

Climbing Activity Cards



SUMMIT info

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Getting started with your school climbing wall



Checkout: For an example of getting started with climbing at your school see this video:
www.youtube.com/watch?v=biGGIEXMvwE&t=10s

The plan of action outlined below is for schools with a traversing wall and for schools with roped climbing facilities, concentrating on requirements for staff to deliver good sessions.

The first two points describe minimums for staff to deliver good sessions on your school climbing wall but the following steps can offer a progression of knowledge and skills for staff who wish to take climbing further at their school.

1. Demonstrating staff competence Within their National Guidelines, Mountain Training outline the four ways in which a leader can demonstrate their competence. One of the common routes outlined in the National Guidelines is in-house or site specific training. Another free Mountain Training publication is their Site Specific Climbing Wall Guidance Notes. These will help staff seeking bespoke training for leading climbing wall sessions to understand better the type of training they should be looking for.

Site specific training can be delivered by a Climbing Technical Adviser. A school may wish to use a Technical Adviser to assist them, in using their climbing wall effectively and safely

To find the best person in your area we suggest that you make contact with NICAS who have a team of Technical Advisers (TAs) and coaches and know the climbing walls in your area.

2. Use the activity cards in this pack to deliver progressive, fun climbing sessions for young people.
3. Contact NICAS (National Indoor Climbing Award Schemes). NICAS offers well-established climbing and bouldering awards, with certificates provided to young people reaching each level. These progressive schemes have seen over 140,000 young people participate since 2008, starting from absolute beginners through to becoming advanced climbers. Many schools already deliver the NICAS awards on their own walls. It is a great progression for students who have enjoyed using their school wall through these activity game resources. For those schools delivering the PE GCSE, NICAS awards are viewed as great evidence for assessment. For more information and to sign up as a NICAS provider, check out www.nicas.co.uk.
4. Attend FUNdamentals of Climbing Workshop for key staff (i.e. PE Co-ordinator, other interested teachers or AOTTS). These courses are designed to improve your knowledge

of climbing and coaching the fundamental climbing skills and are very accessible for someone with teaching skills. The BMC runs a programme of one-day FUNdamentals workshops, of which The FUNdamentals of Climbing 1 would be the most appropriate for staff to attend as it focuses on the important themes that underpin climbing movement; agility, balance and coordination; awareness of the body's centre of gravity, and the relationship between weight transfer and economy of movement. The BMC FUNdamentals webpage provides more information about the programme, dates and booking procedures. There are discounts available for BMC members.

Your local climbing centre may offer kids club sessions including delivery of the NICAS awards. A climbing centre is likely to offer more to the young people in terms of developing climbing skills, such as lead climbing.

5. Utilise the services of a local Route Setter for positioning the holds on your climbing wall in a way that provides interest and challenge for the students. A Route Setter can normally be contacted through your nearest climbing wall.
6. You may wish to obtain the nationally recognised Climbing Wall Instructor, this


allows you to run climbing sessions on any artificial climbing facility. Further information about the Climbing Wall Instructor can be found on the Mountain Training website.

7. Mountain Training also administer a climbing coaching scheme, the training pathway for which includes the FUNdamentals of Climbing workshops. There are currently two levels, Foundation Coach and Development Coach. The former is available to those aged 16+ who will also need a site-specific sign-off from a Technical Expert, enabling students and teachers to coach only on their school wall.
8. When the young people are adept at climbing indoors you may wish to look at sampling outdoor climbing. The BMC run courses for 11-17 year olds and also run some youth climbing weekends. Mountain Training offer Rock Skills for 10 year olds or older. Once young people have the skills to climb independently indoors or outdoors it opens up a huge amount of opportunities, from friendships to employment opportunities.

CONTACT

The British Mountaineering Council for support: Office@thebmc.co.uk
Indoor Climbing Award Schemes (NICAS): admin@nicas.co.uk

Climbing Can Take You Places



Checkout:
www.mountain-training.org/help/resources/climbing-pathways



How to use these cards

Climbing skill is developed by having a go, making mistakes and learning from that process. Our role as a coach is to make the size of the steps appropriate for each student, by providing the structure and support to help them achieve the goals that they have set. A progressive application / Situational Awareness approach to learning can support students by making it feel that each step is achievable. Meaning that motivation and engagement are maintained, through the learning process.

This can be likened to us supporting a step ladder, the student still must climb up the ladder themselves, we just make sure that the rungs are close enough together.

These cards have been designed to allow your students to develop their own climbing around 7 different climbing themes. In all cases there are floor-based activities that allow the students to draw their own conclusions, by initially getting them to Notice elements that effect a climbing performance. These activities and suggested questions are of a progressive nature that help the students to develop their Understanding, before encouraging them to Predict outcomes. Success is only achieved once they can actively predict an outcome.

Inclusion

Climbing is an inclusive sport, as a successful performance is often linked to our own personal goals, whether that is linking 4 individual moves together or doing multiple laps of a traverse. It is important that we help our students to decide on what success looks like for them.

As a teacher you already know your individual students, so adapting the tasks to meet their specific needs, is very much encouraged. All of the activities are either self selecting in their difficulty level or can be easily adjusted, depending on what is required.

The Climbing for all: Disability awareness in climbing publication and courses can offer more guidance on inclusion

Acknowledgements

Paul Smith, and Freddie Smith are the main creators for the coaching resources and James Mchaffie for bringing it together on behalf of the BMC.

Thanks to Abbi Blakey, Steve Brooks, Rachel Chalkley, Roo Elliott, Alan Halewood, John Kettle, Lucinda Whittaker, and Dan Wilkinson for their feedback and suggestions, during the development of these cards. Neil Arch Design for the design and layout. Erica Taylor for the illustrations@paintpotface

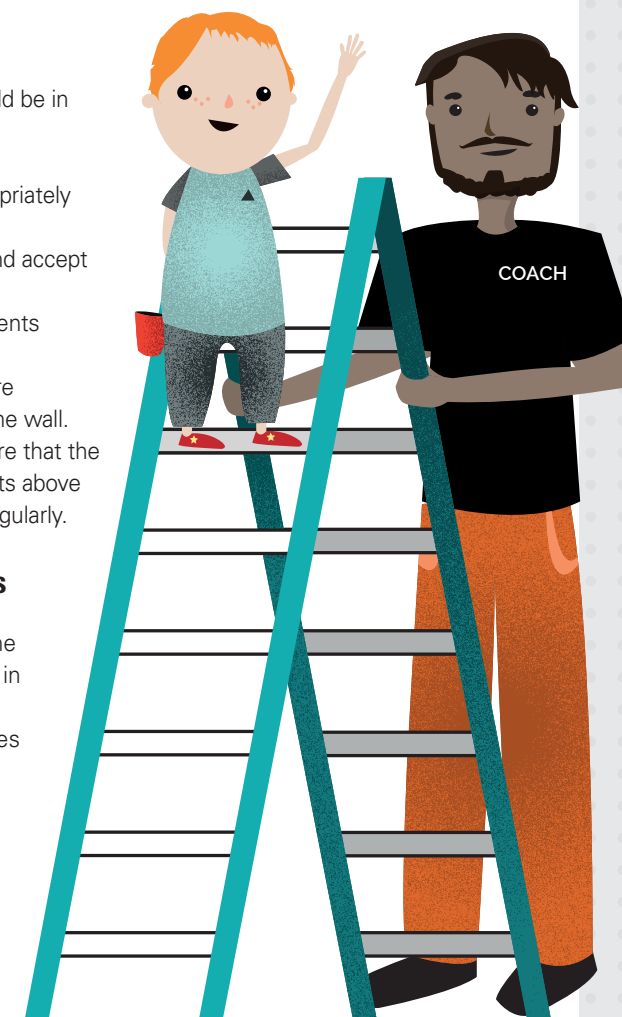
Traverse Walls – before use

There are several elements that should be in place with regards to Traverse Walls:

- Walls must be fit for purpose, appropriately maintained and inspected regularly.
- All users must be made aware of and accept risks before using the wall.
- The school must have risk assessments for all activities.
- The school must ensure that staff are competent to supervise others on the wall.
- The school must take steps to ensure that the general use of the wall and the points above must be monitored and reviewed regularly.

Traverse Walls – practical tips

- You don't just have to traverse in one direction, it is beneficial to traverse in both directions.
- Its worth having at least three routes along your traverse wall, each of a separate colour. This allows for a variety of difficulties and style.
- Holds may spin, so having access to an Allen key will allow for a quick adjustment.
- Route setters specialise in creating routes and tailoring them to your needs and can be reached via your local climbing wall.



National Curriculum links

Through the use of a climbing and / or traverse wall the following elements of the Physical education programmes of study for KS2 and KS3 can be met:

Key Stage 2:

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success

Pupils should be taught to:

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage 3:

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them

across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or
- sports clubs.

Statutory requirements Spoken Language KS1 and KS2

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Spoken Language KS3

Pupils should be taught to:

- speak confidently and effectively, including:
- using Standard English confidently in a range of formal and informal contexts, including classroom discussion
- giving short speeches and presentations, expressing their own ideas and keeping to the point
- participating in formal debates and structured discussions, summarising and/or building on what has been said

Resources List

To aid students working at their own pace, all of these activities could be made into 'Task Cards', which students can then read and interpret. This could of course be translated into their native language or any of the Modern Foreign Languages that your school teaches as part of the curriculum.

Nº 01

Efficiency in climbing

REASON:

Efficiency in rock climbing means expending the least amount of energy possible while climbing. Tactics, accuracy, pace and hand/foot sequence influence efficiency.

High efficiency reduces the rate at which the climber becomes fatigued and preserves strength for harder sections of climbing ahead.

All of the activities are designed to develop students Situational Awareness by supporting them to first **Notice** elements that may affect their performance or decision making, then to develop their **Understanding** of reasons for making a specific decision and finally getting the students to make a **Prediction** on potential outcomes, before trying something out. Decision making is integral to performance and the Situational Awareness approach is proven to develop Decision Making.



ACTIVITY ONE

EQUIPMENT NEEDED:

Coloured rubber floor marker spots, ideally of different sizes

Coloured rubber floor marker spots, ideally of different sizes. Spaced at random intervals. Some close together, others further apart, but not in a straight line.

First go, only using the spots the students need to cross the floor as slowly as possible, their partner monitors their accuracy.

STEP ONE

Q What do you do to achieve this? How do you move? Where are you looking? Are some moves easier than others?

Second go, the students need to cross the floor as quickly as possible, their partner monitors their accuracy.

STEP TWO

Q How accurate is your partner in using the spots? How do they move? Where are they looking? Are some moves easier than others?

STEP THREE

Q Is there an ideal speed to cross the spots? Does their pace change? And what causes you to adjust the pace?

Have the students experiment to find out what they need to do, to cross the spots with the most amount of accuracy.

Change the pattern of the spots, have the students come up with plan.

STEP FOUR

Q Where are you going to move fast? Where are you going to move slower? What is causing you to decide to do this?

STEP FIVE

Q How would you put the pattern of spots to move faster? How would you alter to make more difficult?

The key component is how accurate they are with their feet. Get the students to change the pattern of the spots to try and make it harder for their partner, but it still needs to be possible. Transfer this same game to the traverse wall.

STEP SIX

Q What elements are the same as using the spots? What elements are different?

One answer that you may get back is that they having to pull with their arms, mainly because they aren't in balance.



WATCH:
ACTIVITY 1

→ ACTIVITY TWO

EQUIPMENT NEEDED:

None

STEP ONE

Q What happens? Can you describe why it happens? A. It is because their centre of gravity is now no longer over their feet, so in order not to fall over they have to pull much harder with their hands, hence their partner feeling an increase in force through their hands.

In pairs, one student stands with their toes on a line, with their partner facing them, they link hands in a monkey grip. Without moving their feet, the student pushes their bottom backwards.

STEP TWO

Q Can you change the orientation of your feet to decrease the load on your partners hands? A. By pivoting so that you are standing on the inside and outside edges of your feet.

Apply this on the traverse wall. Have the students traverse three times, first square (bum out) on to the wall and crab sideways, second time on inside and outside edges but facing the way the student is travelling, third time on inside and outside edges but facing the opposite way to the direction of travel.

STEP THREE

Q Which method of traversing was generally easier? Which sections of the traverse were easier the first time? Second time? Third time? Can you show me which bits are easier?

Have the students plan the traverse for the fourth go. The aim being to get the traverse to flow, especially when combined with the results from the first game. This can be done on their own or with a partner. Have the student tell their partner when they plan to change the orientation of their body, so that their partner can observe and see if they carry out their plan.

STEP FOUR

Q Did your plan work? Could you make your movements flow more smoothly? What would you change? What is causing you to decide how to position your body? A. The hand hold and foot hold position and orientation.

Go and traverse again and make the movement as smooth and flowing as you can. Adjust and change as required.



WATCH:
ACTIVITY 2

ACTIVITY THREE

EQUIPMENT NEEDED:

Coloured rubber floor marker spots, ideally of different sizes

Back to the randomly spaced coloured rubber floor marker spots. Aim is to develop the understanding of having a plan before you start.

Student needs to cross the spots but can only move to the coloured spot that their partner calls out. The students are only allowed one foot on each spot at any one time. Their partner is going to do this very slowly (think Twister). Compare how this feels to crossing the floor with a pre planned sequence of colours (red, blue, red, green, yellow for instance)

Q Is there a difference in the movement? Which one was better to allow for flowing movement? How can this be adapted to when we traverse on the wall?

Some students may benefit from doing the above exercise on the wall as well to allow for them to contextualise what they have discovered. But they need to plan and agree their traverse with their partner before climbing it. Remind the students that the aim is to get the traverse to flow.



01 Efficiency in climbing

02 Footwork

03 Balance and resting

04 Use of hand holds

05 Route reading

06 Body position

07 Dynamic Movement

08 Problem solving

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Footwork

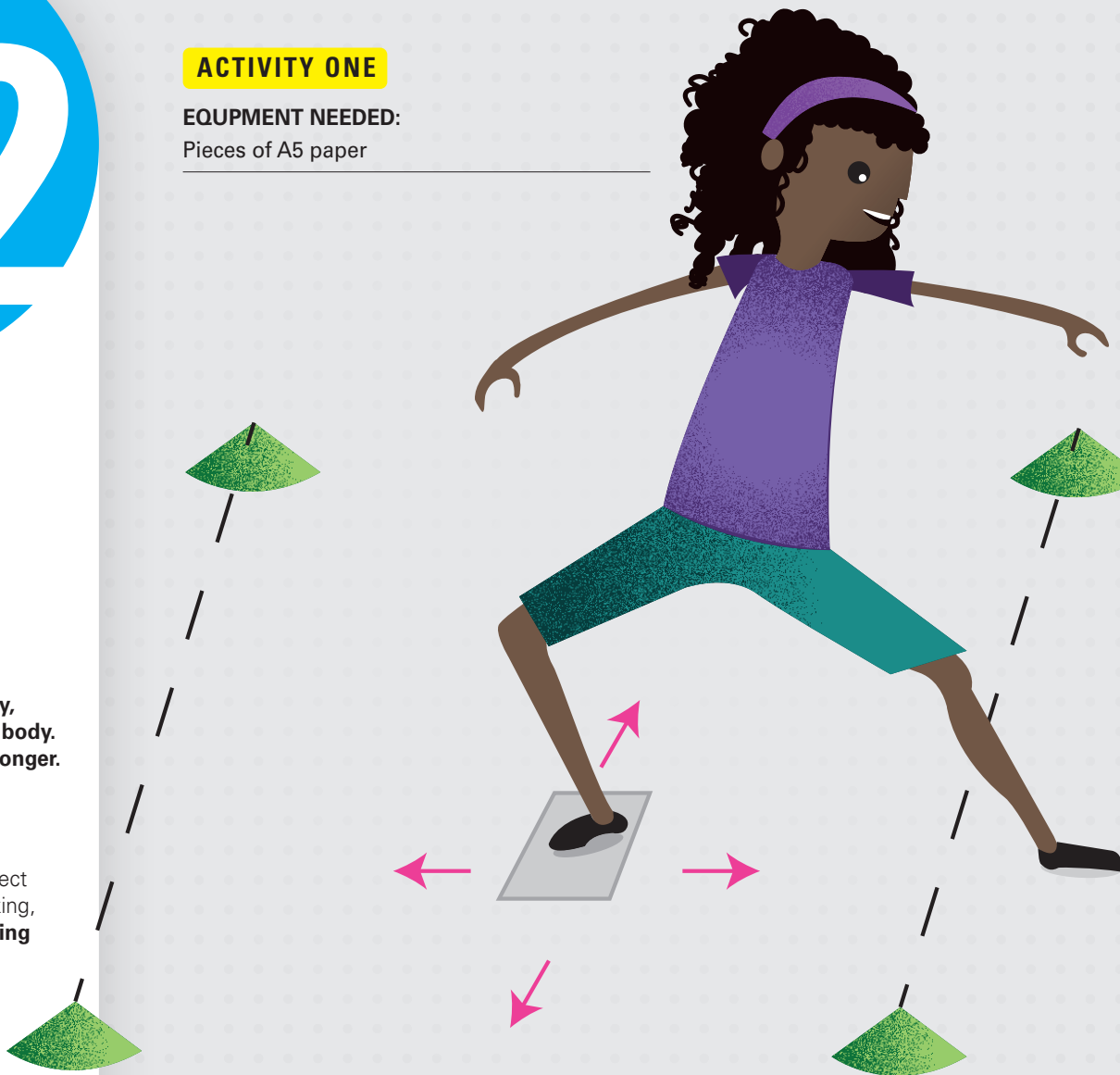
REASON:

Effective and efficient footwork allows us to use the stronger muscles within our lower body, placing less strain on the upper body. Meaning that we can climb for longer.

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ACTIVITY ONE

EQUIPMENT NEEDED:
Pieces of A5 paper



STEP ONE

Q What changes as the 'stepping stone' gets smaller? A. How they use the 'stepping stone' will change as they make it smaller. They will end up using different methods from stepping through to foot swapping (again with different options depending on the size of the 'stepping stone').

Each pair needs a piece of A5 paper as their 'stepping stone'. NOTE make sure that the combination of the floor and the paper don't create a slip hazard. Have two lines marked on the floor, the distance between them being greater than the students can jump, without using their 'stepping stone'. The students need to be able to step on the piece of paper and then step to the other side before repeating the exercise to get back to the start. Encourage them to turn and face perpendicular to the direction of travel, so that they are side stepping.

After each there and back, the piece of paper is folded in half. And exercise is repeated.

Get students to demonstrate their different options for different sized 'stepping stones'. See if other students have different solutions.

Place a number of 'stepping stones' of different sizes between two lines that are further apart and have the students try and use accurate footwork and foot swaps to get from one side to the other.

STEP TWO

Q What methods are you using going from a small stone to a large stone? How about from a large stone to a small stone. Small to small etc?

Back to the traverse wall, does this new knowledge make a difference? →



WATCH:
ACTIVITY 1

→ ACTIVITY TWO

EQUIPMENT NEEDED:

None

'What's the time Mr Wolf', a variation of the children's classic game. When asked what the time is, the students are only allowed to move that number of steps, the students need to walk as silently as possible and freeze the moment Mr Wolf turns round. On hearing any noise, Mr Wolf, can turn around and identify who has made the noise. If they correctly identify who made the noise, then that student is out or is sent back to the start line. If they are wrong, then person who was wrongly accused takes the same number of steps forward again.

STEP ONE

Q What are you doing to make less noise/move silently?

If they cannot identify what they do, ask the students to watch another student who is moving silently. Draw attention to where the student is looking – at their feet. Draw attention to how they are placing their feet – precisely, gently, toe first before lowering their heels, which may not go to the floor.

This time play 'What's the time Mr Wolf' threes. One observing, one being Mr Wolf and the other trying to sneak up on Mr Wolf. See who can really be quiet in their movement.

To make this harder, you can use soft crash mats (or any other noisy surface for that matter) for the students to cross, as these create much more noise.

STEP TWO

Q Do you think that you can apply this to the climbing wall? Are you expecting to have to change anything? What specifically?

ACTIVITY THREE

EQUIPMENT NEEDED:

Erasers or Rubber Thimbles

Place the erasers or rubber thimbles on all of the footholds. The challenge is for the students to climb without knocking them off the wall.

Variation: You can adjust how hard this task is, by not putting the thimbles on all of the holds, or by putting multiple thimbles on the same larger holds.

Q What worked, what didn't, what would you do differently next time?



WATCH:
ACTIVITY 3



01 Efficiency in climbing

02 Footwork

03 Balance and resting

04 Use of hand holds

05 Route reading

06 Body position

07 Dynamic Movement

08 Problem solving

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Balance and resting

REASON:

By being able to recognise when you are in a balanced position allows a climber to find suitable rests and potential recovery to take place. It is also a fundamental element of being able to lead routes in future.

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ACTIVITY ONE

EQUIPMENT NEEDED:

Mini white boards and pens needed.

This activity involves traversing and writing/drawing/completing sums on mini white boards which are hung on the wall. Initially ask the students to pick locations on the wall for the whiteboards that would make it easy for someone climbing to use.

After the students have completed the traverse and used all of the whiteboards vary the height of the whiteboards to make it more difficult.

STEP ONE

Q How does the height of the whiteboard force you to change your body position? How? Does this create some additional solutions for possible balance positions?

Have your students repeat this activity but impose one of the following challenging each round: 1) The arm holding on must be bent. 2) You are only allowed one foot on a hold when writing.

STEP TWO

Q What difference does having a straight arm make? What can the foot which is not on a hold do to help?



→ ACTIVITY TWO

EQUIPMENT NEEDED:

None

Have the students move randomly around the floor space, at your command they must freeze and hold their exact position. The aim is for the students not to fall over or move during this time or they are out for that round. Vary the time that the students have to freeze in a static position, from 3 to 15 seconds. Repeat the game but make it harder by having them all move around in a specific style e.g all fours, one leg, long strides, like a specific animal.

STEP ONE

Q For each round discuss what is the most effective method of moving around that also allows you to freeze without moving. What about that method specifically makes it so stable and/or effective?

STEP TWO

Q Does this method work on the wall, if you wanted to stay in the same place for 15 seconds? What could you do? Experiment with this on the wall.

Progress this to the students needing to take a hand off the wall and to remain in balance for 5, 10 or longer seconds.

STEP THREE

Q Are there any similarities to doing this on the floor when doing this on the wall?

Working in small groups, find someone who can balance in a position with one hand off for the longest. Try different sections of the wall, does it matter which holds you use?

STEP FOUR

Q Are some places better than others? Why?
Q How does your body position change on different holds and in different places?

ACTIVITY THREE

EQUIPMENT NEEDED:

None

Have a plan on where you are going to freeze. Get the students to decide where they are going to stop and freeze in balance, as they are climbing. To start with have them choose just 2 locations and have a time of 5 seconds for each 'freeze'. Increase the number of rest points and vary the time for each rest. This can be made as complex as required by the student's ability level. Their partner monitors the performance. Encourage the student's partner to ask questions if they do not manage to do what they planned to do.

Q What are you going to try differently next go?



ACTIVITY FOUR

EQUIPMENT NEEDED:

Various props required, foam balls, toys, anything that can be balanced on holds.

Students are given several items and they need to place them on holds and leave them there as they are climbing, without knocking them off. They will need to decide how to carry them, although an old chalk bag or two may be helpful. Tell the students that the items need to be placed at regular intervals as they climb. Once the climb is complete then their partner will need to collect them.

Q Did you have a plan before you started?
Q Why did you decide to place X on hold Y?
Q What would you do differently if you were to have another go?

CHALLENGE

Q Can anyone find a way of balancing on the wall and having both hands off?

Concurrent activity suggestions: Hopscotch, Wobbleboards, a low Slackline.



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Use of hand holds

REASON:

The ability to identify and recognise how to use hand holds effectively is a key component of climbing.

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ACTIVITY ONE

EQUIPMENT NEEDED:

Post it notes, masking tape, stickers or coloured chalk.

You will need something you can stick to the wall and draw arrows on. Have the students pick a hold, get them to imagine the hold is at the centre of a clock face and encourage them to imagine pulling it from all the direction of all the hours on the clock. They are not allowed to physically touch the hold yet. Then get the students to put arrows (using tape, post its with arrows on, stickers etc) on the wall, pointing away from the middle of the hold, in the directions that they feel they would be able to hold. Repeat this on multiple holds. Note: some holds may have two parts which can be pulled in different directions.

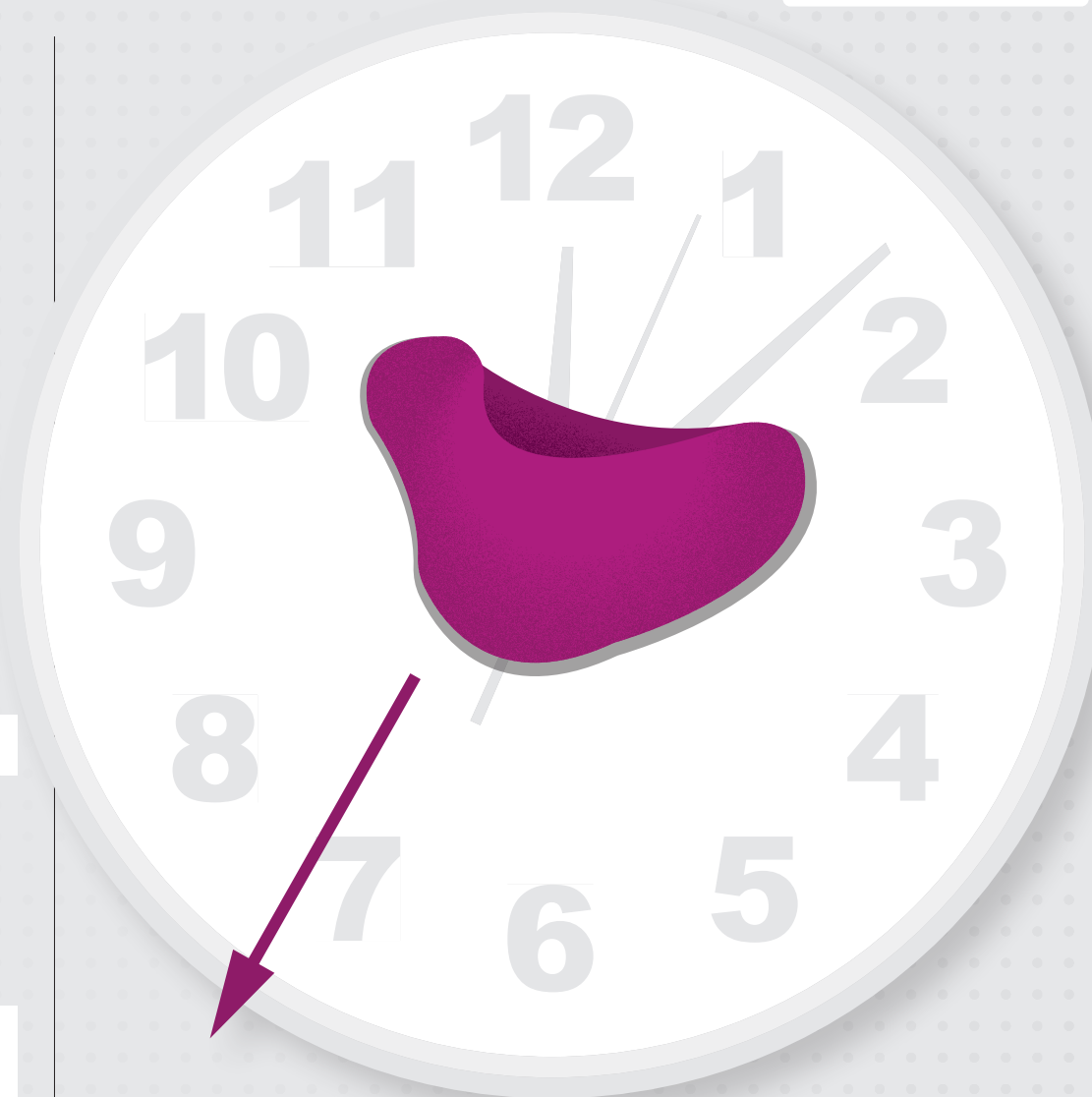
STEP ONE

Q Why have you decided that is the best direction?

In pairs or small groups have them physically test each others predictions and decide if they are effective. If multiple options exist encourage them to rank order which option is the best.

STEP TWO

Q How accurate were your predictions? Other than the shape of the hold, what could affect the way you hold a hold? A. Footholds, choice of footholds, body position, movement from one hand hold to the next, holding it with the Left or Right hand etc.



→ ACTIVITY TWO

EQUIPMENT NEEDED:

Post it notes, masking tape, stickers or coloured chalk.

Working in pairs, have one student hold on to two holds that have been marked up. Ask the observer to look at the climber's forearms in comparison to the arrows drawn on the wall. Once they have both observed each other.

STEP ONE

Q What do you specifically notice in relation to the Forearms and the arrows? A. The climber's forearms should roughly match the angles of pull they have put on the wall with the arrow pointing towards their elbow.

Ask them to repeat the activity again but this time with their arms straight.

STEP TWO

Q Is it possible? What do you have to change compared to last time? What is the benefit for doing this? A. Depends on the holds selected. Body position. Link back to resting session.

Now get the students to climb a selection of 4-6 linked handholds.

STEP THREE

Q Does understanding the options of pulling on a hold, increase your performance? If so, how?

ACTIVITY THREE

EQUIPMENT NEEDED:

None

Pick a couple of random holds, ask the following questions for each selected holds.

Q Which hand would you use on this hold? Which direction would you pull? Why have you made that choice?

Get the students to work in small groups and have them do the same exercise, before testing their predictions. Note. They will not always agree and will be able to find multiple ways of using different holds with different hands and body positions.

ACTIVITY FOUR

EQUIPMENT NEEDED:

Post it notes, masking tape

This can be done individually, in pairs or small groups. Have the students create a mini route that consists of 5 hand holds, and any feet. They are not allowed to feel the holds or practice the moves during this process. Using post-it notes label the hand holds, on each label the team must predict which hand would be the best. (L for left, R for Right and B for both hands). If they don't agree with each other then they can each mark out their own prediction. Have them climb the miniroute and see if they have predicted correctly. If successful get them to set another route and to go through the process again. If the directions on the post its were not the easiest method of climbing the mini route use questioning to help them readjust their planning and try again, until successful.

Note that they may try and mark B on all five notes, if that happens, allow them to do it, but on their next go remove the option of using both hands on the same hold. Or ask questions around how efficient that method was.

Extension 1 – Once they have successfully completed their route, remove the labels and challenge another team to the same selection of holds. Get them to predict how they would do it. Compare results.

Extension 2- Once you have multiple 5 move routes labelled up. Have the students replace one of their labels with a trick label that purposefully says the wrong hand to be used. The task is that the other students must figure out which hold label has been swapped, just by looking at the route. Once they have guessed they can try out the problem to test their prediction.

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Route reading

REASON:

The ability able to recognise patterns, options of foot and hand holds as well as body positions for resting, combined with having an accurate plan for action, allows a climber to use less energy and to focus on being efficient with their movement.

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ACTIVITY ONE

EQUIPMENT NEEDED:
Packs of playing cards

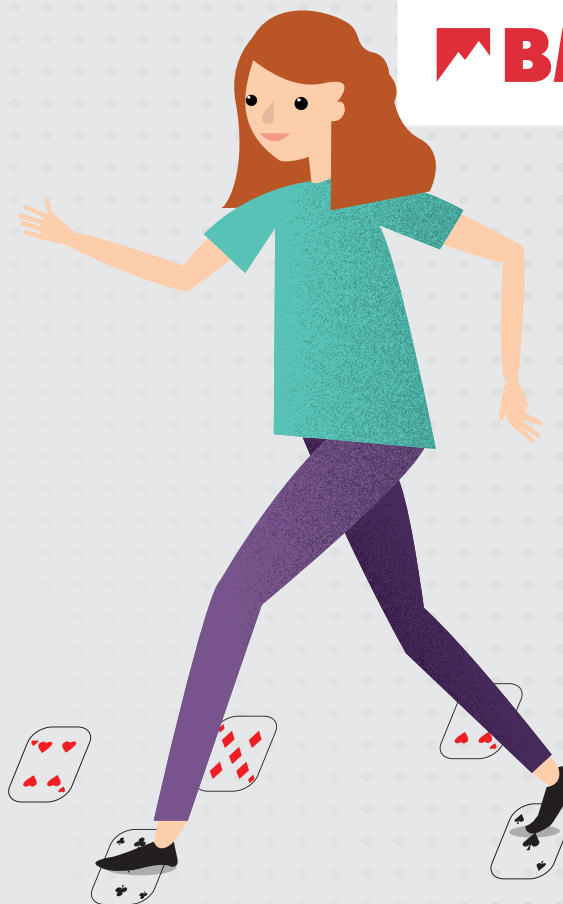
For this you need a couple of packets of playing cards, ideally of different sizes. NB make sure that the combination of the floor and the cards don't create a slip hazard. The Cards are shuffled and distributed face up, randomly between a Start and Finish line. By only standing on the cards the students need to cross the space between the start and finish line. Increase the difficulty by having to cross on a specific colour or suit. As the difficulty increases, have the

students work in pairs to observe each other and to decide if someone 'cheats'. Once the students have started struggling ask the following

STEP ONE

Q What specifically are you struggling with? Is there anything that you need to do before you start?

Hopefully, they will come up with the idea of having a plan before you start. To force needing a plan, ask the students to only stand on picture cards, multiples of 3, odd numbers, even numbers or to get the lowest possible score.



WATCH:
ACTIVITY 1

→ ACTIVITY TWO

EQUIPMENT NEEDED:

Laminated photo, of the section of the wall

Using the photo students plan in pairs which holds they are going to use on a traverse. The easiest way is to draw on the photo, circles around the holds that they plan to use. They are free to use the planning techniques that they discovered in previous sessions, but they may need a reminder.

Q Did your plan help you remember which holds you were going to use? Did your plan work? Is there anything that you need to do to adjust your plan?

Once they have had a go at this, adjust the rules. Change the direction, the start and finish holds, the number of footholds, handholds, holds in total that they are allowed to use. Before each attempt there needs to be a plan. After each attempt, help the students to review their performance and what changes they need to make, in order to be successful.

Variation – some of these planned traverses could be kept in a folder for other people to attempt on other occasions. These could be ranked by the students in order of difficulty and perhaps even some sort of grading system could be developed.



WATCH:
ACTIVITY 2

ACTIVITY THREE

EQUIPMENT NEEDED:

None

Each pair design and plan a route using certain criteria.

Example Criteria:

- Right hand must a specific colour
- Specific hold types to be used
- Limited number of handholds
- Limited number of footholds
- Limited number of holds from both hands and feet.

Once they have a plan, they will point out the allowed holds to another pair and vice versa. One of the pair will think of their plan and then tell the other person what they plan to do. The more detail the better, body positions, which foot is going where and how they plan to hold the handholds. The initial attempts may lack sufficient detail, and you will need to use Questioning to draw out answers. Once there is a plan, they can climb it and their partner can measure the accuracy of their plan.

Variation – mime the plan. Instead of talking the students need to mime their plan to their partners instead. The aim is to make it as realistic as possible.

ACTIVITY FOUR

EQUIPMENT NEEDED:

None

The students plan their own 4 – 8 handhold route (perhaps using the same certain criteria as in Activity Three), then they climb it to check that it works. Without looking at the wall, they will need to describe their problem to another student, this student then attempts to climb the same route.



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Body position

REASON:

Understanding of the link between body awareness, the position of our bodies, balance and coordination when climbing.

All of the activities are designed to develop students Situational Awareness by supporting them to first **Notice** elements that may affect their performance or decision making, then to develop their **Understanding** of reasons for making a specific decision and finally getting the students to make a **Prediction** on potential outcomes, before trying something out. Decision making is integral to performance and the Situational Awareness approach is proven to develop Decision Making.



ACTIVITY ONE

EQUIPMENT NEEDED:

Coloured rubber floor marker spots.
Masking tape. Coloured Chalk

Place coloured rubber floor marker spots alongside a wall. Vary the distance between each spot as well as the distance between each spot and the wall (minimum distance from the wall must exceed arms length of students). (For more of a focus on accuracy of footwork you can use small bits of masking tape instead). Students must now move along the wall, using the floor markers as foot holds, the hands can walk along the wall or use hand holds. Both hands must be in contact with the wall/holds

before you are allowed to move your feet. Is it easier to move your hands or your feet first? What are the clues that you can see that mean that you decide to move your hands/feet first?

Change the positions of the spots on the floor. Ask the students to plan what they are going to do and share that plan with a partner. Ask the students to focus on accuracy of their feet and on being as efficient as they can possibly be.

Variation 1 – Dictate that specific coloured spots can only be used to stand on (for example- Red for right foot, Blue for left foot) or mark the masking tape with R and L, so the students have to use their Right and Left feet on specific holds.

Variation 2 – Mark in chalk or tape specific places on the wall which are the only hand placements students are allowed.

Variation 3 – combine both variations 1 and 2 into the original version of Activity Three.

Variation 4 – combine the floor marking with the climbing wall, and have the students use the handholds on the wall for their hands only.



WATCH:
ACTIVITY 1



→ ACTIVITY TWO

EQUIPMENT NEEDED:

Hula Hoops

Have the students work in groups of at least 4, they will need to link hands in a circle, break the circle at one point and have that pair rejoin their hands inside the loop of a hula-hoop. The group now must pass the hoop around the circle without letting go of each other's hands.

STEP ONE

Q Did you have a plan before you started? What can you change in order to be quicker moving the hula hoop around the circle? How did you need to move your bodies? Was there a specific sequence of moments that worked?

STEP TWO

Q How much force did you put through your partners hands, while you were getting your body through the hoop? Can you get the force to be reduced? How will you manage that? A. By being in balance the force can be reduced.

Variation – Increase the size of the group. Have two hula hoops going in opposite directions or have them start at opposite sides of the circle and try to get one to catch up with the other.

Extension – Have a student move the hula hoop around the group, trying to minimise the number of times that the hula hoop touches any part of the group's bodies. The person moving the hula hoop and the group will need to work together. Encourage the group to come up with a plan before they start and make a prediction of the number of 'touches' and where those touches maybe. Work together to reduce the number of 'touches' to zero.

ACTIVITY THREE

EQUIPMENT NEEDED:

Hula Hoops, Rubber Floor Markers

Have two students hold a hula hoop vertically, with a third student attempting to go through the hula hoop without touching it. Have the group vary the height of the hula hoop.

STEP THREE

Q How do you change your approach depending on the height of the hula hoop? What do you have to do differently when the hoop is closer to the floor? Describe the shape/s that you make with your body? Can you go through the hoop, without making a sound?

Extension – Place coloured rubber floor marker spots on the floor either side of the hula hoop, students can only touch the spots when moving through the hoop.



WATCH:
ACTIVITY 2



WATCH:
ACTIVITY 3

ACTIVITY FOUR

EQUIPMENT NEEDED:

Bean Bags

On the traverse. Using the traverse wall have the students experiment with how they need to change their body position and how that influences their climbing.

- 1) Students traverse with a bean bag on the top of their head. The idea is not to allow the bean bag to fall off.
- 2) Use any holds, but you can only use them as side pulls.
- 3) Students can only climb using their index, middle and ring finger on both hands
- 4) Students can only use index and middle fingers, with their elbows locked into their sides. T-rex noises are optional....

STEP FOUR

Q How does each method of traverse change how you climb? How do you need to change your body position to successfully complete a move / the traverse? Did the changing of your body position relative to the wall, make any move easier? Show me.



WATCH:
ACTIVITY 4

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Dynamic Movement

REASON:

Dynamic movement is the use of momentum to make a move easier, to reach further or to overcome being off balance.

All of the activities are designed to develop students Situational Awareness by supporting them to first **Notice** elements that may affect their performance or decision making, then to develop their **Understanding** of reasons for making a specific decision and finally getting the students to make a **Prediction** on potential outcomes, before trying something out. Decision making is integral to performance and the Situational Awareness approach is proven to develop Decision Making.

ACTIVITY ONE

EQUIPMENT NEEDED:
None

In pairs have one student hold onto two handholds and stand on two foot holds. They must clap their hands and grab back onto the wall without falling. Their partner stands behind to spot them if they fail.

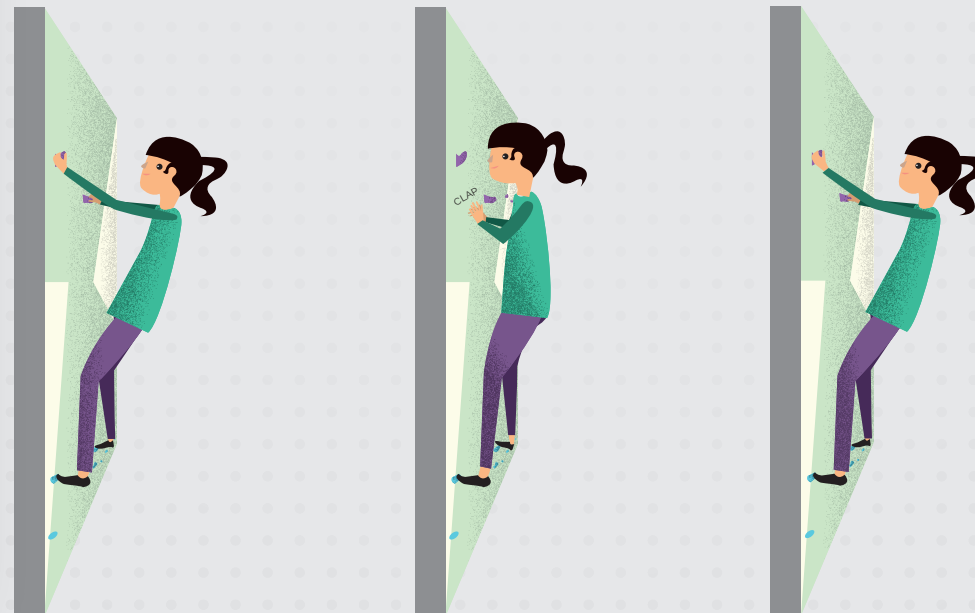
STEP ONE

Q What do you need to do with your body to allow this to happen?

How slow can you do it? What is the longest amount of time you can have between letting go of the holds and grabbing them again?

STEP TWO

Q What do you need to do to enable this to happen?



Extend the task by trying for two claps, three claps etc. Can you coordinate with your partner and clap at the same time? Can you all work together to do a Mexican wave of clapping?

CHALLENGE

Traverse along the wall but move both hands at the same time. Don't forget to try it in the opposite direction.



WATCH:
ACTIVITY 1



WATCH:
ACTIVITY 2

ACTIVITY TWO

EQUIPMENT NEEDED:
Stairs, gym boxes etc

Using a suitable flight of stairs, a wall that increases in height, gym boxes, vaulting bench or agility tables. Facing the step, gain the height of one step, two steps, three steps...

Q At what point did your approach need to become more dynamic?

Have the students do the same task again, but this time with them facing Left and then facing Right before sidestepping onto the step. (This is more like the sort of move that we are likely to do when climbing). Do the students reach the same outcome about when they need to become more dynamic? Ask the students to try and do it as fast as they can as well as doing it as slow as they can, is there an optimum speed?

STEP ONE

Q Which parts of the Body are you having to use? What is the Order that you are using those body parts in? Is there a particular body Shape that is most effective? Does the Speed of the movement affect the outcome (i.e. getting stood up on the step)?

We can use different parts of our body to gain momentum. Get the students to experiment with using their arms, legs, head, hips to generate movement, initially on the floor then use the steps again, before transferring to the wall.

STEP TWO

Q Is there a particular bit of the body that is more effective in creating momentum? A. The heavier parts – links to Newton's second law of motion

How does this process help us reach holds that are just that little bit too far away? →

→ ACTIVITY THREE

EQUIPMENT NEEDED:

Two rubber floor marker spots

This can be done as individuals or in pairs. Each pair takes two rubber floor marker spots placing them on the floor just over shoulder width apart and takes turns stepping from one spot to the other, after both of the students have done it, the spots are moved further apart. As these spots get further apart start using questioning to draw out what changes in the student's method for stepping across.

Is there a point when accuracy is reduced?



WATCH:
ACTIVITY 3

ACTIVITY FOUR

EQUIPMENT NEEDED:

Bean bags

Similar to the first activity, but this time the student has a beanbag in one hand and is holding on with the other hand. In one smooth motion they need to swap the hand the beanbag is in and swap the hold that they are holding on to.

Extension. Can the students do the above while traversing? Initially on any holds, before trying it on a specific sequence of holds – a graded traverse or something that the students have set themselves.



WATCH:
ACTIVITY 4

Concurrent floor-based activity

for a climbing session around developing dynamic movement:

This task can be given to those who are not able to access the traverse wall. They will require some equipment to do this effectively – Hulahoops, Bean Bags, Yoga blocks, balance beams, wobble boards etc but could include elements of the natural environment around them – steps, walls.

TASK:

Develop an obstacle course type feature with a defined start and end point, this could include elements of the traverse wall.

COACH NOTES:

This task can be made as simple or challenging as the group desires, depending on the confidence levels of the group. If the course is simple for the group you should encourage them to develop it; this can be done by adding external components such as balls to throw and catch or significant changes in direction.

PROGRESSIONS:

One of the difficult things to master with dynamic movement is how much momentum to create, sometimes movements are made more difficult if too much momentum is used. Try adding in stopping points on unstable elements if you have these available to you.

Try to promote accurate landings/ foot placements by limiting the size of obstacles/ or their usable area.



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Problem solving

This final card is a collection of different games that can be used to develop the student's problem solving and decision making skills. In all cases the same set of reviewing questions can be used based around the following questions

Q What did you do that worked? Explain why it worked? If you were to have another go, what other things could you try? What would cause you to choose to do....?

Feel free to use these Challenges in any order you wish. They may also be used as stand alone activities, rewards or icebreakers.

CHALLENGE ONE

Climb in the style of. Have the following climbing challenges written down on some cards:

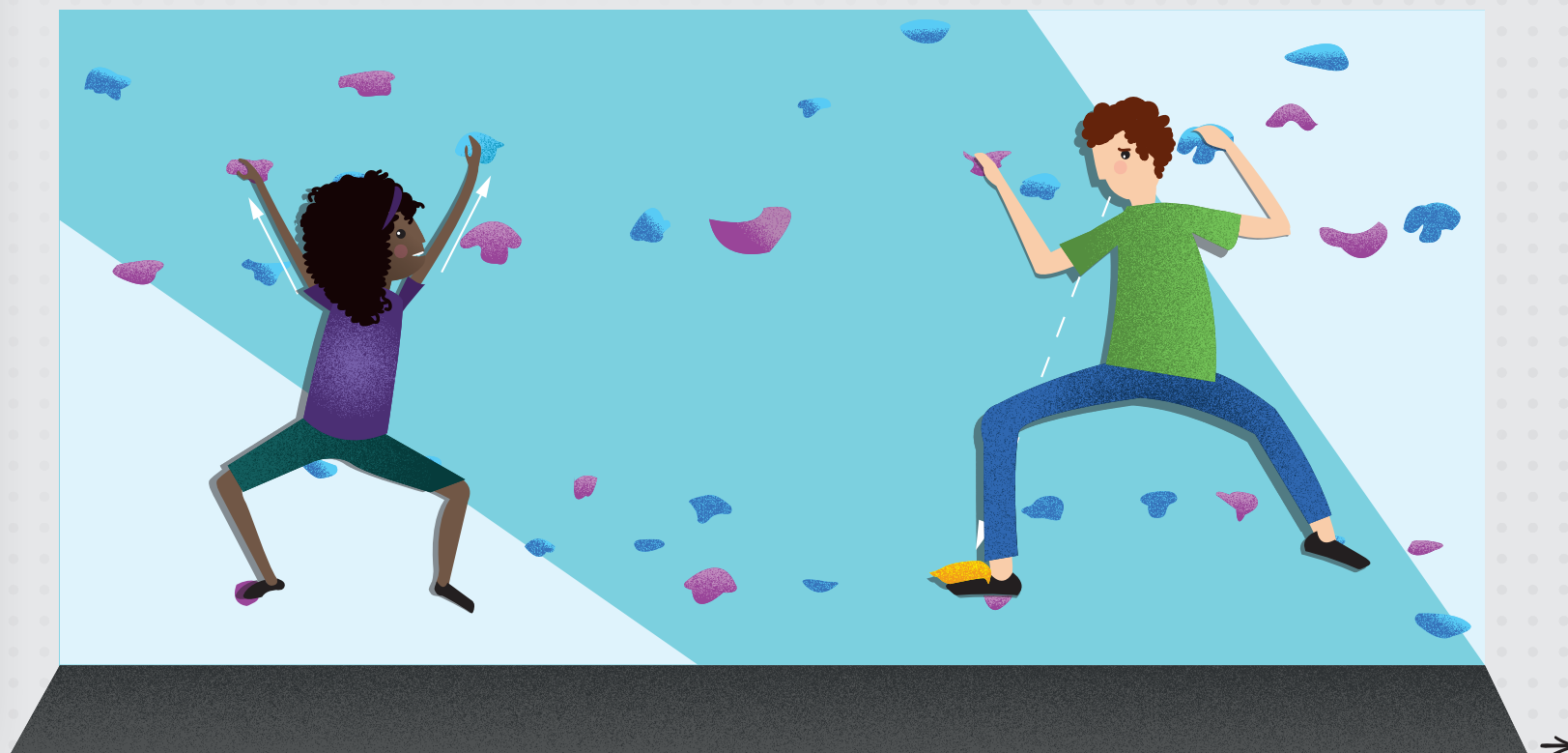
- You may only stand on your heels.
- Both hands must let go and grab holds at the same time.
- You are only allowed one foot.
- You may not be touching more than 2 holds of the same colour.
- You must complete the traverse with a Bean Bag balancing on the top of your shoe.

- You may not use any of the fingers of one hand.
- Both arms must remain straight at all times.
- You must spin all the way around without touching the floor once during your climb.

Before climbing the student picks a card (this maybe them choosing something that they feel that they can succeed on or they could pick a random card without them knowing what is on it) and then plans how, where and when they are going to complete the challenge. They will need to explain their plan to their partner. They may not be successful straight away and may need assistance in refining their plan or working out a suitable solution.

Variation – have some blank cards and allow the students to come up with some of their own challenges.

Extension – a student picks multiple cards and then must work each of the cards into their climb. This could be in any order or the order that the cards were drawn. There maybe a requirement for an additional rule to be included to say that the students need to perform each of their cards in a different place.



→ CHALLENGE TWO

From a selected start hold, the students must choose just 5 hand holds to use to get the furthest distance from the start hold. They should have a go and see where they can get too – this will be their own personal benchmark. Once they have set themselves a benchmark distance, the next challenge would be to achieve the same benchmark distance but only using 4 hand holds.

Each time the challenge is achieved, the number of hand holds that can be used can be reduced further. As a group encourage the students to create their own rules to adjust the level of the challenge, such as 'you change the holds you use each attempt if you wish' or 'using two hands on one hold only counts as one hold'.



WATCH:
CHALLENGE 2-4

CHALLENGE THREE

EQUIPMENT NEEDED:

Tape

With a marked start and finish holds on a section of a traverse, the whole group climbs the traverse. Once everyone has attempted it, the group need to come to joint decision on which 2* hold to eliminate. These are taped over, to act as a reminder over which holds, can or can not be used. With everyone then attempting the traverse again. The aim is for the group to collaborate and survive as many rounds as possible.

* This number can be adjusted, depending on the length of the traverse available and the skill level of the students.

CHALLENGE FOUR

A memory-based challenge.

One student begins by choosing the starting handholds and just pulls on them. The next student uses the same starting holds and adds on another move. The third student then starts from the beginning and adds on another move of their own, and so on. The challenge continues until someone makes a mistake, at which point they are out.

The students will need to watch each other carefully to try and remember where they are going to climb next as well as trying to keep an eye out for anyone making a mistake.

Variations – The students have to use the same hand and footholds. When a student fails to do a move, they lose one of three lives. Once a sequence has been set, can holds be missed out?



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