

ROPES CHALLENGE COURSE (K -5th GRADE)

Objectives:

Students will understand how to -

- Travel using various locomotor skills while changing directions pathways and speeds.
- Move in general space in a controlled manner to avoid contact with people and objects and be able to stop in control on command
- Support body weight on a variety of body parts while maintaining stillness
- Demonstrate controlled traveling, rolling, and balancing actions with or without equipment
- Identify fundamental movement skills
- Identify basic body and space awareness movement of concepts
- Identify a variety of spatial relationships with objects
- Identify the physiological effects of moderate physical activity
- Describe the relationship between the heart and lungs during the physical activity.
- Engage in a variety of physical activities during leisure time
- Sustain moderate-to-vigorous physical activity for short periods of time
- Engage in sustained physical activities that causes an increased heart rate and rapid breathing
- Demonstrate muscular strength by supporting body weight for climbing, hanging, and momentarily supporting weight on hands
- Identify the muscles being strengthened during the performance of specific physical activities.
- Understand the importance of safety rules and procedures in all physical activities.
- Willingly try new activities
- Identify feelings resulting from participation in physical activities
- Continue to participate in physical activities after being unsuccessful in initial attempts
- Regularly encourage others and refrain from put-down statements.

Florida Standards Assessed:

Strand: Movement Competency - Standard 1

- Demonstrate competency in many and proficiency in a few movement forms from a variety of categories (locomotor, non-locomotor, manipulative, non-manipulative, educational gymnastics and dance, aquatics).

Strand: Cognitive Abilities – Standard 1

- Identify, analyze, and evaluate movement concepts, mechanical principles, safety considerations, and strategies/tactics regarding movement performance in a variety of physical activities.

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Strand: Lifetime Fitness – Standard 1 & 2

- Participate regularly in physical activity. (Psychomotor Domain)
- Develop and implement a personal fitness program to achieve and maintain a health-enhancing level of physical fitness. (Psychomotor Domain)

Strand: Responsible Behaviors and Values – Standard 1 & 2

- Exhibit responsible personal and social behavior that respects self and others in physical-activity settings. (Affective Domain)
- Value physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Affective Domain)

Materials:

- Ropes Course
- Safety Equipment

Procedures:

The students will manipulate the ropes course in order to travel and move within a controlled space. They will have to incorporate both locomotor and nonlocomotor muscles groups. They will have to realize the spatial relationships of direction movement. The ropes course will allow them to sustain moderate physical activity for various lengths of time, and will have to use muscular strength to both maintain and move. The student will also share space and equipment with others, and work independently and as a group. The ropes course requires the students to follow rules and maintain themselves with proper use of safety equipment. The ropes course may not be able to be mastered on the first attempt; students will have to try again when they are unsuccessful.

In addition, students may record their heart rate prior to beginning the course. They will need to identify the physiological effects of moderate physical activity that their heart rate and breathing may have increased. This allows students the opportunity to not only discuss the increase in the system, but it can allow them to discuss social skills of how it felt to have their heart rate and breathing elevated. Students could decide whether they were scared or excited.

Independent Practice:

The ropes course allows the students to feel as if they are completing the routine independently; however, they are safely anchored with a full harness system and a belay.

Assessment:

- Students will write their beginning and ending heart rate
- Teacher observation of student while participating in the course and classroom discussion

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Modifications (Special Education Students):

Special education students may need assistance in writing their beginning and ending heart rates, as well as figuring the difference between the two. In addition, special education students may get frustrated more easily and may need additional encouragement.

Extensions (Gifted Education Students):

If gifted education students are able to write beginning and ending heart rates, they can formulate a percentage of difference calculation between the two rates rather than a simple subtraction operation.

Generalization to other subjects:

Math generalization will occur with maintaining empirical data. Science and guidance generalization can occur with discussion of heart rate increase and the feelings obtained by this physiological increase. Guidance generalization can also occur with feelings of success or defeat that may have occurred due to participation in the ropes course.