

LESSON 13: BELAY COMMANDS

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)

Safety: Applies best practices for participating safely in a physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection). (S4.H5.L1)

Embedded Outcomes

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

Stress management: Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress. (S3.H14.L1)

Lesson Objectives

The learner will:

- complete a rock climbing conversation that includes a minimum of 14 belay commands.
- review balance skills on the slackline.
- review climbing skills on the traverse wall.
- review harness procedures and safety.

Equipment and Materials

- Traverse wall
- Portable slackline (4)
- Harnesses (6)
- Rope lengths for tying into harnesses (6)
- Chalk
- Belay scripts
- Station task cards

Introduction

Was anyone able to make it to the indoor climbing gym? What impressions do you have? Did you notice how much communication occurred between the belayer and the climber? Communication between the climber and the belayer or spotter is critical for a safe and successful climb. Today, you will learn basic belay commands and review some essential skills from earlier in the module to finish our preparations for the trip to the climbing gym.

Instructional Task: Belay Commands Introduction

■ PRACTICE TASK

Use a personal story (or video clip) to introduce belay commands and their importance for a safe climb and the role of the climber and belayer in the climb. Demonstrate communication in a successful climb.

Student Choices/Differentiation

Use a video or poster to show commands.

What to Look For

Students are attentive and engaged in the discussion.

Instructional Task: Partner Activity

Practice Task

Students work in pairs, along with a belay commands script, to complete a simulated climb. They are to work on voice to make the climb as realistic as possible.

Switch roles.

Extension

Repeat, with students practicing with different partners.

EMBEDDED OUTCOME: S4.H3.L1 As students practice the script, emphasize the importance of communicating and working together for safety.

Student Choices/Differentiation

- Poster of belay commands script
- Students choose their partners.

What to Look For

- Students are giving belay commands fluently.
- Students are clear and loud in their commands.
- Students recognize the importance of the sequence.

Instructional Task: Stations

■ PRACTICE TASK

We're going to split up into stations for the remainder of class.

1. Harness practice
2. Traverse wall
3. Slackline
4. Assessment of belay commands

The slackline and traverse stations are the same as earlier in the module. Choose your own level of challenge for each.

EMBEDDED OUTCOME: S2.H2.L1 At station 1, practice putting on your harness, and have your partner go through the checks. Practice tying into the harness.

At station 4, practice the belay script with your partner while the others at the station use a checklist to make sure it was complete and correct.

Student Choices/Differentiation

- Students choose their partners.
- Partners choose their groups.

What to Look For

- Students can put on their harnesses correctly and confidently.
 - Students are climbing safely and under control on the traverse wall.
 - Students are challenging themselves on the slackline, but working with control.
 - Students are giving accurate belay commands fluently.
-

Formal and Informal Assessments

- Peer assessment of belay command script
- Exit slip: What questions or concerns do you have about climbing at the indoor facility?

Closure

- Why is clear, precise communication important?
- How will you know that your belayer is ready for you to climb?
- What role does trust play in this activity?
- It's natural to have some butterflies the first time you go climbing on belay. Remember, you've practiced all the skills that you need to succeed, and you will always be on belay. If you do have some anxiety, what techniques can you use to control it? Maybe you've learned some strategies in other classes. (Embedded outcome: S3.H14.L1)

Reflection

- Are students ready for the climbing wall?
- Will they be able to apply the commands in an authentic climbing experience?
- Review exit slips to prepare for the trip.

Homework

Watch a video clip of climbers at the indoor facility on the school's physical education website. Bring your list of climbs for the climbing gym.

Resources

Local climbing facility staff
Internet keyword search: "belay commands"