

LESSON 7: RESTING

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)

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

Challenge: Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. (S5.H2.L2)

Lesson Objectives

The learner will:

- apply the concept of resting during route climbing.
- develop a climbing goal for the route and share it with a spotter.
- execute a proper water 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
- Chalk

Introduction

Today, we will talk about and practice the concept of resting while climbing. Resting is important to prevent unnecessary fatigue, and it also allows you to review your next moves. You also will learn the water knot.

Instructional Task: Resting

■ PRACTICE TASK

Build on the idea of strength of grip with a discussion about resting on the wall. Ask students to share their thoughts on where the best places to rest might be. Extend their thinking, and challenge students to rest at least two times during their routes.

Guiding questions for students:

- What role do the legs play in rest?
- How can a climber develop a rest routine?
- How can chalk support rest while climbing?

What to Look For

- Student talk is on task.
- Students are talking to each other and practicing the skills of SPACE (silence, paraphrasing, accepting language, clarifying questions, evidence).

Instructional Task: Water Knot

■ PRACTICE TASK

Ask students to share how to tie two pieces of rope together (square knot being the most popular answer). Introduce the water knot, and explain the reason climbers use this knot instead of other options. Students follow along with their own ropes.

Student Choices/Differentiation

Students may review a video clip of tying a water knot.

What to Look For

- Students are engaged.
- Students are practicing actively.

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 rest deliberately at least two times during the traverse.

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

Extensions

- If students are able to tie a water knot successfully at the knot station, they can practice the six knots learned earlier.
- Students can try different movements on the slackline.
- At the climbing station, students focus on personal goals for the route. They share their goals with a spotter, and the spotter supports the climbers with positive feedback and encouragement. Climbers are working on different routes at this point based on their skill and ability.

EMBEDDED OUTCOME: S5.H2.I.2. Use the climbing tasks to ask students to choose a route that will challenge them a bit while still allowing them to be successful.

Student Choices/Differentiation

- Students choose their partners.
- Students choose their routes.
- Students choose their goals.
- Students may view a video clip of tying a water knot.

What to Look For

- Students are on task and making safe decisions.
 - Students are implementing proper climbing technique, spotting technique, and communication.
 - Students are resting two times during the route.
 - Students are selecting good locations for resting.
-

Formal and Informal Assessments

- Teacher observation
- Teacher assessment of students' knots

Closure

- Share with a partner how your focus on rest affected your climbing.
- Ask for students to share responses.

Reflection

- Were students applying high-level climbing techniques on the wall during their route climbing?
- Were spotters engaged in the work?

Homework

- Be able to tie all the knots learned to this point. If you are still having trouble with some, be sure to practice before class. Use the videos on the school's physical education website to help you review.
- Watch a video of climbing that focuses on foot holds.

Resources

Local climbing gym instructor

Internet keyword search: "water knots," "rock climbing—resting"