

Wappingers Central School District

PERSONAL CHALLENGE

ROY C. KETCHAM

NAME:_____

PERIOD:_____ **TEACHER:**_____

PERSONAL CHALLENGE

9TH GRADE CURRICULUM



DEVELOPED BY:
The Wappingers Central School District
Physical Education Staff
For
Roy C. Ketcham High School

TABLE OF CONTENTS

Ch. 1	Introduction	P. 3
Ch. 2	Ice Breakers	P. 5
Ch. 3	Spotting Techniques	P. 16
Ch. 4	Low Elements (Outdoors)	P. 18
Ch. 5	Low Elements (Indoors)	P. 30
Ch. 6	Problem Solving	P. 34
Ch.7	Knots	P. 39
Ch. 8	Belay & Climbing Equipment	P. 53
Ch. 9	Belay Team	P. 56
Ch. 10	High Elements (Indoors)	P. 63
Ch. 11	High Elements (Outdoors)	P. 73
Ch. 12	Community Resources	P. 81

Chapter 1

Introduction to the Course...

Welcome to the 9th 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 for the year they will be
required to retake the course the following year. This course **CANNOT** be made
during summer school**

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:** _____

Activity 1

Helium Hoop

a. Students in groups will try to make a hula hoop rise from the ground to their 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 2

Human Knot

- Students form groups
- Reach both hands into the middle of the group and grab 2 different group members hands
- 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 3

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:

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

Moon 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 Moon 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 5

Speed Hoop

- a. Students can either work in a large group or broken into smaller groups
- b. Students must get their entire group through the hula hoop as fast as they can

Reflection for Speed 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 6

Australian Kickball/Baseball

- a. Students form 2 teams, Kicking/Hitting team and Fielding team
- b. Students can kick/hit the ball in any direction and can score runs by running around their entire team
- c. Defense can get an out by passing the ball underneath the entire teams legs
- d. Three outs per side then switch

Reflection for Australian Kickball/Baseball

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

Turn Style

- a. Students will work together in a large group
- b. Students will designate 2 “turners” of the long jump rope
- c. Students must go through the turning jump rope each time the rope is turned
- d. Students may not touch the jump rope

****Safety statement: turners must let go of the rope if someone touches it!!**

Reflection for Turn Style

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

Tic-Tac-Toe Relay

How to Play Tic Tac Toe Relay:

The game will be played 3 versus 3. Each student will have 1 placement marker (scarf). On go, the first person from each team will run down to the tic tac toe board and place their marker in one of the hula hoops. After they place the marker, they will race back to their line to high five the next student in line. The next student will then place their marker in an open hoop. The goal is to have your team get 3 in a row (horizontally, vertically, or diagonally). If all 3 markers have been played and there is no tic tac toe, the next student in line will run down and move one of their own team markers into an open hula hoop. The next team in line will stand behind the hula hoops and judge the game. After the game is over, the winning team will stay and play again. The judging team will come on to challenge, and the next 3 in line will judge the next game. The game will continue to cycle through. You can have multiple games going at a time!

Equipment Needed:

- 9 [Hula Hoops](#) (tic tac toe board)
- 6 markers (bean bags)
- 1 [cone](#) to designate a starting point

Reflection for Tic-Tac-Toe Relay

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 9

Traffic Jam

Setup up:

- 11 small pieces of tape on the floor set up in a straight line about a foot apart. (diagram below)

* * * * *
A B C D E 1 2 3 4 5

- There are 10 people with 11 spots leaving one spot in the middle open at the start.
- The object is to get ABCDE to 12345 as well as to get 12345 to ABCDE.

Rules:

- You may step forward onto any empty sport
- You may never go backwards
- You may go around a person that is facing you only if the spot behind them is open

Reflection for Traffic Jam

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 10

Word Picture Puzzle

How to Play

The activity will run in typical relay style. Each group will send 1 student over at a time to the word picture game board. That student will take a look the game board, run back to the group, and communicate what they saw and as a group come up with a solution.

Example:



Answer: Horsing Around

Reflection for Word Picture Puzzle

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 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?

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

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?

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

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*. (For more details, see Triangular Tension Traverse)
- 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?

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

TP Shuffle

Description

A utility pole or log, raised and supported in brackets a few inches off the ground.

Objective

A couple of options:

- Divide the group in half. Arrange the group so that each half is standing on opposite end of the pole facing each other. The challenge is for each group to trade ends without anyone stepping off and touching the ground.
- Have the group line up categorically: for example, according to their birthdays in the calendar year.

Safety Considerations

- Agree that if a participant steps or falls off the log, she will step to the ground and try to not pull off anyone else.
- Spot as needed particularly if two participants are having difficulty attempting a pass.

Variations

- Add a time limit and assign penalty seconds for anyone who falls off.
- Start the problem where each group moves backward and ends up backward.
- Do the activity non-verbally.
- Place a hula hoop on the ground that can be used as a free space by any member of the group.

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?

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

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?

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	

Chapter 5

Problem Solving Activities

Activity 1

PIPELINE

- Students must attempt to move an object 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
- You CANNOT run; your feet must be planted when making a transfer
- Each person in your group must have the object in their 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, they must start from 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

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 4

Everlast Meteorite Mission

Task:

A group of students move a bucket of balls from one station pole to another. In this team challenge that requires cooperation, communication, and perseverance. Holding only the ropes attached to the ring, a group of 10 students must move in sync to move the bucket with the balanced balls. Students must stand outside of the ring. If a ball falls you must restart.

Reflection for Everlast Meteorite Mission

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

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

Prouty's Landing

- 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



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 “pivot” 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

TROLLEYS

Task

- To have a group move along a prescribed route. This is usually done by having participants place right feet on one of the 4 x 4's and left feet on the other. Participants may hold their respective ropes for balance.
- If a participant falls off during an attempt, one option is to have the group return to the starting point to begin again.

SPOTTING CONSIDERATIONS

Encourage participants to step off the Trolleys if they are losing their balance to avoid a group tumble.

VARIATIONS

- If a participant falls off the trolleys, that individual is allowed to remount, but must be facing in the opposite direction or become blindfolded.
- Alternatively, if a participant falls off, she must move to the front of the line and become the lead person; i.e., the person most apt to fall prey to the domino syndrome.
- For more activity, use shorter trolley lengths sized to accommodate 4-6 people. These shorter lengths may be constructed so that they can be connected together with rapid links. Additional links may add to the difficulty.

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 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 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 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

- 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.



Surgeon's Knot

Description/Purpose:

The surgeon is the first knot used when creating the Studebaker Harness.

Where & When is this knot used?

This knot is tied first in front of you and then behind you after the first set of leg straps is completed. This knot should rest above the hip bones so the harness will sit properly on your body.

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: Put the middle of the rope on your spine and bring both ends forward.

Step 4: Make an "X" with the rope and loop one side around.

Step 5: To complete the knot loop the same side rope around again.

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)

Squares Knot

Description/Purpose:

The square 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?

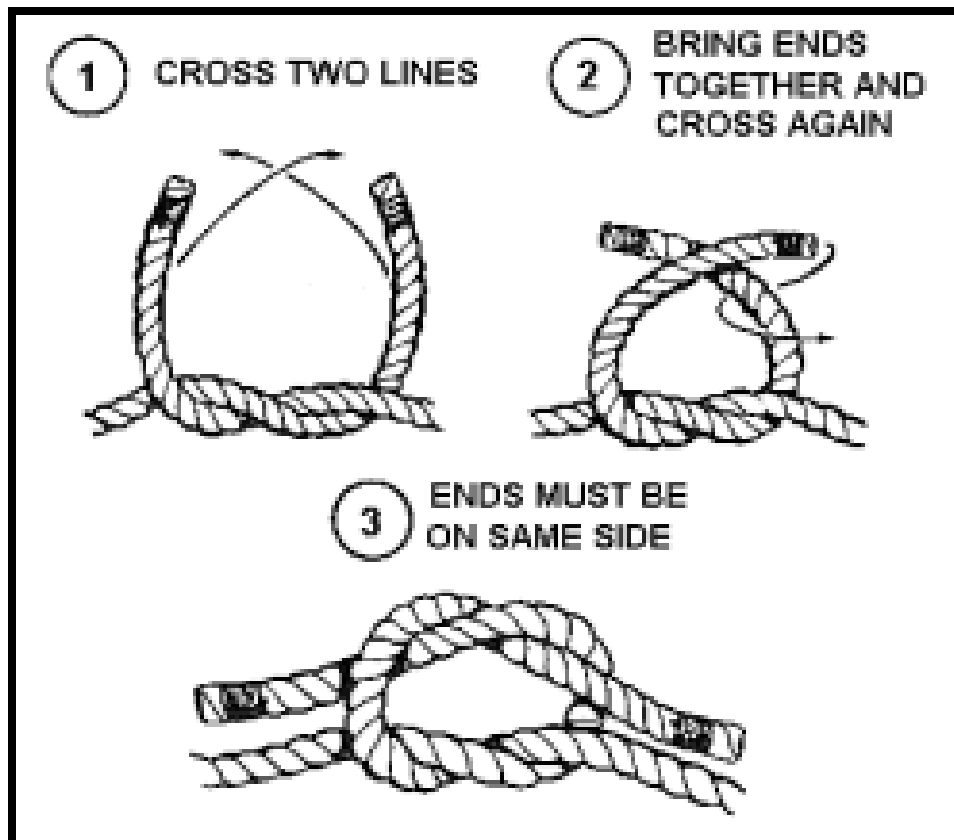
At the beginning of class you will get your rope from the bucket and it will be tied in a storage knot from the class before you. At the end of every class you will tie your rope back into a storage knot and place it in the bucket for future classes.

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: Left over right and loop the rope around then right over left and loop that rope around.



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)

Barrel 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)

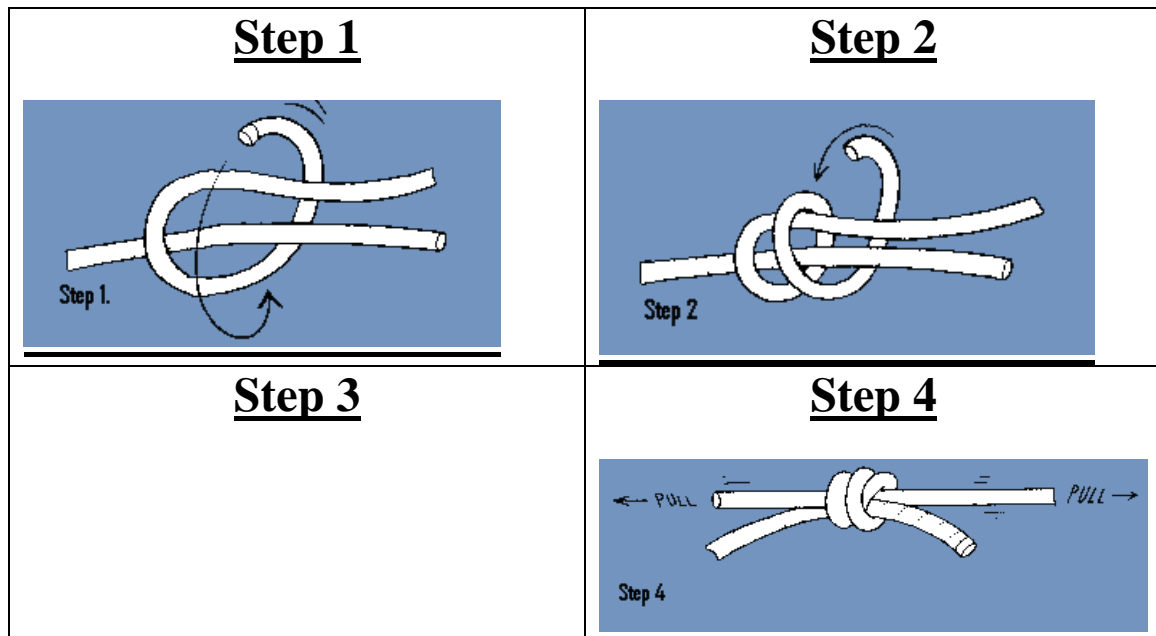
Step 2: Fold the rope in half again by matching up the two ends with the middle of the rope.

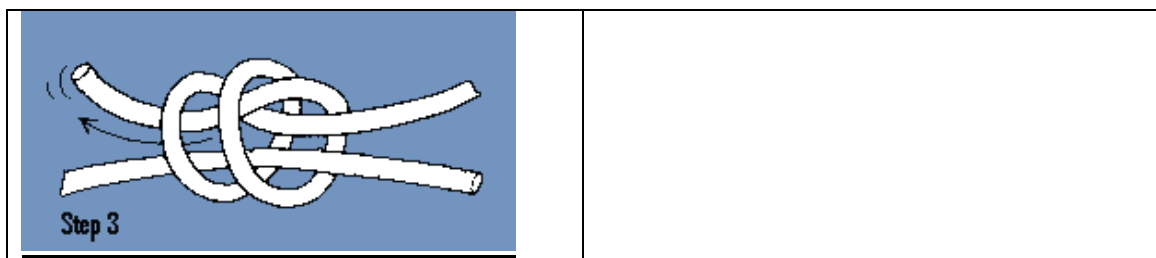
Step 3: Keep folding the rope in half until it is a little more than shoulder width in length. (Each rope is a different size so the amount of folds may vary)

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.





Barrel Knot Refection:

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)

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: 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.

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.

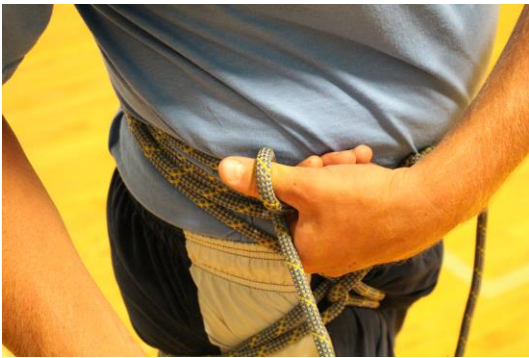
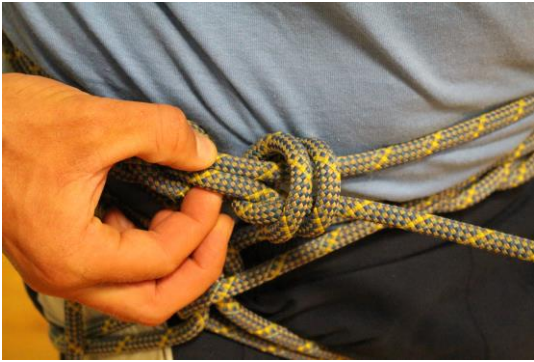
Step 4: You have just constructed a Swiss Seat minus the finishing knot. To complete the Studebaker seat, **repeat steps 1-3 in the back**. Bring the ropes to the center of your back and form a surgeon's knot. Tighten ropes, drop them down your back and between your legs. Reach through and wrap them 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, 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.









HARNESS REFLECTION:

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

1

Incredibly Hard

2

3 No Feeling

4

5 Incredibly Easy

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

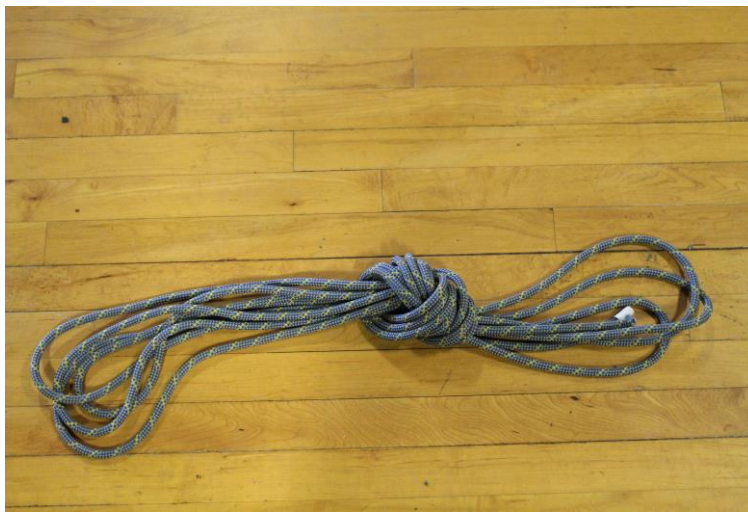
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no vertical margin lines or other markings present. The paper appears to be a standard sheet of notebook paper.

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.



Caribeener:

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



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 caribeenner. 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 Belay-** 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 Belay 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 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.

Trapeze Jump



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 facing forward to the trapeze. Once facing forward, the student must place the climbing rope behind their back BEFORE ANY JUMP IS MADE. With the rope behind the students back, the student will then attempt to jump out and grab ahold of the trapeze bar.

Setup: The climber is hooked up with a 'back hookup' utilizing both the CHEST HARNESS and the STUDEBAKER HARNESS. Both harnesses must be inspected and checked by the instructor before each climbing attempt is made, and each carabineer must be securely tightened.

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

If given the opportunity, would you attempt to climb this element again?

YES

NO

MAYBE

In a quick sentence please say WHY or WHY NOT?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

If given the opportunity, would you attempt to climb this element again?

YES

NO

MAYBE

In a quick sentence please say WHY or WHY NOT?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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.

ELEMENT REFELCTION:

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

If given the opportunity, would you attempt to climb this element again?

YES **NO** **MAYBE**

In a quick sentence please say WHY or WHY NOT?

[illegible]

Balance Beam

A horizontally positioned beam suspended between wire setups. The belay cable is positioned above the log, parallel to the ground above the beam.

Objective

The challenge is to walk across the log. The belay rope may be used for balance if desired.

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 in this manual.

ELEMENT SPECIFIC GUIDELINES

- Set up the element in such a way that the belayer can follow the traversing participant freely.
- Lower a climber smoothly off the Cat Walk being careful to prevent the climber from banging against the beam.

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

If you attempted this climb, would you attempt to climb this element again?

YES

NO

MAYBE

In a quick sentence please say WHY or WHY NOT?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Indoor High Element Climbing Reflection

1. Please provide a 1 page reflection on your INDOOR climbing attempt.
2. Please mention:
 - a. Did you enjoy your climb?
 - b. Did you trust your belay team (why or why not?)?
 - c. What could you have done differently to make your climbing attempt better?

ELEMENT NAME: _____ **DATE ATTEMPTED:** _____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Chapter 11

Outdoor High Elements

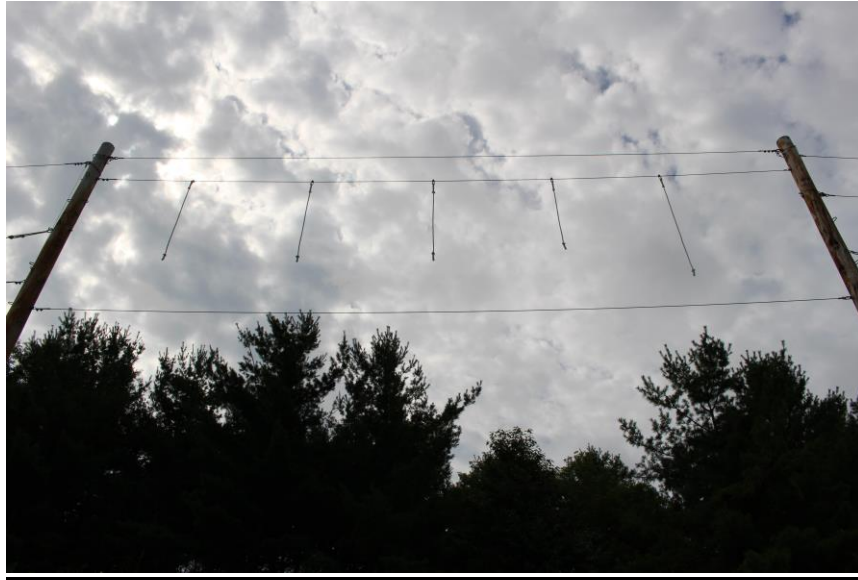
Students are required to make **AT LEAST 1** climbing attempt on the outdoor high-element course. In addition, all students must participate as a part of **2 DIFFERENT BELAY TEAM RESPONSIBILITIES** during each class session. It is the student's responsibility to volunteer and meet these requirements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

Duo Multi-Vine 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 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

If you attempted this climb, would you attempt to climb this element again?

YES

NO

MAYBE

In a quick sentence please say WHY or WHY NOT?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

If you attempted this climb, would you attempt to climb this element again?

YES

NO

MAYBE

In a quick sentence please say WHY or WHY NOT?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Voyageur Crossing



Task: A Belayed participant traverses the element while participants assist the climber by steadying the discs and moving the climber into position using the hand lines attached to each disc.

Safety Considerations:

Ground participants should apply even tension to each hand line in order to properly stabilize and position each disc. When climber is ready to be lowered ground participants should move the discs to the side.

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

If you attempted this climb, would you attempt to climb this element again?

YES

NO

MAYBE

In a quick sentence please say WHY or WHY NOT?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Outdoor High Element Climbing Reflection

1. Please provide a 1 page reflection on your OUTDOOR climbing attempt.
2. Please mention:
 - a. If you enjoyed your climb
 - b. If you trusted your belay team (why or why not?)
 - c. What could you have done differently to make your climbing attempt better?

ELEMENT NAME:_____ **DATE ATTEMPTED:**_____

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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 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 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://thecliffscimbing.com/valhalla>

Innerwall
234 Main Street New Paltz NY 12561
www.theinnerwall.com

The Gravity Vault
www.thegravityvault.com

Climbing Schools

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

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

High Xposure Adventures
U.S. 44 Gardiner NY 12525
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>