

LESSON 8: EDGING

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

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)

Lesson Objectives

The learner will:

- apply the concept of edging on the obstacle course.
- develop a climbing goal for the obstacle course and share it with a spotter.
- execute a figure eight follow-through.
- refine climbing techniques.
- 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)
- Chalk
- Station task cards

Introduction

Today, you will refine your climbing technique by practicing edging with the inside and outside of your feet. You'll also learn the figure eight follow-through knot.

Instructional Task: Edging

■ PRACTICE TASK

Discuss different types of foot holds and how to position the foot on the hold for maximum perch as well as the concept of edging (using the inside and outside of the foot). Provide an example of how to edge on your wall.

Student Choices/Differentiation

Students may review a video clip of different foot holds and edging technique.

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: Figure Eight Follow-Through

■ PRACTICE TASK

Explain the difference between the bowline and the figure eight follow-through and why climbers use the latter. Demonstrate the knot, and have students follow along with their ropes.

Guiding questions for students:

- Why do climbers use a figure eight follow-through to tie into a harness?
- Why might you want to do the same?

Extension

Because this knot is more difficult, students find a partner, a rope, and enough space to tie the knot. They support one another's thinking and check to make sure their partners complete the knot.

Student Choices/Differentiation

Students may review a video clip of tying the figure eight follow-through.

What to Look For

- Students are engaged.
- Student talk is on task.
- Knots are tied correctly.

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, set up the obstacle course to focus on edging and foot hold techniques. Students plan and share their routes with a spotter.

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

Extensions

- If students are able to tie a figure eight follow-through successfully at the knot station, they can practice the knots learned earlier in the module.
- Students can try different movements on the slackline.
- At the traverse stations, students may attempt deadpoint climbing for multiple moves.

Refinement

Remind students to focus on the inside or outside of the foot on the hold as appropriate. Students may select an easier route to focus on practicing their edging.

Student Choices/Differentiation

- Students choose their partners.
- Students choose their routes.
- Students may review a video of tying a figure eight with follow-through.

What to Look For

- In the climbing station, students are using good foot technique.
- Students are on task and making safe decisions.
- Students are implementing proper climbing technique, spotting technique, and communication.
- Students are resting during the route.
- Students are selecting good locations for resting.

Instructional Task: Peer Assessment

■ PRACTICE TASK

In groups of three, students video each other on the obstacle course. Students discuss application of edging technique through the route.

EMBEDDED OUTCOME: S2.H2.I.1. Students will help each other refine their edging technique using movement concepts in the peer video assessment.

Student Choices/Differentiation

Students choose their groups.

What to Look For

- Students are being constructive in their feedback.
 - Students are applying the edging and foot hold concepts correctly.
 - Students are providing support to each other.
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Formal and Informal Assessments

- Peer assessment
- Teacher assessment of students' knots

Closure

- Why do we use the figure eight follow-through to tie into our harnesses?
- How is it more reliable than a bowline? Share one success you have had in your climbing.
- How many of you feel comfortable tying a figure eight follow-through?
- How did focusing on foot holds and edging affect your climb?

Reflection

- Were students applying high-level climbing techniques on the wall during the obstacle course?
- How fluent is the class with the figure eight follow-through?

Homework

Next class, you will take a quiz on the terminology and concepts that you have learned so far in the module. Be sure to review any handouts and the school's physical education website before class.

Resources

Local climbing gym instructor

Internet keyword search: "edging in climbing," "figure eight follow-through knot"