



## ROPES CHALLENGE COURSE (6<sup>th</sup> - 8<sup>th</sup> GRADE)

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### Objectives:

The students will understand how to -

- Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports
- Identify an opportunity for participation in a physical activity outside of the school setting that contributes to personal enjoyment and the attainment or maintenance of a healthy lifestyle
- Demonstrate introductory outdoor pursuit skills
- Demonstrate the critical elements in specialized skills related to a variety of sports or outdoor pursuits activities
- Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities
- List the components of skill-related fitness: speed, coordination, balance, power, agility and reaction time
- List methods of monitoring intensity level during aerobic activity
- Monitor his or her own participation in physical activity
- Demonstrate body management for successful participation in a variety of modified games and activities
- Work cooperatively within a group to establish and achieve group goals in competitive as well as cooperative physical-activity settings
- Recognize and resolve potential conflicts in physical-activity settings
- Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical physical-activity settings
- Demonstrate responsible behaviors during physical activities
- Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities
- Seek and explore health-enhancing physical activities that provide challenge and offer opportunities for problem solving, decision making, and appropriate risk-taking

### Florida Standards Assessed:

#### ***Strand: Movement Competency - Standard 1***

- Demonstrate competency in many and proficiency in a few movement forms from a variety of categories: 6<sup>th</sup>-Fitness/Wellness, Educational gymnastics and dance, 7<sup>th</sup>- Outdoor pursuits, 8<sup>th</sup> - Extreme Sports.

#### ***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. (Psychomotor Domain)



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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.



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### **Assessment:**

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

### **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. Also, 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.