

# LESSON 1: COMMUNICATION

## Grade-Level Outcomes

### Primary Outcomes

**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)

**Working with others:** Solves problems and thinks critically in physical activity or dance settings, both as an individual and in groups. (S4.H4.L1)

### Embedded Outcome

**Working with others:** Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)

## Lesson Objectives

The learner will:

- problem-solve with group members to accomplish the group rope jumping task.
- identify the two types of rope used in climbing (dynamic and static) and when it is appropriate to use both.

## Equipment and Materials

- 30- to 45-foot (10 to 12 m) dynamic climbing rope
- Two rope turners (teacher and one other)

## Introduction

*Rock climbing is a great activity for challenging yourself and building strength and agility. It's an activity that requires teamwork, trust, and effective communication. Today, you will work together to complete the group rope jumping task as a first step in building these skills.*

## Instructional Task: Dynamic Versus Static Rope

### ■ PRACTICE TASK

Open with a story about a climbing experience where the climber took a fall, or show a short video clip that grabs students' attention. Students must be able to imagine what it's like to fall 5 to 10 feet (1.5 to 3 m) and how the type of rope affects the safety of the climber. Explain the difference between dynamic and static rope.

### Student Choices/Differentiation

Students may review a video clip that illustrates a safe, controlled fall in which the rope is visible.

### What to Look For

- Students are engaged.
- Student talk is related to climbing.

## Instructional Task: Group Rope Jumping

### ■ PRACTICE TASK

You and a student turn the one long rope while students problem-solve about the best way to get everyone in the group under the rope, with the following constraints:

- Five students must pass under the jump rope together before the rope completes four full turns.
- Every student must pass under the rope in a group of five before returning to the start and passing under in a group of four, and so on.
- Students must pass under the rope in groups of five, then four, then three, and then two, and finally each individual must pass under the rope.
- The task is continuous, and if a student doesn't make it, if the rope makes four full turns between groups, or if the correct number of students does not pass under together, the entire group must start over from the beginning.

Students must work together to complete the task. Reinforce student encouragement of one another, and promote positive group dynamics.

### What to Look For

- Safety: Students are returning to the start by moving to the outside of the rope turners.
- Students are engaged.
- Student talk is related to problem solving.
- Students are encouraging each other and giving positive feedback.

## Instructional Task: Communication in Climbing

### ■ PRACTICE TASK

Lead a discussion on the importance of communication in rock climbing.

### Guiding questions for students:

- Think about the role you will play as a partner to a climber during this unit. How might the words you choose affect your partner's success?
- Can you connect this idea to a specific example from your life (e.g., academics, music) where positive encouragement led to personal success?

### Student Choices/Differentiation

- Students can make posters with the key words.
- Students can respond to the questions in small groups.

### What to Look For

- Are students offering good suggestions?
- Are all students contributing to the discussion?

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## Formal and Informal Assessments

- Student talk and discussion on task
- Exit slip: Describe the difference between dynamic and static rope.

## Closure

- What challenges did you notice during this activity?
- How did you overcome them?
- How did you react, individually or as a group, when confronted with these challenges?

- Provide one specific example of what a classmate did to support your success.
- What did you find was important for your success as a group in this activity?

## Reflection

- Were students able to make a connection between the importance of communication and climbing?
- Can they connect that experience to what they anticipate will happen during the rock climbing unit?

## Homework

*Do some initial research on indoor rock climbing facilities in the area. We will use this later in the module.*

## Resources

Active: [www.active.com/outdoors/articles/beginner-s-guide-to-rock-climbing](http://www.active.com/outdoors/articles/beginner-s-guide-to-rock-climbing)

Local rock climbing gym staff

Completing a belay certification at a local gym would be a great foundational experience and would support the confidence needed for teaching this unit.