

LESSON 6: DEADPOINT DYNAMIC CLIMBING

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)

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

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

Lesson Objectives

The learner will:

- apply the concept of deadpoint dynamic climbing technique.
- develop a climbing goal for the obstacle course and share it with a spotter.
- execute a proper bowline knot.
- engage in safe climbing practices.

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

Introduction

Today, I will introduce the concept of deadpoint dynamic climbing and demonstrate the bowline knot. Deadpoint climbing is a little different from what you've done so far because it takes advantage of your momentum as you climb.

Instructional Task: Deadpoint Dynamic Climbing

■ PRACTICE TASK

Explain how the obstacle course (see photo) for this lesson is designed to support deadpoint dynamic climbing (smooth, fluid use of momentum), demonstrate what it looks like, and have students share how that technique might support their improvement as climbers.



Guiding questions for students:

- How can a climber use momentum to support success?
- How does climbing with “a fluid use of momentum” increase confidence?

Student Choices/Differentiation

Students may review a video clip of deadpoint dynamic climbing.

What to Look For

Students are talking to each other and practicing the skills of SPACE (silence, paraphrasing, accepting language, clarifying questions, evidence).

Instructional Task: Bowline

■ PRACTICE TASK

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

Student Choices/Differentiation

Students may review a video clip of tying a bowline.

What to Look For

Students are engaged.

Instructional Task: Stations Activity

■ PRACTICE TASK

Students participate at each station for 6 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 attempt deadpoint dynamic climbing for at least one move.

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

Extensions

- If students are able to tie a bowline successfully at the knot station, they can try a challenge: tying the first six knots in order in one piece of rope.
- Students can try different movements on the slackline.
- At the traverse stations, students may attempt deadpoint climbing for multiple moves.

Refinement

At the climbing station, students focus on personal goals for the obstacle course. Encourage them to be creative in their traverses. They share their goals with a spotter, and the spotter supports the climber with positive feedback and encouragement.

EMBEDDED OUTCOME: S.4.H.4.I.1. Have students talk about how they plan to complete the course with their partners. Partners offer suggestions.

Student Choices/Differentiation

- Students choose their partners.
- Students choose their routes.
- Students may review a video clip of tying a bowline.

What to Look For

- Students are on task and making safe decisions.
 - Students are implementing proper climbing technique, spotting technique, and communication.
-

Formal and Informal Assessments

- Teacher assessment of students' knots

Closure

- What has been the biggest contributor to your success as a climber?
- Was deadpoint dynamic climbing effective for you? How?

Reflection

- Were students creative on the wall during the obstacle course?
- Were students using supportive language at each station?
- How can I help students who weren't comfortable executing the deadpoint dynamic movement?
Was it confidence or strength?

Homework

Be able to tie a bowline on a bite without looking at the rope. A video is posted on the school's physical education website for your review.

Resources

Internet keyword search: "bowline," "deadpoint dynamic climb," "momentum"