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Anchor Assessment

This experience will teach students the importance of assessing anchors. As facilitators why is it important to take anchor system assessment into consideration, and how do we safely identify & assess these systems?

Instructor Block

Desired Learning Outcomes:

As a result of this lesson students will have a better understanding of assessing each component in an anchor set up, be able to put them into practice, using the provided acronyms. Specifically in setting up a top rope climb, In the role of a facilitator.

Time Requirements: 15 minutes

Location Requirements: Open area at wall to colaberate, and climbing wall for examples.

Resources: White board, Handout, Prop: Set up rope

Instructor Caveat: Instructor must posses prior knowledge of anchor systems, and to set up of anchor systems.

Setup:

Beforehand instructor must set up at least 3 anchors systems, on wall, for participants to assess, once they are split into groups.

Framing

Gather participants around. State my DLO, Begin by asking participants if they remember any of the acronyms used for assessing components of anchors.

Step 1 – Introduce My topic, Anchor assessment. State my DLO

Step 2 – Ask participants remember the Acronyms used for anchor assessment.

Step 3 – Review the 3 acronyms I will use, on whiteboard. LEADSTER, EARNEST, SERENA.

Step 4 – Split participants up into 3 groups. Explain that they will be assessing a certain top rope anchor system.(that has been pre set up) using one of the acronyms, given to their group. Specifically looking for what needs to be changed or what doesn't. Ask if there is any confusion, or questions.

Step 5 – Have each group assess their anchor with the acronym given to them.

Step 6 – Gather participants back around in a circle. Go around in the circle, and let each group tell which acronym they had, what type of anchor they had, and what they found in the anchor system that needed some work, or if it was a bomber anchor.

Step 7 – Ask if anyone has any questions for me?

Closing

Ask a volunteer(s) to restate one of the acronyms for review. Ask if anyone has any questions for me.

Resources:

Anderson, D. (2008). *NOLS Rock Climbing Instructor Handbook (4th ed)*. NOLS.

Luebben, C. (2008) *Rock Climbing Anchors: A Comprehensive Guide*. Seattle Washington: The Mountaineers Books.

Ojerio, R. Climbing Anchors. *Outdoor Pursuits Program*. Retrieved from
<http://opp.uoregon.edu/climbing/topics/anchors.html>

Warren Tech Outdoor Leadership. Rock Climbing Anchor Systems [PowerPoint slides]. Retrieved from
<https://docs.google.com/a/bobcats.gcsu.edu/presentation/d/17cx7bFBcJW-OsDEkLesyll-c3cuub66j9qOclw1VAPI/edit#slide=id.p>

Anchor Assessment Reflection

For this teaching assignment my topic was anchor assessment. Once I choose this assignment I was very excited. Assessing anchors has become very interesting to me, and I was excited to have the opportunity to share the information that I had found during my research with my fellow students. While researching my topic I became overwhelmed with the information that I had found and wasn't quite sure how to set up a lesson with an activity.

The acronyms; SERENA, LEADSTER, and EARNEST always seemed to stick out to me because they are easy to remember and it is hard to mess up the system. The plan of splitting students up into three groups, assigning them an anchor to assess using the acronyms all started to form out in my head, it made sense to me, so I went with it.

Prior to teaching my lesson I assumed, like many times before, that I would be very nervous. This time seemed different though, I was not as nervous like previous assignments. I think this goes to show that my fear of leading or teaching to students is slowly subsiding. Never the less before I began my lesson I took a few moments to gather my thoughts, review over my lesson plan, set up the practice anchors, and the white board.

I began my lesson by stating my desired learning outcome. Which was, "as a result of this lesson students will have a better understanding of assessing each component in an anchor set up, and be able to put them into practice using the provided acronyms. Specifically in setting up a top rope climb, in the role of a facilitator." Following this I introduced the three acronyms that we would be working with on the white board. While introducing them I seemed to be in the moment, all eyes on me, and that nervousness kicked in a bit, causing me to be a little spacey in remembering what some of the letters stood for in the acronyms. Some ways that I can work on getting better at remembering my information would be, going over them out loud in front of roommates, friends, parents, or whoever so that I can have an audience. Rereading the information multiple times and committing it to memory, practice makes perfect so the more teaching I do the more comfortable I will become.

Following the white board visual, I went ahead and split the students into three groups and explained the assignment. In explaining this assignment I realized I was all over the place; telling the information out of order, saying things twice, or bringing up some information that I had forgotten to relay. This was quite unprofessional. Some ways that would have helped me to present in a more professional manor might be. To have had it more laid out in my head, have gone over it a few times before the actual lesson, and note cards with more precise instructions would have helped out a great deal as well.

I gave groups a minute or two on their own to assess their anchors. Then I went around to each group to see how they were doing. With each group I had them go over the acronym they were given and find the faults within the anchor system

that needed to be changed. I did this with each group. Within each group the students seemed to thoroughly enjoy and easily understand the assignment. Some of the groups had more faults within their systems. Therefore I spent more time with these groups than with others. Some of Dr. Hobbs feedback for me was that I spent more time with some groups than with others. One way I could have worked around this would have been to construct each anchor so that they all needed equal amount of attention.

I then gathered each group back around where we openly discussed each group's anchor, what the issue was, and ways that it could be constructed more appropriately. To wrap up my topic I ended with a quick review on the acronyms, having a volunteer list them off. Then ended with questions to myself from the participants.

A few things I learned from this assignment were. Have my thoughts more laid out, practice relaying the information many more times beforehand, and also next time to have a more challenging assignment. At the end when I asked if there were any questions for myself, I was hoping there might have been a few. I now see that since my assignment was quite simple everyone understood the information, and had no need for questions. Overall it was a great learning experience for myself.