



Combining Traverse Climbing with Classroom Learning

We have listed below some games that can be used with the climbing boards to bring a different way of learning to class lessons. These climbing activities are ideal for schools and can help reinforce what's going on in the classroom. Traverse climbing is a physical activity which can improve focus, concentration, behavior and **learning outcomes**.

Safety at all times traversing the wall is important along with complete focus from the students on the task at hand.

Some of the Learning Outcomes of each game:

- Nonlocomotor movement skills – eg bending, flexing, stretching, twisting, turning
- Movement concepts – eg body awareness, spatial awareness, effort awareness, and relationship to/with objects
- Engagement in physical activity – any form of physical activity is beneficial to the body.
- Personal responsibility – being responsible for the individual effort as part of being a teammate in team games.
- Working with others - a group of people competing as one unit to achieve the same objective. This relates to games with teams involved.
- Rules & etiquette – Listening skills to understand the rules and requirements of the game.
- Safety – complete focus on task at hand to ensure safely traversing the boards.
- Challenge – combining all the elements required to engage in the game. The student personally challenging themselves to do the best they can. Traverse climbing is not as easy as it looks!

Twister

Number of Players: 3 or more people or divide class into groups. One group can start at either end of the traverse wall if its long enough.

Materials Needed: A twister board spinner (From the actual twister board game if you have it), or... Make your own by writing on some pieces of paper, "Right hand", "Left hand", "Right foot", and "Left foot" and the colors on separate pieces of paper

How to Play:

This game is played more or less the same way you would play the Twister board game. Start with one student or the teacher spinning (or picking the pieces of paper). Then the climber starts on the climbing wall based on what the spinner calls out. Here is an example, "Right hand on red hold" and Left foot on yellow. When the climber is no longer able to execute the movement called out, then they are eliminated from the group.

Traverse Relay Race

Grouping: 2 teams

Divide the climbing wall in half (vertically) using masking tape or similar.

Materials:

Masking Tape or chalk

How To Play:

Divide class into equal teams (2 or more). Have each team line up at the start of their end of the Traverse Wall. Each team member will traverse the wall from one end to the centre tape line (tapping it) and traverse back to their start. They will then step down from the wall, tag the next person in the relay line who repeats the activity. The first team to have all its members complete 4 traverses is the winner. Have teams switch sides of the wall after the 2 traverse and complete the race again since one side may be easier than another based on direction of movement.

You can increase the difficulty by having teams line up farther from their sides of the Traverse Wall, requiring the climber to run to tag the next person in line to race on the wall.

Spelling Game

Participants climb to find the letters to spell words. Along with the general learning outcomes this game results in improved spelling ability and forward thinking of what letters are going to be needed to spell the word.

Grouping: Class Grouping

Materials:

Letters for the climbing wall. Letters written on index cards (can be tucked behind hand holds or blue tacked to wall) that are contained in the words of the spelling list)

Spelling list from current unit of learning

Bag or box from which to draw words

How To Play:

Create a spelling list or words from a current unit of study and place in a bag or box. Write out letters from this list on cards and place a variety of these letters across the climbing wall. Climbers can go in reverse direction to touch a letter.

The teacher will pick a word from the box and call it out to the climber what the word is (without showing it). The climber will then climb to each letter of the word in the correct order, touching them along the way and calling it out to the teacher. When s/he touches each letter, the teacher should verify if it is correct. Once the climb is complete, play moves onto the next student. Continue in this fashion for as long as time permits, with climbers choosing a new word each time.

Time Challenge.

Materials needed: Stopwatch or other timing device

Grouping: Class Group

How to Play:

One person climbs while the teacher times the climber going across the climbing wall. Fastest time wins. Keep a record of all climbing times.

Increase Difficulty By:

- Have climbers traverse the wall more than once.
- Create a climbing pattern from the rocks that all climbers must follow to improve memory.
- This game can be varied by discounting a specific colour rock on the climbing wall. ie no touching any red holds with hands and no touching any yellow holds with feet. This encourages forward planning and strategy and extra focus and concentration by the student

Sums Game

This game along with the standard learning outcomes will help students engage with the maths curriculum while climbing.

Grouping: Class group

Materials:

Answers to the sums for the climbing wall written on cards that can be tucked behind hand holds or blue tacked to wall). Include answers that may not relate to the sums answers.

Sums List from current unit of learning.

Bag or box from which to draw sums

How To Play:

Create an additions / subtractions / multiplication / division sums list on index cards, ideally at the level appropriate to the current unit the class is learning. Then place in a bag or box. Next, place the answer cards across the climbing wall, high and low.

The teacher will pick a sum from the box and call it out to the climber what the sum is (without showing it). The climber will then climb to the answer of the sum and call it back to the teacher who can verify if it is correct. A number of sums may be given per student traversing or it can be kept to one sum, dependent on time available. Play moves onto the next student once the climb is complete. Continue in this fashion for as long as time permits, with climbers choosing a new sum each time.

The Wall is Lava

Number of Players: 2 or more

Equipment Needed: String and (possibly tape).

Rules of the Climbing Game: Pick a big section of the wall and then wrap string/tape around certain climbing hold areas. These areas are the “hot lava”. Then start from one end of the wall and try to make it to the other end without using any of the hot lava holds. To make this harder, make more hot lava areas.

Shark Attack

Number of Players: Better for larger groups

Equipment Needed: Chalk

How to Play:

Shark Attack is similar to playing musical chairs, but for climbing. One person is the leader of the game, and everyone else stands in an inward facing circle. The leader will then yell out “shark attack” and everyone must run to the wall and climb on. You must have all hands and feet on the wall. The last person onto the climbing wall is out. Continue playing until only one person is left standing.

Special Numbers Game

Special Number Climb While climbing, participants identify examples of the pre-determined “special number.”

Materials:

Numbers for the climbing wall, Flashcards or numbers written on index cards (to be tucked behind hand holds or taped to wall)

How to Play:

Determine what special numbers you wish to review with participants. Examples include even or odd, negative or positive, prime or composite, different types of fractions, multiples of 2, 5, 10, etc. Place examples of these numbers high and low on the wall. Also include numbers that are not in the special number category. For example, if you’re reviewing even numbers, you will also place odd numbers on the wall.

Activity: Communicate what the day’s “special number” is and let participants know they are going to climb and find some of these special numbers. Then have participants climb, spaced one per panel, and touch an examples of one special number per climbing wall panel. When climbers reach the end of the climbing wall, have them repeat the activity, finding different numbers, for as long as time permits.

Differentiation/Modifications:

- For participant s with learning differences: Review the special number examples prior to class.

- **To decrease challenge:**

Review examples of special numbers prior to having participants climb. For example, if participants are asked to identify even numbers, ask where they are (and point them out) before participants climb.

Have participants identify and touch only three special numbers, not one per panel.

- **To increase challenge:**

Have participants touch more than one special number per panel.

Participants will identify the special number and add each one together as they climb, keeping a running total of the sum until they reach the end of the climbing wall.

Mark routes with the special numbers and challenge participants to climb on the special number route.

Memory

This game is good for memory and recall, listening skills, focus and attention

Grouping:

Class Group or divide class into smaller groups

Materials Needed:

None

How to Play:

Teacher calls out the initial 3 to 5 climbing moves with the class or group. The first of the climbers starts on the wall and starts those first moves and then “adds-on” and calls out to the class or group one more climbing move to the first set of moves. The added on move can consist of a new hand hold or hand hold plus a set of footholds. Then the second climber repeats those moves that the first climber did and calls out and “adds-on” one more move at the end of his or her time climbing. Any climber not completing the correct moves is out and play moves onto the climber next in line. Continue in this fashion until one climber is remaining.

You can also play this as if you have a set of 3 lives each. For instance, if you complete all the movements, you are safe, but if you fail to complete the movements, you restart and you lose a life. If you fail to complete the movements 3 times in a row, you lose (or are eliminated if in a bigger group). Keep playing until only one person is left standing.

Helps You Train: Endurance and visualizing your climb in advance

Another version of this game for one person picks a route on the wall and climbs it. Then everyone else in that group must repeat that problem using the exact same climbing beta as the first person.

Helps You Train: Reading a climb, endurance

Simplify the game by numbering the rocks on the boards with chalk and calling out the sequence by numbers.

Remember safety is paramount at all times when engaging in use of the climbing boards.