



climbing wall & bouldering activities

BOULDERING & CLIMBING WALL ACTIVITIES

Warning

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Bouldering & Climbing Wall Activities

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ADDITIONAL READING

ADVENTUREWORKS OPERATIONS MANUAL

Your **Operations Manual** is required reading prior to using this curriculum document. It describes the manufacturer's use instructions for your bouldering wall, climbing wall, and life safety equipment. If Adventureworks! Associates Inc. did NOT install your facility, refer to the manual provided by its manufacturer.

EQUIPMENT MANUFACTURER MANUALS

The manufacturers of the life safety equipment used on your climbing wall have issued specific instructions for its use and inspection. Ensuring compatibility (i.e. how an item interacts with the other items it contacts) is critical. Please consult these documents including and not limited to

- Auto-belay devices
- Belay devices
- Carabiners
- Harnesses
- Ropes

ADVENTUREWORKS ROPES COURSE AND CLIMBING WALL PRACTITIONER TRAINING MANUAL

This document accompanies any Adventureworks training certification course and reflects the specific operating procedures of Adventureworks! Associates Inc. Do not use it (or any training manual) in place of professional training and experience.

TERMS & DEFINITIONS

ASCENDING – To climb up a rope using a mechanical device or knot such as a prusik.

ANCHOR – A point of attachment for a climbing rope

BACKSTEP – Using the outside edge of a foot to stand on a hold.

BELAY – A system of equipment and corresponding techniques used to control a life safety rope connected to a climber where the rope may be taken in, let out and be secured in order to catch a climber's fall.

BELAYER – The person who manages the rope so as to catch the climber on the other end in case of a fall or a slip.

BETA—Information about how to do a climbing sequence, as in, “There’s a jug off to the left above your shoulder.” **Running beta** is information given while the climb is being executed.

BIGHT—A bend in a rope or a folded section of rope that does not cross itself.

BOULDERING—type of climbing that is limited in height and where hazardous impact with the ground is mitigated by the provision of an impact absorbing surface, a spotter providing control of a fall, or a combination of these measures

BRAKE HAND – The hand used to prevent the rope from sliding unchecked through a belay device. When you belay, the brake hand never lets go of the rope.

BUCKET – A huge hold (often referred to as a jug), which the whole hand can grasp.

CARABINER – a metal oval ring with one spring-hinged side that is used as a connector

CLIMB – Using hands and feet in a continuous or strenuous effort to ascend, get to the top of, go over the top of, or traverse along a purpose-built structure.

CRIMPER – Small edge just wide enough for fingertips. One “crimps” on a crimper.

CRUX – The toughest move or sequence of moves on a climb.

DEADPOINT – A controlled dynamic motion in which the hold is grabbed with one hand at the apex of upward motion of the body, while at least one foot and the other hand maintain contact with the rock.

DOWN-CLIMB – Reversing down a bouldering problem to get back to the ground.

DYNO – A dynamic motion in which both feet leave the rock or hold to allow a climber to gain a distant hold.

EDGING – Standing on small ledges or holds with the edges of feet rather than the soles.

FACE CLIMBING – Using features such as jugs, knobs, edges, slopers and crimps. Different from crack climbing, where you obviously insert your hands and feet into a crack.

FALLING – warning given by a climber to their belayer / spotter that they have come off the wall

FEATURE – permanent protruding element from the climbing wall such as a nose

FLAG / FLAGGING – Dangling or sticking a leg out to improve balance when climbing.

FLAKE – A large thin piece of rock that is separated from the main wall creating a crack.

FLAKE - To uncoil a rope into an organized stack so that knots or snags do not develop while climbing.

FLASH – Climbing a route on the first try (with prior knowledge of the moves; i.e. after watching another person climb the route, or being given beta).

FIGURE 8 – Knot woven in the shape of the number 8, typically used for tying the climbing rope to the climber's harness. Also the name of a rappel device with the same shape.

FISHERMAN'S KNOT – Knot used for attaching 2 ends of rope together. Can be single, double or triple wrapped.

FOOT SWITCH – placing your free foot on a hold that is already occupied by your other foot. Includes stepping beside the original foot or executing a hop to swap feet.

GRI GRI – assisted braking device manufactured by Petzl that may be used to belay.

HARNESS—A webbing belt and leg-loop system that attaches a climber to a rope.

HEEL HOOK – Placing your heel on a hold and using that position to lever your body upwards.

HOLD – Shaped item attached to a climbing wall so climbers can temporarily cling, grip, press, or stand on it in the process of climbing

JUG – Large, easily gripped hold.

LAYBACK / LIE-BACK – Climbing technique that uses counter-pressure of hands pulling on one side and feet pushing while the body leans backwards to climb.

LOOP – Rope or webbing that crosses over itself to make an enclosed circle.

LOWER – The way in which a belayer brings a climber down from a climb (as in after a fall or repeated attempts) by slowly letting rope out through the belay device.

MATCH – To use one hold for two limbs.

MANTEL - A climbing move, similar to getting out of a pool, where the climber applies downward pressure with the hands eventually lifting their body high enough to get the feet on that same ledge. Usually used when no handholds are available.

NUB – A little hold that only a few fingers can grip, or the tips of the toes.

ON-SIGHT – Climbing a route without falling or resting on the belay rope, and with no prior beta or knowledge of the moves.

OPEN-HAND / OPEN HAND CRIMP - Gripping a hold with the fingers only slightly bent. The climber's thumb is not wrapped on top of their fingers; the palm of the hand is generally flat against the wall.

OVERHANG -- A section that is angled beyond vertical. Particularly severe overhangs that approach or meet the horizontal, are referred to as a roof.

PINCH – A hold that is squeezed between the thumb and fingers for grip.

POCKET - A hold with a hole in it. Some holes are large enough for a hand while others are “finger pockets” and only have room for two fingers.

POSITIVE – A hold or part of a hold, having a surface facing upwards, or away from the direction it is pulled, facilitating use. *Positive* hold is an opposite to a sloper.

PUMPED – To be weakened or in pain (usually in the forearms) from a strenuous move or climb.

RATINGS – Numerical (and sometimes letter) value given to a rock climb to reflect its relative difficulty.

REDPOINT – Climbing a route without falling or resting on rope after a climber has previously rehearsed the moves. Until a climber “redpoints” a route, the route is referred to as a “project.”

ROPE – The flexible item of climbing equipment that physically connects the climber to the belayer. It features an interior core (kern) surrounded by an outer sheath (mantle).

ROUTE – The path or sequence of moves for a specific climb.

SEWING-MACHINE LEG – Uncontrollable shaking of the lower leg(s) caused by fatigue and/or fear while climbing. Resembles the up-and-down movement of sewing-machine parts.

SIDEPULL – Method for gripping a vertical edge that entails pulling with the hand and pushing with the feet.

SLAB - A relatively low-angle (significantly less than vertical) section of rock face with very few if any positive hand and footholds. Climbing a slab relies predominantly on technique and delicacy, not power.

SLACK! – What the climber says to ask the belayer for extra rope in order to move more freely.

SLOPER – A rounded hold that must be gripped with an open hand because of its shape.

SLOT DEVICE - A metal tube large enough for a bight of rope. It enables the belayer or rappeller to create sharp angles in the rope which generate high friction and holding power.

SMEAR – Climbing technique in which the sole of the shoe, plus proper weight over the feet, provides traction for moving upward.

SPINNER – On climbing walls, a hold that is not secure and spins in place when weight is applied

SPOTTING – is a safety technique used when climbers are close to the ground. The spotter stands below the climber with arms raised. If the climber falls, the spotter does not catch the climber, but redirects the climber's fall so that they land safely on a bouldering mat. At the very least the spotter ensures that the climber's head and back do not strike the ground directly. If the climber jumps down, the spotter can also help prevent stumbles and injuries on uneven ground.

STEM / STEMMING – Using counter pressure to stay in balance by pushing against two opposing surfaces. This could be in a chimney, in a corner, or on an otherwise flat wall that has big protruding features. Climbers can stem using any combination of hands and feet.

STEP THROUGH – To step sideways in front of the leg that you are standing, usually in a traverse.

TAKE – The command used to alert a belayer that the rope is about to be weighted. A belayer “takes” in the rope tightly.

THREE-POINT STANCE – The principle of moving only one hand or foot at a time, leaving the other three on the rock for balance, as in a tripod.

TOP ROPE – A type of climbing where the belay rope passes through a fixed anchor at the top of a climbing wall, with one end tied to the climber and the belayer at the bottom.

TRAVERSE – Moving laterally over a section of rock during a climb.

UNDERCLING – A climbing move in which counter-pressure is applied to the underside of a rock flake or slab by pulling up on it, while pushing down on the feet.

UP ROPE! – Command given by the climber to the belayer asking them to take in the slack in the rope. This can be used at any point in the climb.

VOCABULARY WORDS BY CATEGORY

Making Vocabulary Cards

Print out one word per index card. For ease of sorting, it's handy if words in different categories are on different colour cards. Definitions can be printed on the same or opposite side. Laminate the cards for longevity. You'll need one set for every group of two (2) to four (4) students.

BELAYING	TYPES OF HOLDS/FEATURES	TYPES OF MOVES/TECHNIQUES	OTHER TERMS
Anchor	Bucket	Backstep	Ascending
Belay	Crimper	Crimp	Beta
Bight	Feature	Crux	Bouldering
Brake Hand	Flake	Deadpoint	Climb
Carabiner	Heel hook	Dyno	Down-Climb
Falling	Hold	Edge / Edging	Face Climbing
Figure 8	Jug	Flag / Flagging	Flash
Fisherman's Knot	Nub	Footswitch	Lower
GriGri	Overhang	Lie-back / Layback	On-sight
Guide Hand	Pocket	Mantel	Pumped
Harness	Positive	Match	Rating
Loop	Slab	Open-hand	Redpoint
Rope	Sloper	Pinch	Route
Slack	Spinner	Sewing Machine Leg	Spotting
Slot Device	Undercling	Sidepull	Traverse
Take		Smear	
Top Rope		Stem / Stemming	
Up Rope		Step through	
		Three-point stance	

TEACHING CLIMBING MOVEMENT

If you aren't a confident climber (or even if you are), you may be at a loss for how to teach climbing movement to others – especially folks who are struggling. This next section breaks climbing movement into a few simple principles that will improve everyone's ability to climb longer and stronger (i.e. with less fatigue & falling off). There are even activities to demonstrate these ideas.

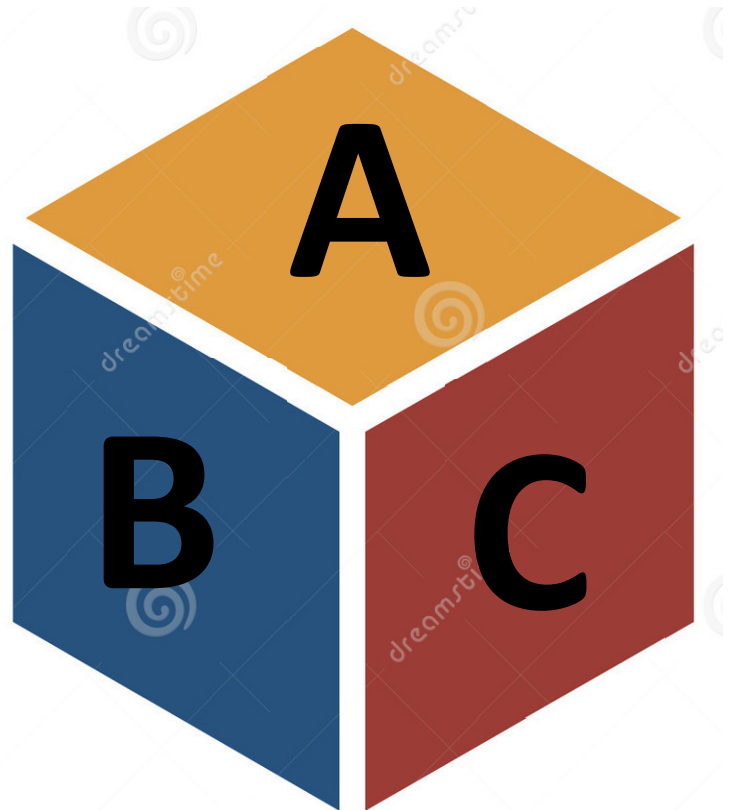
The fundamental climbing principles are

A – Body **A** wareness

B – **B** alance

C – **C** onnection

sometimes alone but most often in combination with one another.



1. BODY AWARENESS – COORDINATING SPACE, TIME, AND FORCE

- a. Know where your centre of gravity is currently located.
 - b. Push with your legs rather than pulling with your arms.
 - c. Stand on straight legs and hang with straight arms.
 - d. Conserve energy whenever possible.
 - i. Stay erect, balanced and centred (in the tripod position) to rest.
 - ii. Shift your centre of gravity in order to move.
 - e. Use your feet efficiently by taking small steps. Large lunges can cause you to lose your balance and force you to put more weight on your arms.
- Relax, remember to breathe and look for rest spots.
 - Look up, down, and all around for holds. Plan your move, then move smoothly and fluidly. Learn how shifting your centre of gravity changes your balance.
 - Keep your pelvis and midsection close to the rock. Look down to see where holds are located. Turn your feet and hips to reach further.
 - Activities that encourage climbers to be aware of their body include: *Mirroring*, *Diverse Traverses*, *Blind Climb*, *Move it*, *Follow the Leader*, *Spider Web*, *Team Climb*, *Work of Art*, and *Secret Maze*.

Bent or straight	<p>1. Grab a hold. Keep elbow straight. 2. Use other hand to grab at wrist and try to pull the first hand off. What happened?</p> <p>1. Grab the same hold. Keep elbow bent at 90° 2. Use other hand to grab at wrist and try to pull the first hand off. What happened this time?</p>
What's under your arm pit?	<p>Climb with a tennis ball, beanbag, or soft throwable under each armpit. This prevents over-reaching and promotes footwork.</p>
Step up, stand up, then reach	Practice moving the feet twice (step, step) BEFORE reaching for a hold.
Hands down	<p>Climb the same route with hands in the following positions. Which is more efficient?</p> <p>1. Above head. 2. At head. 3. Shoulders.</p>
Giant Steps, Small Steps	Climb the same route first by taking giant steps and then by taking small steps. What did you notice about your balance?
Flagging	<p>1. Get on the wall. Pick one handhold AND one foothold that are vertically aligned. 2. Reach as far to possible to either side.</p> <ul style="list-style-type: none"> • Both feet on the foothold • One foot on the foothold
Hip in, Hip out	<p>Have students pair up. Place a sticker/label on the outside hip of the climber. The sticker must remain visible to the "spotter" at all times.</p> <ul style="list-style-type: none"> • Try it on the other hip • Try it climbing vertically • Try it without crossing hands or feet • Try it with matching hand and footholds

2. BALANCE IS MORE IMPORTANT THAN BRUTE STRENGTH

- Use your core muscles.
 - Work on your flexibility.
 - Put your nose over your toes.
- Most people initially prefer to maintain three points of contact but ignoring this principle by *stemming* or *flagging* allows a climber to more easily shift their centre of gravity and maintain balance.

- Use your feet efficiently by taking small steps. Large lunges can cause you to lose your balance and force you to put more weight on your arms.
- Look for handholds at head height. Reaching above your head will cause your arms to tire much sooner.
- Activities that focus on maintaining balance include: *Twister*, *Don't Drop the Ball*, *Follow the Leader*, and *Less One*.

Leg Lift	<ol style="list-style-type: none"> 1. Stand with feet shoulder width apart 2. Lift one foot off the ground <p>What happened?</p> <p>Repeat with feet further apart</p> <p>Repeat with one side of body against wall and lifting foot on other side</p>
Arrest position - feet shoulder width apart - hands on wall	<ol style="list-style-type: none"> 1. Assume arrest position 2. Attempt to move foot onto wall <p>What happened?</p>
Foot Stab - stand in front of the wall - balance on one leg	Use your other leg to reach out and accurately touch pre-selected footholds. For increased difficulty, pick targets that require tricky reaches and challenge your balance
Plumb line - hang plumb line from climber's waist to their feet (use figure 8 descender/carabiners for weight at the end of the string)	<ol style="list-style-type: none"> 1. Traverse climbing wall. Move foot only when plumb line is directly over the other foot. 2. Traverse so that neither foot crosses the plumb line.

3. CONNECTION POINTS

- a. hands can pull down, pull sideways, pull up
 - i. open-hand: fingers spread, middle knuckle straight
 - ii. crimp: middle knuckles bent, thumb overtop
 - iii. pinch: thumb squeezes opposite direction to fingers
 - b. feet
 - i. stand on the big toe
 - ii. maximize surface area AND rotation ability
 - iii. Keep your heels down to increase surface area and stick better to the holds when smearing. This technique will also control "sewing machine leg."
- For the most part the climber should rest on their feet and place their hands on holds. Hanging is very tiring.
 - Your big toe is the strongest part of your foot. Place it on the best part of the hold when *edging*. Avoid flailing or scraping at the wall.
 - Activities that focus on footwork include: *Diverse Traverses* and *Don't Drop the Ball*.

Using slopers	Get as much of your hand on it Get your body above it – push on it rather than trying to pull.
Using crimpers	Think of it as the top of doorframe – there is an edge for your fingers. Push down rather than pulling out.
Using underclings	It gets better as a hold as you move your body above it. Try to keep your arm straight.
Using small footholds	Stand on your toe, not on your sole. Standing on the toe feels weird and unstable BUT it allows you to pivot/rotate on your toe when it comes time to move. Standing with more of your foot on the hold makes it harder to move.

CURRICULAR NOTES

1. Label climbing wall panels with numbers so that you can easily tell climbers where to start or stop.
2. Start multiple climbers at the same time – one per panel. Have everyone travel in the same direction. Students without a panel should go to the start so that once the line moves, they can get on the wall. Students who reach the end should step down and walk around to the start and get in line.
3. Maintain spacing of about one climber per panel or climbers an arm's length apart.
4. Use tape (on the wall) or cones (on the floor) to divide the wall into sections.
5. Have climbers traverse in both directions during a class. Move right-to-left and then left-to-right.
 - a. Varies the hold/climbing sequence
 - b. Varies which side of the body is leading
6. Use bolt hangers to hang curricular tools (buckets, letters, etc.)
7. Put out spot markers for accessibility as seems sensible.

SAFETY RULES

Bouldering



1. Climb no higher than you can jump off
2. Climb down- don't jump
3. Clear the landing zone – no people or items
4. Maintain spacing – about an arm's length or one climber per panel
5. Remove jewelry & empty your pockets
6. Use a spotter when needed

Climbing Wall



1. Double check every time
 - a. Human to harness connection
 - b. Harness to belay connection
 - c. Belay to belayer connection & readiness
2. Stay on-route – climb beneath your anchorage
3. Keep the belay rope tight
 - a. Don't climb faster than your belayer can belay
 - b. Tell your climber to "Stop" if their belay rope is loose
4. Don't climb above the top anchor
5. Don't hang (or try to hang) upside down when you are being lowered.
6. Walk - don't "jump" - on your way down
 - a. You could swing into the wall or other climbers
 - b. You could pull your belayer off balance

ACTIVITY EQUIPMENT

The supplies and program equipment listed below describe what is required for the activities. Life safety equipment such as harnesses, belay ropes, belay devices and climbing equipment such as climbing shoes are not listed. Neither are items for teaching skills such as lengths of rope for practicing knots. Specific activity equipment is also listed on the activity page. Reading the description of the activity may provide you with useful details or ideas for creative options or substitutions.

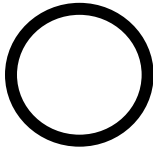
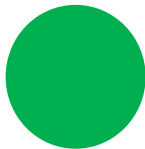

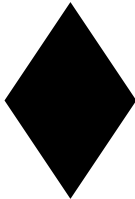
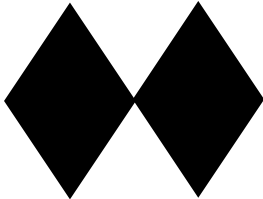
Adhesive Tape	You will need to experiment to figure out which type of tape has enough stickiness to actually stick to your wall but doesn't leave a mess. You may also want to experiment with removable adhesive putty.
Balloons	The round ones rather than the long narrow kind.
Beach balls	Something large that throws badly and won't hurt if it hits you.
Blindfolds	This could be bandanas, taped over or painted over glasses, sleep masks, or goggles.
Buckets	For stacking and for hanging on the wall as either sources of items or deposit stations for them – you want them at least 30 cm (12") high and make sure they have handles. Collapsing buckets will work for some activities but not others.
Deck of cards	A larger than usual set that you can laminate (so that it can be stuck up over and over again). You'll need two sets if you work with large groups. Do yourself a favour and make sure they have different backgrounds so they are easy to sort.
Dice	A large set of two – several sets. You can also modify the dice so that one die also has colours on it and the other die has limbs (right foot, left foot, both feet, right hand, left hand, both hands) so that you can use them to play Twister.
Do not disturb items	You'll want something large enough to be seen but small enough that if you balance it on a hold, the hold will still have room for careful placement of a hand or foot. One inch foam blocks are a good choice as are corks and packing peanuts – they have a bit more friction than things like lego blocks.
Hide & Find items	Scrabble or Bananagram letters are great. So are charms, bottle caps, coins or poker chips.
Hula Hoops	Ideally of the size that fits into your hula hoop holder holds. Not all hula hoops have the same diameter so you may need to hunt around. Different hoop sizes will add variety.
Items to move	Bean bags and deck rings fall into this category as do soft throwables. You want items with a bit of weight so that they throw nicely. Awkward shapes that make noise are fun.
Labels	Use adhesive labels if they stick to your wall. For a more permanent set, laminate a set of cards. You'll need letters of the alphabet and numbers (1, 2, 3, 5, 10, 50, 100). You want something easily visible from a distance – sticking up Scrabble letters or poker chips will make the activities that need labeled holds too challenging.
Pool Noodles	These are a seasonal item – you won't be able to buy them in the winter. Cut them in half so that you have approximately 1 m (3 ft) lengths.
Spot markers	Polyspots in various sizes are a great choice. You want something large enough to step on but not slippery when you put it on the floor or mat. You'll need 2-4 spots per panel of bouldering wall.
Stop Watch	The timer on your phone or watch is just fine.
String	Thin coloured string such as masonry twine or yarn. Not thread. Dental floss is ideal because it's easy to store and "cut", and strong enough to work for the activities.

Tennis Balls	These fit well in the ball holder holds. Softer squishy balls in various colours are a good option – especially in climbing activities where there is the possibility that the ball may be dropped.
Traffic cones	They are handy to mark off start and finish lines.
Twister spinner	Either the full-size one that comes with the game or the travel size.
Vocabulary Cards	Print out one word per index card. For ease of sorting, it's handy if words in different categories are on different colour cards. Definitions can be printed on the same or opposite side. Laminate the cards for longevity. You'll need several sets.

ACTIVITY CHART

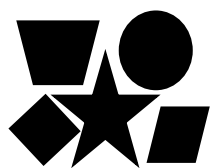
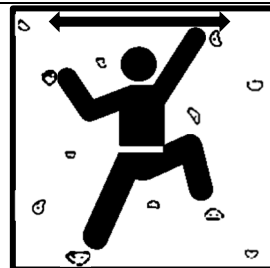
STRAND	PRIMARY SK-3 (ages 5-8)	JUNIOR 4-6 (ages 9-11)	INTERMEDIATE 7-8 (ages 12-13)	INTERMEDIATE 9-10 (ages 14-15)
Movement Strategies <ul style="list-style-type: none"> Components of physical activities Strategies & tactics in all physical activities 	1 - Hula Hoop Portals 2 - Ball pass 3 - Graffiti	13 – Cat & Mouse 14 - Art of Climbing 15 – Limbo	27 - Don't Drop the Ball 28 - Secret Maze 29 - Balloons 30 - Hula Hoop Pass Thru	44 - Team Climb 45 - Partner Climb 46 - Less One 47 - Do not disturb
Movement Skills & Concepts <ul style="list-style-type: none"> stability, locomotion, manipulation body awareness, effort, spatial awareness, relationships Movement principles 	4 – Hover 5- Count to four	16 - Item Carry 17 - Spider Web 18 - Getting Dressed	31 - Octopus 32 - No Go Zone 33 - Bucket Stack	48 – Mirroring 49 - Diverse Traverses 50 - One-handed Catch 51 - No hands
Active Participation <ul style="list-style-type: none"> Regular participation, variety, lifelong activity Enjoyment, motivation 	6 - Freeze Frame 7- Team Memory	19 - Simon Says 20 - Spell A Word 21 - Card Math	34 - Hula Hoop Climb 35 - Move it 36 - Match the hold 37 - Moves in a hat	52 - Pony Express 53 – Climb by Numbers 54 - Poker
Physical Fitness <ul style="list-style-type: none"> Fitness development through daily physical activity, personal fitness plans 	8 - Time Challenge 9 - Relay Race 10 - Countdown	22 - Hide & Find 23 – Twister 24- Pirates of the Carabiner	38 - Time Trial 39 - Drag Racing 40 - Single Foot 41 - Carwash	55 – Pursuit 56 - Climb for Time 57- Beachball Dodgeball
Safety <ul style="list-style-type: none"> Personal safety and safety of others during physical activity Awareness of surroundings 	11 - Shark Attack 12 - Which hold is it?	25 - Connect the Dots 26 – Human Crossover	42 - Blind Climb 43 - Round - About	58 - Follow the Leader 59 - Mergers

DIFFICULTY RATING SCALE

	White Circle Focus is on honing natural climbing ability. The activity may involve moving an item.
	Green Circle Focus is on developing techniques. May involve holding an item throughout the activity.
	Blue Square Requires skill and strength. Shoes are helpful. More complex movements are required.
	Black Diamond Practice / training is required. Activities may involve coordinating movements with other climbers.
	Double Black Diamond Expertise required. Extremely difficult activity.

ACTIVITY:

0 - WELCOME TO THE WALL



EQUIPMENT NEEDED

Coloured spot markers – 2 to 4 per panel



SET UP

Place 2-4 spot markers in front of each panel.
Maintain spacing of about one climber per panel.



DESCRIPTION

Simulate a climb by walking along the bouldering wall by touching hand holds and placing feet in specific locations on the mats.

Variations:

- *Sneaky Feet* – Remove the polyspots so students can step anywhere BUT their feet must touch the wall. Add additional challenges such as using both inside and outside edges of the foot, trying a step through.
- *Stretch It* – Repeat the same traverse but try to cross with fewer touches.
- *Single Colour Traverse* – use only holds and spots of one colour.
- *Two Colour Traverse* – use only holds and spots of two colours.



GRADE LEVEL

ALL



SKILLS

- Balance
- Spatial Awareness
- Connection to Holds



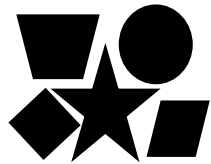
CURRICULUM STRAND

- Movement Skills & Concepts

PRIMARY (GRADES SK – 3)

ACTIVITY:

1 - HULA HOOP PORTALS



EQUIPMENT NEEDED

Hula Hoops x 10

- Ideally different sizes

Traffic cone to mark the middle



SET UP

Insert one hula hoop into each hula hoop holder climbing hold. Position the hula hoops so that they are perpendicular to the wall (i.e. they stick out).

Divide class into 2 groups.

Divide wall in the middle. Mark the middle with the traffic cone. Start both groups from the middle going towards their respective ends.



DESCRIPTION

Following one another, climbers must climb over, under or thru the hula hoops without dislodging them or touching them.

- Each hula hoop must be passed thru at least once
- Each person must pass thru at least one hula hoop



GRADE LEVEL

Primary: Grades SK-3



SKILLS

- Static & Dynamic Balance
- Flexibility

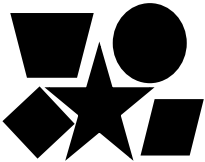


CURRICULUM STRAND

- Movement Strategies
- Movement skills and Concepts

ACTIVITY:

2 - BALL PASS



EQUIPMENT NEEDED

One ball for each group of 2-4 students



SET UP

Give each a ball.
Decide on a direction of travel.
Start each group of students 2 panels apart.



DESCRIPTION

The first student gets on the wall and one stable is passed the ball. The second student gets on the wall next to first in the direction of travel. The first student passes the ball to the second student who remains in position. While the first student climbs down, the third student can climb into position so they can be passed the ball. Students should stay in order.

Variations:

- *Passing other items* – relay baton, balloon, hula hoop, etc.



GRADE LEVEL

Primary: Grades SK-3



SKILLS

- Resting positions
- Core stability

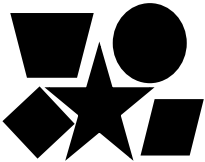


CURRICULUM STRAND

- Movement Strategies
- Active Participation

ACTIVITY:

3 - GRAFFITI



EQUIPMENT NEEDED

Sheets of paper
Markers, pencils, pencil crayons, crayons, etc.
Tape



SET UP

Tape a sheet of paper every 4-6 panels. Place or hang the writing utensil nearby.

Have students get in groups of 4. Give each group a sheet of paper and writing utensil.



DESCRIPTION

The group must decide (i.e. sketch out) what they are going to draw on the sheet of paper that is on the wall. Drawing can only happen when the climber is on the wall. One line per attempt. The goal is for the drawings to match.



GRADE LEVEL

Primary: SK-Grade 3





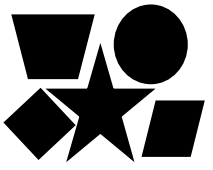





SKILLS

- Rest position / stability
- Planning



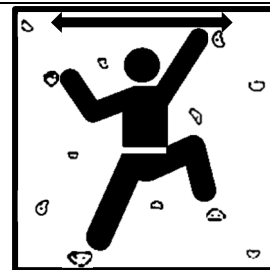
CURRICULUM STRAND







- Movement strategies

	<p>ACTIVITY:</p> <h1>4 - HOVER</h1>	
	<p>EQUIPMENT NEEDED</p> <p>None</p>	
	<p>SET UP</p> <p>Decide on a climbing route. Distribute students.</p>	
	<p>DESCRIPTION</p> <p>Tap your head every time you use your</p> <ul style="list-style-type: none"> • Right hand • Left hand • Right foot • Left foot <p>Variations:</p> <ul style="list-style-type: none"> • Hover over the hold for a count of 5 seconds. Make sure you maintain balance. 	
	<p>GRADE LEVEL</p> <p>Primary: Grades SK-3</p>	
	<p>SKILLS</p> <ul style="list-style-type: none"> • Concentration • Balance • Deadpoint movement 	
	<p>CURRICULUM STRAND</p> <ul style="list-style-type: none"> • Movement Skills and Concepts • Physical Fitness 	



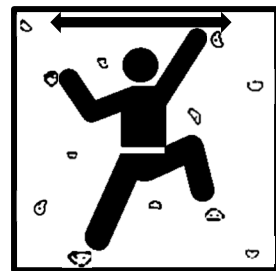
ACTIVITY: 5 - COUNT TO FOUR



	EQUIPMENT NEEDED None.
	SET UP None.
	DESCRIPTION Every time the climber changes position they must count to four (while maintaining balance).
	GRADE LEVEL Primary: SK – Grade 3
	SKILLS <ul style="list-style-type: none"> • Static / Dynamic Balance • Patience
	CURRICULUM STRAND <ul style="list-style-type: none"> • Movement skills & concepts • Active participation

ACTIVITY:

6 - FREEZE FRAME



EQUIPMENT NEEDED

2 Dice



SET UP

Approximately one student per panel



DESCRIPTION

Move around on your panel. Every time a seven is rolled, yell "freeze". Anyone who moves (or falls off the wall is eliminated until the next round.

Variations:

- *Musical Climbing* – Climb in time to the music. Freeze when the music stops – even if you are mid-move.



GRADE LEVEL

Primary: Grades SK-3



SKILLS

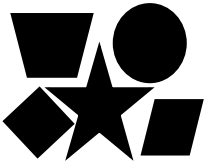
- Balance
- Reaction time
- Power-endurance



CURRICULUM STRAND

- Active Participation
- Safety

ACTIVITY: 7 -TEAM MEMORY



EQUIPMENT NEEDED

Deck of Cards
Tape may be helpful

Boundary line



SET UP

Divide the deck into suits. Each group of 4-8 students needs 2 suits & 4-6 panels.

Place the cards facedown on the wall. Use tape or wedge behind the holds.

Set up a boundary line 5 – 10 m from the wall.



DESCRIPTION

This is a timed activity. Starting behind the boundary line, one climber at a time must get on the wall and flip over 2 cards. If the cards match, the climber brings them back to the group. If not, the climber puts them back in the same place (they don't need to stay on the wall to do this). The next climber goes and so on.

Variations:

- The climber shows the cards to the group but may NOT look at the cards themselves.



GRADE LEVEL

Primary: SK – Grade 3



SKILLS

- Cooperation
- Memory
- Problem-Solving

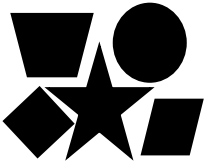


CURRICULUM STRAND

- Active Participation
- Physical Fitness

ACTIVITY:

8 - TIME CHALLENGE



EQUIPMENT NEEDED

Stop Watch



SET UP

One student per panel. Decide on direction of travel.



DESCRIPTION

Touch as many holds as possible in 30 sec. Count all appendages OR

- Right hand only
- Right foot only



GRADE LEVEL

Primary: SK-3



SKILLS

- Agility
- Spatial Awareness
- Dynamic Balance

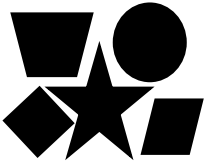


CURRICULUM STRAND

- Physical fitness
- Movement Strategies

ACTIVITY:

9 - RELAY RACE



EQUIPMENT NEEDED

Traffic cones



SET UP

Use the traffic cones to divide the wall in half in the middle. Create 2 teams.

OR

Use traffic cones to divide the wall into quarters. Create 4 teams. Have two teams go head to head.



DESCRIPTION

Climb to the centre of the wall and then back. Tag the next person in line who will do the same thing. If you fall off, get back on and keep climbing – you can only move forward when you are on the wall.



GRADE LEVEL

Primary: Grades SK-3



SKILLS

- Agility
- Risk-Taking

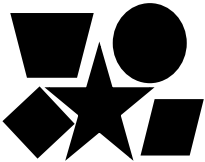


CURRICULUM STRAND

- Physical Fitness
- Active Participation

ACTIVITY:

10 – COUNTDOWN



EQUIPMENT NEEDED

Polyspots – one per panel



SET UP

Place 1 polyspot in front of each panel - about 5 m (20 ft) away from the wall



DESCRIPTION

Count down from 10-0. Climbers start on the polyspot at 10 but must be off the floor and on the wall by 0. The next round starts at 9, then 8, etc.

Variations:

- Climbers must maintain position for 5 sec.
- Climbers must use different holds for each round.
- Climbers may only use 3 points of contact.



GRADE LEVEL

Primary: Grades SK-3



SKILLS

- Planning
- Balance
- Reaction time

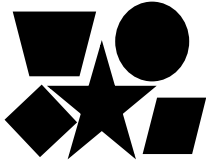


CURRICULUM STRAND

- Physical Fitness
- Active Participation

ACTIVITY:

11 - SHARK ATTACK



EQUIPMENT NEEDED

None



SET UP

Start with the students away from the wall and facing away.



DESCRIPTION

When you shout "Shark Attack" students must get on the wall ASAP.

- Climbers may lose body parts if they step off or fall off

Variations:

- Call out "moves"
 - Swimming – walk along floor with hands on holds
 - Captain's Coming – salute while hanging on to one hold
 - Periscope – lift a leg high off a hold
 - Person Overboard – touch someone while holding on to the wall
 - All hands on deck – both hands on floor
 - Swabbing the Deck – both feet off the floor AND holds (smear or hang)
 - Seagull – duck and cover with one arm while on the wall



GRADE LEVEL

Primary: Grades SK-3



SKILLS

- Strength
- Reaction time
- Resting positions

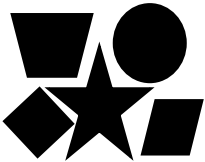


CURRICULUM STRAND

- Safety
- Active Participation

ACTIVITY:

12 - WHICH HOLD IS IT?



EQUIPMENT NEEDED

One blindfold for each pair of students.



SET UP

Give each pair of students a blindfold.



DESCRIPTION

One partner in the pair puts on the blindfold. The sighted partner carefully leads the blindfolded partner to a space on the wall. The blindfolded partner uses their hands to explore the holds and try to remember the exact spot. At the end of 2-3 minutes, the sighted partner leads their partner back to the start. The blindfold is removed and the sighted partner must then find their exact location on the wall. Partners then switch roles.



GRADE LEVEL

Primary: Grades SK-3



SKILLS

- Manipulation
- Recognition



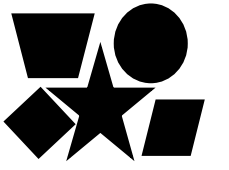
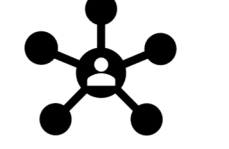






CURRICULUM STRAND

- Safety
- Movement Strategies

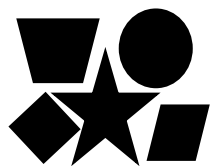
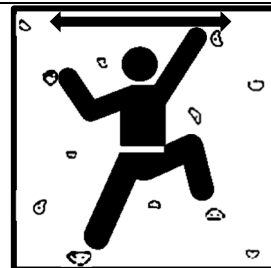
JUNIOR

(GRADES 4 – 6)

	<p>ACTIVITY:</p> <h1>13 - CAT & MOUSE</h1>	
	<p>EQUIPMENT NEEDED</p> <p>None</p>	
	<p>SET UP</p> <p>Play in pairs.</p> <p>Bouldering – each pair needs 6-8 panels.</p> <p>Climbing – each pair needs two adjacent routes with belay.</p>	
	<p>DESCRIPTION</p> <p>The “mouse” gets a 3 second head start. The goal is for the “mouse” to reach safety at the end before being tagged by the “cat”.</p> <p>** When you are playing the climbing version, be sure climbers do NOT overclimb their belay.</p>	
	<p>GRADE LEVEL</p> <p>Junior: Grades 4-6</p>	
	<p>SKILLS</p> <ul style="list-style-type: none"> • Agility • Power-endurance • Speed 	
	<p>CURRICULUM STRAND</p> <ul style="list-style-type: none"> • Physical Fitness • Movement Strategies 	

ACTIVITY:

14 - THE ART OF CLIMBING



EQUIPMENT NEEDED

Painter's Tape



SET UP

Give each student 2 x 20 cm pieces of tape. Stick it to their t-shirt. Students should get into groups of 4. Each group of students needs 3 panels – one panel for their work of art and one panel on each side of it.



DESCRIPTION

Groups must decide on their work of art beforehand. Each climber may place one piece of tape per climb. Each climber must add to the previous artwork – i.e. the tape must touch other tape. A piece of tape may be ripped in half only once. Tape must be placed by the climber while they are on the wall.



GRADE LEVEL

Junior: Grades 4-6



SKILLS

- Controlled movement
- Planning
- Cooperating with others

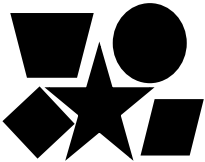


CURRICULUM STRAND

- Movement Strategies
- Active Participation

ACTIVITY:

15 - LIMBO



EQUIPMENT NEEDED

Limbo stick per group – a pool noodle is a great option



SET UP

Have students get into groups of 2-4 people.
Give each group a limbo stick.
Each group needs 4-5 panels.



DESCRIPTION

Start the limbo stick up high. Students need to traverse under the limbo stick without touching it OR falling off the wall. Lower the stick with each round.



GRADE LEVEL

Junior: Grades 4-6





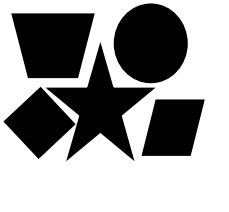
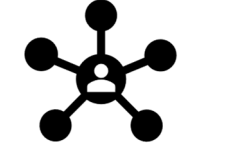




SKILLS

- Balance
- Body awareness
- Risk-taking



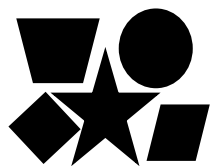
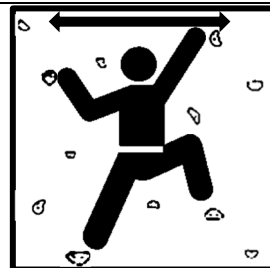
CURRICULUM STRAND

- Movement Strategies
- Active Participation

	<p>ACTIVITY:</p> <h1>16 - ITEM CARRY</h1>	
	<p>EQUIPMENT NEEDED</p> <p>Bucket Carabiners Items to move</p> <ul style="list-style-type: none"> • Tennis balls • Rings • Bean bags 	
	<p>SET UP</p> <p>Hang buckets at your goal station(s). Place items to move at the start.</p>	
	<p>DESCRIPTION</p> <p>Move the items into the bucket. Items that are dropped stay where they land but may be picked up by another climber.</p> <ul style="list-style-type: none"> • Climbs end at the bucket OR • Climbs are out and back 	
	<p>GRADE LEVEL</p> <p>Junior: 4-6</p>	
	<p>SKILLS</p> <ul style="list-style-type: none"> • Coordination • Core stability • Deadpoint movement 	
	<p>CURRICULUM STRAND</p> <ul style="list-style-type: none"> • Movement Skills & Concepts • Active Participation 	

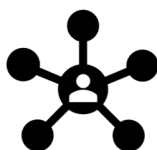
ACTIVITY:

17 - SPIDER WEB



EQUIPMENT NEEDED

Yarn or string or dental floss – about 50 ft (15 m) per climber.



SET UP

Work in groups of 3-4 climbers with 3-4 panels per group.



DESCRIPTION

Climber attaches yarn to different holds as they climb. A non-climber should follow and feed yarn to the climber. The web is only as large as the amount of yarn they have available. A new climber takes over when a person falls off.

- The goal is to create a random pattern.
- The goal is to create a specific shape.



GRADE LEVEL

Junior: Grades 4-6



SKILLS

- Resting positions
- Core stability
- Route-finding

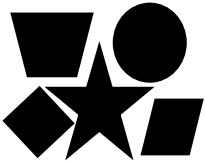


CURRICULUM STRAND

- Movement skills & concepts
- Active participation

ACTIVITY:

18 - GETTING DRESSED



EQUIPMENT NEEDED

Variety of clothing students can put on over what they are already wearing

- Hats
- T-Shirts
- Jackets
- Mittens / Gloves



SET UP

Hang the clothing around the bouldering wall



DESCRIPTION

As you reach an item of clothing, put it on without stepping off the wall.

As you reach a designated location, take the item of clothing off without stepping off the wall.



GRADE LEVEL

Junior: Grades 4-6



SKILLS

- Stability
- Problem-solving
- Resting Positions

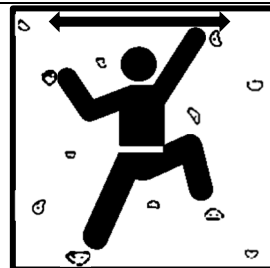


CURRICULUM STRAND

- Movement Skills & Concepts
- Active PArticipation

ACTIVITY:

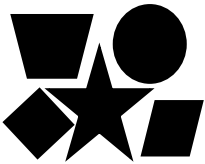
19 - SIMON SAYS



	EQUIPMENT NEEDED None
	SET UP Maintain spacing of about one climber per panel.
	DESCRIPTION Play Simon Says as a way to introduce climbing moves and terms <div> <ul style="list-style-type: none"> • move both hands to the same hold • Foot switch (put right foot on your left foot hold) • step down and rest for 5 sec. • hold right hand up for 5 sec. • cross hands • cross feet <ul style="list-style-type: none"> • crimp • undercling • smear • sidepull • jug • sloper </div> Variation: <ul style="list-style-type: none"> • <i>Golf</i>: when you make an error, count it and continue to play. Low score wins!
	GRADE LEVEL Junior: Grades 4-6
	SKILLS <ul style="list-style-type: none"> • Balance • Listening
	CURRICULUM STRAND <ul style="list-style-type: none"> • Active Participation • Safety

ACTIVITY:

20 - SPELL A WORD



EQUIPMENT NEEDED

Painter's Tape
Marker



SET UP

Label each hold with a letter.
Hat full of word cards



DESCRIPTION

Spell words (your name, words drawn out of a hat, etc.) by touching the hold that is associated with that letter. Options include:

- touch in sequence
- touch any order
- Wheel of Fortune (use letter as many times as it appears in the word)



GRADE LEVEL

Junior: Grades 4-6



SKILLS

- Route-finding
- Stretching
- Planning

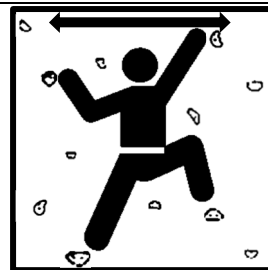


CURRICULUM STRAND

- Active Participation
- Movement Strategies

ACTIVITY:

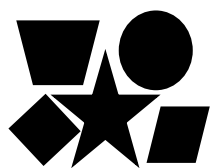
21 - CARD MATH



	EQUIPMENT NEEDED Deck of cards Tape may be useful Boundary line
	SET UP Get students into groups of 2-4. Place the cards facedown on the wall. Use tape or wedge behind the holds. Set up a boundary line 5 – 10 m from the wall.
	DESCRIPTION Announce the number that groups are racing to reach. Each group may send one member to the wall to retrieve a card (they must be on the wall and in balance for 5 seconds to take it) and return before they send the next person. Cards may be added, subtracted, multiplied, or divided. If the group doesn't want the card, the next person may return it to the wall. No one may climb twice before everyone goes once. Aces may be 1 or 11. King, Queen, and Jack are 10. Variations: <ul style="list-style-type: none"> • Use addition only • Use only two math functions (i.e. addition & subtraction only)
	GRADE LEVEL Junior: Grades 4-6
	SKILLS <ul style="list-style-type: none"> • Cooperation • Focus • Problem-solving
	CURRICULUM STRAND <ul style="list-style-type: none"> • Active Participation • Physical Fitness

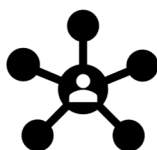
ACTIVITY:

22 - HIDE & FIND



EQUIPMENT NEEDED

Scrabble or Bananagrams letters OR
Charms OR
Bottle caps OR
Coins OR
Poker Chips



SET UP

Place the items on the climbing holds

- Teacher set-up
OR
- Student set-up



DESCRIPTION

Climb and gather items until you fall off. Work individually or in small groups.

Letters: Create a crossword in your group of climbing words
Coins / Poker chips: Earn a certain amount of money



GRADE LEVEL

Junior: 4-6



SKILLS

- Endurance
- Core stability
- Resting positions

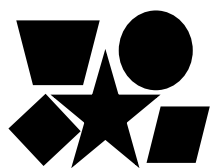


CURRICULUM STRAND

- Physical Fitness
- Movement Skills & Concepts

ACTIVITY:

23 - TWISTER



EQUIPMENT NEEDED

Twister spinner

OR

Twister Dice

- Colour Die – one colour per panel
- Limb Die – Hands: left, right, both; Feet: left, right, both.



SET UP

Approximately one student per panel



DESCRIPTION

Spin the Twister wheel / roll the dice and do what is required (i.e. Right foot on a red hold). Attempt to

- traverse across
- OR
- stay on the wall

Three strikes and you're out.



GRADE LEVEL

Junior: Grades 4-6



SKILLS

Flexibility
Endurance
Core Stability

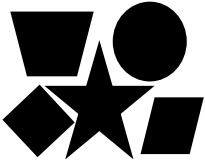


CURRICULUM STRAND

- Physical Fitness
- Active Participation

ACTIVITY:

24 - PIRATES OF THE CARABINER



EQUIPMENT NEEDED

One pool noodle per person



SET UP

Have students partner up. Give each student a pool noodle.

Assign each set of partners 2-4 panels.



DESCRIPTION

The goal is to tap your opponent on either shoulder or either leg to score a point while you (and they) are on the wall. You are eliminated if

- you are hit 4 times
- you drop your sword.



GRADE LEVEL

Junior: Grades 4-6



SKILLS

- Endurance
- Hand-eye coordination
- Risk-taking

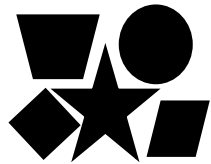


CURRICULUM STRAND

- Physical Fitness
- Safety

ACTIVITY:

25 - CONNECT THE DOTS



EQUIPMENT NEEDED

Pair of dice per team of students.



SET UP

Group of 2-4 students. Approximately 3-4 panels per group.



DESCRIPTION

Select a starting hold and an ending hold. Roll the dice. Connect the starting hold with the ending hold using the required number of moves (i.e. if you roll a “2”, you have two additional moves between the start and end holds). If you are unsuccessful you get a strike. Three strikes you’re out. Change up the starting and ending points once everyone has gone.



GRADE LEVEL

Junior: Grades 4-6



SKILLS

- Core Stability
- Dynamic and Deadpoint movement

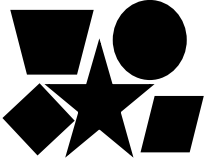


CURRICULUM STRAND

- Movement Strategies
- Safety

ACTIVITY:

26 - HUMAN CROSSOVER



EQUIPMENT NEEDED

None



SET UP

Have students pair up.
Assign each pair of students 6-8 panels.



DESCRIPTION

Pairs start at opposite ends of their panels bouldering toward each other. The goal is to get to their partner's starting point without touching the ground or each other. Climbers must climb around each other NOT above or below.



GRADE LEVEL

Junior: Grades 4-6



SKILLS



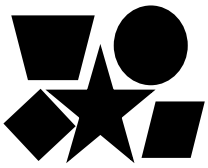





- Spatial Awareness
- Problem-solving
- Cooperation



CURRICULUM STRAND

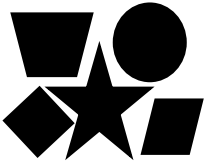
- Safety
- Active Participation

INTERMEDIATE (GRADES 7 – 8)

	ACTIVITY: <h1>27 - DON'T DROP THE BALL</h1>		
	EQUIPMENT NEEDED Tennis ball Beanbag		
	SET UP Give each pair of climbers a tennis ball or beanbag.		
	DESCRIPTION Climbers must hold a ball or beanbag throughout their climb. They may switch grip and hands as required, but the item must be held in a hand. The item needs to switch from one climber to another regularly (for example: every 3 moves; every 10 seconds, etc.)		
	GRADE LEVEL Intermediate: Grades 7-8		
	SKILLS <ul style="list-style-type: none"> • Footwork • Balance • Hand-Foot Coordination 		
	CURRICULUM STRAND <ul style="list-style-type: none"> • Movement strategies • Active Participation 		

ACTIVITY:

28 - SECRET MAZE



EQUIPMENT NEEDED

Cue cards and a writing utensil may be helpful.



SET UP

Arrange students in groups of 3-4. Each group should work on 3-4 panels.



DESCRIPTION

Have each climber establish their own secret maze by determining which holds may be used and which ones may not. The other climbers must guess the correct path: when they touch a correct hold they hear “yes” and when they touch an incorrect hold they hear “no.” Once a mistake is made, that climber moves to the back of the line and another climber starts from the beginning. Once the first route is solved, move to the secret maze created by another group member.



GRADE LEVEL

Intermediate: Grades 7-8



SKILLS

- Memorizing sequences
- Route-finding
- Deadpoint movement



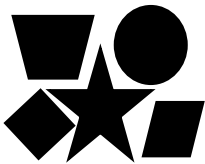





CURRICULUM STRAND

- Movement Strategies
- Active Participation



ACTIVITY: 29 - BALLOONS

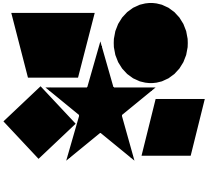









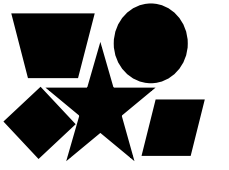
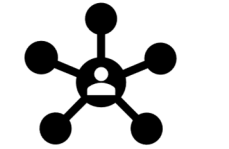




	EQUIPMENT NEEDED One balloon per person. Round shapes are best. Masking tape
	SET UP Have students inflate their balloon and tape it to their chest/stomach outside of their t-shirt.
	DESCRIPTION Have students complete a climb or traverse. After each route, have them move the balloon to a different position on the trunk of their body. How does the addition of the balloon change body positioning?
	GRADE LEVEL Intermediate: Grades 7-8
	SKILLS <ul style="list-style-type: none"> • Body positioning • Spatial Awareness • Problem-solving
	CURRICULUM STRAND <ul style="list-style-type: none"> • Movement Strategies • Movement Skills & Concepts



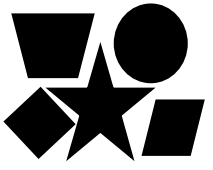





ACTIVITY:

30 - HULA HOOP PASS THRU



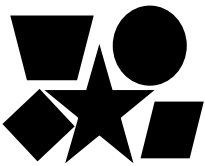
	EQUIPMENT NEEDED Hula hoops – one per 4 panels
	SET UP Hang the hula hoops in different places on the wall. They may be placed in hula hoop holders, hung off a hold, or clipped to non-locking carabiner
	DESCRIPTION When the climber reaches the hula hoop, they must take it off the wall and pass their body thru it. Don't drop the hula hoop or step off the wall. Put the hoop back in position for the next person before continuing.
	GRADE LEVEL Intermediate: Grades 7-8
	SKILLS <ul style="list-style-type: none"> • Balance • Body Position • Strength
	CURRICULUM STRAND <ul style="list-style-type: none"> • Movement skills & concepts • Movement strategies

	ACTIVITY: <h1>31 - OCTOPUS</h1>		
	EQUIPMENT NEEDED None		
	SET UP Approximately one student per panel.		
	DESCRIPTION Decide on which limb you are using. Without moving the other limbs off their holds, tap as many holds as possible with the moving limb.		
	GRADE LEVEL Intermediate: 7-8		
	SKILLS <ul style="list-style-type: none"> • Stretching • Flexibility • Core Stability 		
	CURRICULUM STRAND <ul style="list-style-type: none"> • Movement Skills & Concepts • Physical Fitness 		

	ACTIVITY: <h1>32 - NO GO ZONE</h1>		
	EQUIPMENT NEEDED Painter's tape OR Hula Hoops		
	SET UP Give students pieces of tape and have them tape off "no go zones" on the wall. Alternatively, use the hula hoop holder holds to position hula hoops. Anything inside the hula hoop is a "no go zone".		
	DESCRIPTION Traverse the route without using any of the holds in the taped off "no go zones".		
	GRADE LEVEL Intermediate: Grades 7-8		
	SKILLS <ul style="list-style-type: none"> • Endurance • Route-Finding 		
	CURRICULUM STRAND <ul style="list-style-type: none"> • Movement skills and concepts 		

ACTIVITY:

33 - BUCKET STACK



EQUIPMENT NEEDED

A stack of buckets (or large foam cubes). An ideal size is something 30 cm (12") high. Make sure it's light so no one gets hurt when the stack topples over.



SET UP

Give each group of 4-6 students a stack of buckets. Ideally 2-3 buckets per student.



DESCRIPTION

The group must build the tallest **free-standing** tower of buckets in the time allotted. Buckets may only be placed when the climber is on the wall (i.e. off the floor) and on belay. No one may place a second bucket before everyone has placed their first bucket.

Variation: Allow bucket passing from the ground to the climber – NOT throwing.



GRADE LEVEL

Intermediate: Grades 7-8





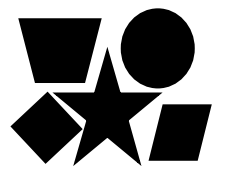
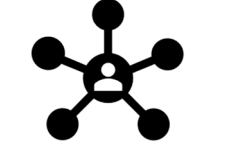




SKILLS

- Stability
- Spatial Awareness
- Cooperation



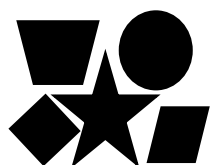
CURRICULUM STRAND

- Movement skills & concepts
- Active Participation

	<p>ACTIVITY:</p> <h1>34 – HULA HOOP CLIMB</h1>	
	<p>EQUIPMENT NEEDED</p> <p>One Hula Hoop for each pair OR Two Hula Hoops for each group of three OR Three Hula Hoops for each group of four</p>	
	<p>SET UP</p> <p>Have students get into groups and grab the right number of hula hoops.</p> <p>Space groups out along the wall.</p> <p>Decide on direction of travel.</p>	
	<p>DESCRIPTION & VARIATIONS</p> <p>Climb while linked to 1-3 other people with hula hoops</p> <ul style="list-style-type: none"> • Hands • Legs <p>How far can you get without touching the ground? How many touches does it take to travel a set distance?</p>	
	<p>GRADE LEVEL</p> <p>Intermediate: Grade 7-8</p>	
	<p>SKILLS</p> <ul style="list-style-type: none"> • Communicating with others • Planning / Collaborating • Coordination 	
	<p>CURRICULUM STRAND</p> <ul style="list-style-type: none"> • Active Participation • Movement strategies 	

ACTIVITY:

35 - MOVE IT



EQUIPMENT NEEDED

Tennis Ball



SET UP

Place a tennis ball in every second tennis ball holder hold.

Space students so there is a student at every panel with a tennis ball. Decide on a direction of travel.



DESCRIPTION

Move the tennis ball to the next hold without falling off the wall. By setting up a series of holds, participants can traverse and transfer objects across the length of the wall.

Variation:

Set up teams. Time the event. Add 10 sec to the time for every touch or ball drop.



GRADE LEVEL

Intermediate: Grades 7-8



SKILLS

- Manipulation
- Core Stability
- Resting positions

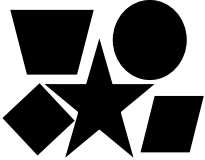


CURRICULUM STRAND

- Movement skills & concepts
- Active Participation

ACTIVITY:

36 - MATCH THE HOLD



EQUIPMENT NEEDED

Vocabulary cue cards (climbing hold names) for each group of 2-4 students



SET UP

Give each set of students a set of climbing hold names and assign them to 1 or 2 panels.



DESCRIPTION

Students must match the climbing hold name on card with the type of hold on their panel(s).



GRADE LEVEL

Intermediate: Grades 7-8



SKILLS

- Manipulation
- Recognition

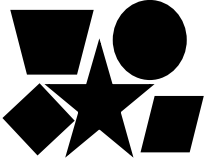


CURRICULUM STRAND

- Movement Strategies
- Active Participation

ACTIVITY:

37 - MOVES IN A HAT



EQUIPMENT NEEDED

Vocabulary cue cards (climbing moves) for each group of 2-4 students



SET UP

Give each set of students a set of climbing moves cards and assign them to 1 or 2 panels.



DESCRIPTION

One at a time the student pulls a card out and must go to the wall to execute the move. The other students in the group need to name the move.



GRADE LEVEL

Intermediate: Grades 7-8



SKILLS

- Manipulation
- Recognition
- Vocabulary Development

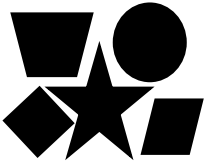


CURRICULUM STRAND

- Movement Strategies
- Active Participation

ACTIVITY:

38 - TIME TRIAL



EQUIPMENT NEEDED

Stop watch



SET UP

Start all students at the same location. Determine the route:

- Any holds
- Only the same coloured holds
- No holds of a particular colour



DESCRIPTION

Complete the route as quickly as possible. There is a 10 second penalty each time you step or fall off.



GRADE LEVEL

Intermediate: 7-8



SKILLS

- Power-endurance
- Agility

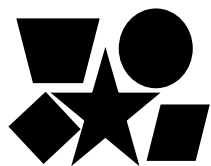
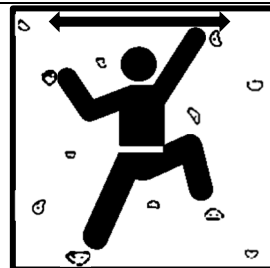


CURRICULUM STRAND

- Physical Fitness
- Movement Strategies

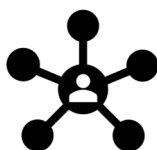
ACTIVITY:

39 - DRAG RACING



EQUIPMENT NEEDED

Stop watch



SET UP

Approximately one student per panel



DESCRIPTION

See how many routes you can complete in set amount of time.

- Red
- Blue
- Yellow
- Green
- Any holds
- Moving right
- Moving left
- See also Diverse Traverses



GRADE LEVEL

Intermediate: Grades 7-8





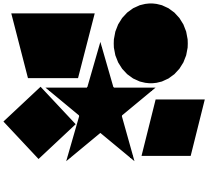





SKILLS

- Pacing
- Power-endurance
- Climbing smoothly and quickly under pressure



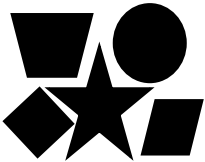
CURRICULUM STRAND

- Physical Fitness

	ACTIVITY: <h1>40 - SINGLE FOOT</h1>		
	EQUIPMENT NEEDED None		
	SET UP None		
	DESCRIPTION Climb a route with only your right foot. Then climb it with only your left foot.		
	GRADE LEVEL Intermediate: Grades 7-8		
	SKILLS <ul style="list-style-type: none"> • Dynamic Balance • Strength • Flagging 		
	CURRICULUM STRAND <ul style="list-style-type: none"> • Physical Fitness • Movement Skills & Concepts 		

ACTIVITY:

41 - CARWASH



EQUIPMENT NEEDED

One pool noodle per student



SET UP

Divide students into two groups. One group will be climbers and the other group will be the carwash. Members of the carwash may hold up to two pool noodles. Decide on a direction of travel.



DESCRIPTION

Members of the carwash should create a consistent repetitive movement with their pool noodle(s). The noodle(s) must touch the bouldering wall at some point in its movement. The climbers must try to get through the carwash without being touched by a pool noodle.



GRADE LEVEL

Intermediate: Grades 7-8





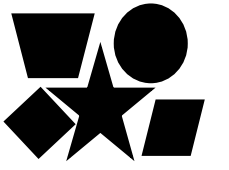
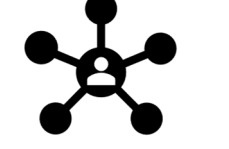




SKILLS

- Spatial awareness
- Planning
- Reaction time



CURRICULUM STRAND

- Active Participation
- Physical Fitness



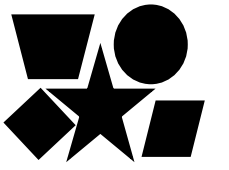
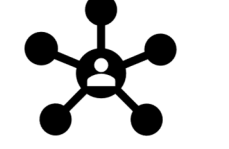




	ACTIVITY: 42 - BLIND CLIMB	
	EQUIPMENT NEEDED Blindfolds	
	SET UP Students pair up – one will be a blind climber and one will be a guide.	
	DESCRIPTION Climb the route based on tactile and verbal information only.	
	GRADE LEVEL Intermediate: 7-8	
	SKILLS <ul style="list-style-type: none"> • Communication • Route-finding 	
	CURRICULUM STRAND <ul style="list-style-type: none"> • Active Participation • Safety 	

ACTIVITY: 43 - ROUND - ABOUT



	EQUIPMENT NEEDED None.
	SET UP Assign each pair of students 2-4 panels.
	DESCRIPTION One person is "It". They get on the wall. The person who is "Not It" has to try to move around them while the person who is "It" tries to get to the holds before they do. The other person may NOT be touched. Anyone who goes more than 10 sec without changing a hand or foothold is eliminated.
	GRADE LEVEL Intermediate: Grades 7-8
	SKILLS <ul style="list-style-type: none"> • Spatial awareness • Perseverance
	CURRICULUM STRAND <ul style="list-style-type: none"> • Active Participation • Physical Fitness

INTERMEDIATE (GRADES 9 – 10)

	ACTIVITY: <h1>44 - TEAM CLIMB</h1>		
	EQUIPMENT NEEDED		
	SET UP		
	DESCRIPTION		
	GRADE LEVEL		
	SKILLS		
	CURRICULUM STRAND		

None

Groups of 2-3 students.

The goal of this activity is for a team of climbers (usually two or three) to climb the same route without reusing any of the holds used by a previous climber.

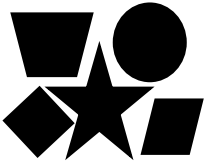
Intermediate: Grades 9-10

- Planning
- Teamwork
- Memory

- Movement strategies
- Active Participation

ACTIVITY:

45 - PARTNER CLIMB



EQUIPMENT NEEDED

Bandana – one per pair of climbers



SET UP

Climbers need to pair up and get a bandana. One panel per pair.



DESCRIPTION

Partners must traverse while both are holding their end of the bandana at all times.



GRADE LEVEL

Intermediate: Grades 9-10





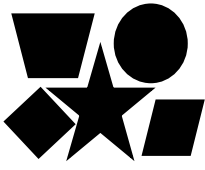





SKILLS

- Slowing down
- Planning ahead
- Communicating

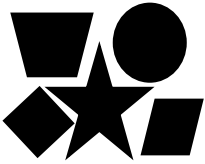


CURRICULUM STRAND

- Movement Strategies
- Active Participation

	<p>ACTIVITY:</p> <h1>46 - LESS ONE</h1>	
	<p>EQUIPMENT NEEDED</p> <p>None</p>	
	<p>SET UP</p> <p>Get into groups of 3-4 students. Put a group of students at every other panel. Decide on the direction of travel.</p> <p>Alternatively, give each group of students 3-4 panels as their space.</p>	
	<p>DESCRIPTION</p> <p>Determine the number of holds required for a route by climbing it once, then the next person to climb it must use one less hold. The third climber must use two fewer holds and so on.</p>	
	<p>GRADE LEVEL</p> <p>Intermediate: Grades 9-10</p>	
	<p>SKILLS</p> <ul style="list-style-type: none"> • Reach & Flexibility • Route-finding • Memorizing Sequences 	
	<p>CURRICULUM STRAND</p> <ul style="list-style-type: none"> • Movement Strategies • Physical Fitness 	

ACTIVITY: 47 - DO NOT DISTURB



EQUIPMENT NEEDED

- Small items such as
- packing peanuts
 - corks
 - coins
 - charms
 - poker chips
 - small 2" x 2" cubes
 - erasers



SET UP

Place the small items on the holds. It's ideal if the items designate a route.



DESCRIPTION

The goal is to complete the traverse by using the holds that support the cubes AND knocking off the least number of cubes. Cubes should not be touched or repositioned.



GRADE LEVEL

Intermediate: Grades 9-10





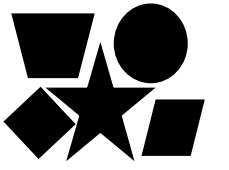
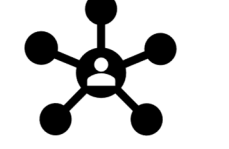




SKILLS

- Precision
- Route-setting



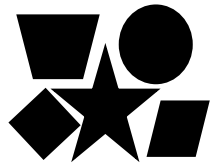
CURRICULUM STRAND

- Movement strategies
- Active participation

	ACTIVITY: <h1>48 - MIRRORING</h1>		
	EQUIPMENT NEEDED		
	None		
	SET UP		
	<p>In pairs determine who will be the leader and who will be the follower. Decide on a direction of travel. Approximately one panel per pair – leave a blank panel between pairs.</p> <p>If climbing, use adjacent routes.</p>		
	DESCRIPTION		
	<p>As the leader moves, the follower attempts to mirror their movements <u>even though they are on different holds</u>. Switch after completing a traverse or route.</p>		
	GRADE LEVEL		
	Intermediate: Grades 9-10		
	SKILLS		
	<ul style="list-style-type: none"> • Balance • Core Stability • Route-finding 		
	CURRICULUM STRAND		
	<ul style="list-style-type: none"> • Active Participation • Movement skills & concepts 		

ACTIVITY:

49 - DIVERSE TRAVERSES



EQUIPMENT NEEDED

None



SET UP

Approximately one student per panel



DESCRIPTION

Backwards: Climber points their toes in the opposite direction of travel.

Footcross: Climber's trailing foot must cross over the lead foot every time.

No Hands: Start by not using thumbs, then move to one finger on each hand, progress to one finger on one hand.

Hold a ball: Climber holds a ball or beanbag throughout their climb. They may switch grip and hands as required but the item must be held in a hand.



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS

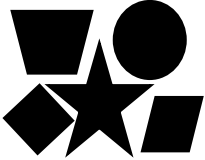
- Footwork
- Balance
- Muscular Endurance



CURRICULUM STRAND

- Movement skills & concepts

ACTIVITY: 50 - ONE-HANDED CATCH



EQUIPMENT NEEDED

One ball or soft throwable per group of 2-3.



SET UP

Have students get in groups. Give each group a ball or soft throwable. Each group needs 4-6 panels.



DESCRIPTION

The goal is for the ball to keep being tossed AND people circulate. The person on the ground tosses the ball to the person on the wall (who needs to catch it). The person on the wall can then either toss the ball back to the person on the floor or the other climber on the wall. Climbers on the wall need to move to a new position before they may be tossed the ball again. They may not move when they are holding the ball. Switch roles/locations whenever someone steps down or misses the catch.



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS

- Stability
- Strength
- Hand-Eye Coordination

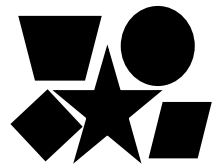


CURRICULUM STRAND

- Movement strategies
- Physical Fitness



ACTIVITY: 51 - NO HANDS



EQUIPMENT NEEDED

2 tennis balls (or soft throwables) per climber.



SET UP

Give each climber 2 tennis balls.



DESCRIPTION

The climber must complete the route while holding one ball in each hand.

Variations:

- Make fists with thumb inside
- Place hands on hips



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS

- Footwork
- Static / Dynamic Balance
- Body Awareness

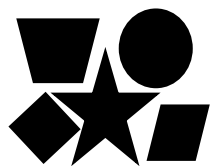
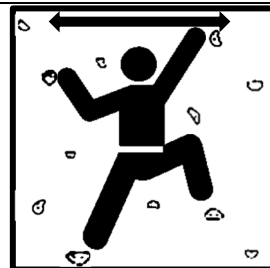


CURRICULUM STRAND

- Movement skills & concepts
- Movement strategies

ACTIVITY:

52 - PONY EXPRESS



EQUIPMENT NEEDED

One tennis ball (or similar) per team of 4 students. Giving each team a distinct colour is useful.



SET UP

Give the ball to the team.

Start teams 2 panels apart. Decide on a direction of travel.



DESCRIPTION

The goal is for a group of climbers to move the tennis ball all the way across the wall. Each climber is only allowed to make three moves before placing the item on a hold where it waits for the next climber. When the ball reaches the end of the wall, run to the other side and continue until the ball gets back to your starting point.



GRADE LEVEL

Intermediate: Grades 9-10.



SKILLS

- Resting positions
- Core stability

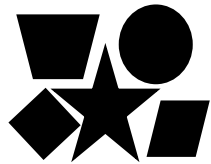


CURRICULUM STRAND

- Active Participation
- Movement skills & Concepts

ACTIVITY:

53 - CLIMB BY NUMBERS



EQUIPMENT NEEDED

Painter's Tape
Sharpie



SET UP

Label each hold with a number of points. Use 1, 2, 3, 5, 10, 20, 50, 100. There should be more smaller numbers than large numbers. Smaller numbers should be placed on easier holds and larger numbers on more difficult holds.



DESCRIPTION

Climbers set a goal of reaching a large number like 500. Climbers add to their goal total at each hold.

Variation:

Climbers start with a large number like 500. Climbers subtract from their number until they reach zero.



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS

- Planning
- Power-Endurance



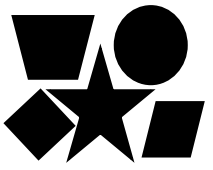





CURRICULUM STRAND

- Active Participation
- Physical Fitness



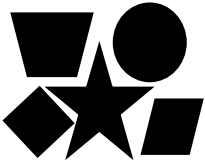
ACTIVITY: 54 - POKER



	EQUIPMENT NEEDED Deck of cards (or two if you have a large group/space) Tape may be useful. Description of Poker hands.
	SET UP Shuffle the deck. Place the cards facedown on the wall – tape the cards in place or slide them behind a hold. Have students get in a group of five.
	DESCRIPTION <div> <div> <p>Each climber may take only one card per climb. A climber may climb back up and switch a card if they want a better one but no one may climb twice before everyone in their group climbs once. Any cards that hit the ground belong to the house. The best team hand at the end of time wins.</p> </div> <div> Poker Hands Lowest to Highest <ul style="list-style-type: none"> • One pair • Two pair • Three of a kind • Straight (5 cards in order – any suit) • Flush (5 cards, same suit – no order) • Full House – 3 of a kind + one pair • Four of a kind • Straight flush – 5 cards in order & same suit • Royal Flush – 10 to Ace & same suit </div> </div>
	GRADE LEVEL Intermediate: Grades 9-10
	SKILLS <ul style="list-style-type: none"> • Problem-solving • Risk-taking
	CURRICULUM STRAND <ul style="list-style-type: none"> • Active Participation

ACTIVITY:

55 - PURSUIT



EQUIPMENT NEEDED

Stop watch, if desired



SET UP

One student per panel.

Decide on direction of travel.



DESCRIPTION

Everyone starts at the same time. Try to tag the student ahead of you. You are eliminated if you

- Are tagged
- Fall off the wall



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS

- Power-Endurance
- Agility

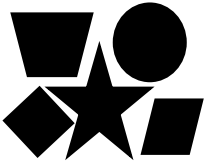


CURRICULUM STRAND

- Physical Fitness
- Movement Strategies

ACTIVITY:

56 - CLIMB FOR TIME



EQUIPMENT NEEDED

None



SET UP

Approximately one student per panel



DESCRIPTION

Work toward your personal best climbing time of how long you can climb. Be sure to put a limit on “resting” on a set of holds.



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS

- Power-endurance
- Pacing

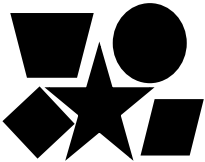


CURRICULUM STRAND

- Physical Fitness
- Movement Strategies

ACTIVITY:

57 - BEACHBALL DODGEBALL



EQUIPMENT NEEDED

Boundary marker for the floor
Approximately 1 beachball for every 2-4 panels.



SET UP

Place the boundary on the floor approximately 3 m (10 ft) or more from the wall. Divide students in half – one group on the wall, one group behind the boundary.



DESCRIPTION

Students behind the boundary may throw beachballs at the students on the wall. The throwing team earns a point if they hit a climber. The climbing team earns a point when a person completes a traverse – regardless of whether they are hit. After a set time, the teams switch positions. Play several innings.

Variations:

- Catching a thrown beachball causes the thrower and climber to switch teams.



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS

- Focus
- Planning









CURRICULUM STRAND

- Physical Fitness
- Active Participation

ACTIVITY:

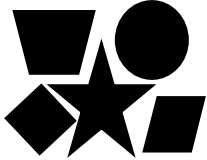
58 - FOLLOW THE LEADER



	EQUIPMENT NEEDED None
	SET UP Small groups of 3-4 students with 3-4 panels. Have the group establish 4 moves that everyone can do. A “move” is defined as one hand movement with its set of foot holds (a foot move is not a move).
	DESCRIPTION The first climber does the predetermined sequence, adding one “move”. The next climber repeats the original sequence, the new move, and adds on a move of their own. If a climber cannot perform the previously established sequence of moves they get a strike. A climber is “safe” even if they complete the previous sequence – even if they do not add a move. Three strikes is elimination. Continue adding on moves until 1) you’re all bored, 2) you run out of room and don’t feel like traversing, or 3) one climber is left standing. One option is to allow other players to help the climber remember the sequence by pointing out holds.
	GRADE LEVEL Intermediate: Grades 9-10
	SKILLS <ul style="list-style-type: none">• Body awareness• Deadpoint movement
	CURRICULUM STRAND <ul style="list-style-type: none">• Active participation• Movement Skills & concepts

ACTIVITY:

59 - MERGERS



EQUIPMENT NEEDED

Hula hoops – one per 4 panels



SET UP

Hang the hula hoops in different places on the wall so that they lie flat. They may be placed in hula hoop holders, hung off a hold, or clipped to non-locking carabiner. It's ideal if there are as many holds as possible inside the hula hoop.



DESCRIPTION

The goal is to have as many people as possible on the wall with their feet inside the hula hoop – whether on the holds or smearing on the wall. No foot support is permitted outside the hoop.

Variations:

- Hand(s) must be inside the hula hoop but feet may be outside the hoop
- Choose either hands or feet. Have the group traverse. When you say “merge”, folks must move toward a hoop and get into position. When you say “move”, folks must move out of the hoop. Remove a hoop (or two) with each round to increase the challenge of getting more folks into a single hoop.



GRADE LEVEL

Intermediate: Grades 9-10



SKILLS


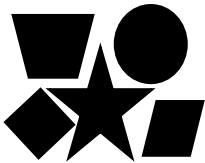





- Spatial Awareness
- Body Position
- Strength Endurance



CURRICULUM STRAND

- Safety
- Movement strategies

ADD YOUR OWN ACTIVITY (BLANK SHEET)

ACTIVITY:		
	EQUIPMENT NEEDED	
	SET UP	
	DESCRIPTION	
	GRADE LEVEL	
	SKILLS	
	CURRICULUM STRAND	