

## MORE PRE-CLIMBING AND CLIMBING ACTIVITIES

### HORSE

**Description.** This activity is designed for small groups. In a predetermined sequence, climbers attempt to copy the movements of the first climber. The first climber makes a series of traverse movements. The second climber attempts to copy these movements. If he/she is unsuccessful the letter H is awarded. This process is followed until all group members attempt the first climber's movements. Any subsequent group members failing to copy the first climber's movements also acquire the letter H. Round two begins with a new lead climber. The game ends when a climber spells H-O-R-S-E. Similar to the basketball version, this game is highly competitive; therefore, groups should be formed with similar ability climbers.

#### Variations.

1. Instead of acquiring a letter for not being able to copy a series of movements, letters can be awarded for copying movements. The winner is the first climber to spell the word.
2. Longer or shorter words can be used (e.g. cat, traversing).
3. Climbers can roll a die to determine the number of movements in a series.
4. The first climber makes three movements, the next climber copies those movements and adds two more; the next climber copies those five and adds two more, etc.
5. Determine a point at which the climber must reverse direction.

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### OBSTACLE COURSE

**Description.** This activity is designed for small groups and begins with one climber from each group traversing the wall to retrieve an obstacle course card of his/her choice (you'll need obstacle course cards taped adjacent to various holds). Once the climber has retrieved an obstacle course card, the entire group must follow the instructions on the card (e.g., a card may instruct a group to go to another location in the gym to perform a set of calisthenics, or perhaps to a juggling station with a task card depicting 4 new tasks of which one must be performed successfully). Upon completing the obstacle, the next climber in the group returns the first card to any unoccupied hold. He or she then retrieves another obstacle card. This process is continued until every person in the group has retrieved an obstacle card for the group to follow. The first group to finish all of the obstacles wins.

Here is an example of using a die to determine which obstacle course card the climber would retrieve:

- Step one: A roll of the die comes up number four. The climber traverses until locating the number four obstacle course card and brings that card back to his/her group.
- Step two: The group must match their numbered card with the corresponding obstacle.
- Step three: The group must follow the instructions on the reverse of the card. For example, the following instructions were on the reverse of obstacle course card #4: "dribble the ball around the chairs, and use the cross-over dribble to change hands."

#### Variations.

1. Add more dribbling and bouncing tasks as well as other ball skills (e.g., passing and throwing at target; shooting; rebounding; and bowling).
2. Each small group can create an obstacle course card.
3. The obstacle course can be a timed event in which the first team to successfully (correctly!) complete 6 obstacles wins.

4. Dome cone activities and warm-up activities can be used for obstacle course card suggestions.
5. Ideas for obstacle course cards could include:
  - a. As a group, jog to the jump rope station and individually skip rope for two minutes.
  - b. As a group, crab-walk to the basketball lay-up station and shoot lay-ups until every person in the group scores two baskets.
  - c. One at a time, at least half of your group members must traverse to the top of the wall and back to the bottom three times.
  - d. As a group skip to the dome cone station and help each member of your group walk through a predetermined course.
6. Obstacle course cards can consist of both mental and physical team challenges.

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### **BODY WARP**

**How to Play:** This activity was inspired by the childhood game Twister™ and begins with climbers spread out across the traversing wall (climbers should not begin above or below another climber). *Note.* – *You’ll need coded labels placed next to various foot and hand holds; and, dice with a code sheet (e.g., 1 = red, 2 = blue, 3 = green, 4 = yellow, 5 = climber’s choice of color, 6 = roller’s choice of color; AND, 1 = right foot, 2 = left foot, 3 = right hand, 4 = left hand, 5 = either foot, 6 = either hand).* Similar to the childhood game, the “roller/caller” instructs the climbers where to place their hands and feet. For example, if the roller/caller first rolls a “2” (on code sheet 2 = blue), and then a “4” (on code sheet 4 = left hand), he/she then instructs the climbers to move their left hand to a blue hold. A climber is out when a move cannot be made.

#### **Other Ideas:**

1. A pair of “callers” can be used with this variation. One caller rolls the first die, and the second caller rolls the second die.
2. Climbers begin in their own personal space, and are out when they make contact with another climber.
3. The activity can be played in many groups consisting of two climbers and two callers and roles are switched when climbers are unable to make the next move or when they contact another climber.
4. Climbers can begin standing on the floor, facing the traversing wall.
5. Instead of using dice, a designated caller can instruct the class based on his/her choice (e.g. the caller can simply give instructions such as, red foot right, left hand green, right hand blue). *Note:* The objective of this activity should be to see how long the majority of climbers can remain on the wall; therefore, this variation requires a “thoughtful” caller. Roles can change after a designated time.
6. If no dice are available, small pieces of paper with climbing moves written on them (e.g. right foot red, left hand blue) can be placed in a hat; the caller simply removes a piece of paper and reads the move to the climbers and then places the paper back into the hat.

## ADD-ON

**Description.** The general idea is that a climber follows another's route, and then adds to that route. This activity can be played with two or more climbers. Begin with all of you agreeing on a beginning sequence of 3 climbing moves. The first climber starts traversing using these agreed-upon moves, and then finishes his or her turn by adding one more climbing move to the sequence. Each subsequent climber follows the previous route and finishes by adding one more climbing move to the route. Continue in the climbing rotation until the sequence can't be continued. The last climber able to add to the sequence "wins."

At some point, you may wish to try one or more of the variations below.

### Variations.

- 1 – Climbers must imitate exactly the previous climber's sequence of handholds (e.g., begin with right hand on a small pinch grip, and left hand under-clinging the blue hold), but are allowed to use any footholds.
- 2 – To add difficulty to number 1, climbers must follow the exact sequence for both hands and feet.
- 3 – Add a rule: Off-the-wall climbers (e.g., spotter) can either (1) assist by reminding the climber "where" to go or (2) is not allowed to coach at all. You decide.
- 4 – Add a rule: At any time, an off-the-wall climber may require the climber's next move to be in a particular direction (i.e., climber must move up, down, left, or right – as directed by the off-the-wall player).
- 5 – To add difficulty to number 4, an off-the-wall player not only decides a climber's direction, but can determine a specific next move (e.g., reach for a green hold, step onto a yellow hold).
- 6 – Once your group completes a route successfully, challenge another group to attempt that same route. You'll need to remember the route somehow (memorize? record on paper?).
- 7 – Set up number 6 so that your team's route and another team's route are combined as one final route.
- 8 – If wall is sectioned vertically, each climber must select a section in which s/he will use only 3 handholds (or 3 footholds).

## MATH MATRIX I -- Multiplication

**Description.** Basically, the climber locates numbers which, when entered in boxes of the top row and side row, will provide math problems to be solved by teammates.

Numbers from 1 to 10 are placed next to some holds. When the climber reaches a numbered hold, s/he tells teammates that number. Teammates then enter the number in the horizontal or vertical column, thereby creating a math problem. As the columns are filled, new problems appear and the answers are recorded in the appropriate boxes. For instance, the number “2” was provided by the climber, and teammates inserted it in the top row. The climber next located number “6” which was inserted in a side box. Teammates then wrote the answer for 2 X 6 (“12”) in the appropriate space.

<b>Multiplication</b>		2		
6		12		

### Other Ideas.

- 1 – Increase the difficulty of numbers to 2 digits. That is, if the climber first locates a 2, and then a 4, the number in the next box would be 24.
- 2 – Increase the difficulty of the numbers by requiring they be converted to a fraction or decimal. For example, if the climber locates a “3”, teammates must convert it to a fraction (e.g.,  $3/5$ ,  $3/8$ ,  $3/16$ ), or a decimal (3.1, 3.7).
- 3 – Insert answers beforehand, requiring the climber to locate specific numbers for the top and side row. Thus, in the multiplication example above, “12” could have been inserted beforehand. It is the climber’s responsibility to locate top and side row numbers that, when multiplied, equal 12 (3 and 4, 2 and 6).
- 4 – To decrease the math difficulty (and perhaps increase the difficulty for the climber), allow teammates to “discard” several numbers located by the climber. For example, if a climber locates the number “7”, teammates can declare “discard” and the climber then must seek another number.
- 5 – Require that a certain number of problems, say 3 of them, be division problems.

## MATH MATRIX II -- Addition

**Description.** Basically, the climber locates numbers which, when entered in boxes of the top row and side row, will provide math problems to be solved by teammates.

Numbers from 1 to 10 are placed next to some holds. When the climber reaches a numbered hold, s/he tells teammates that number. Teammates then enter the number in the horizontal or vertical column, thereby creating a math problem. As the columns are filled, new problems appear and the answers are recorded in the appropriate boxes. For instance, the number “2” was provided by the climber, and teammates inserted it in the top row. The climber next located number “6” which was inserted in a side box. Teammates then wrote the answer for  $2 + 6$  (“8”) in the appropriate space.

<b>Addition</b>		<b>2</b>		
<b>6</b>		<b>8</b>		

### Other Ideas.

- 1 – Increase the difficulty of numbers to 2 digits. That is, if the climber first locates a 2, and then a 4, the number in the next box would be 24.
- 2 – Increase the difficulty of the numbers by requiring they be converted to a fraction or decimal. For example, if the climber locates a “3”, teammates must convert it to a fraction (e.g.,  $3/5$ ,  $3/8$ ,  $3/16$ ), or a decimal (3.1, 3.7).
- 3 – Insert answers beforehand, requiring the climber to locate specific numbers for the top and side row. Thus, in the addition example above, “8” could have been inserted beforehand. It is the climber’s responsibility to locate top and side row numbers that, when added together, equal 8 (3 and 5, 1 and 7).
- 4 – To decrease the math difficulty (and perhaps increase the difficulty for the climber), allow teammates to “discard” several numbers located by the climber. For example, if a climber locates the number “7”, teammates can declare “discard” and the climber then must seek another number.
- 5 – Require that a certain number of problems, say 3 of them, be subtraction problems.

## OFF LIMITS

**Description.** In this activity, climbers traverse the wall without touching a predetermined color of holds (you can use the holds themselves, or the coded labels if available).

With a partner, select a hold color that cannot be touched while traversing the wall (these are the “off limits” holds). Taking turns, each climber attempts to traverse the wall without touching any off limits holds. While one of you traverses, the other serves as spotter. Roles change after a climber traverses to the other side of the wall. You also can challenge another pair of climbers.

Here are a few other ideas that you might wish to try.

### **Variations.**

- 1 – This can be very difficult: Instead of avoiding the off limits holds, climbers can use only those holds in their traverse.
- 2 – Climbers must traverse the route without touching any of the off limits holds in a specified time period (you decide on the time limit).
- 3 – Combine #1 and #2; that is, the climber must use only off limits holds in a specified time period.
- 4 – If coded labels are available, colors can be replaced with numbers (e.g., 1-10) or letters (e.g., all vowels are off limits, or any letter in your own name is off limits to you).
- 5 – Remove some of the difficulty by adding another color to your off limits holds.
- 6 – When challenging another pair of climbers, try to accumulate the fewest points (points are considered penalties). A point can be assigned for each off limits hold touched. The pair that has the fewest points at the end of a specified period of time wins. Additional penalty points could be assigned as well for stepping off the wall.
- 7 – If the wall is sectioned vertically, each climber must select (or is assigned by someone else) a section in which s/he will use only 1 handhold (or 1 foothold – or both!).

## TAKE AWAY

**Description.** The general idea is that climbers take turns subtracting available holds, creating a more difficult traversing route. This activity can be played with two or more climbers, and you'll need a pencil and paper.

Using the labels on the wall, you first all must agree on a traversing route. Write down your agreed-upon route; that is, list only those hand holds that can be used while traversing (e.g., R1A, then B2V, then G5S, and so on). No other hand holds are allowed.

Next, each of you gets a turn practicing your agreed-upon route. After determining a climber rotation (who goes first, second, third, etc.), the first climber traverses the route and along the way can take away one move by identifying the label next to it (e.g., "can't use Y7K anymore"). Each subsequent climber traverses this new route and must take away one hold as well. Climbers continue in the climbing rotation until they cannot complete the sequence. The final climber able to take away a hold and complete the traverse "wins."

Below are some variations you may wish to try.

### Variations.

- 1 – Instead of hand holds, designate which footholds are to be used and removed.
- 2 – Designate both footholds AND hand holds, and either can be taken away from the route.
- 3 – Rather than the climber determining which hold will be taken away, use the roll of a die and the "code sheet" attached to these instructions (for example, a roll of 5 could mean removal of either B7K, B8L, B9M, or any others designated by 5 on the code sheet).
- 4 – An off-the-wall climber (not the climber) determines which hold the climber must use and then designate as no longer valid for others to use.
- 5 – More than one traversing route can be established at the start and climbers have a choice as to which route they want to climb each turn.
- 6 – If wall is sectioned vertically, each climber must select a section in which s/he will use only 1 handhold (or 1 foothold).

## TEAM SQUARE

**Description.** Select a side of the square from which your group will begin. Your group will be assigned a specific color of dome cone. Each of you must cross the area without touching the ground and using only your assigned colored domes.

After completing round one, try one or more of the variations below.

### Variations.

- 1 – Sketch a “map” of the domes, and then draw a route for another team to follow.
- 2 – Retrieve numbered beanbags. Numbers must add to a specified total (e.g., 12).
- 3 – Retrieve lettered beanbags. Letters must spell a word (e.g., your own name) and can be collected in any order; to increase the difficulty, letters must be retrieved in order.
- 4 – Same as above, but letters must spell a specified word, perhaps provided in a clue (e.g., using the side of the foot to stand on small, flat holds is called e d g i n g).
- 5 – Carry an object (ball, cup of Styrofoam pellets, marbles) from one location to another without dropping or spilling the contents; to increase the difficulty, object must be carried without use of hands (e.g., beanbag on shoulder or head).
- 6 – Add a rule: you cannot step onto the same color twice in succession.
- 7 – Add a rule: when traversing the square, you can use only a pre-determined number of domes (e.g., eight).
- 8 – Traverse with a partner; both partners must remain on domes at all times, and cannot share a dome.
- 9 – While moving among domes, pick up a beanbag and toss it to a partner who is standing outside the square. Then, pick up another beanbag, again tossing to your partner. Replace the one you just tossed with the first one (after your partner tosses that first one back to you). To increase difficulty, you cannot pick up the same color twice in succession; or, you and your partner both must be moving among domes together.
- 10 – *Obstacle course.* Place some obstacles among the domes (e.g., hoops, basketballs, short hurdles). The climber now must move above or below the obstacles, depending on their height.

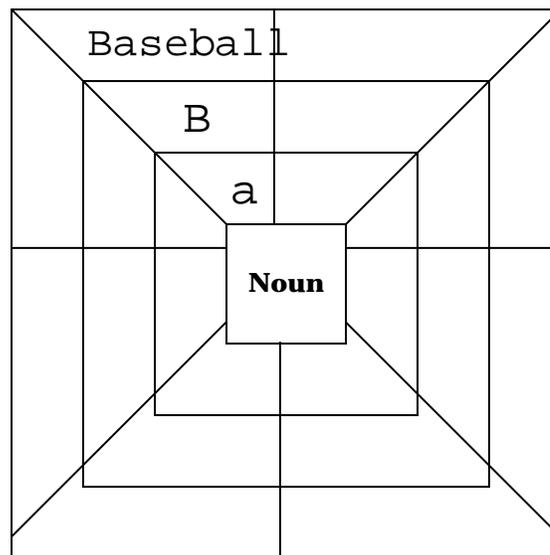
## WORD SQUARE I – Nouns

**Description.** In general, the climber locates letters, which teammates use to create words.

Letters are placed next to various holds (if using coded wall labels, use the end letters – some are consonants, and some are vowels – a, e, i, o, u, and y).

The climber locates consonants and vowels, and then teammates use the letters to create words. As the climber reaches and calls out each new consonant or vowel, teammates place that letter in the appropriate location on the Word Square, and then develop a word using the letters. In the example below, a noun beginning with the climber's consonant "B" that uses the climber's vowel "A" could be "Bait" or "Baseball" or "Ballerina."

Fill in the letters, then create words in the outer spaces.



### Other Ideas.

- 1 – Limit the number of letters in an answer (e.g., at least 6 letters, or no more than 6 letters).
- 2 – Develop as many words as possible for each answer (e.g., in the above example, besides baseball, players might include bat, battleship, band-aid, ballroom, etc.), perhaps awarding points for total number of words. To increase difficulty, allow teammates to add words only while their climber is on the wall.
- 3 – Change the center word; instead of noun, insert plural noun, or adjective.
- 4 – Add a letter to the consonant, making it two letters. For example, instead of "b" it might be "ba" or "br."
- 5 – Similar to #4, vowels could be changed to long and short vowels, or digraphs such as "ie, oe, ue, and ai."
- 6 – Require that the word end, rather than begin, with the assigned consonant.
- 7 – Teammates later incorporate their words into a story, poem, or song.

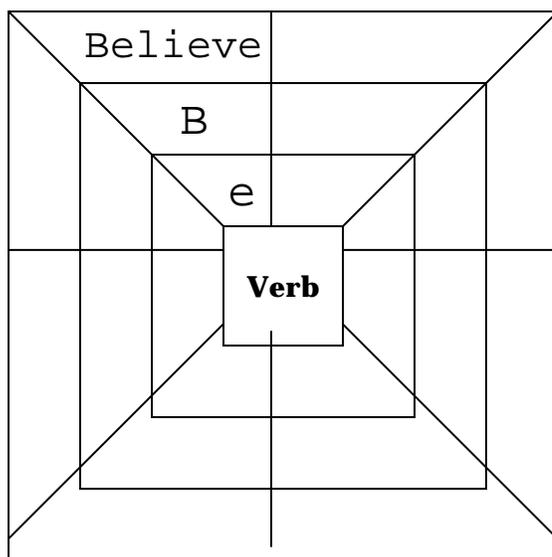
## WORD SQUARE II – Verbs

**Description.** In general, the climber locates letters, which teammates use to create words.

Letters are placed next to various holds (if using coded wall labels, use the end letters – some are consonants, and some are vowels – a, e, i, o, u, and y).

The climber locates consonants and vowels, and then teammates use the letters to create words. As the climber reaches and calls out each new consonant or vowel, teammates place that letter in the appropriate location on the Word Square, and then develop a word using the letters. In the example below, a verb beginning with the climber's consonant "B" that uses the climber's vowel "E" could be "Break" or "Believe" or "Bequeath."

Fill in the letters, then create words in the outer spaces.



### Other Ideas.

- 1 – Limit the number of letters in an answer (e.g., at least 6 letters, or no more than 6 letters).
- 2 – Develop as many words as possible for each answer (e.g., in the above example, besides believe, players might include bribe, bruise, bore, belabor, etc.), perhaps awarding points for total number of words. To increase difficulty, allow teammates to add words only while their climber is on the wall.
- 3 – Change the center word; instead of verb, insert past tense, or adverb.
- 4 – Add a letter to the consonant, making it two letters. For example, instead of "b" it might be "ba" or "br."
- 5 – Similar to #4, vowels could be changed to long and short vowels, or digraphs such as "ie, oe, ue, and ai."
- 6 – Require that the word end, rather than begin, with the assigned consonant.
- 7 – Teammates later incorporate their words into a story, poem, or song.

CODES FOR WALL LABELS

R 1 A  
R 2 B  
R 3 C  
R 4 D  
B 5 E  
B 6 F  
B 7 G  
B 8 H  
Y 9 I  
Y 10 J  
Y 1 K  
Y 2 L  
G 3 M  
G 4 N

G 5 O  
G 6 P  
R 7 Q  
R 8 R  
R 9 S  
R 10 T  
B 1 U  
B 2 V  
B 3 W  
B 4 X  
Y 5 Y  
Y 6 Z  
Y 7 A  
Y 8 B

G 9 C  
G 10 D  
G 1 E  
G 2 F  
R 3 G  
R 4 H  
R 5 I  
R 6 J  
B 7 K  
B 8 L  
B 9 M  
B 10 N

Y 1 O  
Y 2 P

Y 3 Q  
Y 4 R  
G 5 S  
G 6 T  
G 7 W  
G 8 V  
R 9 W  
R 10 X  
R 1 Y  
R 2 Z  
B 3 A  
B 4 B  
B 5 C  
B 6 D