

Wappingers Central School District

PERSONAL CHALLENGE

Name: _____

Period: _____ **Teacher:** _____

Wappingers Central School District

Personal Challenge

9th Grade Physical Education Curriculum



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Chapter 1

Course Explanation:

The Personal Challenge course is not a traditional sport based physical education course. Many of the activities are physically challenging but are based on group challenges that develop team building skills. The activities follow a progression throughout the school year and are sequenced to build upon previous skills acquired to ensure success in future challenges.

1. **Ice Breakers / Group Challenges**

Through the use of group challenges students will develop the skills and tools necessary to become a more efficient member of a group. These challenges focus on, but are not limited to, the development of communication skills, problem solving, and maintaining a safe environment. The skills focused on during these challenges help to develop relationships amongst peers and ease the transition into the high elements. Many of these activities introduce ideas as well as cues that will be used in later activities and challenges.

2. **Low elements:**

The basis of the course centers on elements which facilitate group challenges. There are low elements that will be used as part of a progression in attempting team challenges. Proper spotting is required and used by groups whenever any group member is off of the ground. The low elements vary in physical difficulty as well as difficulty of strategy required. Students will be placed into groups and navigate through different challenges based on their demonstrated ability to work as a unit. Teacher discretion will be used when determining a group's readiness to progress through the low elements course.

3. **High Elements:**

The indoor high elements are used later in the course and involve a climber ascending various challenges with the use of a belay team to ensure safety and success. Students will spend several weeks learning to tie and will eventually be tested in all of the knots that are used during climbing. All students are then trained in every aspect of the belay team so that they can properly participate in every aspect of a climb. Once the teacher deems a class ready to begin climbing, they will spend the next several weeks performing climbs with students rotating through the various jobs involved with climbing and belaying. The outdoor high elements are the final component of our climbing unit and use the same principals as the indoor elements, only with a greater height and degree of difficulty.

Chapter 2

Ice-Breakers

What is the object of Ice-Breaking games?

Ice breaker games are designed to get to know your classmates!! Please keep an open mind during ice breaker games, and focus on communication, collaboration, and having fun!! PE this year will be one of your most memorable classes if you show up prepared, with an open mind, and are willing to try some wacky and unusual activities.

Before we get started.....Lets talk about some important terms that will help you to have a successful class this year.....

Please define the following terms according to what YOU feel the definition should be:

Communication: _____

Leadership: _____

Collaboration: _____

Teamwork: _____

Work Ethic: _____

Ice Breaker Activities:

Activity 1

Alphabet Name-Game

Students will line up SILENTLY w/o any talking.

*Line up by first name/ last name/ birthday month & day

Activity 2

Flight Pattern

While the entire class is standing in a circle, the teacher will start by throwing an object to a person while saying their name. The student will then continue by throwing the object to a different student while saying their name, and so on. Once the pattern is learned, the class will see how many objects can be thrown and caught at the same time before anything is dropped.

*Students can be timed to see how many objects they can throw in a certain amount of time

*Reverse the order of who you were throwing it to

*Start over and pick new names to throw it to

Reflection for Name Game & Tossing Name Game

Please rate the activities by circling the number that corresponds with your feeling.

1 2 3 4 5
Did Not Enjoy No Feeling Thoroughly Enjoyed

2. How easy was it to work with your group:

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Activity 4

Dolphin Golf

- a. Students will make groups of 4
- b. Students will then alternate throwing and catching a ring from one designated point to another while counting the number of throws as a "stroke"
- c. Students must alternate throwing/catching between all 4 partners before they can touch the ring again, and may only catch the ring on their arm
- d. Every time a ring is thrown, whether it is caught or not, it counts as a stroke. If the ring is dropped or touches any part of the body aside from the arm, the ring must be re-thrown and a "stroke" is added to the score

Reflection for Dolphin Golf

- 1 2 3 4 5
Did Not Enjoy No Feeling Thoroughly Enjoyed

Please explain your rating in a brief paragraph:

Activity 5

ALL ABOARD

A. Students will form groups and try to fit every member of their group into a hula-hoop W/O having any part of their body touching the ground outside the hoop.

*Gradually reduce the size of the hoop as the students successfully achieve the task (OPTIONAL- Use a base as the smallest area)

Reflection for ALL ABOARD

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 2 3 4 5
Did Not Enjoy No Feeling Thoroughly Enjoyed

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Please explain your rating in a brief paragraph:

Activity 6

Helium Hoop

a. Students in groups will try to make a hula hoop rise from the ground to shoulder height and then back down to the floor while using only their index finger from either hand.

*All students must remain in contact with the hoop at all times

EMPASIZE ON COMMUNICATION & LEADERSHIP

Reflection for HELIUM HOOP

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 2 3 4 5
Did Not Enjoy No Feeling Thoroughly Enjoyed

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Please explain your rating in a brief paragraph:

Activity 7

Human Knot

- a. Students form groups
- b. They must reach both hands into the middle of the group and grab 2 different group members hands
- c. Students must then attempt to untangle themselves without letting go of the persons hands that they are holding onto

**Safety statement: Don't twist hands with your partner!!

Reflection for Human Knot

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1	2	3	4	5
Did Not Enjoy		No Feeling		Thoroughly Enjoyed

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group:

1	2	3	4	5
Incredibly Hard		No Feeling		Incredibly Easy

Please explain your rating in a brief paragraph:

Activity 8

Hoop “around the world”

- Students form groups
- Students will then hold hands to complete the circle
- A hula hoop must be passed around the entire group of people w/o them letting go of each others hands

****Safety statement: Don't twist hands with your partner!!**

Reflection for Hoop “around the world”

Please circle the number or object that appropriately describes the question:

- Did you enjoy this lesson?

1 2 3 4 5
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

- How easy was it to work with your group?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Chapter 3

Outdoor Low- Elements

Explanation and spotting:

Spotting is a form of supporting a classmate to ensure that they are safe throughout adventure activities. The most important areas of the body to protect are the **HEAD & NECK**. Spotters should remain vigilant at all times to ensure the safety of all participants.

Here are some helpful tips to remember when spotting:

1. Spotters must travel with the person they are spotting throughout the entire activity course.
2. Spotters must have a wide stance with their legs staggered. (one foot behind the other)
3. Spotters must use two hands, so that they support the person at their shoulders and/or their mid back.
4. Spotters must ensure that they are protecting the **HEAD & NECK** of their classmate at all times.

Spotting Activities:

Back to back Partner Stand

While sitting back to back w/ elbows interlocked, partners will attempt to stand up as quick as possible w/o touching the ground w/ anything but their feet

*Groups of 4, 6,8

Forward facing Partner Stand

While sitting facing each with toes touching and hands interlocked, students will attempt to stand up as quick as possible w/o touching the ground

*Stand w/ partner while using: Left Hand, Right Hand, *2 Fingers

*Groups of 4,6,8

Bottoms UP-

While sitting face to face with feet touching, students will attempt to raise their “bottom” off the floor

*Partners of 2,4,6

Trust Falls:

A partner activity where students begin to learn and use the cues which will later be implemented in our climbing activities.. Students take turns practicing the role of spotter and faller. Through communicating and proper spotting techniques, student practice and learn how to keep their peers safe in the event of a fall.

Cues/Commands:

Faller: "Faller Ready"

Spotter: Spotter ready"

Faller : "Falling"

Spotter: "Fall Away"

Yurt Circle

- a. Group of 10-12 students form a circle and count off alternating between "1" and "2"
- b. While holding hands with the person next to them, the objective is for all students who are "1's " to coordinate with one another by learning a certain direction
- c. At the same time, all students who are "2's" must coordinate and lean in the opposite direction

Safety Concerns: Pre-planning of what group members are connected to others is very important. Be aware of differences in body types throughout the activity

Willow in the Wind

- a. Groups of 8-10 start out by circling around 1 group member
- b. Groups must then safely "pass" around the person in the middle by using proper trust-fall form
- c. Person in the middle can choose to have their eyes closed or open during this activity

Low Element Activities: The Wall

Objective

1. Move your entire group up and over the wall

Rules/Safety Concerns

1. No more than 3 people on the wall platform at a time.
2. Travelers cannot use the sides of the wall to climb.
3. Everyone is a spotter.
4. Once the traveler is up and over, they can only spot; they can not physically assist in lifting a teammate.
5. Hands up at all times when spotting.
6. Spotters must be aware at all times.

Tips

1. Spotters must form a semi-circle around the traveler & must keep the traveler safe from falling
2. Communication is essential



Reflection for THE WALL:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Mohawk Walk

Objective

1. Move your entire group from check point to check point while using the support of spotters throughout the activity.
(No group member may advance until everyone has reached the checkpoint!)
2. Move your entire group from start to finish along foot cables without touching the ground and with spotters used for emergencies only!

Rules/Safety Concerns

1. For every person climbing, they must have AT LEAST 1 spotter to support them.
2. Spotters must keep the climber safe, and must protect the head and neck at all times.
3. Climbers may work together to assist each other throughout the climb.
4. If the climber falls off, they must return to the last completed checkpoint.

Tips

1. Designate what group member will go first and last.
2. Designate spotters BEFORE attempting to climb.
3. Spotters must ALWAYS pay attention



Reflection for the MOHAWK WALK:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Spider Web

Objective

1. Groups must pass through the web with only 1 touch per person in their group. (10 people= 10 free touches)
2. Group must pass through the web while making ZERO touches. (If any group member touches they must start over!)

Rules/Safety Concerns

1. After one web opening is used, that opening is CLOSED! (It cannot be used again)
2. No one can go over, under or around the web.
3. Spotters can be used throughout the activity to protect the head, neck & shoulders.
4. Group members CANNOT run and dive through the web.
5. Travelers must travel head first through the web

Tips

1. Determine who will go first and last during this activity.
2. Determine what web holes will be used first and why.



Reflection for the SPIDER WEB:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Swinging Log

Objective

1. One at a time, group members will traverse (travel) from one end of the log to the other without falling off while using the support of spotters.
2. One at a time, group members will traverse from one end of the log to the other without falling off and without using any assistance.
3. At one time, ALL group members will balance on the log without touching the ground for at least 10 seconds.

Rules/Safety Concerns

1. If you fall off, you must complete the task from the beginning.
2. Spotters can be used throughout the activity to protect the head, neck & shoulders.
3. To stop the log from swinging use your FEET only!



Reflection for the SWINGING LOG:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Whale Watch

Objective

The group must balance the whale watch

Tasks:

1. The group must form a circle on the Whale and bring it to balance for 10 seconds. Next, you must travel in a complete circle without the whale touching the ground.
2. Bring the Whale to balance while standing on opposite ends (the last 3 planks). Next, group members must travel to the opposite side of the whale with a limited number of touches. You are allowed 5 TOUCHES during this objective. If touches exceed 5, then start over.
3. Bring the Whale to balance while standing on opposite ends (the last 3 planks). Next, group members must travel to the opposite side of the whale without it touching the ground!! If the Whale touches the ground 1x then start over!

Tips

1. Do not stand on the sides of the Whale.
2. Do not run or jump on the Whale.
3. Be aware of the “catapulting” effect on the Whale.



Reflections for the WHALE WATCH:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Wild Woozy

Objective

1. Two group members must support one another along the cables to the first checkpoint. No one may attempt Objective 2 until all group members complete Objective 1.
2. Two group members must support one another along the cables to the second checkpoint.
3. Only two members of the group must support one another along the cables to the FINAL checkpoint.

Rules/Safety Concerns

1. You may use spotters to help you stand on the wire; however you are not to use them for support during the activity.
2. If you fall off, allow the next pair to attempt before you try again.
3. You must stay in contact with your partner throughout the activity.
4. Do not interlock fingers with partner.
5. Spotters are needed during each climb: 1 behind each climber and 1 in between them.
6. Spotters must protect the head, neck & shoulders.



Reflection for the WILD WOZY:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Fidget Ladder

Objective

1. Traverse ladder with all group members holding onto the sides of the ladder.
2. Traverse ladder with group members allowing the ladder to swing side to side but have the ability to grab the ladder and secure it to prevent it from flipping over..
3. (Optional) Traverse ladder with spotters there to spot the head neck and shoulders, but no ladder support.

Rules/Safety Concerns

1. Everyone must complete Objective 1 before moving to Objective 2.
2. You must be belly down on the ladder at all times.
3. All group members must ring the bell and return to the bottom of the ladder for the climb to count.
4. Spotters must pay attention during every climb.
5. Be mindful of the ladder swinging and hitting you during a climb.
6. Spotters must protect the head, neck & shoulders of the climber.



Reflection for the FIDGET LADDER:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Hanging Tire

Objective

1. Move your group through the tire to the other side.
2. Move your group through the tire to the other side, while staying behind the designated lines both in back and in front of the tire.

Rules/Safety Concerns

1. Each student in the group must go through the tire. (not around the tire!!)
2. Spotters must be utilized during the activity.
3. You are not allowed to grab any METAL equipment that may be attached to the tire during the activity.
4. Spotters must protect the head, neck & shoulders of the climber.



Reflection for the HANGING TIRE:

In a brief sentence, please answer each of the following questions pertaining to critical “group” thinking:

1. What made your group successful?

2. What were the keys to completing this element?

3. What are some strategies you could use if you were going to “teach” this element to another group?

4. How did the element promote collaboration, communication, and patience?

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being hard), how would you rate this element in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Critical Thinking Needed	1	2	3	4	5

Chapter 4

Indoor Low Elements

Activity 1

SWINGING TIRES

- a. Students must make their way across the swinging tires w/o touching the mat
- b. 1 or more student can go at a time, depending on class level
- c. If a student touches the ground or mat, they must start over

Reflection for SWINGING TIRES

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1	2	3	4	5
Did Not Enjoy		No Feeling		Thoroughly Enjoyed

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1	2	3	4	5
Incredibly Hard		No Feeling		Incredibly Easy

Please explain your rating in a brief paragraph:

Activity 2

NITRO'S CROSSING

- a. Students must first retrieve the swinging rope w/o touching any part of the mat, or going across the boundary
- b. Once the rope is retrieved, students must swing across the mat to the other platform and land safely on the platform w/o touching the ground. They must also bring the container of nitro with them.
- c. There is a bar set across the starting platform; if you knock it over your entire team must start over. If at any time a member of your team touches the floor or mat while swinging or landing, the entire team must start over. If the container of nitro or any of its contents is dropped, the entire team must start over.

Objective

- The entire group and a container of nitro must swing from a safe starting area over the floor (taboo turf) to a landing platform

Rules

- If anyone in the group falls or touches the taboo turf, the entire group starts over
- If anyone in the group knocks off the tripwire/ fence, the entire group starts over
- If the nitro spills, the entire group starts over

Safety

- The rope has a foot loop (assist the students off the rope)
- You must spot the traveler!
- Protect the head, neck and shoulders



Reflection for NITRO CROSSING

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 **2** **3** **4** **5**
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 3

DISC JOCKEY

- a. Students must swing across the rope without touching the ground and land on a disc
- b. Once they land on the disc, they will then occupy this area for the remainder of the game
- c. Students are allowed to step one foot onto another disc, however they must not step off their initial disc entirely
- d. Classmates are to help their teammates by transporting them to the other discs without letting them touch the ground

Safety

- The rope has a foot loop (assist the students off the rope)
- You must spot the traveler!
- Protect the head, neck and shoulders

Reflection for Disc Jockey

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 2 3 4 5
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 4

ACE VENTURA

- a. Half of the students will be “rescuers,” while the other half will be “receivers,” who are waiting on boxes at the other side of the element
- b. Rescuers will swing across the rope without touching the ground while attempting to grab an animal. The animal must then be passed to a receiver
- c. Receivers are only allowed to hold onto 1 animal, and rescuers are only allowed to rescue one animal

Safety

- The rope has a foot loop (assist the students off the rope)
- You must spot the rescuer while making sure they are safe throughout their journey.
- Protect the head, neck and shoulders

Reflection for Disc Jockey

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 **2** **3** **4** **5**
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group:

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Chapter 5

Problem Solving Activities

Activity 1

PIPELINE

- Students must attempt to move an object (which is given to you by your teacher) to a designated area through the pipeline without letting the object hit the ground.
- You cannot move the object backwards, 2 objects cannot be in the pipe at the same time, and the pipes must be touching during the object transfer.
- Your feet must be planted (not moving) when the object is in your piece of the pipeline.
- Each person in your group must have helped transport the item with their piece of the pipeline before it reaches the end.

Reflection for PIPELINE

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 **2** **3** **4** **5**
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 2

STEPPING STONES

- a. Students must make their way across the gym while stepping on the stones that are provided to them.
- b. Each student is given one stone; *If at anytime a student is not in contact with a stone, that stone will be taken away.
- c. If students come in contact with the gym floor, the entire group must return back to the beginning.

Reflection for STEPPING STONES

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 **2** **3** **4** **5**
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 3

EARTH BALL

- a. Everyone must touch the beach ball once before it can be touched by another person in your group
- b. See if you can keep the ball in the air for 300 touches
- c. You CANNOT touch the ball twice in a row
- d. You CANNOT use your feet, head, or any other body part other than your hand

Reflection for EARTH BALL

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 **2** **3** **4** **5**
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 4

VIRTUAL MOHWAK

- a. While on a team, students must make their way across the gym floor w/o having any part of their body touching the floor
- b. Students are provided 1 rope, 1 mat, and 1 scooter
- c. If anyone on your team touches the floor, your entire team must return back to the beginning

Reflection for VIRTUAL MOWHAK

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 **2** **3** **4** **5**
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 5

GROUP JUMP ROPE

- Students will gather in an assigned area while a large jump-rope is being swung.
- Students will then be given a different list of objectives to complete as a class.
- If a student touches the rope, they will need to attempt to make the jump again.
- The class cannot move on until all students have successfully made the jump.

Reflection for Jump Rope

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 2 3 4 5
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 6

BUDDY ROPES

- a. Students will partner up with one other person
- b. Each student will be given a rope to tie around each of their wrists
- c. Students will interlock the ropes and attempt to remove themselves from their partner without taking the rope off of their wrist

Reflection for Buddy Ropes

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 2 3 4 5
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Activity 7

MONSTER

- a. Groups of 7 students
- b. Students must travel a determined distance while only having a specific amount of body parts on the floor at one time
- c. Group must stay in contact throughout the activity and only 4 body parts can be in contact with the floor at any given time.

Reflection for Monster

Please circle the number or object that appropriately describes the question:

1. Did you enjoy this lesson?

1 **2** **3** **4** **5**
Did Not Enjoy **No Feeling** **Thoroughly Enjoyed**

Please explain your rating in a brief paragraph:

2. How easy was it to work with your group?

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

Please explain your rating in a brief paragraph:

Chapter 6

Knots

Each student will learn 3 knots that are required for climbing. These knots are the storage knot, the Super 8 with a safety knot, and the Studebaker Harness. After each knot is taught to the class, the students will have time to practice and then each student will test out on the knots with their instructor. All knots are required to be tied correctly in front of instructor before the students will be allowed to ascend the high elements.

There are two types of dynamic ropes that we will be using within our climbing unit: One is an 11 millimeter rope which will be the rope we use to attach to our climber. This rope has a breaking point of about 5,000 pounds. The other is a 9 millimeter rope that will be used to practice our knot tying. This rope has a breaking point of about 4,500 pounds. They are both made from braided nylon cording incased in nylon sheathing.

At the beginning of each class students are required to inspect their individual rope by running their hands over it to feel for any fraying or soft spots in the middle of the rope. If you have any concerns, please bring the rope to your instructor.

These ropes are only to be used for tying the knots that you are instructed to learn from your teacher. Misuse or misconduct involving the ropes can/will result in loss of credit for that class as well as possible disciplinary action.

Storage Knot

Description/Purpose:

The storage knot is used to safely store away the 9mm ropes at the end of class. This keeps the wear and tear on the ropes to a minimum and keeps the ropes from tangling up.

Where & When is this knot used?

At the beginning of class you will get your rope from the bucket and it will be tied in a storage knot from the class before you. At the end of every class you will tie your rope back into a storage knot and place it in the bucket for future classes.

How do I tie this knot?

Step 1: Find the two ends of the rope and put them together. (This is essentially folding the rope in half)

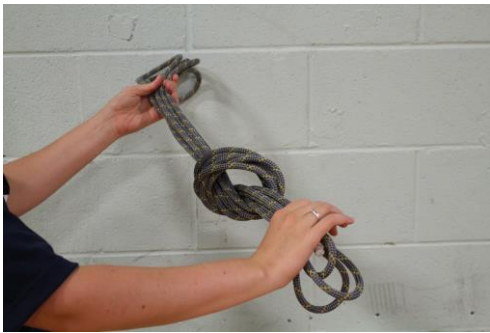
Step 2: Fold the rope in half again by matching up the two ends with the middle of the rope.

Step 3: Keep folding the rope in half until it is a little more than shoulder width in length. (Each rope is a different size so the amount of folds may vary)

Step 4: Hold the folded ends in your hands with your palms facing up.

Step 5: Make a loop in the middle of your folded rope. Place and hold both ends in your left hand. Reach through the loop you made with your right hand and pull the far ends back through the loop towards you.

Step 6: Hold one end in each hand and pull tight.



STORAGE KNOT REFLECTION:

How hard was it to successfully tie this knot? (Circle your answer)

1 **2** **3** **4** **5**
Incredibly Hard **No Feeling** **Incredibly Easy**

What made this knot difficult/easy to tie? (Please provide a paragraph explanation)

Super 8

(Super 8 w/ a safety knot)

Description/Purpose:

The Super 8 is a knot that is tied in the 11mm climbing rope and is used to safely attach the climber to the climbing element.

Where & When is this knot used?

The Super 8 is tied at the tag end of the 11mm climbing rope. This knot creates a loop that gets attached to the climber's harness by a carabineer. The other tag end of this climbing rope is fed up through the climbing apparatus and back down to the primary belayer and climbing team on the ground.

How do I tie this knot?

Step 1: Find one tag end of the rope and hold it with your right hand. Feed the rope through your left hand until it is as long as your wing span. Keep your left hand on the rope and drop the tag end from your right hand.

Step 2: Hold both strands of rope half way down and drop the bite end down.

Step 3: Loop the bite end around the strands of rope 1.5 times and feed the bite end up through the loop (do not tighten the knot yet)

Step 4: Hold the knot in your left hand so that it hangs straight up and down, pinch the bite end with your right hand.

Step 5: Bring the bite end down and feed it back through the loop it came from but do not feed it all the way through, stop half way so the knot looks like a 'T'.

Step 6: With your right hand use your thumb and pointer finger to pinch up through the single side loop and grab the double side loops.

Step 7: With your left hand pull the single side over the knot until it reaches the bottom of the knot. Keep holding the double side with your right and move your left hand to the two strands coming out of the bottom of the knot to pull and tighten the knot. This is your Super 8, now we need to make a safety knot.

Step 8: Hold the Super 8 in your left hand with your palm down and your left thumb along the longer rope.

Step 9: Start the safety knot by using the short working end of the rope. Coil at your thumb nail going over your thumb and under the long rope. Make the second coil by crossing over the first coil and thumb and under the rope. Repeat one more time. You should have 3 coils.

Step 10: Feed the short tag end down through the coils away from the Super 8 in place of your thumb

Step 11: Hold the coils in one hand while you pull the tag end with your other hand to tighten the safety knot.





Studebaker Harness

Description/Purpose:

Students will use the 9mm rope to tie this harness. This will keep both our climbers and belayers safe.

Where & when is this knot used?

The Studebaker harness is used by the climber and primary belayer. This will be tied very snug and be checked by instructor before anyone ascends a climb. The climbing rope will have a Super 8 on it; this will get attached to the climbers harness with a carabineer. Some elements will use a front hook up while others will use a back hookup. The other end of the climbing rope will go up through the elements climbing apparatus and back down to the belay device and attach to the primary belayers harness with another carabineer. Everyone in class is responsible for tying a harness **every class period**.

How do I tie this knot?

Step 1: Inspect the rope. Find the **center and place it on your left hip**. While maintaining the center of the rope on your hip, slide your right hand holding the rope behind your back and toward your belly button. Slide your left hand holding the rope to meet your right hand at your belly. Form a **surgeon's knot** by passing the right rope over the left, then the right over the left again. Pull snug and ensure that the knot rests above your hip bone and near naval.

Step 2: **Drop ropes and pass them through your legs**. Wrap the right rope around your right leg and return it to front hip; repeat with left leg. Squat and tighten both ropes.

Step 3: **Tuck in front** by passing the entire right rope between your belly and vertical right rope. Pull it snug toward your right hip. Pass the entire left rope between your belly and the vertical left rope. Pull it snug toward your left hip.

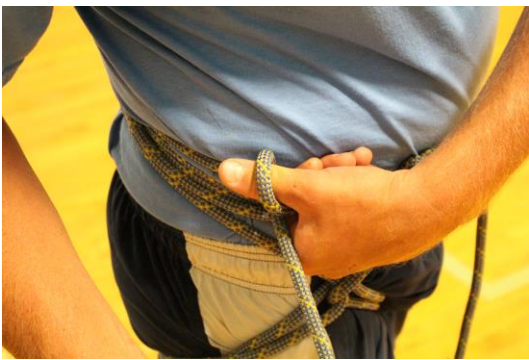
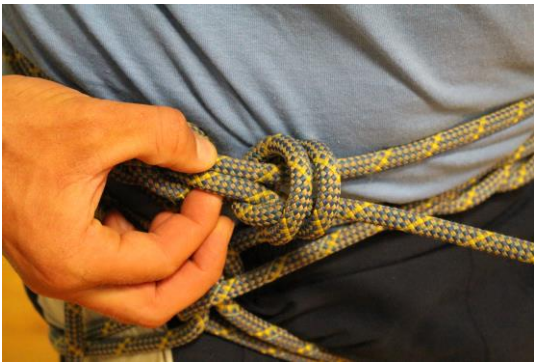
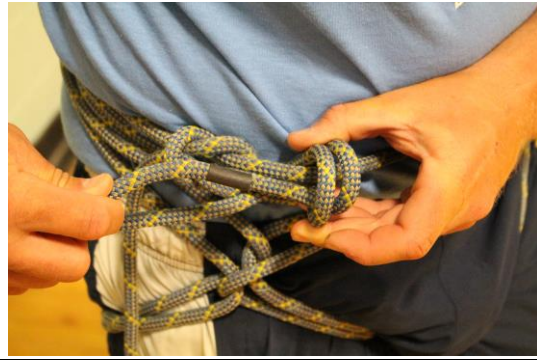
Step 4: You have just constructed a Swiss Seat minus the finishing knot. To complete the Studebaker seat, **repeat steps 1-3 in the back**. Bring the ropes to the center of your back and form a surgeon's knot. Tighten ropes, drop them down your back and between your legs. Reach through and wrap them around the proper leg (maintaining the right rope on the right side, left on the left side) until your hands return to back. Pass the entire right rope between your buttocks and the vertical right rope; pull snug toward your right hip. Repeat with the left side and tighten the harness.

Step 5: To finish the harness, wrap the ropes around your waist at least one time (body wrap) until the ends of the rope hang at your **knees**. Form a square knot on your right hip, (to form a square knot you cross the ropes right side over the left side and tuck it through, and then cross the left side over the right side and tuck it through, pulling tight each time) with safety knots on either side to ensure the harness's integrity and to avoid your knot getting in the way of your carabineer.

Step 6: When attaching the carabineer in either front or rear clip in, the carabineer should pass through all strands at the center of the harness.









Chapter 7

Belay & Climbing Equipment

9 millimeter rope:

This rope is used to practice our knot tying and to tie our harness which has a breaking point of about 4,500 pounds. They are made from braided nylon cording encased in nylon sheathing.



11 millimeter rope:

This rope will be the rope we use to attach to our climber which has a breaking point of about 5,000 pounds.



Helmet:

A helmet must be worn by any climber attempting to ascend any elements where a belay is necessary.



Carabiner:

A locking mechanism used to connect two objects such as a climber and the primary belayer.



Gloves:

Gloves must be worn by primary belayer to avoid friction burn on the hands from belaying.



Belay Device:

A loop of rope passes through this device and is connected to a locking Carabiner. The device allows the primary belayer to apply friction for braking when necessary.



Chapter 8

U.B.U.S. Belay

The following pictures demonstrate the U.B.U.S. method performed by a right handed belayer

Up – Primary Belayer removes slack by pulling upward with dominant hand



Brake – Primary Belayer moves dominant hand downward towards their hip which activates the brake through the use of the belay device



Under – Primary Belayer brings non-dominant hand under the dominant hand which is still in the brake position



Slide – The Primary Belayer slides their dominant hand upward towards the belay device.

The dominant hand never leaves the rope once a climb has begun



Instructions for the U.B.U.S. Belay Team:

- a. All students involved must act as active members of the belay team while one of their teammates is attempting to ascend a high element.
- b. The belay team requires AT LEAST 7 people per climb; who will switch responsibilities and work as a TEAM in order to ensure the safety of every individual involved.
- c. SAFETY is the #1 component throughout high element activities, so when in doubt, ASK your teacher for assistance.
- d. There should never be any climbing attempts prior to the teacher giving permission.

U.B.U.S. Belay Team Assignments:

1. **Climber-** The person attempting to ascend the element.



- 2. Primary Belayer**- The person in charge of the belay team & the main individual supporting the climber. The primary belayer is directly connected to the climbing rope through the use of a climbing harness and belay device. The Primary Belayer should always have gloves on.



- 3. Back-up Belayer**- Standing 2-3ft. away from the Primary Belayer holding the rope with 2 hands to the side of the belayer's dominant hand. They are responsible for being an "emergency brake" in the event that the Primary Belayer loses their grip or control of the rope. In this event, the Back-up Belayer would take over Primary Belayer responsibilities.
- 4. Rope Gatherer**- Responsible for keeping the rope off the ground and out of the way of the belay team. DO NOT wrap the rope around your body while collecting the rope.



5. **Anchors (2)**- Responsible for holding onto the harness of the Primary Belayer to make sure they do not go up in the air when the climber is coming down from the element.



6. **Ladder Holder (1-2)**- Responsible for holding & moving the ladder for the climber when they begin to ascend an element.



Climbing Cues/Commands

1. The Climber will communicate their readiness to the belay team by stating:
“**climber ready!**”
2. The Primary Belay will communicate their readiness to the climber by stating:
“**belay team ready**”
3. The Climber will then communicate the beginning of their ascension by stating:
“**climbing!**”
4. The Primary Belay will then grant permission to begin ascension by stating:
“**climb away!**”

Climbing Objective

1. One student will attempt to ascend a high element while at least 7 other students function as a Belay Team.
2. Students will attempt each of the 6 U.B.U.S. assignments/jobs (with the exception of Primary Belaying) at least one time during Indoor climbing activities, and again during outdoor climbing activities.
3. In order to receive full class credit, students must partake in at least 2 belay assignments per day.

Safety/Rules

1. The instructor as well as the participants should frequently check knots, carabineers and helmets both prior, during and after each class session.
2. Every climb must include a full belay team with every job accounted for and all cues and commands executed prior to ascension by the climber.
3. The Primary Belay must use the U.B.U.S method of belaying to ensure the safety of the climber.
 4. All climbs must be taken seriously

BELAY TEAM REFLECTIONS:

Reflection for Climbing:

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being difficult), how would you rate this assignment in terms of:

Physical Exertion	1	2	3	4	5
Dealing with fear/anxiety	1	2	3	4	5
Amount of communication needed	1	2	3	4	5

Reflection for primary belaying:

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being difficult), how would you rate this assignment in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Being able to use U.B.U.S.	1	2	3	4	5

Reflection for back-up belaying:

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being difficult), how would you rate this assignment in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Being able to keep a proper amount of slack in the rope	1	2	3	4	5

Reflection for Rope Gathering:

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being difficult), how would you rate this assignment in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Being able to adjust quickly To the climber's ascension or descending	1	2	3	4	5

Reflection for being an Anchor:

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being difficult), how would you rate this assignment in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Amount of team work required To keep the climber safe	1	2	3	4	5

Reflection for being a Ladder Holder:

Directions:

Please read the question and circle the number.

On a scale of 1-5 (1 being easy and 5 being difficult), how would you rate this assignment in terms of:

Physical Exertion	1	2	3	4	5
Amount of Communication Needed	1	2	3	4	5
Being able to understand when it is safe to move the ladder	1	2	3	4	5

Chapter 9

Indoor High Elements

Students are required to make **AT LEAST 1** climbing attempt on the indoor high-element course. In addition, all students must participate in **2 DIFFERENT BELAY TEAMS** during each class session. It is the student's responsibility to volunteer and meet these requirements throughout the entire climbing unit.

Students are also required to fill out the evaluation provided for each climbing attempt, and must fill out the **1 page climbing reflection** at the end of the chapter describing their climbing attempt.

Indoor Safety Concerns:

1. Students must stay in their assigned section of the gym throughout the entire class session.
2. Students should remain focused on the activity at hand regardless of other activities that may be happening around the gym.
3. Students not participating in a climb should avoid the climber, the belay team, as well as dangerous areas of the gym during the climbing attempts.
4. Students CANNOT fool around during any climbing activities.

Wall-Scale



Task: Students will climb up the ladder and make their way onto the rock wall. Once on the wall, students will climb up to the platform and attempt to stand. Once standing and facing the wall, the belay team will lower the student to the ground.

Setup: The climber is hooked up with a ‘front hookup’ on their harness. Both the harness and each carabineer must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

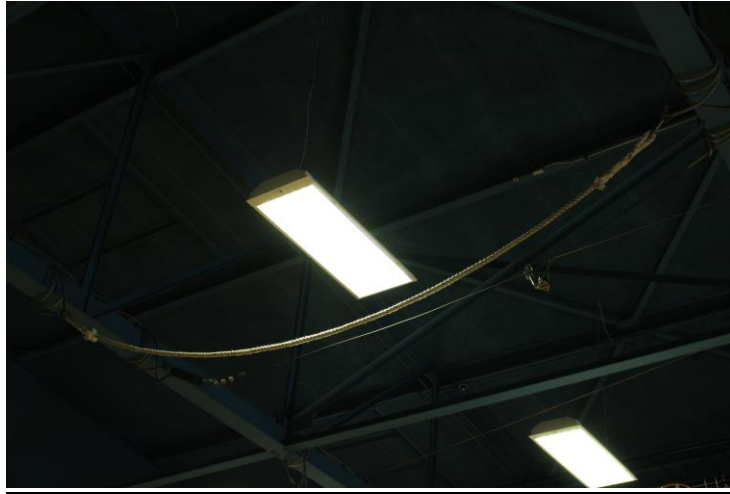
If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Commando Crawl



Task: To climb up the rope ladder and make your way across the rope suspended between the rafters by using either your hands and/or legs.

Setup: The climber is hooked up with a 'front hookup' on their harness. Both the harness and each carabineer must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

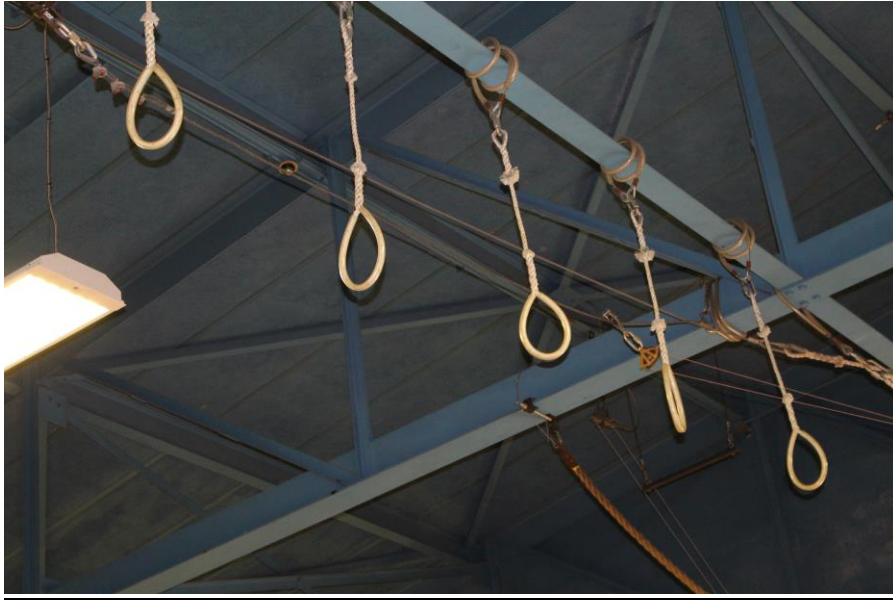
If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Ring to Ring



Task: To climb up rope ladder and make your way across transferring from ring to ring with opposing hands.

Setup: The climber is hooked up with a 'front hookup' on their harness. Both the harness and each carabiner must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

Chapter 10

Outdoor High Elements

Students are required to make **AT LEAST 1** climbing attempt on the outdoor high-element course. In addition, all students must participate in **2 DIFFERENT BELAY TEAMS** during each class session. It is the student's responsibility to volunteer and meet these requirements throughout the entire climbing unit.

Students are also required to fill out the evaluation provided for each climbing attempt, and must fill out the **1 page climbing reflection** at the end of the chapter describing their climbing attempt.

Outdoor Safety Concerns:

1. Students must stay in the high-element area throughout the entire class session.
2. Students should remain focused on the activity at hand regardless of other activities that may be happening outdoors.
3. Students not participating in a climb should avoid the climber, the belay team, as well as dangerous areas of the high element course during the climbing attempts.
4. Students are encouraged to wear hats, sunglasses and sunscreen during all outdoor high-element class sessions.
5. Students CANNOT fool around during any climbing activities.

Double-Grip Single Wire Traverse



Task: Students will climb up the ladder and then up the staples on the pole. Students will then walk across the element using the 2 ropes as hand holds while walking on the foot cable.

Setup: The climber is hooked up with a 'front hookup' on their harness. Both the harness and each carabineer must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Single-Grip Single Wire Traverse



Task: Students will climb up the ladder and then up the staples on the pole. Students will then walk across the element using the 1 rope as a hand hold while walking on the foot cable.

Setup: The climber is hooked up with a 'front hookup' on their harness. Both the harness and each carabineer must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Multi-Line Traverse



Task: Students will climb up the ladder and then up the staples on the pole. Students will then walk across the element using each hanging rope as a hand hold while walking on the foot cable.

Setup: The climber is hooked up with a 'front hookup' on their harness. Both the harness and each carabineer must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard **No Feeling** **Incredibly Easy**

Hour Glass Traverse



Task: Students will climb up the ladder and then up the staples on the pole. Students will then walk across the element using the 2 different ropes as hand holds while walking on the foot cable.

Setup: The climber is hooked up with a 'front hookup' on their harness. Both the harness and each carabiner must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Tired Two Traverse



Task: Students will climb up the ladder and then up the staples on the pole. Students will then walk across the element using only the 2 foot cables provided.

Setup: The climber is hooked up with a ‘front hookup’ on their harness. Both the harness and each carabineer must be inspected and checked by the instructor before each climbing attempt is made.

There is a full belay team on the ground in charge of keeping the climber safe.

ELEMENT REFLECTION:

If you attempted this climb, **MENTALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

If you attempted this climb, **PHYSICALLY** how difficult was it to attempt this element?

1 2 3 4 5
Incredibly Hard No Feeling Incredibly Easy

Chapter 11:

Community Resources

It is our hope that you have enjoyed your climbing experience here at John Jay High School. If you would like to continue with these experiences, here are some resources that will guide you towards opportunities where similar activities are offered. During each of your adventures, make sure you have a certified and insured instructor. The following sites are local businesses that will allow you to purchase equipment, have new climbing experiences and develop climbing skills.

Disclaimer: Even though students have had some training and have participated in both climbing and belaying, it is not advised that students participate in any unsupervised climbing activities without formal instruction or training from the instructor or facility that is offering the climbing activity.

Adventure Parks

Adirondack Extreme
35 Westwood Forest Lane Bolton Landing NY 12814
<http://www.adirondackextreme.com/>

Big Bear Zip lines
817 Violet Ave Route 9G Hyde Park NY 12538
<http://www.bigbearziplines.com/>

Catamount Aerial Adventure Park
2962 State Highway 23 Hillsdale, NY 12529
<http://www.catamounttrees.com/>

Hunter Mountain Zipline Canopy Tours
64 Klein Ave & 23a Hunter NY 12442
<http://www.ziplinenewyork.com/>

Indoor Climbing Gyms

Albany's Indoor Rock Gym (A.I.R.)
4C Vatrano Road Albany, NY 12205
<http://www.airrockgym.com/>

The Cliffs -Climbing and Fitness
1 Commerce St. Valhalla NY 10595
<http://thecliffscimbing.com/valhalla>

Innerwall
234 Main Street New Paltz NY 12561
(845) 255-7625
www.theinnerwall.com

Climbing Schools

Alpine Endeavors
PO Box 58 Rosendale, NY 12472
alpineendeavors.com/

Eastern Mountain
<http://www.emsexploration.com/>

High Xposure Adventures
U.S. 44 Gardiner NY 12525
(800) 777-2546
www.high-xposure.com/

State Parks/Preserves
Minnewaska State Park
5281 Route 44-55 Kerhonkson, NY 12446
<http://nysparks.com/parks/127/details.aspx>

Mohawk Preserve
P.O. Box 715 New Paltz NY 12561
<http://www.mohonkpreserve.org/>

Purchasing Equipment (stores)

Eastern Mountain Sports
<http://www.ems.com>

Rock & Snow
44 Main Street New Paltz, NY 12561
<http://www.rockandsnow.com/store/>

NOTES: