Let Loose! Teachers' Resource Guide

Hello and thank you for choosing to visit us here at Let Loose!

We are passionate about helping children develop as individuals and believe that learning outside of the classroom is a fundamental part of that development

Here at Let Loose! we have developed a set of Educational Activity Based Experiences that have links to many aspects of the National Curriculum at Key Stages

The main purpose of our activities is for your pupils to enjoy a fun experience whilst getting the opportunity to experience our unique Ropes Activities

Learning through fun activities is acknowledged as one of the best ways for pupils to learn and through partaking in the Let Loose! Experience your pupils will develop new skills and learn a great deal more than just how to climb and use a rope

With this in mind we have created this resource guide for you to help you reference the areas of the National Curriculum that our Educational Session Plans relate to

Each Key Stage has a section which details the Subject Name, the Knowledge, Skills, Understanding and Breadth of Study and the descriptors of what Students Should Be Taught, identified with the corresponding link to the National Curriculum

In addition to your hands-on experience at Let Loose! we also believe that there are many opportunities to follow up your experiences here with post visit learning and consolidation within school.

Included in this guide is a list of the likely new vocabulary used at Let Loose! featuring a description and where possible the origins of the words. There is also a list of useful web addresses for further referencing

We believe this aspect is truly beneficial and allows pupils to reflect on their Let Loose! experiences, identify areas where they did well and where they may require improvement

We provide each student with a Workbook to complete on your return to school. Additionally, we have suggested a number of other ideas for ways that you can follow up your experience here at Let Loose! and make your visit an integral part of your school year

We know you will find both your on-site experience and post visit learning opportunities beneficial to yourselves and your pupils

References to National Curriculum Key Stage 2

Subject	Knowledge, Skills, Understanding/ Breadth of Study	Descriptors Pupils should be taught to:
Physical Education	Summary Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	PE: 3. Develop flexibility, strength, techniques, control and balance. PE: 5. Take part in outdoor and adventurous activity challenges both individually and within a team. PE: 6. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Physical Education	Acquiring and developing skills	1a. Consolidate their existing skills and gain new ones. 1b. Perform actions and skills with more consistent control and quality.
Physical Education	Selecting and applying skills, tactics and compositional ideas	2a. Plan use and adapt strategies, tactics and compositional ideas for individual, pair and small group and small team games. 2b. Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness. 2c. Apply rules and conventions for different activities.
Physical Education	Evaluating and improving performance	3a. Identify what makes a performance effective. 3b. Suggest improvements based on this information.
Physical Education	Outdoor and adventurous activities	11a. Take part in outdoor activity challenges 11b. Use a range of orienteering and problem solving skills. 11c. Work with others to meet the challenges.
Citizenship Personal, Social and Health Education	Developing confidence and responsibility and making the most of their abilities	1b. To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. 1c. To face new challenges positively by collecting information, looking for help, making responsible choices and taking action.
Citizenship Personal, Social and Health Education	Developing a healthy, safer lifestyle	3e. To recognise the different risks in different situations and then decide how to behave responsibly.
Citizenship Personal, Social and Health Education	Developing good relationships and respecting the differences between people	4a. That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.
Citizenship Personal, Social and Health Education	Breadth of opportunities	5b. Feel positive about themselves (for example, by producing personal diaries, profiles and portfolios of achievements; by having opportunities to show what they can do and how much responsibility they can take)
Science	Lower Key Stage 2	

	Working Scientifically	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Reporting on findings from enquiries, including oral and written explanations, displays, or presentations of results and conclusions.
Science	Forces and Magnets	Notice that some forces need contact between two objects, but, magnetic forces can act at a distance.
Science	Upper Key Stage 2	
Science	Forces	Explain that unsupported objects fall towards Earth because of the force of gravity acting between Earth and the falling object. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Science	Breadth of study Health and Safety	2b. Recognise that there are hazards in living things, materials and physical processes, and assess the risks and take actions to reduce the risks to themselves and others.
Science	Physical processes SC4 – Types of force	2b. That objects are pulled downwards because of the gravitational attraction between them and the Earth 2c. About friction. 2d. That when objects are pushed or pulled an opposing pull or push can be felt.
English	Reading Comprehension - Lower Key Stage 2	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction, and reference books or textbooks. Retrieve and record information from non-fiction.
English	Reading comprehension – Upper Key Stage 2	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Retrieve, record and present information from non-fiction.
English	EN2 Reading	EN2. 3d. Draw on different features of texts including print, sound, image, to obtain meaning.
Mathematics	Geometry	Use mathematical vocabulary to describe position, direction and movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clickwise)
Mathematics	MA3 - Shapes, Space and Measures Understanding properties of position and movement	Ma3. 3a. Visualise and describe movements using appropriate language. 3b. Recognise movements in a straight line (translations) and rotations and combine them in simple ways (eg. Give directions across the course).
Computing	Summary Pupils are responsible, competent, confident and creative users of	Computing: 6. Select use and combine a variety of software (including internet services) on a range of digital devices to

	information and communication technology	design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Computing: 7. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.
ICT	Exchanging and sharing information	3a. How to share and exchange information in a variety of forms including email (eg. Displays, posters animations). 3b. To be sensitive to the needs of the audience and think carefully about the content and quality when communicating information (eg. Other pupils, parent, the internet).
ICT	Developing ideas and making things happen	2a. use text, tables, images and sounds to develop their ideas.
Geography	Geographical skills and fieldwork	Use fieldwork to observe, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Geography	Geographical enquiry and skills	2c. To use atlases and globes, and map and plans at a range of scales (eg. Keys, grids

In school follow up activity suggestions

- Complete the Let Loose! "Forces" activity guide
- Create a computer-based presentation to include:
    - Personal Protective Equipment
    - Risk Analysis
    - New vocabulary used
    - Favourite element
    - Personal successes
- Create a detailed map of the course
- Create a model of the course
- Create a video presentation about the Let Loose! Experience
- Create a poster campaign extoling the virtues of Let Loose! for future visits

References to National Curriculum Key Stage 3

Subject	Knowledge, Skills, Understanding/ Breadth of Study	Descriptors Pupils should be taught to:
Physical Education	Summary Overview	Pupils should build on and embed the physical development and skills learned in key stage 1 and 2, become more competent, confident and expert in their techniques and apply them across different sports and physical activities.
Physical Education		PE: 4. Take part in outdoor and adventurous activities which present intellectual and physical challenges and become encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
Physical Education	Key Concepts 1.1 Competence	1.1a. Developing control of whole body skills and fine manipulation skills. 1.1b. Selecting and using skills, tactics, and compositional ideas effectively in different types of physical activity. 1.1c. Responding with body and mind to the demands of an activity. 1.1d. Adapting to a widening range of familiar and unfamiliar contexts.
Physical Education	Key Concepts 1.2 Performance	1.2a. Understanding how the components of competence combine and applying them to produce effective outcomes. 1.2b. Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve. 1.2c. Appreciating how to make adjustments and adaptations when performing in different contexts and when working individually, in groups and teams. 1.2d. Understanding the nature of success in different types of activity.
Physical Education	Key Concepts 1.3 Creativity	1.3a. Using imaginative ways to express and communicate ideas, solve problems and overcome challenges. 1.3b. Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.
Physical Education	Key Processes 2.1 Developing skills in physical activity	2.1a. Refine and adapt skills into techniques. 2.1b. Develop the range of skills they use. 2.1c. Develop the precision, control and fluency of their skills.
Physical Education	Key Processes 2.2 Making and applying decisions	2.2a. Select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge type contexts. 2.2b. Refine and adapt ideas and plans in response to changing circumstances. 2.2c. Plan and implement what needs practising to be more effective in performance. 2.2d. Develop the precision, control and fluency of their skills.
Physical Education	Key Processes 2.3 Developing physical and mental capacity	2.3b. Develop their mental determination to succeed.
Physical Education	Key Processes 2.4 Evaluating and improving	2.4a. Analyse performances, identifying strengths and weaknesses. 2.4b. Make decisions about what to

		2.4c. Act on these decisions in future performances. 2.4d. Be clear in what they want to achieve in their own work and what they have actually achieved.
Computing		Computing 4: Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
Computing		Computing 5: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
Computing		Computing 6: Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Computing		Computing 7: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
I.C.T	Key Processes 2.1 Finding Information	2.1a. Consider systematically the information needed to solve a problem, complete a task or answer a question, and to explore how it will be used 2.1b. Use and refine search methods to obtain information that is well matched to purpose, by selecting appropriate sources 2.1c. Collect and enter quantitative and qualitative information, checking its accuracy 2.1d. Analyse and evaluate information, judging its value, accuracy, plausibility and bias
I.C.T	Key Processes 2.2 Developing Ideas	2.2f. Bring together, draft and refine information, including through the combination of text, sound and image.
I.C.T	Key Processes 2.3 Communicating Information	2.3a. Use a range of ICT tools to present information in forms that are fit for purpose, meet audience needs and suit the content. 2.3b. Communicate and exchange information effectively, safely and responsibly.
I.C.T	Key Processes 2.4 Evaluating	2.4b. Reflect on their own and others' uses of ICT to help them develop and improve their ideas and the quality of their work. 2.4c. Reflect on what they have learnt and use these insights to improve future work.
English	Writing – writing for a wide range of purposes and audiences, including:	1.1.3. Notes and polished scripts for talks and presentations
English	Writing – plan, draft, edit and proof-read through:	1. Considering how their writing reflects the audience and purposes for which it was intended.
English	Spoken English – speak confidently and effectively, including through:	1. Giving short speeches and presentations, expressing their own ideas and keeping it to the point.
English	Key Processes 2.1 Speaking and listening	2.1d. Engage an audience, using a range of techniques to explore, enrich and explain their ideas.
English	Key processes 2.3 Writing	2.3p. Present material clearly, using appropriate layout, illustrations and organisations.
English	Range and content 3.1 Speaking and listening	3.1a. Prepared, formal presentations and debates.

English	Curriculum Opportunities 4.3 Writing	4.3g. Develop writing skills through work that makes cross-curricular links with other subjects
Science	Physics – Motions and Forces	1. Forces as pushes or pulls, arising from the interaction between two objects. 2. Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. 3. Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water.

In school follow up activity suggestions

- Completion of the Let Loose! Key Stage 3 Workbook
- Create a detailed map of the course using keys, scales etc
- Use the internet to source answers and further information
- Create a computer-based presentation to include:
    - Personal Protective Equipment (What, When and Why?)
    - Risk Analysis
    - Personal Successes
    - Possible improvements of personal performance
    - Overview of the experience of the visit to Urban Adventure
    - New Vocabulary learnt
    - Challenge by Choice
- Create a video presentation about the Let Loose! experience
- Create a poster campaign extoling the virtues of Let Loose! for future visits
- Hold a debate focusing on the benefits and negatives of a Ropes Course element
- Analyse personal performances and develop personal action plans for suggested improvements

Vocabulary

Word	Subject Area	Descriptor
Karabiner	Specialised new word/Scientific/Foreign Language	A device used to connect items together, utilising a sprung gate mechanism. Gate mechanisms vary depending on usage requirements. Generally used to connect into a harnesses' attachment points or into another item of equipment. Karabiners are marked with the amount of force they can be loaded to. Origin: German - short for Karabinerhaken, hook for a carbine (small rifle)
Maillon Rapide	Specialised new word/Foreign Language/Scientific/Mathematic	A device used to connect items together similar to a Karabiner, but, featuring a threaded screw closure as opposed to a gated closure on a Karabiner. The Maillon Rapide has more uses because of this, however, it is not as convenient to use. Origin: French Maillon = Link & Rapide = Quick Maillons are marked with the amount of force they can be loaded to.
Zip Wire	Specialised new word	Generally a system of a trolley on an inclined wire allowing the participant to travel in a descending direction.
Continuous Belay System	Specialised new word	A relatively modern development. A continuous belay system can be constructed of wires (eg: Saferoller) or rails (eg: Niko Rail) and allows a person to move along a non-inclined set of elements continually without the need to unclip and clip a belay device.
Harness	Specialised new word/Foreign Language	A piece of equipment designed to form a cradle around a user to allow a rope or wire to be attached and for energy to be dissipated in a fall. Harnesses can be purchased as a sit harness, chest harness (worn in conjunction with a sit harness) or a full body harness which serves the same function. Origin: French – Herneis – Baggage Equipment
Helmet	Specialised new word/Foreign Language	Helmets are specific pieces of equipment designed for a variety of sports to protect the head from a collision or impact. Generally depending in the sport in question. Mountaineering/Climbing helmets are designed to take an impact from above of falling debris.

		Origin: Unclear though probably French – Helme – the place of control, accepted to be the brain in a human.
Energy Absorber	Specialised new word/Scientific/Mathematic	A piece of equipment designed to dissipate energy in a fall when used in situ with a non-dynamic line (wire) or dyneema cord. Used on our Power Fan as there is little stretch in the dyneema cord. If the Power Fan was to jam the energy absorber would deploy.
Belay	Specialised new word/English	The act of controlling the rope of a climber. Origin: Nautical - Old English/Norse – from "to lay" – Securing of a sail's hoist rope to a wooden pin. It is thought this use has derived into "belay" meaning to secure.
Lanyard	Specialised new word/Foreign Language	A length of material (rope, Dyneema or other material) which when attached to a participant's harness and then to a trolley puts distance between the two, allowing ease of movement on a ropes course, but, always ensuring safety. Origin: French – Lanière - Strap
Figure of 8 Knot	Specialised new word	A knot resembling the figure 8.
Clove Hitch	Specialised new word	An adjustable hitch. Used on our course attached to the ground anchor. The adjustability makes it ideal when participants are of differing sizes and rope length needs to be adjusted quickly.
Stopper Knot	Specialised new word	A knot used to prevent the Fig of 8 knot coming undone. This is an extra preventative measure.
Auto Belay	Specialised new word	A modern device which takes the place of a person when belaying a climber up a climbing wall. The ones at Urban Adventure are hydraulic.
Trolley (zip)	Specialised new word/Scientific	A trolley which the zip participant is attached into via their lanyard. The device has rotating wheels to allow for minimum friction when sliding down a wire.

Useful internet website addresses

www.animatedknots.com

www.petzl-parks.com

www.peguet.fr/ppe-certified-maillon-rapide-quick-links

www.en-standard.eu

www.saferoller.com

www.niko-ltd.co.uk

www.theuiaa.org

www.erca.cc

www.lyon.co.uk

www.paci.com.au/downloads/S-EN12275_simplified.pdf

Also try searching for the following EN Standards – EN 12275, EN 12276, EN 12277, EN 12278