

*Wappingers Central School District*

**PERSONAL  
CHALLENGE  
ROY C. KETCHAM**

Name: \_\_\_\_\_

Period: \_\_\_\_\_ Teacher: \_\_\_\_\_



# **Personal Challenge**

## **9<sup>th</sup> Grade Curriculum**



**Developed by:**  
**The Wappingers Central School District**  
**Physical Education Staff**

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# Chapter 1

## Introduction to the Course...

Welcome to the 9<sup>th</sup> Grade Personal Challenge class!

### Course Requirements/Grading Policies:

**9th grade:   \*\*Non-notebook days\*\*                   5 points earned daily**

- 1 point                   = Attending class on time
- 1 point                   = Changed for class in proper attire
- 1 point                   = Demonstrated Skill Level
- 1 point                   = Cooperation
- 1 point                   = Participation and Effort in class

**\*\*Notebook-usage days\*\*                   5 points earned daily**

- 1 point                   = Attending class on time
- 1 point                   = Changed for class in proper attire
- 3 point                   = Effort/Participation/Proper reflections provided in notebook

Not having your notebook will automatically result in the loss of the 3 notebook points for the day

Unprepared (not changed for class) students are not eligible to receive notebook credit during notebook usage days

Students are responsible for having their notebook at every class  
**UNLESS THEY ARE NOTIFIED BY THEIR TEACHER**

Students who bring any type of electronic device to class (unless authorized by the teacher) will lose credit for that class session. The device will be collected and handed into administration

If a student fails Personal Challenge Physical Education class for the year they will be required to retake the course the following year. This course **CANNOT** be made up during summer school

Students are expected to change every day even on 2 hr. delay days

#### **DISCLAIMER**

EVEN THOUGH STUENTS HAVE HAD SOME TRAINING AND HAVE PARTICIPATED IN BOTH CLIMBING AND BELAYING, IT IS NOT ADVISED THAT STUDENTS PARTICIPATE IN ANY UNSUPERIVED CLIMBING ACTIVITIES WITHOUT FORMAL INSTRUCTION OR TRAINING FOROM THE INSTRUCTOR OR FACILITY THAT IS OFFEREING THE CLMINBING ACTIVITY.

# **Course Explanation**

The Personal Challenge course is not a traditional sport based model 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 skill acquired to ensure success in future challenges.

## **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, 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.

## **Spotting Techniques**

The students will learn how to safely spot one another during certain activities in this course. These techniques must only be used during class time and under proper supervision.

## **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.

## **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 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 difficult.

# Chapter 2

## Ice-Breakers

### **What is the object of Ice-Breaking games?**

Ice breaker games are designed for you 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 communication

\*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 object 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

## Activity 3

### Peek-a-Boo

Divide into two groups, a sheet is held up between the groups, each group designates someone to sit by the sheet. When the sheet is dropped the person must call out the name of the other teams person at the sheet. Whoever loses joins the other team.

### Reflection for Name Game, Tossing Name Game, & Peek-a-Boo

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

1. Did you enjoy the activity?

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 6

### 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:

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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:

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# Chapter 3

## Spotting Techniques

### **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.
3. Spotters must use two hands, and are looking to 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 Leans**

This is 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 leaner. Through communicating and proper spotting techniques student practice and learn how to keep their peers safe in the event of a fall.

Cues/Commands:

Leaner: "Leaner Ready"

Spotter: "Spotter ready"

Leaner: "Leaning"

Spotter: "Lean Away"

### **Trust Fall**

This activity builds on the trust lean. In this activity the 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 forms 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

# Chapter 4

## Outdoor Low- Elements

### **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?

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2. What were the keys to completing this element?

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

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

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**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?

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2. What were the keys to completing this element?

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

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

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**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?

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2. What were the keys to completing this element?

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

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

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**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 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/or using any assistance
3. At one time, ALL group members will balance on the log without touching the ground for at least 10s.

### **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?

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2. What were the keys to completing this element?

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

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

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**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 Form a circle on the Whale and bring it to balance for 10s. 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?

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2. What were the keys to completing this element?

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

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

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**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. Two SELECT 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?

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2. What were the keys to completing this element?

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

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

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**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 |

# Lord of the Rings

## Description

Built in a circle of trees or poles, this element is formed by cables of varying lengths that radiate out from a central hub like spokes on a bicycle wheel. Some of the trees may have placements for Tension Traverse ropes. Strung between two of the trees is an overhead Multi-line rope which can be adjusted by a Prusik knot to hang at various heights to alter the difficulty of the element.

## Objective

- Participants each begin on a separate cable at an outer tree or pole. The challenge is for each participant to end up in a new “starting position” without falling off the cable.

Suggested rules are as follows:

- No props are allowed other than the fixed ropes. Coats, shoe strings, and other clothing are off limits. One exception might be to allow a group to use a prop to retrieve the overhead line. It can be a long reach for younger audiences.
- If a participant steps off the cable, she would return to her starting position.

## Safety Considerations

- Spotters should be used as needed as participants exchange places on the cable.
- Spotters need to be aware of the nature of a fall from the Tension Traverse sections. A falling participant will tend to fall back towards the starting point, particularly if they maintain contact with the rope. To be effective, two spotters need to position themselves accordingly, *one half step back toward the starting point*.
- Participants should be advised to help themselves by stepping down from the cable if a fall is imminent and unavoidable.
- Participants should not move independently along the cable, i.e. without contact with another participant or a Tension Traverse rope.
- Rapid traversing movement on the cable should be discouraged.

## Facilitator's role

- The ground should be checked for rocks and stumps that may need extra spotting.
- Encourage participants to ask for spotters if feeling unstable.

## Variations

- Limit the use of the overhead rope to only one member of the group at one time.
- Require all participants to move through the center hub on their way to their final destination.

**Reflection for the Lord of the Rings:**

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

1. What made your group successful?

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2. What were the keys to completing this element?

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

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

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**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 |



**Reflection for the TP Shuffle:**

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

1. What made your group successful?

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2. What were the keys to completing this element?

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

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

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**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 |

# Tire Element

## Description

2 platforms, a board, and multiple tires lying on the ground.

## Objective

A couple of options:

- The entire group starts on one platform and has get to the other platform that is approximately 30 feet away. In between the two platforms are tires that are at least 3 feet apart but no more than 6 feet. They have at their disposal a board that is approximately 5 feet in length to use a “bridge” between each tire. Group members can also jump from tire to tire but can only do one jump at a time to regain balance.

## Safety Considerations

- Making sure the board is used properly and safely.
- Only allowing group members to jump to one tire at time.

## Variations

- Same as the objective above but have the group split with half one platform and the other half on the other platform.
- Have all group members start on a tire and must get to a platform

## Reflection for the Tire Element:

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

1. What made your group successful?

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2. What were the keys to completing this element?

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

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

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**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 |

















## 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
- 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

### 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









# **Chapter 7**

## **Knots**

Each student will learn the four knots that are required for climbing. These knots are the storage knot, surgeon's knot, square knot, and barrel knot. The student's will use these knots to create the Studebaker Harness. After each knot is taught to the class the students will have time to practice and then each student will demonstrate they can do the knot in front of their instructor. All knots are required to be tied correctly in front of an 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 will be used to practice our knot tying and to tie our harness. 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 find 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 depending on the severity of the action.

**Videos on how to tie each knot can be found on our district webpage by following this path:**

[www.wappingersschools.org](http://www.wappingersschools.org)

- At the top click on Academics/Athletics
- Then click on Physical Education
- Then click on Personal Challenge Grade 9

# 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)

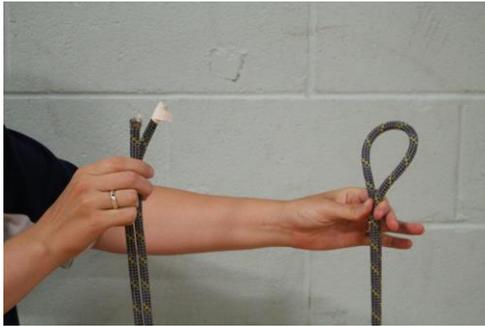
**Step 2:** Fold the rope in half again by matching up the two ends with the middle of the rope.

**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 an end in each hand and pull tight.







# Squares Knot

## Description/Purpose:

The square knot is used after the leg straps are completed so they stay in place.

## Where & When is this knot used?

After both sets of legs straps are done, create a square not on your hip. Square knots must be made on the hip so it doesn't block clip in points.

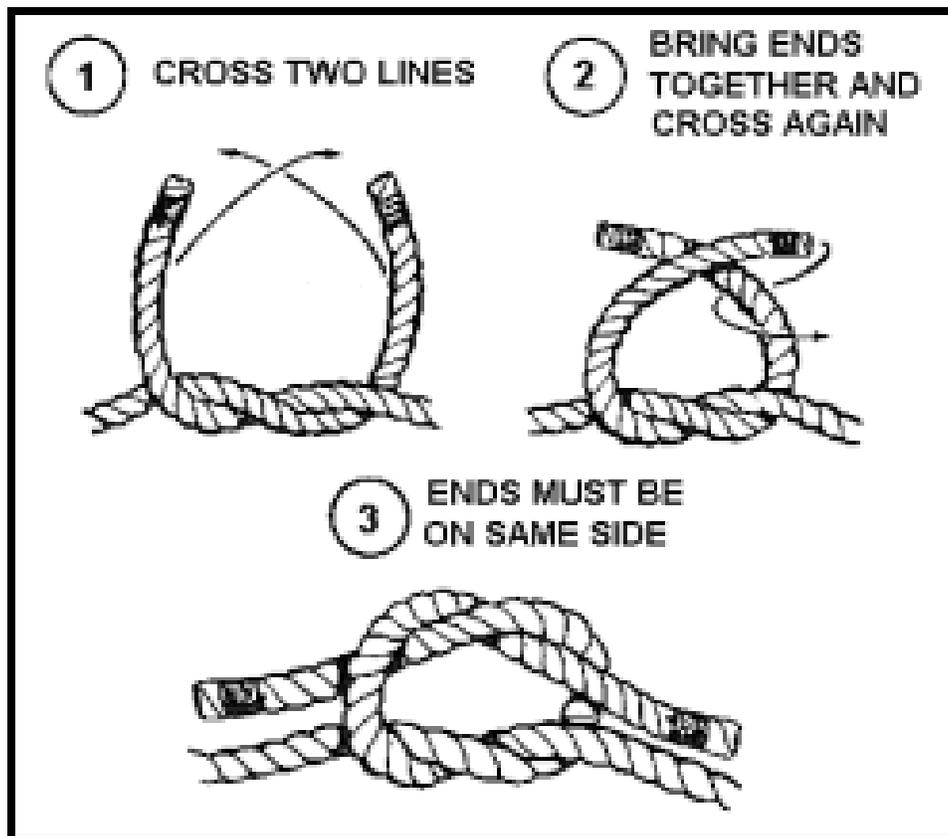
## How do I tie this knot?

Step 1: Cross two line

Step 2: Bring ends together and cross again.

Step 3: Ends must be on the same side

Teaching Cue: Left or right and pull, then right over left and pull





# Barrel Knot

## Description/Purpose:

The barrel knot is used to finish off the harness and to ensure it doesn't come undone.

## Where & When is this knot used?

A barrel knot will be made on BOTH sides of your square knot. This will keep your harness locked in and tight.

## 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)

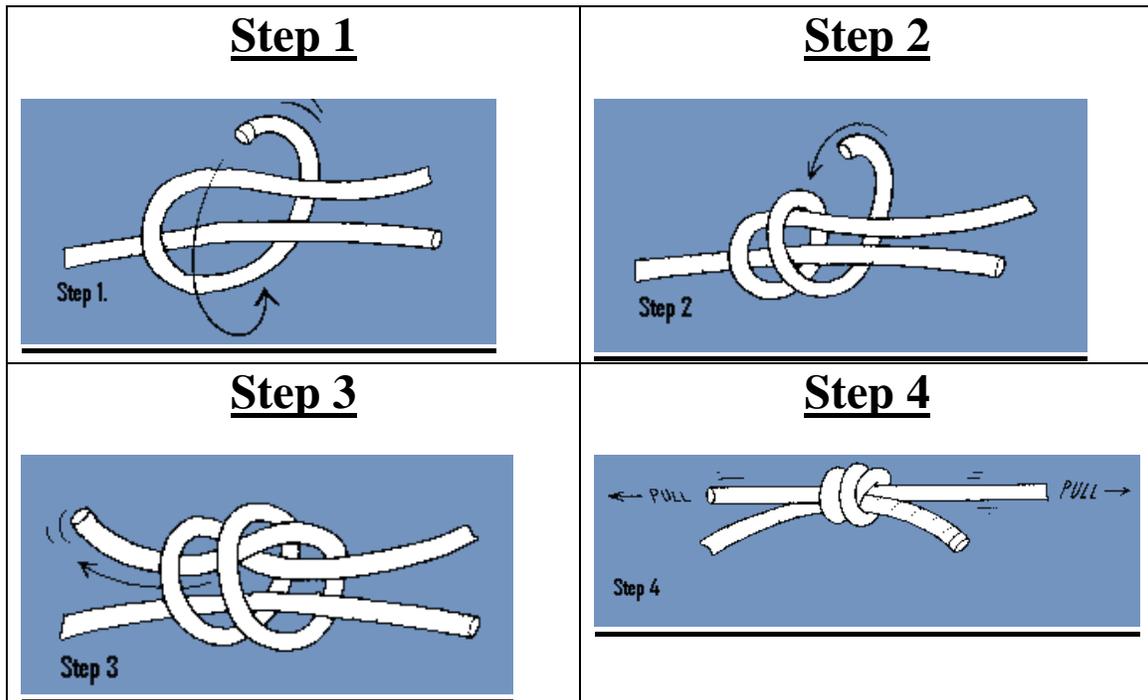
Step 2: Fold the rope in half again by matching up the two ends with the middle of the rope.

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 an end in each hand and pull tight.





# Harness

## (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:** FRONT Surgeons knot

**Step 2:** Under your legs (front to back) and bring the rope front

**Step 3:** Under **THAT** rope you just put under legs

**Step 4:** BACK Surgeons knot

**Step 5:** Under your legs (back to front) and bring the rope back behind you

**Step 6:** Under **THAT** rope you just put under your legs then bring the rope in front of you

**Step 7:** Make an **X** on your belly button

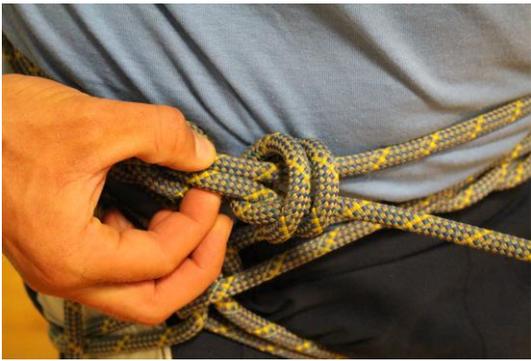
**Step 8:** Longer rope goes around your back and finishes on your hip with the other rope

**Step 9:** Square knot (left of right, right over left)

**Step 10:** Barrel knots (1 on each side of your square knot).











# Chapter 8

## 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 incased 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 the potential for 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 breaking when necessary.**



# Chapter 9

## 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. **Anchor (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 Belayer must use the U.B.U.S method of belaying to ensure the safety of the climber.
4. All climbs must be taken seriously; Participants cannot FOOL AROUND during any of the climbs.

## **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 10

## 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 TEAM RESPONSIBILITIES** 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.









## **Dangle Duo**

**A vertically hung, oversized ladder suspended from an overhead cable or clipped directly into support trees or poles. The rungs are usually 4 x 4 x 8 pressure treated boards. A separate belay cable is suspended seven feet above the uppermost log.**

### **TASK**

The Dangle Duo is generally used as a partner activity in which participants climb the ladder using only the support of the logs and/or each other. Use of the side support cables is discouraged.

### **FACILITATOR'S ROLE**

- Complete the pre-climbing check.
- Visually check to see that belay set-ups are properly oriented.
- Check the knot in the end of the belay rope.
- Visually check that a locking carabiner has been properly clipped into the harness or around all the strands of the Studebaker Wrap. It should be locked and squeeze checked.
- Before climbing, check that the harness or Studebaker Wrap is belted or tied correctly according to manufacturer's recommendations.
- Make sure that the participant is wearing a correctly sized helmet and that it is put on properly.
- Follow all belay guidelines described under Best Belay Practices on page 118.

### **ELEMENT SPECIFIC GUIDELINES**

- Have spotters spot each participant when mounting the first rung (especially if the rung is close to the ground). Rope stretch at this point may prevent a belayer from arresting a ground fall.
- Do not allow participants to climb in such a way that their belay rope gets wrapped around a rung.
- To lower participants, have someone pull the Dangle Duo out of the way (out of plumb) to create a clear path to the ground. This can also be done by looping a rope over the bottom rung and pulling it away from the descending climbers. If there are two climbers, it is best to lower them one at a time.









# Chapter 11

## 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 as a part of **2 DIFFERENT BELAY TEAM RESPONSIBILITIES** during each class session. It is the student's responsibility to volunteer and meet these requirements throughout the entire class 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.

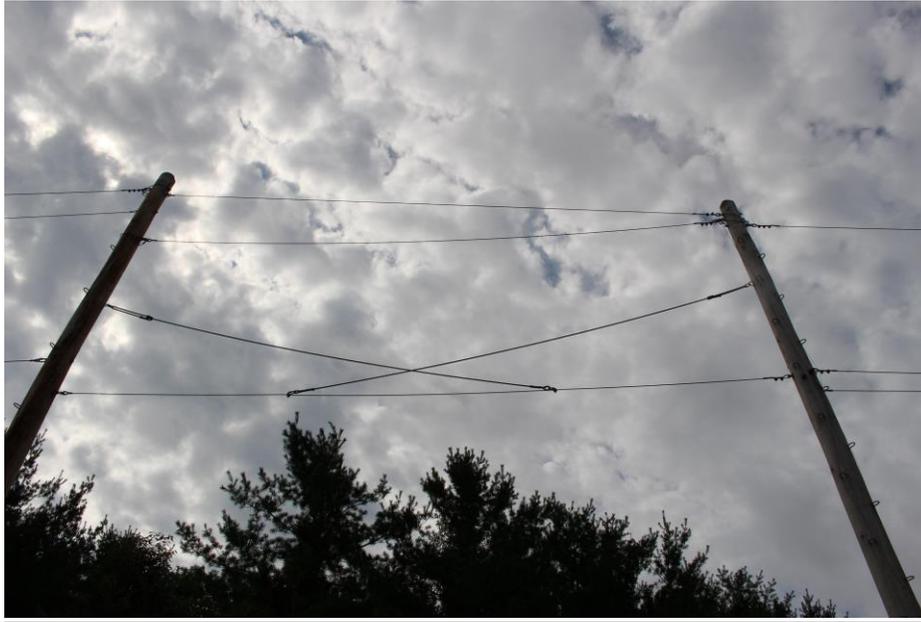
### Outdoor Safety Concerns:

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 high-element class sessions.
5. Students CANNOT fool around during any climbing activities.





## Pirates Crossing Single Wire Traverse



**Task:** Students will climb up the ladder and then up the staples of 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 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 12**

## **Community Resources**

It is our hope that you have enjoyed your climbing experience here at RCK. 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 STUENTS HAVE HAD SOME TRAINING AND HAVE PARTICIPATED IN BOTH CLIMIBING AND BELAYING, IT IS NOT ADVISED THAT STUDENTS PARTICIPATE IN ANY UNSUPERIVED CLIMBING ACTIVITIES WITHOUT FORMAL INSTRUCTION OR TRAINING FOROM THE INSTRUCTOR OR FACILITY THAT IS OFFEREING THE CLMINBING 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 Zip line Canopy Tours  
64 Klein Ave. & 23a Hunter NY 12442  
<http://www.ziplinenewyork.com>

## **Indoor Climbing Gyms**

Albany's Indoor Rock Gym  
4c Vatrano Road Albany, NY 12205  
<http://www.airrockgym.com>

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

Innerwall  
234 Main Street New Paltz NY 12561  
[www.theinnerwall.com](http://www.theinnerwall.com)

## **Climbing Schools**

Alpine Endeavors  
PO Box 58 Rosendale, NY 12472  
[www.alpineendeavors.com](http://www.alpineendeavors.com)

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

High Xposure Adventures  
U.S. 44 Gardiner NY 12525  
[www.high-xposure.com](http://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**

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

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