

## **ROPES CHALLENGE COURSE (9<sup>th</sup>- 12<sup>th</sup> GRADE)**

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### **Objectives:**

The students will understand how to:

- Apply strategies for self-improvement based on individual strengths and needs
- Demonstrate competency in two or more extreme sports activities
- Apply the principles of training and conditioning to accommodate individual needs and strengths
- Demonstrate proficiency in advanced combinations of motor skills for a variety of individual and dual sports
- Apply strategies and tactics in a variety of outdoor pursuits
- Demonstrate use of the mechanical principles as they apply to specific course activities
- Compare and contrast the skill-related components of fitness (speed, coordination, balance, power, agility, reaction time) used in various physical activities
- Analyze the mechanical principles as they apply to specific course activities
- Compare and contrast how movement skills from one physical activity can be transferred and used in other physical activities
- Participate in a variety of activities that promote cardiorespiratory fitness, muscular strength and endurance, flexibility, and body composition
- Participate regularly in health-enhancing activities outside the physical education class setting
- Assess and evaluate the use of a variety of physical activities in developing a personal fitness program
- Demonstrate responsible behaviors during physical activities
- Maintain appropriate personal, social and ethical behavior while participating in a variety of physical activities
- Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities
- Discuss physical activities from which benefits can be derived

### **Personal health and Fitness Standard 1**

- Demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area establish and maintain a high level of skilled performance.
- Demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.

### **A Safe and Healthy Environment Standard 2**

- Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical activity.
- Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.

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### Resource Management Standard 3

- Recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability.
- Recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community.

### 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. These students may also need some additional encouragement as they navigate the course.

### **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.