

LESSON 9: FINAL STATIONS

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)

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 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

Lifetime activities: Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L2)

Lesson Objectives

The learner will:

- develop a climbing goal for the route and share it with a spotter.
- execute a double fisherman's knot.
- complete a cognitive assessment.
- 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

You have one more knot to learn: the double fisherman's knot. You have made great progress on your balance, strength and endurance, and climbing technique. Today will be your final day of working in stations, so let's focus on getting the most out of them. We'll finish up with a quiz.

Instructional Task: Double Fisherman's Knot

■ PRACTICE TASK

Explain the importance of having a backup knot as part of tying into a harness, and demonstrate what can happen without this precaution. Demonstrate tying the knot. Students follow along with their own ropes.

Student Choices/Differentiation

Students may review a video clip of tying a double fisherman's knot.

What to Look For

- Students are engaged.
- Knots are correct.

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 focus on their personal goals for the final day in stations. Students plan and share their routes with a spotter. Students tie the double fisherman's knot at Station 3.

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

Extensions

- If students are able to tie a double fisherman's knot successfully, they can practice the knots learned earlier in the module.
- Students can try different movements on the slackline.

EMBEDDED OUTCOME: S1.H1.1.2. Remind students of each of the techniques they have learned (rest, edging, foot holds, static climb, deadpoint dynamic climbing, and so on), and encourage incorporating them into their climbs to refine their technique.

Student Choices/Differentiation

- Students choose their partners.
- Students choose their routes.
- Students may review a video clip on tying a double fisherman's 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 during the route.
- Students are selecting good locations for resting.

Instructional Task: Quiz

■ PRACTICE TASK

Students take a teacher-generated quiz on terminology and concepts.

Student Choices/Differentiation

Allow extra time if needed, or give a take-home version.

What to Look For

Students have mastered the terminology and concepts.

Formal and Informal Assessments

- Teacher assessment of students' knots
- Cognitive assessment

Closure

- What are you most proud of thus far in the climbing unit?
- Provide a specific example of someone in our class being a collaborative teammate.
- Next class, you will make a video of your climbing technique and assess yourself. I will also use the video to make an assessment of your climbing.

Reflection

- Were students applying high-level climbing techniques on the wall during their route climbing?
- How fluent is the class with the double fisherman's knot?
- Are they ready for a formal assessment of their climbing?

Homework

Practice tying the double fisherman's knot. You can review it on the school's physical education website.

Resources

Local climbing gym instructor

Internet keyword search: "double fisherman's knot," "static climb," "edging," "foot holds"