

LESSON 12: CLIMBING ROUTE RATINGS

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)

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)

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)

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)

Embedded Outcome

Health: Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)

Lesson Objectives

The learner will:

- review how to put on and check a harness.
- apply route ratings for bouldering and top-roping to his or her own ability level.
- identify where the route ratings were developed and why.
- discuss the benefits of climbing for social networking, health, and fitness.

Equipment and Materials

- Climbing harnesses (10)
- Paper and pens

Introduction

Today, we will review how to put on your harnesses, and then we'll start preparing for our trip to an indoor climbing facility. Before we go there, you should understand what routes are available at your climbing level and how to tell whether they are at your level.

Instructional Task: Harness Procedures and Safety

■ PRACTICE TASK

Review the three essentials of harness safety.

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

Students work in pairs to put on their harnesses. Partners check for correctness, and then you check for correctness as well.

Extensions

- Have students repeat this process with a new partner. Repeat several times.
- Repeat and tie a knot.

Refinement

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

Student Choices/Differentiation

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: Climbing Route Ratings

■ PRACTICE TASK

Using PowerPoint or a video, introduce the V system for bouldering routes. Share its origins.

Introduce the five-point top-rope climbing system.

Guiding questions for students:

- Why is it important to have rating scales for climbs?
- How do the bouldering and top-roping ratings differ?
- How are routes usually marked in a climbing gym?
- What kind of ratings would you assign to our traverse wall and why?

Student Choices/Differentiation

- Show photos or videos of different levels of routes.
- Show a video of a top-roping climb.
- Provide a handout with rating system information.

What to Look For

- Students are engaged.
- Students are asking good questions about the rating systems.

Instructional Task: Personalizing Routes

■ PRACTICE TASK

To prepare for the end-of-module field experience, students identify in writing (from a list of available routes) three top-roping routes and three bouldering routes that can be found at the indoor rock climbing facility and support their skill level. Later, students will locate these routes and work to complete them.

Student Choices/Differentiation

Students can do their own research instead of pulling from a list provided by the teacher.

What to Look For

- Students are engaged.
- Students are selecting routes that are appropriate for their skill levels.

Instructional Task: Think, Pair, Share

■ PRACTICE TASK

In pairs, students exchange the information they collected for homework about various climbing facilities and respond to the guiding questions.

Guiding questions for students:

- How different are the services at the facilities?
- What kinds of social opportunities are offered?
- How might the costs and requirements affect your ability or desire to participate?
- What are the fitness and health benefits of belonging to a climbing gym?

EMBEDDED OUTCOME: S.5.H.1.1.1 Extend the discussion about the facilities to prompt students to think about how rock climbing contributes to different aspects of fitness and health.

Extension

Have students share ideas with the larger group.

Student Choices/Differentiation

- Students choose their partners.
- Students choose who will record.
- Students can volunteer to share with the larger group.

What to Look For

- Were students thorough in their research?
 - Are they applying their knowledge of health- and skill-related fitness correctly to climbing?
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Formal and Informal Assessments

- Student climbing list
- Student homework

Closure

- Why is it important to know how routes are rated?
- Why is it important to know your own skill level?
- If you get to the indoor facility and have a question about routes, what will you do?

Reflection

- Are students ready to take what they know about routes to the indoor facility, or do we need to spend more time on this concept?
- Review students' climbing lists and homework responses.

Homework

Encourage students to visit the climbing gym before the class trip if they have the opportunity. They should view the routes they think are at their level.

Resources

Indoor rock climbing facility route list

Internet keyword search: "bouldering," "V rating system," "top-roping rating system"