

LESSON 11: HARNESS SAFETY

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Movement concepts, principles & knowledge: Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1)

Safety: Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Embedded Outcome

Physical activity knowledge: Evaluates—according to their benefits, social support network and participation requirements—activities that can be pursued in the local environment. (S3.H4.L1)

Lesson Objectives

The learner will:

- put on a harness correctly.
- identify the three components of harness safety.
- complete a self-evaluation and reflection of climbing skills.

Equipment and Materials

- Climbing harness (10)
- Paper and pens

Introduction

Last class, you worked on your video assessment, and I hope you are feeling really good about your progress so far. Today, you will work on the skills needed for climbing more vertically, indoors or outdoors. The most critical component is always safety, so we will focus on climbing harness safety and procedures. At the end of class, we will review your climbing assessments.

Instructional Task: Harness Procedures and Safety

■ PRACTICE TASK

Use a story about a personal climbing experience (or use a video clip) related to tying into the correct spot on the harness to get students' attention.

Demonstrate how to put on a harness properly, and discuss the three essentials of harness safety.

- Over the hips
- Finger check
- Os to Cs (double back at buckles)

Extensions

- Students work in pairs to put on their harnesses. Partners check for correctness, and then you check for correctness as well.
- Have students repeat this process with a new partner. Repeat several times.

Refinement

Remind students to check for snugness and look for the “C” on buckles—buckles are doubled back.

Student Choices/Differentiation

- Students may view a video clip of putting on a harness.
- Students choose their partners.

What to Look For

- Students are attentive and engaged in the discussion.
- Students are checking for snugness.
- Students are checking the buckles to make sure they are closed and doubled back.

Instructional Task: Harness Relay

■ PRACTICE TASK

Students are grouped in teams of four and lined up every 5 yards or meters (a football field works great for this activity). Each group has one harness, held by the first team member. On go, the first students put the harnesses on correctly, run to the next teammate, verbalize the three essentials and provide evidence, remove the harnesses, and hand off. The cycle goes through all four teammates. First team to finish correctly wins.

Student Choices/Differentiation

Students choose their groups.

What to Look For

- Students are engaged.
- Students are putting their harnesses on properly.
- Students are helping one another with checks as they put the harnesses on.

Instructional Task: Climbing Self-Assessment

■ PRACTICE TASK

Students review their videos and commentary. Students write a brief critique using the rubric. Return your evaluations, and ask students to compare their own assessments to yours and reflect on how they can improve.

Student Choices/Differentiation

- Students may complete the comparisons at home.
- Students may work with partners.

What to Look For

- Students are on task.
- Students are asking thoughtful questions about the evaluation.
- Students are applying their climbing knowledge to write their reflections.

Formal and Informal Assessments

- Partner checks
- Self-evaluations and reflections

Closure

- Why is it so important to have the harness above the hips?
- Who is responsible for making sure the harness is on correctly before you climb?
- At the very beginning of the module, I asked you to look into local indoor climbing facilities. For homework, I want you to select one facility and complete questions on the facility for homework. (Embedded outcome: S3.H4.L1)

Reflection

- Were students on task?
- Were they comfortable in the harnesses?
- Review student evaluations and reflections to determine how knowledgeable they are about their technique.

Homework

- Research the harness options and expectations at a local climbing facility.
- Find out how much it costs to climb, take lessons, and get a membership at the facility.
- Find out if there are any restrictions on who can climb there (e.g., is there a minimum age or requirement for experience?).
- Are there any social groups or clubs that operate at the facility?
- Bring your answers to our next class.

Resources

REI Co-op: www.rei.com/learn/expert-advice/climbing-harness.html

Internet keyword search: "climbing harnesses," "indoor climbing"