed a nd mea ni ngful . I t i s ea s y to l os e the mes s a ge i f the a c ti vi ti es ha ve no c onnection to one a nother. Ma ny activities focusing on the s a me s ubj ec t ma tter wi l l ha ve a muc h more s uccessful impac t tha n a ma ny a c ti vi ti es foc us i ng on every a s pec t of envi ronmenta l educ a ti on.

Try themes s uc h a s :

1. Res ourc e a wa renes s

2. Pol lution a nd Envi ronmenta l Apprec i a ti on

3. Cons erva ti on

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**Environmental Games and Warm- ups**

**Pre dator/ Pre y**

**Obje ctive :** Students will gain an understanding of how the populations of predators and prey are directly

c onnected to one a nother. Basic vocabulary involved i n des cribing predator prey relationships will be learned;

c a rrying capacity, prey, predator, limiting factor, and bi odiversity

**De scription of the Activity:** Ex pl a i n tha t the wa ys i n whi c h animals i nteract wi th one another effects the size of thei r i ndi vi dua l popul a ti ons . The mos t obvi ous ex a mpl e i s the rel a ti ons hi p between preda tors a nd prey. Defi ne the fol l owi ng the fol l owi ng terms ; bi odiversity (the number a nd variety of organisms found wi thi n a specified geographic region.), prey (a n a ni ma l hunted or seized for food, especial l y by a c a rni vorous a ni mal), predator (an organism that l ives by preyi ng on other orga ni s ms ), c a rryi ng c a pa c i ty (the ma x i mum number of i ndividua l s of a pa rti c ul a r s pec i es tha t a n a rea of l a nd c a n s upport), a nd l i mi ti ng fa c tor (the

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s uccess of a n orga ni s m i s l i mi ted by the pres enc e or a bsence of the fa ctors necessary for survi va l ) Crea te a ha bi ta t for the i ntera c ti ons to oc c ur. (Si ze of a Ba s ketball court works wel l.) Li ne all students up a t one end of the ha bi ta t. Thes e s tudents wi l l be the prey (mi c e) for yea r 1. Chos e 1 or 2 s tudents to be the preda tors (owl s ) for yea r 1. They s houl d s ta nd i n the mi ddl e of the ha bi ta t. The c l a s s wi l l need 1 da ta rec order. Popul a ti on of owl s a nd mi c e s houl d be rec orded a t the begi nni ng of ea c h round. (yea r) Thi s a c tivity is a versi on of freeze ta g. The tea c her bl ows a whi s tl e a nd the mi c e try to run from one end to the other wi thout bei ng ta gged (ea ten ) by a n owl . Any mous e ta gged mus t i mmedi a tel y freeze s o tha t a ny other owl s do not ea t them. Onc e the mi c e ma ke i t to the other s i de tha t c onc l udes the yea r. Thes e a re the s urviving mi c e. Any ta gged (ea ten) mi c e now bec ome owl s . An owl must ta g (ea t) a mi ni mum of 1 mous e to s urvive. I f there is a n owl that sta rves (does not ta g a ny mi c e) they must stand off to the side for 1 year and then return a s mice. The game should be played long enough for s tudents to rea l i ze thei r i s a n up a nd down (population fluctua ti on) between preda tors a nd prey.

**Monitoring and Evaluation:** Talk about the relationship between the prey a nd predator. Di d the students l earn a bout the relationship from this game. Talk about prey a nd predators in the s urrounding area.

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**Oh De er**

**Obje ctive :** Participants wi ll be able to ex plain probl ems tha t oc cur for animals when there is not enough or too muc h of one res ourc e.

**De scription of the Activity:** Two groups , one repres enting the deer and the other envi ronment, fa c e oppos i te di rec ti ons on a pl a yi ng fi el d. On the “Go” s i gna l , the two groups fa c e ea c h other a nd ma ke a s ymbol representing either WATER (ha nd over mouth), FOOD (ha nds on stomach) or SHELTER (hands i n a pea k over hea d). The deer mus t run to the envi ronment ma tc hi ng thei r s ymbol . I f they do not fi nd a n a ppropriate s ymbol , they di e a nd bec ome pa rt of the envi ronment.

**Monitoring and Evaluation:** Di s c us s res ourc es i n Moroc co. What did the students learn a bout res ourc e ma na gement? How i s tha t i mporta nt to our l i ves ? Ma ke a pos ter a bout the res ourc es i n our a rea .

**Fox and Rabbit**

**Obje ctive :** To play ta g a nd have fun.

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**De scription of the Activity:** Players are divided into groups of three a nd scattered throughout the playing fi el d. Two of them form a *home* by facing each other

a nd l ocking hands while the person i n the mi ddle is the *rabbit*. One player, the fox, c hases a homeless rabbit unti l it gets ti red and enters the home of a nother rabbit, pus hing that rabbit out of the house to be c hased by the wol f. When the wol f catches the ra bbit, they switch

pl a ces.

**Monitoring and Evaluation:** Did the students have fun?

**Scave nge r Hunt**

**Obje ctive :** To allow the students to explore their pres ent environment a nd find objects within it.

**Mate rials Ne e ded:** Plastic or paper bags, pen, and paper

(gl oves opti ona l )

**De scription of the Activity:** Crea te a l i s t of 15 or more i tems children may find in a forest (eg. A bi rd's fea ther, a s quare rock, a twi g wi th no l ea ves /1 l ea f/5 l ea ves , a wi l dflower, a pine cone, an olive, 10 pebbles, etc .). Give ea c h participant a plastic or paper bag a nd a l i s t of the i tems (may also be done in tea ms ). Set a ti me l i mi t for them to fi nd a l l the i tems . The s tudent or group who

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c ol lects the most or all the i tems before the ti me l i mi t ends i s the wi nner.

**Monitoring and Evaluation:** Ex a mi ne the di vers i ty of obj ec ts the s tudents found. Di d mos t s tudents ha ve s i milar i tems or wa s ea c h s tudent's c ol l ec ti on va s tl y di fferent from the others ? Thi s a c ti vi ty c a n a l s o be done a s animal wa tching. Students monitor wha t types of a ni mals (birds, mammals, reptiles, amphi bi a ns ) they s ee during a 30 mi nute peri od i n the fores t a nd wri te them down wi th a s much detail as pos s i bl e. At the end of the s es s i on, the tea c her wi l l c ount the number of ea c h uni que a ni ma l ea c h s tudent regi s tered to determi ne how di vers e thei r fores t wa s .

**Trash Race**

**Obje ctive :** Students will understand the types of pol lution c aused by the trash we c reate as well as

bra instorming wa ys to reduce the a mount of trash we ma ke i n our ev eryday lives. Appreciation of the

i mportance of keeping the environment clean wi ll be ga i ned.

**Mate rials:** Three buc kets or tra s h rec epta c l es . Stopwa tc h. Crumpl ed up pi ec es of pa per (ol d news papers, magazines, papers etc …) Sma l l pri zes for the wi nni ng tea m (notebooks , pens , c a ndy etc …)

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**De scription of the Activity:**

1. Di s c us s the ma j or forms of tra s h c ol l ec ti on a nd removal (landfills and i ncineration.) Include the wa ys i n whi c h these pollute the environment; burni ng pol l utes the a i r whi l e l a ndfi l l s pol l u te the l a nd a nd wa ters .

2. Bra instorm wa ys i n which we c a n reduce the a mount of tra s h we ma ke (donate old clothes or c ut them up to us e a s c l ea ni ng ra gs , reus e gl a s s bottl es , bri ng a reus able bag to the s tore instead of always using plasti c ones , buy food i n bul k to reduc e the a mount of tra s h c rea ted by pa c ka gi ng etc …)

3. Ex plain how reducing the amount of tra s h we c rea te i s only part of the solution. The trash that a lready ex ists a l s o needs to be c ol l ec ted a nd removed from the envi ronment. Move students outs i de a nd c onduc t the tra s h ra c e.

4. Tra sh Ra c e. Three tea ms of four s tudents ea c h a re pi c ked from the group (four tea ms wi th a l a rger group of s tudents.) Three trash c ans spaced evenl y a pa rt a nd i n a l i ne a re s et up. Sheets of c rumpl ed up pa per a re s pread throughout the a rea. A s tarti ng line is designated a nd the tea ms go one a t a ti me. They may not pick up or move the tra s h c a ns duri ng the ra c e a nd nonparticipating students (ei ther from another tea m or

from the overall group) are not allowed to touch a ny of the pi ec es of tra s h. The goa l i s to put every pi ec e of tra s h (c rumpl ed up pa per) i n the c a ns a s fa s t a s pos s i bl e. Ea c h tea m i s ti med wi th the fa s tes t ti me

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wi nni ng the race. The members of this tea m wi ll receive a s ma l l pri ze.

**Monitoring and Evaluation:** Ta l k wi th the s tudents a bout how much trash they create a nd then enc oura ge them to a c ti vel y try to ma na ge tra s h more s ens i bl y.

**Environmental Art Activities**

**Be autiful Environm e nt Activity**

**Obje ctive :** To encourage ki ds to thi nk c ri ti c a l l y a bout

thei r environment a nd recognize what aspec ts of i t a re trul y bea uti ful a nd wha t pa rts a re una ttra c ti ve.

**De scription of the Activity:**

Pa rt I : Bra i ns torm & Di s c us s i on

Thi s activity is a discussion about wha t is and is not i n a bea uti ful envi ronment. The goa l of thi s a c ti vi ty for c hi ldren to be a bl e to a rti c ul a te for thems el ves thei r vi sion of a beautiful environment whi l e l ea rni ng ba s i c ec ol ogica l c onc epts of bi odi vers i ty, pol l uti on a nd to i nspire/reinforce a pprec i a ti on of na ture. The a c ti vi ty fa c ilitator may or may not c hoose one student to s ta nd

i n front of the c l a s s a nd wri te the i dea s of her fel l ow

s tudents on the boa rd or a l a rge s heet of pa per. For s tudents a t a l ower writing l evel, they c oul d a l s o dra w

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the i dea s of the s tudents ra ther tha n wri te. Thi s di scussion can proceed individual or group art a ctivi ti es where s tudents dra w thei r i dea of wha t a bea uti ful envi ronment l ooks like and/or wha t a ugly environment l ooks l i ke.

***Right now w e are going to discuss w hat a beautiful environment is.***

***Who can tell me w hat is in a beautiful environment? What about plants? What about animals? Does a beautiful environment have just one kind of plant or animal? People?***

***What about the air? Is the air clean or dirty? Is the air clean in X tow n? Is the air clean in (Nearby city)? Can an environment be beautiful if the w ater is dirty? Who can tell me w hat a dirty environment looks like?* Doe s trash m ake the e nvironm e nt dirty ?**

***Can people help make the environment be beautiful? Can people help make the environment be ugly?***

***What makes Xtow n a beautiful place to live? What kind of environment is Xtown? (plants, animals, w ater) Is there a specific spot in tow n that is quite beauti ful? What is there that is beautiful? Is there a specific place in tow n that is ugly or dirty? Why is it dirty? How did it become that w ay? Do people play a role in keeping Xtow n a beautiful place? How ?***

**Part II: Art Activity**

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Thi s activity can be done in small groups or i ndivi dua l l y depending on cla s s s i ze a nd a va i l a bi l i ty of s uppl i es . Students a re a s ked to dra w a bea uti ful envi ronment ba s ed on the previ ous di s c us s i on, depi c ti ng a l l the el ements needed. The a c ti vi ty c a n be ex pa nded by ha vi ng s tudents a l s o dra w a di rty envi ronment. The pi c tures c a n be hung s i de by s i de for c ompa ri s on. Duri ng Ea rth Day, the a rt a ctivity i s a dra wi ng c ontes t. The wi nning tea m's picture wi ll be c hosen for a mural at the s c hool which will be painted on the school wal l a t a

l a ter da te.

Di vide the students i nto groups of 4 or 5 a nd gi ve out a rt s upplies. Explain that they are to dra w wha t i s i n a bea utiful environment (j us t l i ke the di s c us s i on). The bes t picture will be painted very big onto the school wall l a ter.

**Monitoring and Evaluation:** Presentation of art projects i n front of the enti re group ex plaining why they chose to i nc l ude s pec i fi c i tems .

**Flow e r Pre ss**

**Obje ctive :** To engage students a rtistical l y i n a c rea ti ve proj ec t a bout the envi ronment.

**Mate rials Ne e de d:** Pruni ng s hea rs , pl a s ti c ba gs to pres erve plants i n transit, newspaper, cardboa rd to a c t

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a s blotter, several heavy books, glue, ta pe, c l ea n whi te pa per to di s pl a y pres s ed pl a nts

**De scription of the Activity:** Ha ve ea c h s tudent c ol l ec t l ea ves or fl owers of various colors and stages of bl oom, bei ng careful to avoid rare or unc ommon pl a nts . I dea l pl a nts are those that are not too l ong or bul ky a nd wi l l press flat. Students wi ll remove ei ther the enti re pl a nt from the ground wi th roots i nta c t or prune off the nec essary sec ti on, ta ggi ng i t wi th the s tudent's na me a nd preserving it i n a plastic bag until transport ba c k to the c l assroom. Ca refully arrange and place specimen i n fol ded news pa per (15i n X 11i n) a nd i ns er t between c a rdboard/blotter paper of the s a me s i ze. I f pos s i bl e, a dd s evera l l a yers of s tudent pres s es i n a l terna ti ng s ta c ks of news pa per a nd c a rdboa rd. Appl y s evera l books to the top of the presses and leave them i n wa rm a nd ventilated areas for approx i ma tel y one week unti l dry. Onc e dry, remove books a nd open pres s es , c a refully removi ng l ea ves a nd fl owers to be gl ued or ta ped to c l ea n whi te pa per a nd ei ther pl a c ed on c l a s s room wa l l or l eft wi th s tudents to ta ke home.

**Monitoring and Evaluation:** Display the presses or have the s tudents take them home and talk about the activity wi th thei r parents.

**C Bon Activity**

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**Obje ctive :** Demonstrate the source of wa ter pollution a nd how i ndividual can help minimize thei r i mpacts

**Mate rials:** 1 liter bottl e fill wi th wa ter; 2 -3 packages of

Cbon drink

**De scription of the Activity:**

1. Bra instorm on where people find wa ter in nature a nd i n human habitat

2. Lea d the s tudents into thinking about wa ter a t their hous e i f bathroom or kitchen was not brought up.

3. Ca ll 4 -8 students volunteer each one represent a n a ni mal of their c hoice.

4. Ex plain that Cbon is like pollutants and i f the wa ter bec ome too sweet they can refuse to drink it a nd it mea ns the a nimals they represented is DEAD

5. Fi nd some example that causes wa ter pollution in our da ily life (i e. washing dishes and clothes, washing cars in the ri ver, ta king bath of shampoo ec t.) and each ti me

a dd a bout half a package of Cbon in the bottle and let

the vol unteers taste it.

6. I nc hallah a t some point they are all DEAD a nd then

s ta rt discussion wi th open ended questions **Monitoring and Evaluation:** Begin a discussion with ques tions like: why a re the a nimals all dead? how can we hel p mi nimize the problem?

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**Wilderness First-**

**Aid**

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**Wilderness First-**

**Aid**

***N.B. In discussing WFA it is important to note that this topic is fairly new for Moroccans. Although some do have experience in it. Make sure you plan the lesson w ith your counterparts and that all of the information is correct and not contradictory. It is necessary that they understand these concepts before relating them to the youth participants. It is also possible to seek out professionals, like medics or firemen that have experience in this area. Still, be vigilent ant make sure you reveiw the medical information before it is presented to the youth.***

**Heat Exhaustion and Heat Stroke**

Prol onged or i ntense ex posure to hot temperatures ca n

c a use heat-related illnesses, s uc h a s [hea t ex ha us ti on](http://firstaid.webmd.com/understanding-heat-related-illness-basics), hea t c ra mps , a nd hea t [s troke](http://www.webmd.com/stroke/default.htm) (a l s o known a s s un s troke). As your body works to c ool i tself under ex treme or prol onged hea t, bl ood rus hes to the s urfa c e of your [skin](http://www.webmd.com/healthy-beauty/toc-old). As a res ul t, l es s bl ood rea c hes your bra i n,

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mus cles, and other organs. This can i nterfere wi th both your phys i c a l s trength a nd your menta l c a pa c i ty, l ea di ng, i n s ome c a s es , to s eri ous da nger.

Hea t ex ha us ti on oc c urs when the body l os es l a rge a mounts of wa ter and salt through ex cessi ve s wea ti ng, pa rticularly through hard physical labor or exercise. This l os s of es s enti a l fl ui ds c a n di s turb c i rc ul a ti on a nd

i nterfere wi th bra i n func ti on. I ndi vi dua l s who ha ve hea rt probl ems or a re on l ow-s odi um di ets ma y be pa rti c ul a rl y s us c epti bl e to hea t ex ha us ti on.

As i n heat ex hausti on, heat c ramps can s tri ke when the body l oses excessi ve a mounts of fl ui ds a nd s a l t. Thi s defi ciency, accompanied by the loss of other es s enti a l nutri ents such as potassium a nd ma gnes i um, typi c a l l y oc c urs duri ng hea vy ex erti on.

Hea t s troke, the mos t s eri ous of the hea t-rel a ted i l l nes s es , oc c urs when the body s uffers from l ong, i ntense ex posure to hea t a nd l os es i ts a bi l i ty to c ool

i ts elf. In prolonged, ex treme heat, the pa rt of the bra i n tha t norma l l y regul a tes [body tempera ture](http://firstaid.webmd.com/body-temperature) ma l func ti ons .

**For m ild case s of he at e xhaustion:**

● Res t i n a c ool s ha ded a rea .

● Gi ve c ool fluids suc h a s wa ter or s ports dri nks

(tha t wi l l repl a c e the s a l t tha t ha s been l os t).

● Sa l ty s na c ks a re a ppropri a te a s tol era ted.

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● [Loos en](http://www.webmd.com/drugs/drug-54312-loosen%2Boral.aspx) or remove c l othi ng.

● Do not us e a n a l c ohol rub.

● Do not gi ve any bevera ges c onta i ni ng a l c ohol

or [c a ffei n](http://www.webmd.com/balance/caffeine-myths-and-facts)e.

**Altitude Illness**

**What is altitude sickne ss?**

[Al ti tude sickness](http://www.webmd.com/hw-popup/altitude-sickness) occ urs when you c a nnot get enough ox ygen from the a i r a t hi gh a l ti tudes . Thi s c a us es s ymptoms s uc h a s a [hea da c h](http://www.webmd.com/migraines-headaches/default.htm)e a nd not feel i ng l i ke ea ti ng. It happens most often when people who are not us ed to high altitudes go qui c kl y from l ower a l ti tudes to 8000 ft (2438 m) or higher. For example, you ma y get a hea dache when you drive over a high mounta in pa s s , hi ke to a high altitude, or a rri ve a t a mounta i n res ort.

Mi l d altitude sickness is common. I n the Uni ted Sta tes , more tha n 20% of peopl e vi s i ti ng the wes tern mounta ins have i t. Experts do not know who wi l l get i t a nd who wi l l not. Bei ng ma l e or fema l e a nd how physical l y fi t you a re pl a y no rol e i n whether you get a l ti tude s i c knes s .

**What cause s altitude sickne ss?**

Ai r i s "thi nner" a t high altitudes. When you go too high

too fa s t, your body cannot get as much oxygen as it

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needs . This causes the headache and other symptoms of of a l titude sickness. As your body adjusts to the a ltitude, the s ymptoms go a way.

**What are the symptoms?**

The s ymptoms of a l ti tude s i c knes s i nc l ude:

● Ha vi ng a hea da c he. The hea da c he i s us ua l l y throbbi ng. I t gets wors e duri ng the ni ght a nd when you wa ke up.

● Not feel i ng l i ke ea ti ng.

● Feel i ng s i c k to yo[ur s toma](http://www.webmd.com/digestive-disorders/picture-of-the-stomach) c h. You ma y vomi t.

● Feel i ng weak and la zy. I n s evere c a s es , you do

not ha ve the energy to eat, dress yourself, or do a nythi ng.

● Wa ki ng up duri ng the ni ght a nd not s l eepi ng wel l .

● Feel i ng di zzy.

Your s ymptoms ma y be mi l d to s evere. They ma y not s ta rt until a day after you have been a t a hi gh a l ti tude. Ma ny people say altitude s i c knes s feel s l i ke ha vi ng a ha ngover.

Al ti tude sickness can affect your [l ungs](http://www.webmd.com/lung/picture-of-the-lungs) a nd [brai n](http://www.webmd.com/brain/picture-of-the-brain). When thi s happens, s ymptoms i nc l ude bei ng c onfus ed, not bei ng able to wa lk s tra i ght (a [ta x i a](http://www.webmd.com/hw-popup/ataxia-10235) ), feel i ng fa i nt, a nd ha vi ng bl ue or gra y l i ps or fi ngerna i l s . When you brea the, you may hear a sound l i ke a pa per ba g bei ng c rumpl ed. Thes e s ymptoms mea n the c ondi ti on i s s evere.

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**How is it tre ate d?**

The bes t trea tment for a l ti tude s i c knes s i s to go to a

l ower a ltitude. But i f you have mild symptoms, you ma y

be a bl e to s ta y a t tha t a l ti tude a nd l et your body get us ed to i t. Symptoms often oc c ur i f you ha ve j us t a rri ved a t a mounta i n res ort from a l ower a l ti tude.

I f you sta y at a high alti tude, res t. You c a n ex pl ore the a rea , but ta ke it easy. Li mit a ny walking or activity. Drink pl enty of wa ter, but do not drink alcohol. Do not go to a hi gher altitude until your symptoms go awa y. Thi s ma y ta ke from 12 hours to 3 or 4 da ys .

For the hea da c he, you c a n ta ke a n over -the-c ounter medi c i ne, s uc h a s [a c eta mi nophen](http://www.webmd.com/drugs/drug-362-acetaminophen%2Boral.aspx) ([Tyl enol](http://www.webmd.com/drugs/drug-7076-Tylenol%2BOral.aspx?drugid=7076&amp;drugname=Tylenol%2BOral) ), [i buprofen](http://www.webmd.com/drugs/drug-5166-Ibuprofen%2BOral.aspx?drugid=5166&amp;drugname=Ibuprofen%2BOral) (Advi [l , Motr](http://www.webmd.com/drugs/drug-4387-Motrin%2BOral.aspx?drugid=4387&amp;drugname=Motrin%2BOral)i n[),a na prox](http://www.webmd.com/drugs/drug-5173-Naproxen%2BOral.aspx?drugid=5173&amp;drugname=Naproxen%2BOral) [en (Al](http://www.webmd.com/drugs/mono-1289-NAPROXEN%2B-%2BORAL.aspx?drugid=1098&amp;drugname=Aleve%2BOral) eve).

Go to a l ower altitude if your s ymptoms a re modera te to s evere, they get wors e, or medi c i ne or ox ygen trea tment does not help. Go down at least 1500 ft (457 m). Go to a l ower a l ti tude a s fa s t a s you c a n or get emergenc y hel p i f s omeone wi th you ha s s evere s ymptoms such as being c onfused or not bei ng a bl e to wa l k strai ght. Go wi th the pers on. Never l et s omeone wi th s evere a l ti tude s i c knes s go down a l one.

**Can I pre ve nt altitude sickne ss?**

You ma y be able to prevent altitude sicknes s by ta ki ng your ti me when you go to hi gh a l ti tudes . I f you go to a l titudes higher tha n 8000 ft (2438 m), try to s pend a

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ni ght a t a medium altitude before going higher. This wi ll be a c hi eved by s pendi ng one ni ght i n I ml i l a nd a n a ddi ti ona l ni ght a t the refuge before c l i mbi ng to the s ummi t of Mt. Toubka l .

**Hypothermia**

**What is hypothe rm ia?**

Hypothermia occurs when the body gets c old a nd l os es hea t fa ster than the body can ma ke i t. A norma l rec ta l body temperature ranges from 97.5°F (36.4°C) to 99.6°F (37.6°C) a nd for mos t peopl e i s 98.6°F (37°C).

Someti mes a norma l , hea l thy a dul t ha s a l ow body tempera ture, such as 96°F (36°C). I f the person wi th the l ow body temperature is not i ll, does not ha ve any other probl ems, and is not a n i nfa nt or a n ol der a dul t, then eva l ua ti on us ua l l y i s not needed.

**What can cause hypothe rm ia?**

Hypothermia can occur when you a re ex pos ed to c ol d a i r, wa ter, wi nd, or ra i n.

Your body tempera ture c a n drop to a l ow l evel a t tempera tures of 50°F (10°C) or higher in wet a nd wi ndy wea ther, or i f you a re i n 60°F (16°C)to 70°F (21°C) wa ter. I f you ha ve mi l d hypothermi a , home trea tment ma y be enough to bri ng your body tempera ture ba c k up to norma l .

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**What are the sym ptom s? Early sym ptom s include :**

● Shi veri ng.

● Col d, pa l e, or bl ue-gra y s ki n.

● La c k of i nteres t or c onc ern (a pa thy).

● Poor j udgment.

● Mi l d uns tea di nes s i n ba l a nc e or wa l ki ng.

● Sl urred s peec h.

● Numb ha nds a nd fi ngers a nd di ffi c ul ty

performi ng ta s ks .

La te s ymptoms i nc l ude:

● The trunk of the body i s c ol d to the touc h.

● Mus c l es bec ome s ti ff.

● Sl ow pul s e.

● Brea thi ng tha t i s s ha l l ow a nd s l ower.

● Wea knes s or s l eepi nes s .

● Confus i on.

● [Los s of c ons c i ous n](http://www.webmd.com/hw-popup/loss-of-consciousness-unconsciousness)es s .

● Shi vering, which may s top i f body tempera ture drops bel ow 90°F (32°C).

**What can happe n from** [**hypothe rm**](http://www.webmd.com/a-to-z-guides/what-is-hypothermia) **ia?**

Hypothermia is an emergency condition and can quickly l ea d to unc ons c i ous nes s a nd dea th i f hea t l os s c onti nues. It is very important to know the s ymptoms of hypothermi a a nd get trea tment qui c kl y. I f s omeone begi ns to s hiver violently, stumble, or c a n't res pond to

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ques tions, suspect hypothermi a a nd wa rm hi m or her qui c kl y.

**How is it tre ate d?**

Medi c a l trea tment for hypothermi a depends on the s everi ty of the hypothermi a . Trea tment of mi l d hypothermi a i nc l udes getti ng out of the c ol d or wet envi ronment, us i ng wa rm bl a nkets , hea ters , a nd hot wa ter bottl es . Modera te to s evere hypothermi a genera l l y i s trea ted i n the hos pi ta l , where hea l th professionals can give wa rmed i ntra venous fl ui ds a nd wa rm, moist ox ygen in a dditi on to other trea tments to wa rm the c ore body tempera ture.

● The fi rst priority is to perform a careful c heck for brea thi ng a nd a [pul s e](http://www.webmd.com/heart-disease/pulse-measurement) a nd i ni ti a te c a rdi opul mona ry res us c i ta ti on (CPR) a s nec es s a ry.

● Bec a us e the vi c ti m's hea rtbea t ma y be very

wea k a nd slow, the pulse check should ideally be c onti nued for a t least 1 minute before beginning CPR. Rough handling of these victims may ca us e dea dl y hea rt rhythms .

● The s ec ond pri ori ty i s re-wa rmi ng.

● Remove a l l wet c l othes a nd move the pers on

i nside. I f possible, dry the person to slow further hea t l os s .

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● The vi ctim should be given wa rm fl ui ds i f he or s he i s a bl e to dri nk, but do not gi ve the pers on [c a ffei n](http://www.webmd.com/balance/caffeine-myths-and-facts)e or a l c ohol .

● Cover the pers on's body wi th bl a nkets a nd a l uminum-coated foils, and place the victim i n a s l eeping bag. Avoid a c ti vel y hea ti ng the vi c ti m wi th outs ide sources of heat such as radiators or hot wa ter ba ths . Thi s ma y onl y dec rea s e the a mount of s hi veri ng a nd s l ow the ra te of c ore tempera ture i nc rea s e.

● Strenuous muscle ex erti on s houl d be a voi ded.

**Caring for Wounds**

**A Bit of Blood Is Good**

Bl ood helps clean wounds, so a l i ttl e bl eedi ng i s good. Mos t s ma l l c uts a nd s c ra pes s top bl eedi ng pretty qui c kl y, but you c a n hel p by a ppl yi ng fi rm, gentl e pressure wi th gauze or a tissue. I f blood soaks through, put a nother pi ec e of ga uze or ti s s ue on top, don't remove the ol d one or you may separate the wound and s ta rt the bl eedi ng a ga i n.

**Cle an Cuts and Scrape s Ge ntly**

Ouc h! Got a nother c ut or scrape? Your first step is easy: Soothe a nd c l ea n the wound wi th c ool wa ter. Then

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remove a ny pebbles or splinters wi th alcohol -s teri l i zed tweezers . Gentl y wash around the wound wi th soap and a wa s hcloth. Do not use irritating soap, iodine, a l c ohol , or hydrogen peroxide -- fresh, clean wa ter should be a l l you need.

**Do You Ne e d an Antibiotic Cre am ?**

Anti bi otic creams and ointments not only keep wounds moi st but they can reduce the risks of i nfec ti on. I f you do us e an antibiotic, a ppl y a thi n l a yer on the wound. Certa i n antibiotic i ngredients can trigger a rash i n s ome peopl e. I f you get a ra s h, s top us i ng tha t oi ntment.

**To Bandage or Not to Bandage ?**

I f your scrape wi ll be rubbed by clothes, c over i t wi th a ba nda ge. An unc overed s c a b or s c ra pe i s a t ri s k of reopening or infection. When in doubt, c over i t up wi th a n a dhesive bandage to keep out the bacteria (a nd your pryi ng fi ngers ), then c ha nge the ba nda ge da i l y.

**Re cognizing Signs of Infe ction**

I f there's skin redness that s preads out from your i njury, s wel ling, green or yellow fl uid, or inc rea s ed wa rmth or tendernes s a round your wound, you ma y ha ve a n i nfec tion. Other signs incl ude s wol l en l ymph nodes a t

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your neck, armpit, or groin, as wel l as body aches, chills, or fever. I f you have a ny of these signs, give your doctor a c a l l .

**Se e a Doctor About a Wound That ...**

…won't s top bleeding after 5 -10 minutes of pressure; i s deeper or l onger tha n a ha l f-i nc h; i s nea r the ey e; i s ga pi ng or ra gged; wa s c a us ed by s omethi ng di rty or rus ty; has dirt or gravel stuck i n it; is very painful; shows s i gns of infection; or was caused by an animal or human bi te. Al so see a doctor i f you a ren't s ure i f you're up to da te on your teta nus v a c c i ne.

**Bandaging Injuries from Head to Toe**

**Scratche s and Cuts on the Face**

Your i njury's location can a ffect how you bandage it. For mos t i njuries, first you'll wa nt to c l ea n i t wi th wa ter to get ri d of debris and help prevent i nfec ti on. Then, s top bl eeding by a pplying pressure wi th s teri l e ga uze. Fa c e

i nj uries can bleed a lot. But once bleeding s tops , mi nor fa c e c uts can go uncovered. Or a s ma l l a dhes i ve s tri p c a n work wel l . You ma y need s ti tc hes i f your c ut i s

j a gged, deep or l onger tha n a ha l f i nc h.

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**Don't Pop Bliste rs**

Sma ll, unbroken blisters can be left uncovered a nd wi l l us ually heal on their own. The ex ception -- i f a blis ter i s

i n a n a rea where i t mi ght get rubbed, s uc h a s on the s ole of the foot. I n tha t case, protec t the bl i s ter wi th a s oft dressing to cushion the a rea . For a broken bl i s ter tha t ha s drained, protec t it from infection by c overing i t wi th a ba nda ge.

**Wrap Sprains and Strains**

A s prain mea ns a s tretc hed or torn l i ga ment, whi l e a s tra in involves a n injury of a muscle or tendon. The signs a re pa in and s wel l i ng. I n a ddi ti on to i c i ng the i nj ury, wra p i t wi th a n elastic compression bandage and keep it el evated when possible. In some cases of severe s pra i n or s train, surgery and/or ex tensive physical therapy may be needed.

**How to Tre at Minor Burns**

Seek medi cal help for burns i f they a re s evere, on the fa c e, or bigger than 2 i nches. For trea ti ng s ma l l mi nor burns at home, rinse the a rea i n c ool wa ter. Never us e butter, grea se, or powder on a burn. After ri nsing, c over the burn wi th a thin layer of a nti bi oti c oi ntment. Then ba ndage i t. A nons ti c k dres s i ng i s bes t a nd you ma y need ta pe to hol d the dres s i ng i n pl a c e.

**Close Ope n Cuts**

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I f the edges of a c ut a re separated but wi l l go together, us e a butterfly bandage to c lose the wound. This type of ba ndage should be placed across the c ut, not a l ong i ts

l ength. I f the wound i s l ong, more tha n one ba nda ge ma y be needed. Seek professional care for cuts tha t a re ga ping, longer than a half i nc h, or don't s top bl eedi ng a fter 15 mi nutes of pres s ure.

**Bandaging Knuckle s, He e ls, and Finge rs**

Fi ngers, heels, knuckles, a nd knees move, s o c overi ng them c a n be tri c ky. But you'l l wa nt to keep them c overed to keep dirt out. Bandages tha t a re hourgl a s s s haped or notched so they a re s ha ped l i ke a n "H" c a n prevent fol ds and bunching. Or they can wrap a round a fi ngerti p for ful l c overa ge.

**First Aid Kit**

**Tw e e ze rs**

Tweezers a re a n es s enti a l pa rt of a ny fi rs t a i d ki t, pa rti c ul a rl y i f you enj oy hi ki ng or other outdoor a c tivities. The safest wa y to remove a splinter or a tick is wi th a c l ea n pa i r of tweezers . Di s i nfec t the tweezers wel l before a nd a fter ea c h us e.

**Hydrocortisone Cre am**

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For i tc hy bites, consider carryi ng two s ma l l pa c kets of

1% hydrocortisone c ream. This topical steroid provi des qui c k rel i ef from i tc hi ng a nd reduc es i nfl a mma ti on.

**Hand Sanitize r and Glove s**

I f you or a friend gets i nj ured on the go, the l a s t thi ng you wa nt to do i s tend the wound wi th di rty ha nds . Al c ohol -ba s ed gel or wi pes c a n s a ni ti ze your ha nds when s oap and water a ren't readily a va i l a bl e. Sa ni ti ze before, s lip on a pair of latex or non-latex ex a m gl oves , a nd s a ni ti ze a ga i n a fter trea ti ng the wound.

**Pain Relie ve rs**

No fi rs t aid kit would be c ompl ete wi thout medi c a ti on to rel i eve pa i n a nd bri ng down a fever. As pi ri n, a c etaminophen, a nd i bupro fen a re popul a r over-the- c ounter pa i n rel i evers . Ma ke s ure to bri ng pl enty of hea dache medication for the c l i mb, we nea rl y ra n out by the end of the c l i mb.

**Oral Rehydration Salts**

After hi king all day in the hot sun, i t’s l i kel y tha t ma ny

peopl e will be dehydrated, even when they ha ve ma de a c oncerted effort to drink wa ter. Oral rehydration salts a re a n easy way to replace some of the salts your body ha s l ost throughout the da y of exertion in the sun. Often they wi l l help relieve hea da c hes a nd other s ymptom s rel a ted to dehydra ti on.

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**Pe pto-Bism ol**

I f you ha ve peopl e ex peri enc i ng ups et s toma c h or

di a rrhea, Pepto-Bis mol i s a grea t medi c a ti on to ha ve ha ndy for ea s i ng s ymptoms .

**Gauze and Tape**

For c uts and scrapes, you can us e ga uze pa ds to a ppl y pressure to s mall wounds until the bl eedi ng s ubs i des . When us ed wi th ta pe, ga uze c a n a l s o s erve a s a ba nda ge to c over a nd protec t wounds . Adhes i ve ba ndages of different sizes can also hel p protec t mi nor c uts a nd s c ra pes .

**Ace Bandage s:**

I f you have a ny sprains or s tra i ns whi l e c l i mbi ng, a c e

ba ndages wi ll help provide support for the injured joint. They c an a l s o be us ed to wra p c uts a nd wounds tha t ha ve been c l ea ned a nd ha ve s teri l e ga uze a l rea dy a ppl i ed to them.

**Wipe s or Solution for Cle aning a Wound**

Before you ba nda ge, you'l l wa nt to c l ea n s c ra pes or

wounds . Anti s epti c wi pes or s pra ys a re ha ndy for c l eaning injuries when there's no c l ea n wa ter nea rby. Steri l e wa ter or s a l i ne, s uc h a s c onta c t l ens s a l i ne s olution, is good to ha ve for fl us hi ng out eye i nj uri es a nd c an be used on other wounds . Ava i l a bl e i n s ma l l bottl es , i t c a n a l s o be ea s y to pa c k.

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**Antibiotic Cre am**

An a nti biotic cream or ointment has several key uses . I t

c a n help protec t mi nor wounds from i nfec ti on. I t c a n keep the a rea moist, which may promote healing. And it c a n prevent the wound from getting stuck to a bandage.

**Alle rgy Me dications**

Be rea dy to c ounter a mi l d a l l erg i c rea c ti on wi th

a nti histamines . Peopl e wi th s eri ous a l l ergi es s houl d c a rry injectable epinephrine. It c an save a life in the case of a na phylaxis -- a severe and potentially deadly allergic rea c ti on to tri ggers s uc h a s i ns ec t s ti ngs or food.

**Cre ating Your Kit**

Onc e you've ga thered the es s enti a l s for your mobi l e

fi rst a id kit, you'll need a wa y to keep them c l ea n a nd dry. You don't have to buy a fancy medical bag. A wa ter res istant ma keup bag, tool kit, or fa nny pa c k c a n work wel l .

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**Technical Hiking**

**Skills**

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**Technical Hiking**

**Skills**

***N.B. These are skills you should be sure to review w ith your students. Since not many of them have hiked on this scale before a lot of information w e take for granted might be very new for them. Because of this, do not hit on every point the first day. Spre ad out the skills so that you teach them each topic and it is understood completely.***

**Keeping a Steady Pace**

When you have a long day of hiking in front of you (like

c l imbing Mt. Toubkal) it’s important to remember to

keep a s teady pace. The best wa y to do this is find a pa c e that the enti re group can maintain for

a pproximately an hour at a time. Begin early in the

morni ng to ta ke advantage of cool temperatures. Hi ke for a pproximately one hour at a steady pace, and then s top for a ten mi nute break. Encourage students to sit down on thei r packs and give their l egs a rest. Be s ure everyone is staying hydrated by drinking water, and enc ourage them to ea t a small snack to give them

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energy for the next l eg of the trail. Hi ke for another hour, a nd repeat this process. A c ommon tendency

a mong young kids to hike hard and fast for 20 minutes

or s o, a nd then they are forced to s top and recuperate. A more effi cient wa y to hike to fi nd that slow, steady, pa c e that can be maintained for long periods of time. Thi s is especially important when hiking to high

a l titudes such as Mt. Toubkal. Ascending too quickly will i nc rease the c hances of participants ex periencing

s ymptoms of Hi gh Altitude I llness.

**The Rest Step**

In [mountaineering](http://mountaineering/) an[d hikin](http://hiking/)g, the rest step is

a [human](http://human/) [walking](http://walking/) [gai](http://gait/)t used in ascending steep [slope](http://slope/)s.

Th e essential characteristic is a pause of motion wi th the

rea r [l eg](http://leg/) vertical a nd fully ex tended, while the front leg is rel a xed except as needed to a djust the balancing of the c l imber's body and burden on the rear leg.

The goa l includes "l ocking" the knee, in order to rest the wei ght on the [s keleton](http://skeleton/) (and relieve the leg [muscles](http://muscle/) of

ex erti on as much as possible).

Cl i mbers may often execute the rest step

s pontaneously, if waiti ng ei ther for the next step of a

c l imber who is a step or two a head, or for the energy to c onti nue. Nevertheless, conscious practice at delaying the nex t s tep (requiring i nhibition of a wa lking reflex) is wi del y deemed worthwhile. That skill enables ascent a t

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the ma x imum steady pace, on slopes where the ra te of c onsumpti on of ei ther energy or oxygen is the factor

l i miting the rate of a dvance, whether some climbers or

a l l in the party are operating a t that limit.

**Stay hydrated!**

Wa ter is perhaps the most i mportant thi ng to

remember to ta ke on a hike wi th you! For the hike from

I ml il to the refuge, each participant should have at l east

2 l i ters of wa ter in thei r backpack. We would

rec ommend everyone taking 2 liters to the s ummit the

nex t morning as well.

Keep the wa ter c oming into your body even if you don’t rea l ly feel very thirsty. I f you a re hiking, you a re l osing moi sture a nd you need to replenish it. When you arrive a t the refuge, you should have drunk both liters of

wa ter a nd you should be able to use the toilet. I f you

don’t need to, then a ll of that wa ter came out as

pers piration a nd you still need to drink more water to

s ta y hydrated. After a hike you should drink additional

wa ter unti l you need to use the toilet. I don’t mean chug

i t down, I mea n drink ½ c up or so every fi ve minutes.

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**Leave No Trace**

Thi s is a hard one to a ccomplish as the c urrent mentality

i n Morocco does not necessarily promote thes e i dea l s . However, the envi ronmenta l educ a ti on wi l l be key i n

i nstructing students i n this area. Be vigilent about trash a nd ma ke one pers on res pons i bl e for tra s h pi c k -up duri ng ea c h tri p.

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**Toubkal Logistics**

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**Toubkal Logistics**

**Introduction:**

Toubkal is the ta llest mountain and thus is a frequently

vi sited area. Therefore, transportation to a nd from

Toubkal is very straightforward. Al though Toubkal is a wel l tra fficked mountain it does mean that i t is an easy c l imb. The climb itself is not tec hnical by any means; however, i t presents other challenges: length of the

tra i l, change i n altitude, and temperature. I n this s ec tion you will find details on:

● Tra veling to Toubkal Pa ge 103

● Sta ying i n I mlil / Mountain Pa ge 105

● Hi ki ng the trail Pa ge 107

● Food a nd Hydration Pa ge 109

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**Traveling to Toubkal**

Getti ng to Toubkal is relatively easy. This section is here to l et you know the opti ons . Sti l l , the Moroc c a n c ounterparts should pl a y a l a rge rol e i n thi s proc es s . They wi ll ensure that prices a re low a nd tha t the tra vel form i s acceptable to them. The town of I mlil serves a s the ba s e town for trekking to the mounta i n. I t i s ful l y

l oa ded wi th hotel s , hos tel s , res ta ura nts , a nd s tores . I ml i l i s a bout a n hour a nd a ha l f ta x i or tra ns i t ri de outs ide of Marrakech. So, if you c a n get to Ma rra kec h you c a n ea s i l y get to I ml i l a nd then on the Toubka l .

**To Marrake ch**

**Trains:** Ma rrakech can be reached by train, bus, ta x i , or donkey. Al though the latter might not be effic i ent wi th a l a rge group, the others are all viabl e opti ons . Tra i ns run regularly from Fes and, if the ti ckets are purc ha s ed i n a dvance, you c an get a 15% discount per pers on. To do thi s you must buy the ti c kets a t l ea s t two weeks i n a dvance and present a list of participants plus a forma l (i t c a n be wri tten in penc i l on a bl a nk s heet of pa per) a ppl i c a ti on reques ti ng why you wa nt the ti c kets .

**Bus:** Bus es also run regul a rl y to a nd from Ma rra kec h. Us ually the ti cket seller wi ll di s c ount the pri c e of ea c h

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ti c ket. The mos t i mporta nt thi ng to remember i s to book the ti ckets in advance. One week is proba bl y too muc h ti me, but two or three da ys s houl d be pl enty of ti me. Bus c ompanies, besides CTM and Supertours , do not run on c alendars tha t l a s t more tha n two or three da ys i n the future.

**Donke y:** A bi t s l ower tha n the tra i n, but muc h more s c eni c . Thi s i s for a group c onc erned more wi th the j ourney tha n the des ti na ti on!

**Marrake ch to Im lil**

Now you a re i n Ma rra kec h. Wha t do you do? Ca l l

BRAHI M!

Bra him is the owner of two tra nsit vans which wi ll c a rry up to twenty peopl e. They operate between Ma rrakech a nd I ml i l . They a re a c c us tomed to pi c ki ng up l a rge groups and will trans port you between the two pl a c es wi th rel a ti ve ea s e. Jus t ma ke s ure tha t you c a l l i n a dva nc e a nd s et a s pec i fi c ti me a nd da te. Then c onti nue to c al l on the da y of to ma ke s ure tha t he i s c omi ng a nd wi l l be on ti me. Si tua ti ons where two groups a re a rri vi ng a t the s a me ti me mi ght c a us e c onfusion and unnecessary delays. Be c lear, ex plain the s i tua ti on, a nd remi nd hi m c ons ta ntl y.

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Bra hi m Tra ns i t # 06 783 905 45

Pri ce: 30 MAD / person from the train or bus s ta ti on to

I ml i l

**Staying in Imlil**

I ml il is a beautiful hamlet in the High Atl a s Mounta i ns .

Here you c an find a wi de variety of hotels, res ta ura nts , ha nuts, and gea r s tores . I f you forget s omethi ng you c a n fi nd i t i n I ml i l ; however, i t i s goi ng to be more ex pensive than bringing it from a city. While there are a l ot of opti ons i n I ml i l , the pri c es a re s ti l l rel a ti vel y ex pensive. Most places offer l odgi ng wi th di nner a nd

brea kfast included. Thi s i s grea t for a group bec a us e ea ti ng out i n I mlil is ex pensive. Additionally, it gives you two l es s i tems to worry a bout.

**L odging:**

**Hote l Sole il Im lil**: This is a great hotel wi th a n a ma zi ng a nd very helpful staff. For ex ample, they let us use their s howers when we returned from Toubka l even though we were not s ta ying with them. They a l s o ha ve grea t food a nd a good location. They wi l l hel p you out wi th wha tever you need s o do not be a fra i d to a s k. Everythi ng wa s rea dy for us on ti me they were ex tremel y a c c ommoda ti ng to our r eques ts .

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Conta c t: Abdel l a ti f

Number: 06 687 311 78

Pri c e: Norma l l y 200 MAD / pers on

Di s c ounted Pri c e for our Group: 150 MAD /

pers on

Another opti on is renti ng a n a pa rtment for the group. The a pa rtment is furnished as was around 600 MAD for one ni ght. The only drawback to this option is tha t you a re then res pons i bl e for orga ni zi ng, buyi ng, a nd prepa ring both dinner and breakfast. After a long day of tra vel thi s c a n be di ffi c ul t.

**Food:**

Food i n I ml i l i s more ex pens i ve tha n i n the c i ty. Therefore, when preparing to hike the trail with a l a rge group i t is best to bring a majority of the food produc ts from your site or from a city. Water and bread are both s i milarly priced to what you wi ll find i n a c i ty s o you do not need to worry a bout bri ngi ng thos e wi th you to I ml i l . Other i tems , s uc h a s pea nuts a re muc h more ex pens i ve a nd s houl d be bought outs i de of I ml i l .

The wa ter on the mountain is not drinkable for wes tern hi kers and some Moroc c a ns ma y refus e to dri nk i t a s wel l . The refuges on the mountai n s el l wa ter, but i t i s more ex pensive (about 12 MAD) for a bottl e. Wa ter i n

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I ml il is 6 MAD so it i s i n your bes t i nteres t to s toc k up before you begi n the a s c ent.

Ma ke sure you give your group a mpl e ti me to ex pl ore the bea uti ful town and the river that runs through it. I n the s ummer months the town i s very a c ti ve a nd grea t a tmos phere permea tes throughout the s urroundi ng envi ronment.

**Hiking the Trail**

**Tim e :** I t ta kes between 5 a nd 8 hours to hike from I ml i l to the Refuge. Then from the r efuge to the s ummi t i s a nother 3 hours (about 5 roundtrip). The hike from the refuge down to I ml i l ta kes between 3 a nd 4 hours . Bec a us e of thi s we s pent two ni ghts a t the refuge, l ea vi ng a n enti re da y to s ummi t from there.

**Ele vation:** The el eva ti on a t I ml i l i s 1740 m. The el evati on a t the Refuge is located 3207 m. The s ummi t i s a t 4167 m.

**De scription of the trail:** The hike up Mt. Toubka l i s not

very tec hni c a l , but i t i s a l ong a nd s tea dy uphi l l . Cons equentl y, there i s a l ot of ti me to a bs orb the bea utiful scenery a nd ta ke plenty of pictures. There are three s ec tions of the trail: From I mlil to the s hrine; from the s hrine to the refuge; from the refuge to the s ummit.

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The tra i l hea d s ta rts i n I ml i l . You c a n fol l ow the di rt roa d up through the town a nd towa rds the wi de ri verbed. You wil l c ros s the empty ri verbed a nd then begi n the hi ke on the tra i l . The fi rs t pa rt of the tra i l from the ri verbed to the Shrine ta kes a bout 2 hours and

i s not very steep. I t is a gradual uphill c l i mb wi th s hort poc kets of steeper swi tchbacks. This part of the tra i l i s wel l tra fficked as ma ny Moroc c a ns wi l l vi s i t a nd pa y res pec ts to the s hri ne of s a i nt Cha mha rouc h. Cons equently, you will see a lot of families ma ki ng thi s tri p a nd ma ny peopl e a re j us t wea ri ng s a nda l s . At Cha mharouch there a re a few res ta ura nts a nd s tores tha t s ell food, soda, and wa ter. Additiona l l y, there a re s tores selling traditional Moroccan crafts, but i f you buy

i t here you wi ll be paying extra and have to carry i t wi th you for the enti re res t of the tri p.

The tra i l from Cha mha rouc h to the refuge i s muc h s teeper. The begi nni ng c onta i ns ma ny s teep s wi tc hba c ks . At thi s poi nt you a re s ta rti ng to ga i n a l titude so you need to be sure to ta ke i t slow a nd s top often for wa ter breaks. At thi s part of the tra i l you wi l l pa ss two wa tering holes that sell cold s oda s a nd wa ter to hi kers. After the l ast s tore you begin a more gradua l a nd s tra i ght a s c ent to the refuge. You c a n s ee the refuge a bout a n hour before you a rri ve.

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From the refuge to the s ummi t i s a very s teep a nd c onti nuous climb. I t ta kes a bout three hours , but c a n ta ke l onger i f you s top for ma ny brea ks . I t i s very

i mporta nt to ta ke thi s pa rt s l ow bec a us e a l ti tude s i ckness can be very easily contracted a t thi s s ta ge. Be prepa red for a s teep a nd s trenuous tra i l .

**L ogistics:** To ta ke a group of forty pa rti c i pa nts up the

mounta in, a bit of organization is involved. Splitting the l a rger group i nto s ma l l er ones ba s ed on the hi ki ng s peed of each i ndividual works well. Gro ups of a round

12 a re a good s i ze a nd ea s y to ma na ge on the trek.

Ma ke s ure you ha ve a good i dea ea c h i ndi vi dua l pa rtici pa nts pa c e before you s pl i t them i nto groups . Ma king s ure everyone goes a t a s i mi l a r pa c e i s very i mporta nt to ma ki ng thi s pa rt of the tri p enj oya bl e.

**L odging on the Mountain:**

Refuge: Bra hi m # 0670109655. He ga ve us a grea t dea l a nd di d not ex c eed 160 MAD per pers on.

**Food and Hydration**

Argua bly, this is one of the mos t i mporta nt a s pec ts of

the tri p. Hungry, dehydra ted c hi l dren a re not good

c ompa ny.

**Wate r:** I t is recommended that before the group leaves

I ml il you do a wa ter check. That is, everyone is required

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to s how thei r two full water bottles to the group leader. Thi s is one of the most important aspects of the tri p and one tha t i s often forgotten by s tudents . Mos t of the ti me, the s tudents do not rec ogni ze the i mporta nc e of wa ter unti l they are dehydrated and very thirsty. I t is to your a dvantage to ma ke sure everybody has wa ter a nd then to bri ng ex tra .

**Be low are some e xamples of type s of foods that w ork w e ll on the trail and provide good e ne rgy.**

● Da tes

● Prunes

● Apri c ot

● Ra i s ons

● Pea nuts

● Al monds

● Wa l nuts

● Pea nut butter

● Tuna

● Brea d

● Ba na na s

● Appl es

● Gra nol a

● Chees e

● Cooki es

Vi s i t [www.hi ki ngdude.c o](http://www.hikingdude.com/)m for good i nforma ti on on food, hydra ti on, a nd a l ti tude s i c knes s .

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**Appendix**

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**Com m itment form for Students Page 113**

**Sam ple Activities in Arabic Page 114**

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واضزنا

ولاسنا خئ ٛ ْ غي ٌٔ بؼز ث ةبجشنا س اد س هج ئ ذيبخ ر خٛ ؼًج ىظ ُ ر

داس ذق شٕٚط ر ٙف شٛ جك م كشث ىْبسٛ س بقٛ شٔ بفدبْ بج يبَش ث خٛ كٚ ش يلأا ذز ًٛ س ، ىٓٚ ذن فبشكزسلاا حٔس خٛ ًُ ر ازكٔ بٕٚث شر ٔ بٛ فبقث خقط ُ ًنا ةبج ش شخ آ ٙف ىظ ُر فٕسٔ ٙنبذ نا ٙساسذنا ىسٕ ًنا خٚبَٓ ٗز د عٔ ش شًنا ازْ كبُ ْ ٍئ شكاش ي ٗنا وبٚ أ **4** حذًن خهد س **1722/76** شٓ ش ٙف ٘أ جيبَ ش ج نا

**.** لبقثٕ ر م ج ج ٗنا

**CREATING L EADERSHIP IN MOUNTAINS AND " " BEYOND**

**"** ٖشخأ ٌبكيأ ٔ لبججنا ٙف حدبٛق نا داسبٓي خًُٛر **"**

**......................)**ح**(** ذٛ سنا ّهفسأ غقٕ ًنأ بَ أ

**...................** ىقس خُٛ طٕنا فٚ شؼز نا خقبط ج ن م يبذ نا

**.** ِلاػأ سٕ كزًنا جيبَشج نا ٙف ط اشخَ لابث **)** ٙزُ ث لا **/** ُٙ ث لا **(** ح بًسنبث وض ز نا

ةلأا ءبض يإ

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واضزنا

ا زٓث بيبر بياضزنا وضزنا**......................................** ّهفسأ غقًٕنا بَأ

**.**ٍٛرشي ٍي شثكأ تٛغزنا وذػٔ جيبَشجنا

ذٛفزسًنا ءبضيإ

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بُؼي بْٛٔ لبدشنا ٔذش لبجذنا إربْ تئبق ذنا إربْ

بُيبٚأ ٕهذر خثبغنا ٙف لبججنا ٕهؼر ٗهؼنا ٗنأ

مٛهق داصٔ ٙ شًَٔ ٙ شًَ ةبضٓنا ٍٛث ٙ ف زخَٔ ٕهؼَ

مٕٚط تؼص بُق ٚشط ةبؼصنا َٖٕٓ بُُكن

ةبؼصنا َٖٕٓ بُُكن

٘سبُكنا دٕصث إذصَ خ جصنا ٙف قٚذصنا ىؼَ مٛهنا ٙف ىجُنأ

بُذن ذشَُٔ اسبَ مؼشَ قٚشث ٗهدأ ىجُنا بُن ٘ذٓٚ

قٚشث ٗهدأ ىجُنا بُن ٘ذٓٚ

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فاذ٘لأا

Creating Leadership in Mountains and Beyond

ٜشخأ ْبىِإ ٚ يبججٌا ٟف حدب١مٌا داسبِٙ خ١ّٕر

|  |  |
| --- | --- |
| ٌٕشٛؼٚ ٙزنا طبسٔلأا ٙف خئٛجنا ًٍٛثزث ةبجشنا سٛسذر بٓٛف | **1** |
| ٔخئٛجنا فبشزكلإ خٚسٔشضنا دا سبًٓنا ةبجشنا ٍٛقهر  ٍيا مكشث خيا ذزسي خطشَأث وبٛقنا | **2** |
| دا زنا فبشزكإ ٗهػ ةبجشنا غٛجشر ٔ ىػذن ءبضف قهخ | **3** |
| ٖ ذن داسا شقنا ربخرا ٔ ٘ ذقُنا شٛكفزنا دا سبٓي خًُٛر ةبجشنا | **4** |
| ٔ ٙؼٛجطنا عُٕزنا فبشزكإ مجا ٍي ةبجشهن صشف قهخ شٛخنا طبثس خقطًُن ٙفبقزنا | **5** |

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**1722** ٕٛنٕٚ **12** خؼًجنا

سبفٌ ش١خٌا طبثشٌا حسدبغِ -- 5: 00

سبغمٌا شجع ظواشِ ٌٝا سبف حسدبغِ -- 6: 50

يٛصٚ ظواشِ ٟف -- 14:05

Imlil ٌٝإ سٛجعٌا ٟف نشرا ظواشِ -- 14:15

Imlil يٛصٚ ٟف -- 15:30

(0668731178 -- ٌٟٛص Imlil قذٕف) قذٕف ٟف ءبغع -- 19:00

**1722** ٕٛنٕٚ **13** ذجسنا

قذٕف ٟف سبغفإ -- 8: 00

يبمثٛر ًجج كٍضر أذثا -- 9: 00

شٌّّا ٍٝع ءاذغ -- 13:00

أجٍِ ٟف ًص٠ -- 18:00 -- 15 (0670109655 -- ٞدبٔ تٌلأا يبجج ٗ١ضٔاشف) أجٌٍّا ٟف ءبغع -- 19:00

**1722** ٕٛنٕٚ **14** ذدلا ا

أجٍِ ٟف سبغفلإا -- 8: 00

يبمثٛر ًجج خّل ٌٝإ حدب٠زٌا أذثا -- 9: 00

شٌّّا ٍٝع ءاذغ -- 13:00

(0670109655 -- ٞدبٔ تٌلأا يبجج ٗ١ضٔاشف) أجٌٍّا ٟف ءبغع -- 19:00

**1722** ٕٛنٕٚ **15** ٍ ُٛثلا ا

أجٍِ ٟف سبغفلإا -- 6: 00

يبمثٛر ًجج ًفصأ ضبفخٔا أذثا -- 7: 00

Imlil ٟف ءاذغ -- 12:00

Imlil حسدبغِ -- 13:00

ظواشِ حسدبغِ -- 23:00

**1722** ٕٛنٕٚ **16** ءبثلا ثنا

طبثشٌا ش١خٌا يٛصٚ -- 10:00

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**Partnership**

**Program**

**Application Form**

**Cover Sheet**

Pl ease complete the following sections of the Peace Corps

Pa rtnership Program Application Form. When each section has

b een completed, please mark the appropriate box below.

**A. Volunteer Referrals**

**B. Volunteer and Project Proposal Information**

**C. Monitoring and Evaluation**

**D. Project Timeline**

**E. Project Budget**

**F. Proposal Narratives**

*By signing below, both the Peace Corps Volunteer and Com munity Partner verify that the community has been inform ed and fully understands that Partnership Program*

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*funds are to be used only for costs associated with the project; that there will be no additional funding beyond the authorized amount on the proposal as submitted; and that funding through the Partnership Program is not guaranteed.*

*Additionally, both the Peace Corps Volunteer and Community*

*Partner verify that this project is needed by the community of*

*, who are the intended beneficiaries, and that we fully*

*understand and will fulfill the requirements of the Peace*

*Corps Partnership Program in implementing this project.*

\_\_\_\_\_

*Com munity Partner’s Signature*

\_\_\_\_\_

*Date*

*By signing below, you also have granted permission to the Partnership Program to publicize this project and your involvement/participation in the project, and for the Partnership Program to contact the referrals listed on your behalf.*

\_\_\_\_\_

\_\_\_\_\_

*Peace Corps Volunteer’s Signature Date*

*I have reviewed this proposal and certify that it is well- planned, accurately budgeted, and the Peace Corps Volunteer has the technical skills to successfully complete the project within the timeframe of his/her service. Furthermore, this proposal meets each Peace Corps Partnership Program criterion set forth in section 4 of MS 720.*

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\_\_\_\_\_

*Peace Corps Country Director’s Signature*

*Date*

**Paul D. Coverdel l Peace Corps Headquar ters**

**Office of Private Sector Initiatives**

1111 20th Street, NW ● Washington, DC 20526

Tel 202.692.2170 ● Fax 202.692.2171● Email [pcpp@pea cecorps. g ov](mailto:pcpp@peacecorps.gov)

\_\_\_\_\_

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**A. Peace Corps Partnership Program**

**Volunteer Referrals**

I n an effort to assist the Partners hip Program in identifying

p o tential donors that would be interested in supporting the

p ro posed project, please complete this section. The contact’s

fu ll name must be included with each entry. Include names

a nd addresses of relatives, friends, schools, community ci vic

g ro ups and other organizations with whom you have a

p e rs onal relationship. Feel free to use multiple pages and not

l imit entries to the form below. Your entire Application will

b e sent to those named below.

***Note: There is no guarantee that a project will be funded. The fundraising time often depends on the project type, am ount requested, strength of the Volunteer’s referrals,***

***and clarity of the Executive Summary provided on this form.***

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The informati on requested on this page is collected under the authority of the Peace Corps Act, and will be used to promote and publicize this project and the Peace Corps Partners hi p Program. Supplying this informati on is entirely voluntary, and failure to do so will have no effect on the standing of the project.

To be f illed out by O PSI Staf f :

**Fiscal Year: Project Number:**

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**B. Volunteer and Project Proposal information**

**Country : Morocco**

**PCPP Project Title: C.L.I.M.B. Creating Leadership in the**

**Mountains and Beyond**

**Community Organizations: Nedi S alam (Peace Club) of Dar**

**Chebab, Gfifat**

**Ribat El Kheir**

**Association**

**Takhamt Association of**

**Mjlss Dar Chebab**

**Project Implementation Period: S tart Date: January**

**1, 2011 End Date: June 26, 2011**

**Volunteer Name(s): Anna James and Peter Kitlas**

**COS Date: November 12, 2011**

**Peace Corps S ector Assignment: Youth Development**

*(e.g., TEFL, SBD, Environment, Health)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Male** | **F emale** | **Boy s** | **Girls** | **Total** |

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *# of Participants*: those  p e rs ons ***directly*** involved  i n the design and  i m plementation of the  p ro ject | 15 | 3 | 15 | 15 | 48 |
| *# of Beneficiaries:* those  p e rs ons ***directly***  i m pacted by the project | 15 | 3 | 15 | 15 | 48 |

|  |  |  |
| --- | --- | --- |
| **Project**  **Classification** |  |  |
| **Peace Corps**  **Project S ector Grouping (Select only one)** |  |  |
| Ag ri culture  Bus iness  De velopment  Ed u cation | En vi ronment  Health  Mu nicipal  De velopment | Wa ter and  S anitation  **X** Yo uth  De velopment  Oth e r: |
| **Priority**  **Grouping** |  |  |

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I n frastructure

Res ources/Equipment **X** Training

De velopment

I ns tructional

Ma terials

a nd Supplies

I n come Generation

NGO

De velopment

**Total PCPP Request: $USD: 6,027 Local Currency:**

**49000**

**Ex change Rate Used:** 8.13 to 1 $USD **Date of Ex change Rate:** November 30, 2010

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**C. Monitoring and evaluation**

**How will y ou know if your project is reaching its goals and objectiv es, and producing the desired benefits or change?**

On this page, you will find a menu of indicators that will help you track the progress of your project. These indicators were chosen because they highlight the kinds of changes and outcomes that are most likely to occur in small-scale communi ty development

projects.

Please choose the indicators that you and your community will use to track the progress of your project during its implementa ti on. When you complete your project, you will use the same indicators to describe the results that you and your communi ty achieved on the Partners hi p Program Final Report Form.

**Indicators of Success**

**Required**

**Participants acquiring new knowledge or skills** *(May include literacy, technical, or vocational skills or administrati ve and/or financial practices, ability to manage*

*producti on, marketing or income-ge nerati ng activities, or ability to*

*obtain financial or technical assistance)*

**Who/how many?**

Th ere are two groups of participants , from opposite co rn e rs

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o f the country that will be acquiri n g n e w k n o wl e d g e a n d s kills from this project. The firs t group is the studen ts , a g e d b e tween fifteen a n d e i g h te e n . Th i s g ro u p wi l l n u m b e r b e tween ten and fifteen from each respective town, totalin g b e tween twenty and thirty. The group will be evenly divid e d b e tween girls a n d b o ys . Th e s e co n d g ro u p th a t wi l l b e a cq uiring skills are the adult asso ci a ti o n l e a d e rs . Aro u n d th ree from each re s p e cti ve co m m u n i ty wi l l p a rti ci p a te , to ta l i n g s i x.

**What skills?**

Th e knowledge and skills acquired by the student group a n d th e adult group will be similar. Knowledge transferred will be s pecific to outdoor leaders hip. The skill sets i n cl u d e : Te a m Bu ilding, Problem Solving, Leaders hip, First Aid, and Outdoor Ad ve nture skills. The adult group will focus on the theory and re asons behind tra n s fe rri n g th i s k n o wl e d g e a n d th e s e s p e ci fi c s k i l l s e ts .

**How will you know?**

Ma ny o f the skills transferred will be essential for the

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p a rticipants ’ final trip to Mt. Toubkal. Therefore, throughout

th e cours e of the year we will be doing monthly hikes.

Du ring these hikes we will review the skills and activities we

l earned in our weekly s essions. Additionally, the participants wi ll slowly hand over certain leaders hip roles to the

p a rticipating students. Thus, by the time of the final trip to

Mt. To ubkal, the participating students will apply the

k n owledge and skills that they have acquired and assume the re s ponsibility o f organizing all aspects of the trip. The

a pplication of these skills in terms of the final trip will be one o f the major success indicators determining how well the

s kills were transferred.

**Choose 1- 4 Additional / Optional Indicators of S uccess**

**Improv ed capacity to define and meet goals and objectiv es / Improved management capacity**

*(Relates most directly to changes in knowledge, skills and behavior, and may include planning skills, ability to establish group goals, design and manage small projects, among others)*

**What changes?**

Th e participants will form a group that has never worked

to g ether before. The goals will be introduced at the

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b e ginning. Thus, the participants will understand that the fi na l trip to Mt. Toubkal will be their long term objective.

Th at is, they will be responsible for organizing and planning a ll aspects of the trip. The aspects include transportation,

fo o d, budget, sustainable hiking p ractices, technical hiking

s kills, and distribution of leaders hip roles. By the trip to Mt. To ubkal the participants will have acquired the proper skills to b e able to set goals, plan how they will achieve the goals, a nd then see them to fruition.

**How will you know?**

S e veral assessment tools will be used in order to determine h o w effectively these group managing skills have been

tra ns ferred. Firs t, on our weekly hikes, certain aspects of the tri p will be handed over to the students . For instance, one

s tudent will be in charge of food; one student will be in

ch a rge of leading the group for the day; one pers on will be in ch a rge of activities and games for the trip. After these trips,

g ro up debriefings will occur so that the leaders can receive fe edback on their roles. Another way that these skills will be

a ssessed is by a small community service project, created,

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p lanned, and completed by the students . In the spring,

b e fore the trip to Mt. Toubkal, the students will be required to us e the leaders hip and team-building skills they have

a cq uired to plan and complete a small community service

p ro ject within the town. The effective completion of this

p ro ject will be another indicator of whether the skills were tra ns ferred. Lastly, the trip to Mt. Toubkal will be an

i n dicator of the skills transferred. With students in charge of

m os t aspects of the trip, its successful completion will rest in th e hands of the participants .

**Improv ed decision making**

*(Relates to change in attitudes and behavior, and may be observed through more participatory practices, gender inclusivene ss, access to and willingness to share information, and financial transpare ncy and accountabili ty)*

**What changes?**

Gro u p decision making will be improved through completion o f th is project. That is, students will learn how to make

d e cisions that will benefit the group and not just one pers on wi thin that g roup. Also, the students will learn to think

cri ti cally in different and creative ways .

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**How will you know?**

Th roughout the course of the year we will complete many te am building activities. The success of these activities will i n dicate how well the skills have been transferred. If the

ch allenges and activities presented to the students are

s uccessfully completed at the end of the year, then the skills h a ve been transferred. In order to do this in an objective

m anner, the g roup will keep a journal outlining the

d e briefing from each activity they participated in. The

jo u rnal will include: What went well; What was challenging; a nd Lessons Learned. The journal will document the growth o f the g roup throughout the course of the activities and

ch allenges presented to them.

**D. Project Timeline**

**Approx imately how long will your proposed project last? Months: 6**

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\*Pl ease see detailed project timeline as a separate a ttachment.

**E. Project Budget**

I n clude a budget summary for the proposed project as a

s eparate attachment. Indicate the quantity needed and the

to tal cost of each item in both U.S. dollars (USD) and local

cu rre ncy. Also, state whether the item wi ll be paid for with

Pa rtnership Program funds or from community contributions.

*Note: While there is no guarantee that a project will be*

*funded, it typically takes three to four months for projects*

*requesting under $4,000 from the Partnership Program*.

**Partnership Contribution: USD 6027 Local**

**Currency 49000**

**Community Contribution: USD 3936 Local**

**Currency 32000**

**Total Project Cost: US D 9963 Local**

**Currency 81000**

\*Pl ease see complete budget as a separate attachment.

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**F. Proposal Narratives**

Pl ease do not limit your self to the space provided. Text

b o xes will expand to meet yo ur space requirement for each

n a rrative. Use the Partners hip Program Volunteer Handbook to e nsure a complete and well thought out proposal.

1. **Ex ecutive**

**Summary**:

C.L.I .M.B.

*Creating Leadership in the Mountains and*

*Beyond*

Wri te a 250 wordTh e idea of C.L.I.M.B. was born in the Atlas s ummary o f the Mo u ntains o f Morocco amon g two Pe a ce

p ro posed

p ro ject. This

Co rps yo uth development volunteers wi th

s trong environ m e n ta l a n d re cre a ti o n a l

a llows potential b a ckgrounds. Based on the findings o f th e d o nors to have a fi rs t ye a r co m m u n i ty a n d yo u th

b e tter

a ssessment, we discovered great potentia l

u nders tanding offo r creating a program that would e n a b l e

th e project. Des cribe the p ro ject

o b jectives. Exp lain the co m munity

Mo ro ccan yo u th to d e ve l o p m o ti va ti n g p e rs onal growth goals wh i l e d i s co ve ri n g th e amazing landscape s o f th e i r co u n try. Th e g o a l o f o u r p ro je ct i s to wo rk wi th u n derprivileged yo uth in our co mmuniti e s to co m p l e te a s i x m o n th l o n g o u td o o r

co n tribution for l ead e rs h i p p ro g ra m th a t i n co rp o ra te s th is project and e xcu rs i o n s a n d l e a d e rs h i p b u i l d i n g

b riefly o utline

yo u r re quest

fro m the

Pa rtnership

a cti vities. The culmination o f th i s p ro je ct

wi ll be to bring two g ro u p s o f Mo ro cca n

yo u th together from oppo s i te co rn e rs o f

th e country to climb the highest mounta i n

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Pro g ram.

*Note: This*

i n North Afri ca , Mt. To u b k a l . We fi rm l y b elieve that outdoor experience s a re ve ry

*sum mary will be* i m p o rta n t fa cto rs i n b u i l d i n g s e l f -

*posted directly on the Peace Corps Website and m ay be the*

co n fidence and interpers onal skills fo r o u r yo u th . We ack n o wl e d g e th e d i ffe re n ce o u tdoor adventures have made in our o wn l i ves and we are very e xcited to ass i s t o u r

*only reference a* yo u th i n th e i r o wn s e l f-a ctu a l i za ti o n .

*potential donor*

*has to your project.*

C.L.I .M.B. h a s fi ve m a i n g o a l s :

● To foster an appre ci a ti o n fo r th e

e n vironment amo n g yo u th i n o u r

co m m u n i ti e s .

● To p rovide a n e n vi ro n m e n t th a t

e n co u ra g e s a n d s u p p o rts s e l f -

d i s co ve ry a n d s e l f-a wa re n e s s .

● To d evelop criti ca l th i n k i n g a n d d e ci s i o n -m a k i n g s k i l l s .

● To teach yo uth the necessary s kill s to s a fe l y e xp e ri e n ce th e e n vironment whil e i n co rp o ra ti n g s u s ta i n a b l e p ra cti ce s .

● To create an opportunity fo r youth

to e xp e ri e n ce th e d i ve rs i ty o f

Mo ro cco, in term s o f th e n a tu ra l

e n vi ro n m e n t a n d th e p e o p l e .

We will be working with Moroccan

co u nterparts and community members

wh o will be donating their time and

e xp ertise to this project. We are requesting

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fu n ds in the amount of $6,913 from the Pe ace Corps Partners hip Program to help u s successfully co mplete this program.

Th ank yo u for yo ur support.

2. **Background**

**Information**:

Pro vi de a 1-2 p a ragraph

d es cription of

Gfifat is a small to wn i n th e S o u s s

Va lley o f southern Morocco. It is a lo ca te d

i n a ru ral s e tti n g wi th fe w e s ta b l i s h e d i ns titutions. Man y o f th e yo u th i n Gfi fa t h a ve never had the op p o rtu n i ty to tra ve l b e yond their immediate surroundings. This

yo u r co mmunity i s unfortunate b e ca u s e th e re a re m a n y

a nd the

co m munity

m e mbers

a mazing landsca p e s n e a rb y fo r th e m to e xp e ri e n ce . Th e co m m u n i ty m e m b e rs

i n volved with C.L.I.M.B. are all members o f

i n volved with theNe di Salam (Peace Cl u b ) wh i ch i s a cl u b p ro posed projectth a t was formed at the yo u th ce n te r l a s t i m plementation. ye a r. Nedi Salam is a comprised of a g ro u p o f h ighly motivated i n d i vi d u a l s wh o a re

d e d i ca te d to th e d e ve l o p m e n t a n d

e m p o we rm e n t o f yo u th i n th e i r

co m munity. Nedi S a l a m wo rk s wi th th e

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yo u th in our commu n i ty wi th a fo cu s o n cu l ture a n d s p o rts . Th e d i re cto r o f th e yo u th center and h i s wi fe a re m e m b e rs a long with a p p ro xi m a te l y fi fte e n o th e r co m munity members who will be invo l ve d wi th th i s p ro je ct.

Th e second community that will be p a rticipating in the project C.L.I.M.B is

Ri bat El Kheir, which is located in northern Mo ro cco. Ribat El Kheir is a mountain town i n the Middle Atlas Region. It is a market

ce n ter for most of the towns in the Bou I b lane mountain region. It is a bustling to wn in the region, but surrounded by

s ome very ru ral areas. These rural areas are a re mountainous and provide g reat

o p portunities for hiking and adventures. Wi thin a fifty kilometer radius there are n a tural springs, rivers , and 9,000 ft

m o untain peaks. Currently, youth in the

to wn do not have the opportunity to access

th is nature in a safe and non-destructive

wa y. There are many associations and

a dult community members that are

i n terested in showing youth how to

a ppreciate and make use o f the

e n vironment in a safe way. The Bou Iblane

Eco Tourism Association, “Takhamt”, is very

ve ry i n terested in working with youth to

s how them the surrounding natural

wo n ders . They have mapped out the

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3. **Community**

**Need**:

Exp lain in 1-2

p a ragraphs the

m e rit of this

s urrounding area with a GPS mapping

s ys tem and know all about the various flora

a nd fauna of the area. Additionally, the

Mjls s Dar Chebab Association is looking to

s upport programs that focus on developing

yo u th leaders hip skills in the region. They

a re willing to provide organizational

s upport, working space, and facilitation

th ro ughout the entirety o f the project.

After working in our communities for

a year, we discovered a lack of appreciation

fo r and knowledge about the environm e n t

a m o n g Mo ro cca n yo u th . Mo ro cco i s

b l e s s e d wi th a n a m a zi n g a n d va ri e d

p h ys ical landscape comprised of b e a ch e s ,

p ro ject, and why d e s e rts , a n d h i g h m o u n ta i n ra n g e s .

i t is a priority in Mo ro cco’s environment has much to o ffe r

th e community. i ts youth, but it is o fte n o ve rl o o k e d a n d

Wh at will

h appen if the

p ro ject is not

i m plemented?

u n derappreciated. It is crucial that we work wi th Mo ro cca n yo u th , s o th a t th i s g e neration a n d fu tu re g e n e ra ti o n s a re e q uipped with the kn o wl e d g e o f h o w to p ro tect and conserve the i r e n vi ro n m e n t, wh i l e e n jo yi n g a l l th e re cre a ti o n a l o p p o rtu n i ti e s i t h a s to o ffe r.

We have also found a s chool

s ys tem that promotes memorization as

o p posed to critical thinking and problem s olving s kills. We would like to work with o u r yo uth to develop these skills and

e n courage them to think in new ways .

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4. **Community Initiation and Direction**:

Th rough these outdoor adventures, our yo u th will learn the importance of

g e nerating trust and confidence in their

p eers as well as being someone others can

tru s t. In wilderness settings it is crucial to

h a ve the ability to analyze the behavior of

yo u rs elf and others in group situations and wo rk under time and environmental

p res sures. These are life lessons that will co m e from spending time in challenging e n vironments where our youth will push

th e mselves and s tretch their minds in new a nd unfamiliar ways . We are keenly aware o f the impact that wilderness adventures

h ad on our own personal development and we are very excited to share similar

e xp eriences with our youth. Additionally,

p ro viding our yo uth with an opportunity to

co n nect with other associations and youth

th ro ughout the country will help increase

th eir network for future experiences.

Ne d i S a l a m i s th e d ri vi n g fo rce

b e hind this project in Gfifat. The memb e rs

o f Ne d i S a l a m a re ve ry i n te re s te d i n

i m plementin g a p ro g ra m th a t wi l l h e l p

Des cribe, in 2-3 yo u th d e ve l o p l e a d e rs h i p s k i l l s . p a ragraphs, how En vi ronmental edu ca ti o n i s a l s o a h i g h th e community isp ri ority. After n u m e ro u s co n ve rs a ti o n s th e driving force wi th the director o f the yo u th ce n te r, we

b e hind the

p ro ject. Please

d e cided we wanted to cre a te a p ro g ra m th a t g i ve s yo u th i n o u r co m m u n i ty a n

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d is cuss who in th e community fi rs t proposed th e project as

o p portunity to experi e n ce m o re o f th e i r b eautiful country and wo rk wi th th e m to d e ve l o p l e a d e rs h i p s k i l l s . Th e yo u th i n volved in C.L.I.M.B. wi l l b e a n i n te g ra l

we ll as how the p a rt of the project. They will be involved a t b e neficiaries are e ve ry level of the project’s p l a n n i n g a n d

i n volved in the

p ro ject’s

p lanning and

i m plementatio n . Th e m e m b e rs o f Ne d i S alam will work with the yo uth a n d g u i d e th e m through the p ro je ct, b u t th e yo u th

i m plementation. wi ll take on leadership roles in the planning

Wh at are the ro l es and

re s ponsibilities o f the

co m munity m e mbers ?

o f e xcurs ions and environmental activities .

Th e Eco-Tourism Association

“Ta khamt” has taken a leading role in

i dentifying the youth needs in the

co m munity and o ffering some solutions.

On e of their main goals is to open the

s urrounding area to yo uth so that they can e xp lore the environment in a safe and

e d ucational environment. As they already h a ve a majority of the region mapped, the a ssociation is ready logistically to show

yo u th around the area. The Mjlss Dar

Ch e bab (Youth Center) Association was

l o oking to promote youth leaders hip and

co m munity involvement. When the two

a ssociations met, they discussed creating a

p ro ject that focused on using the outdoors

to p romote developing yo uth leaders hip

s kills. Both associations are confident that

th is project p rovides the appropriate outlet

a nd motivation for developing the youth in

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th e Ribat El Kheir area.

5. **Community**

**Contribution**:

Des cribe in 1-2 p a ragraphs the co m munity

co n tribution to

th is project.

Co n tributions

ca n include the

The major part of the community co n tribution will come in the form of

co m munity members volunteering their

ti me to work with the youth on this

p ro ject. They will be conducting

e n vironmental lessons, helping to organize

l o gistics for excurs ions, and accompanying

yo u th on the excu rsions. We also plan on

m eeting with other community members

to o rganize donations in the form of

co s ts of manual tra ns portation, outdoor supplies, and food.

l abor and

Th e environmental activities we are

trans portation asp lanning to do with the yo uth may include

we ll as

a cti vities such as tree planting, in which

co n tributions of ca s e we will talk to the commune about

ca s h or raw m a terials. Co m munity

co n tribution m us t total *a*

d o nating the trees and we will provide the m anual labor with our vo lunteers and the yo u th . The youth involved in this program wi ll be responsible for providing the food fo r five excurs ions, and they will also be

*m inimum of* 25%e xp ected to pay for their own insurance for

o f the *total*

p ro ject cost.

th e trip to Mt. Toubkal.

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6. **Project**

The firs t phase of our project will b e

**Implementation:**to s e l e ct a g ro u p o f m o ti va te d a n d i n terested yo uth wh o a re e n e rg e ti c a n d

Pre s ent and

d is cuss, in 3-4

wi l l i n g to co m m i t to a s i x m o n th l o n g o u tdoor leaders hip program. We will e a ch

p a ragraphs, the wo rk with our Moroccan counterparts a n d

p lan for

i m plementing

th is project.

Des cribe the

p hases of the

p ro ject. Define

s pecific tasks

co m munity memb e rs to fi n d a g ro u p o f fi fteen youth who are ene rg e ti c, cu ri o u s , a nd dedicated to being involved in a l o n g - te rm project. After identifying these yo uth, we will begin our weekly meeting s d u ri n g wh i ch we wi l l tra n s fe r e n vi ro n m e n ta l k n owledge and ski l l s . We wi l l fa ci l i ta te

i n volved with theth e s e m e e ti n g s wi th o u r Mo ro cca n

p ro ject, the

o rd er in which

th e y will o ccur,

a nd who will

co u nterparts and youth will take an a cti ve ro l e i n th e p l a n n i n g o f th e m o n th l y e xcu rs i o n s .

Th e firs t month we wi l l fo cu s o n

a cco mplish each b asic environmental education. The second

ta s k.

m o nth we will work on team building, trust a cti vities, l e a d e rs h i p s k i l l s , a n d g ro u p p ro blem solving. The third mo n th we wi l l co n centrate on skills to safel y e xp e ri e n ce th e environment. These include: wilderness fi rs t aid, nu tri ti o n a n d h yd ra ti o n i n th e wi lderness, and how to u s e a n d ca re fo r o u tdoor gear. The fo u rth m o n th we wi l l

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te a ch th e yo u th “Le a ve No Tra ce ” p ri n ci p l e s , wh i ch i s h o w to e n jo y th e wi l d e rn e s s wh i l e p ro te cti n g fo r th e e n vi ro n m e n t. Ou r l a s t m o n th wi l l b e fo cus ed on Mt. Toubkal a n d tra n s fe rri n g th e necessary te chnical skills for climbing a h i gh peak such as Toubkal. We wi l l te a ch th e m how to prevent high altitude illnesses a nd specifics for dealing with emergenci e s

i n the wilderness. We will work together to p l a n th e l o g i s ti ca l a s p e cts o f th e Mt. To ubkal excurs ion and the youth wil l ta k e a ll the skills th e y h a ve l e a rn e d o ve r th e ye a r and put them to use. Througho u t th e wh ole process we will wo rk s i d e b y s i d e wi th our Moroccan counterparts to provide o u r yo uth with the most beneficial learning e n vi ro n m e n t p o s s i b l e .

Th e final goal of our project is to

b ri ng our two groups of youth together to

cl i mb Mt. Toubkal. We will have

a pproximately thirty yo uth, along with 6

co u nterparts and adult leaders . We will

tra vel up into the High Atlas Mountains and

s pend two days on the mountain putting

o u r s kills and knowledge to the test. After

cl i mbing Mt. Toubkal, we will take all the

k n owledge we have gained throughout the p ro ject and write a manual that future

vo l unteers will be able to refer to when th e y want to implement an outdoor

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l eaders hip program in their youth centers . Ou r g oal is to provide volunteers with a

d e tailed description of the process we we n t through to plan the program and i n clude all environmental lessons and

o u tdoor leaders hip activities that were i n volved in the process.

CLIMB Budget

**Partnership Contribution: US D 6,027 Local**

**Currency 49,000**

**Community Contribution: US D 3,936 Local**

**Currency 32,000**

**Total Project Cost: US D 9,963 Local**

**Currency 81,000**

**S am ple Budg et:**

**Currency Ex change Rate: 8.13 Dirhams = 1 US Dollar**

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**Partnership Contribution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Material** | **Unit** | **Quantity**  **Needed** | **Unit Cost**  **(Dirhams)** | **Total Cost**  **(Dirhams)** | **Total Cost**  **(US D)** |
| Tra nsportatio  n to Toubkal | Bus ticket  + ta xi | 80 | 270 | 21600 | 2656.8 |
| F o od for  To ubkal (4  Da ys ) | S ti p e n d | 160  (40\*4) | 50 | 8000 | 984.0 |
| Ove rn ight at  To ubkal (3  Ni ghts ) | Ni g h t  S ta y | 120 | 80 | 9600 | 1180.8 |
|  |  |  |  |  |  |
| Da y Trip  Tra nsportatio  n (5 days ) | Ta xi Fare | 200  (40\*5) | 25 | 5000 | 615.0 |
| Co m munity  S e rvice  Pro ject  S u pplies | S u pplies ,  tre e s ,  ci n derblo  ck s | 2 | 2000 | 4000 | 492.0 |
| I ns urance for  To ubkal | Ins urance | 40 | 20 | 800 | 98.4 |
| **Total PCPP**  **Contribution** |  |  |  | **49000** | **6027** |

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C.L.I .M.B Ha ndbook **2011**

**Community Contribution**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Material** | **Unit** | **Quantity**  **Needed** | **Unit Cost**  **(Dirhams)** | **Total Cost**  **(Dirhams)** | **Total Cost**  **(US D)** |
| La b or (10, 3  h o ur sessions  p er month, for 4  m o nths, 4  p e ople ) | Ti m e | 480  h o u rs | 50 | 24000 | 2952.0 |
| Da y Trip Food (5  d a y trips) | Pa ck e  d  Lu n ch | 200  (40 \* 5) | 20 | 4000 | 492.0 |
| Co m munity  S e rvice Project  Ti me, Supplies | Ti m e ,  S u ppli  es |  |  | 4000 | 492.0 |
| **Total**  **Community**  **Contribution** |  |  |  | **32000** | **3936** |

**Total Project Costs**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **% Contribution** | **Total Cost**  **(Dirhams)** | **Total Cost**  **(US D)** |
| Pa rtnership  Co n tribution | 59.80 | 49000 | 6027 |
| Co m munity  Co n tribution | 40.20 | 32000 | 3936 |
| **Total Project**  **Cost** | **100%** | **81000** | **9963** |
|  |  |  |  |

CLIMB Expenditures

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**Partne rshi p Contri buti on: US D 6,027**

**Local Curre ncy 48216**

**Communi ty Contri buti on: US D 3,936**

**Local Curre ncy 32,000**

**Total Project Cost: US D 9,963 Local**

**Curre ncy 80,216**

**Budge t:**

**Curre ncy Exchange Rate : 8.13 Di rhams = 1 US Dol l ar**

**Partne rs hip Contribution: 24,108 dirhams for**

**Gfifat**

**Mate ri al Uni t Q uantity Unit Cost Total CostTotal Cost**

**Ne e de d (Dirhams)(Dirhams)**

**(US D)**

Community Sup p lies,

1 1140 1140 140.2

Service Project Sup plies Excursion

#1 Argan Forest Excursion

#2 Adar

Ouaman

Excursion

#3 Adar

Ouaman

p aint, trash cans

Transp orta t ion

Transp orta t ion

Transp orta t ion

1 160 160 19.7

1 600 600 73.8

1 600 600 73.8

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Excursion

#4

Tagaz hout

Excursion

#5

Transp orta t ion

Transp orta t ion

1 1000 1000 123

1 500 500 61.5

Transp ortati on from Gfifat to

Inz egane

Transp ortati on from

Inz egane to

M arrakech

Transp ortati on from

M arrakech

to Imlil

T ransit 1 200 200 24.6

Bus 18 80 1440 177.1

T ransit 18 30 540 66.4

Down

p ay ment to Hotel du Soleil – May

2011

Remaining p ay ment to Hotel du Soleil Lodging at

M t. Toubkal

Refuge

Water

p urchased at

Refuge

Down

p ay ment for hot el

Remaining p ay ment for hot el

Lodging (Group rat e)

Bot t le of wat er

1 1000 1000 123

1 2000 2000 246

1 5040 5040 619.9

38 12 456 56.1

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Trail Food M ixed

Nuts/Fruit

1 560 560 68.9

Lunch Day

#1 in Imlil

Lunch Day

#4 in Imlil

Dinner Day

#4 in

M arrakech

BBQ

lunch

T agine lunch Chicken Dinner

18 30 540 66.4

18 30 540 66.4

18 40 720 88.6

Insurance for Toubkal

Transp ortati on from

Imlil to

M arrakech

Transp ortati on from

M arrakech

to Inz egane

Transp ortati on from

Inz egane to

Gfifat

Insurance 23 40 920 113.2

T axis 18 40 720 88.6

Bus 18 70 1260 155

T ransit 1 200 200 24.6

Final

Excursion

**Total**

**Partne rship Contributio n**

Transp orta t ion/Food

1 3972 3972 488.6

**24108 2965.3**

**Communi ty Contri buti on**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Mate ri al** | **Uni t** | **Q uantity** | **Unit Cost** | **Total Cost** | **Total Cost** |
| **Ne e de d** | **(Dirhams)** | **(Dirhams)** | **(US D)** |
|  |  |

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Labor (10, 3 hour sessions p er month, for 4 months,

4 p eop le )

T ime 240 hours

50 12000 1476

Day Trip Food (5 day trip s) Community Service Project Time, Sup plies **Total Community Contribution**

Packed

Lunch

T ime, Sup p lies

100 (20 \* 5)

20 2000 246

2000 246

**16000 1968**

**Total Proje ct Costs**

**% Contribution Total Cost**

**(Di rhams)**

**Total Cost**

**(US D)**

Partnership Contribution Community Contribution **Total Project Cost**

60.1 24108 2965

39.9 16000 1968

**100% 40108 4933**

**\*Be cause al l of the CLIMB e xpe ndi ture s we re transportati on, l odgi ng, or food, we we re unabl e to col l ect re ce ipts for our purchase s. I (PCV Anna Jame s) ke pt a runni ng l og of al l e xpe ndi ture s throughout the proje ct and my si gnature ve ri fi e s the val i di ty of al l e xpe ndi ture s.**

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C.L.I .M.B Ha ndbook **2011**

*An n a E J a m e s*

**Anna E. Jame s**

**Curre ncy Exchange Rate : 8.13 Di rhams = 1 US Dol l ar**

**Partne rshi p Contri buti on: 24,108 dirhams for**

**Ribat El Khe ir**

**Mate ri al Uni t Q uantity Unit Cost**

**Ne e de d (Dirhams)**

**Total**

**Cost**

**Total**

**Cost**

Community Service Project

Sup plies

Sup p lies, p aint , Sudar

**(Dirhams) (US D)**

1 2000 2000 246

Excursion #1

Bou Iblane

Excursion #1

Bou Iblane

Excursion #3

Bou Iblane

Transp ort from REK to Fes

Train from

Fes to

M arrakech

Transit from M arrakech to Imlil

Lunch food for Trip

T ransp ort at ion 20 35 700 86

Food 20 30 600 74

Auberge 1 200 200 24.5

T ransp ort at ion 19 30 570 70

T ransp ort at ion 19 170 3,230 397.5

T ransit 1 600 600 74

Food 1 1,200 1,200 147.5

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Breakfast for

Day 1

Food 1 100 100 12

Down

p ay ment to

Hotel du

Soleil – M ay

2011

Remaining p ay ment to Hotel du Soleil Lodging at

M t. Toubkal

Refuge

Down p ay ment for hot el

Remaining p ay ment for hot el

Lodging (Group rat e)

1 1000 1000 123

1 2000 2000 246

1 5,393 5,393 663

Trail Foods Breads, nut s, wat er 1 346 346 42.5

Lunch Day #

4 in Imlil

M arrakech Allowance Tranist from Imlil to

M arrakech

Bus Tickets from

M arrakech to

REK

M oney for Bags on the Bus Breakfast Day # 5 on Bus

T ajine and Soda 1 410 410 50.5

Food in M arrakech 19 50 950 117

T ransit 1 600 600 74

T ransp ort at ion 1 3,050 3,050 375.5

Service 1 50 50 6

Food 1 100 100 12

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C.L.I .M.B Ha ndbook **2011**

Final Excursion **Total**

**Partne rship**

**Contribution**

Transp ortation/Food 1 1,009 1,009 124

**24,108 2965**

**Communi ty Contri buti on**

**Mate ri al Uni t Q uantity Unit Cost**

**Ne e de d (Dirhams)**

**Total**

**Cost**

**Total**

**Cost**

Labor (10, 3 hour sessions p er month, for 4 months,

4 p eop le )

T ime 240 hours

**(Dirhams)(US D)**

50 12000 1476

Day Trip Food (5 day trip s) Community Service Project Time, Sup plies **Total**

**Community**

**Contribution**

Packed

Lunch

T ime, Sup plies

100 (20 \* 5)

20 2000 246

2000 246

**16000 1968**

**Total Proje ct Costs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | **% Contribution** | **Total Cost** | **Total**  **Cost**  **(US D)** |
|  | **(Di rhams)** |
| Partnership | on | 60.1 | 24108 | 2965 |
| Contributi |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Community | n | 39.9 | 16000 | 1968 |
| Contributio |
| **Total Project Cost** | | **100%** | **40108** | **4933** |

**\*Be cause al l of the CLIMB e xpe ndi ture s we re transportati on, l odgi ng, or food, we we re unabl e to col l e ct re ce i pts for our purchase s. I (PCV Pe te r Ki tl as) ke pt a runni ng l og of al l e xpe ndi ture s throughout the proje ct and my si gnature ve ri fi e s the val i di ty of al l e xpe ndi ture s.**

*P e t e r K i t l a s*

**Pe te r Ki tl as**

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