

LESSON 3: BALANCE OVER FEET

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: Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill. (S2.H2.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

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)

Lesson Objectives

The learner will:

- demonstrate safe participation in the rock climbing circuit.
- continue to apply the three components of proper spotting technique.
- apply the concept of balance over the feet.
- execute a proper figure eight knot.

Equipment and Materials

- Traverse wall
- 8-foot (2.4 m) dynamic climbing rope (8)
- Portable slackline (4)
- Dumbbells (8 sets)
- Kettlebells (8)
- Body bars or a variety of weights (8 to 16)
- Station task cards
- Chalk

Introduction

Today, I will introduce the concept of balance over the feet, and you will learn how to tie a simple figure eight knot.

Instructional Task: Balance Over the Feet

■ PRACTICE TASK

Explain the concept of balance over the feet. Students answer questions related to the learning target.

Guiding questions for students:

- How might balance play an important role in climbing success?
- What might that look like on the wall?
- How can we support one another's learning associated with balance?

Student Choices/Differentiation

Students may review a video clip of a climber in balance-over-feet position.

What to Look For

- Students are engaged.
- Students are offering good examples.

Instructional Task: Figure Eight

■ PRACTICE TASK

Demonstrate a simple figure eight and explain its use. Students follow along with their own pieces of rope. Students later practice the knot at the knot tying station.

EMBEDDED OUTCOME: S2.H1.1.1. Ask students to differentiate between the figure 8 and the overhand knot and when they are used.

Student Choices/Differentiation

- Students can work in pairs.
- Students may review a video clip of tying a simple figure eight.

What to Look For

Students are engaged.

Instructional Task: Stations Activity

■ PRACTICE TASK

Students participate at each station for 7 minutes, with 30 seconds in between stations. Use different exercises for Station 5, different movements for Station 4, and different routes for Stations 1 and 2. At the traverse wall station, students can use any hold to complete the activity.

1. Traverse wall
2. Traverse wall: three points on the wall
3. Knot tying: figure eight knot
4. Balance (slackline): simple steps
5. Muscular endurance: circuit

Extensions

- Students at the knot tying station can practice both the overhand knot and the figure eight once they are successful at the figure eight.
- Students can try different movements on the slackline.
- Students can repeat the traverse using a different route.

Refinements

- Watch for students who lunge for the next hold with their arms. Remind them to move methodically on the rock wall.
- Students will often look down toward their feet on the slackline. Encourage them to have the head up and eyes forward.
- Remind students about key points of spotting, and provide feedback regarding how well they are performing this important task at the stations.

Student Choices/Differentiation

- Students choose their partners.
- Students select their traverse routes.

What to Look For

- Students are on task and making safe decisions.
 - Students are implementing proper spotting technique and communicating while applying both three points on the wall and balance over the feet.
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Formal and Informal Assessments

- Teacher observation of safe practices
- Teacher assessment of knot tying technique (make sure that students tie the figure eight correctly before rotating to next station)

Closure

- How did you get along in meeting the expectations for the climbing stations? Provide a specific example of how you met these expectations.
- What could you improve on?
- How were you successful at spotting today?
- Can you share, with an elbow partner, how you used balance over your feet to support your climbing today?

Reflection

- Were students able to apply three points on the wall and balance over the feet?
- How is the class doing with the knots to this point?
- Were students focusing on safety and spotting correctly?

Homework

Practice tying a figure eight, and be able to do it without looking at the rope by next class. A video is posted on the school's physical education website for your review.

Resources

Internet keyword search: "balance over feet," "figure eight knots," "spotting for rock climbing"