



## **Education Pack**

**"Must we teach our children with books?**

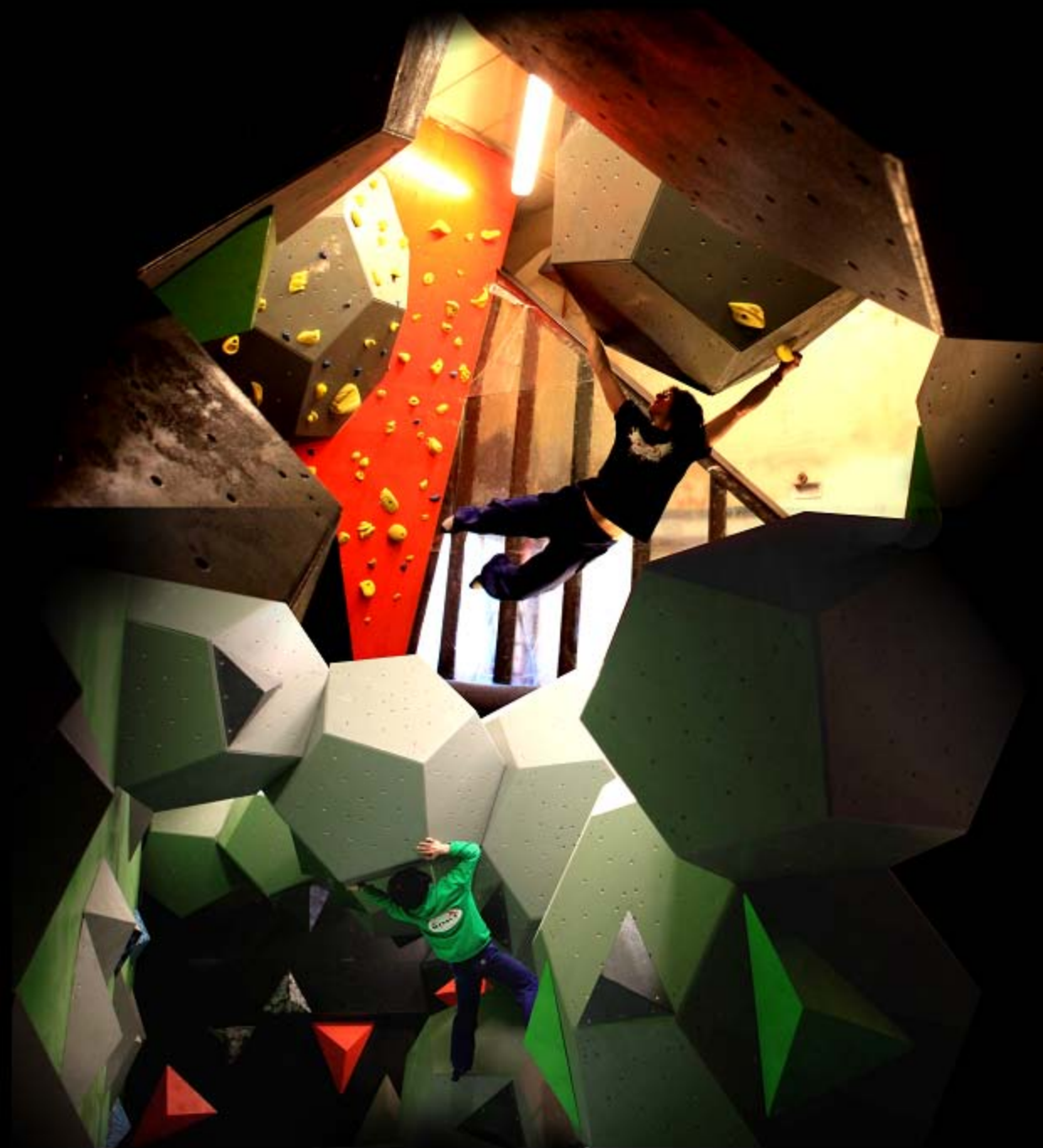
**Let them look at the mountains  
and the **stars** up above.**

**Let them look at the beauty of the waters  
and the **trees** and **flowers** on earth.**

**They will then begin to think, and to think is  
the **beginning of a real education.**"**

# ROKTAGON™

**THE UK'S FIRST  
TESSELLATED MODULAR STRUCTURE**





# WHAT IS ROKT?

## INSPIRATION MOTIVATION EDUCATION



**ROKT Climbing Gym is the most innovative climbing and multi-activity centre in the UK, it continues to capture the awe and imagination of the hundreds of visitors that come through its doors everyday.**

**ROKT's exciting, lively and social environment makes it the perfect place to learn and develop while maintaining a safe and nurturing atmosphere.**

**ROKT Climbing Gym is centrally located in the UK, just off the M62 at Junction 25. It has a plethora of activities on offer, for any ability and age.**

## HOW WE INSPIRE

**This education pack sets out a range of courses available for school groups. Courses listed in this pack are not exhaustive, if you are not able to find what you are looking for we will design a product specifically for your school.**

**Our courses are designed with your children in mind.**



**Climbing offers endless opportunities for self-development, both emotionally and physically.**

**In order to become competent climbers, children must use problem-solving skills whilst working together within a group.**

**Most importantly, anyone and everyone is able to take part and experience a personal progression of their skills.**

**Our highly trained and enthusiastic instructors are able to deliver tailored sessions to school groups from reception to Year 6.**

**At ROKT we are fully aware of the aims, values and requirements of the National Curriculum and endeavour to fit your requirements wherever possible. Climbing provides a rich and varied learning environment so that children develop their physical skills in a creative way.**





# HOW WE MOTIVATE

PART 1

## ROKT ACTIVITY SESSIONS

Both full day and one-off sessions are available for your group.

### OPTION 1

**CLIMBING  
ABSEILING  
BOULDERING**

SINGLE ACTIVITY SESSION    **£9 pp**

FULL DAY    **£22 pp**

### OPTION 2

**ARCHERY  
SLACKLINING  
TEAMBUILDING**

Choose one activity and contact us to book a date and time.

Sessions are 1 hr 30 min long.

Choose two activities from option 1 and option 2.

Days run: 9:45 - 14:45

Prices are based on a minimum group size of 25 children.

## 5-7 WEEK TERM-TIME CLIMBING COURSES

Sessions can be run anytime during the day and will be held once a week.

**Watch your pupils learn how to climb and boulder on this course which runs for a half a term.**

*Choose a day and time that fits in and around the school curriculum.*

*Pupils will work according to a lesson plan that includes the adventure of climbing whilst highlighting the health and safety aspects that are involved.*

## ADVENTURE ART COMPETITION

*School art competition open to all ages.*

**Free to enter.**

The winning entry from each year group will get

### *The ROKT Experience*

*A 1 hr 30 min tour and adventure-filled journey through and around ROKT Climbing Gym.*

*The drawing topic changes with the launch of each new competition.*





## MOUNTAINS PACKAGE

Designed for Year 6 pupils.

Package includes:

1 hour talk with adventure film maker Ian Burton

45 mins lunch

2 hours of climbing activities - bouldering & climbing

**£12 per child\***

\*Price based on a minimum class size of 25.



**ADVENTURE DAYS** brought to you by **ArrampicA Vertical Adventures**

### CLIMBING ABSEILING SCRAMBLING VIA FERRATA

ArrampicA Vertical Adventures is working with ROKT Climbing Gym to bring your group new and exciting adventures on outdoor rock.

It is a chance for your group to build on and develop all the skills they have been learning at ROKT and turn them into genuine adventurers!

Sessions include bouldering, climbing, via ferrata and scrambling. Plus with all your equipment supplied, all you need is a sense of adventure and excitement!

ArrampicA are a well-established adventure company and have been providing customers with trips of a lifetime for well over a decade. From Iceland to the Dolomite Alps, Llanberis Pass in Snowdonia, to Stanage Edge in the English Peak District, they are experienced in a wide range of mountainous and wild environments. ArrampicA specialise in climbing, hillwalking, scrambling, via ferrata, caving and canyoneering adventures, but we are able to take you on almost any adventure you wish.



**£550 +VAT**  
**FULL DAY**

FOR UP TO 16 CHILDREN



# HOW WE EDUCATE

KS1

## HOW DOES A ROKT CLIMBING COURSE FIT IN WITH THE KS1 CURRICULUM?

Climbing supports and enhances the Physical Education strand of the curriculum. Children are required to apply actions in sequence and in combinations that help to develop their coordination and control when securing moves to climb along or up the wall.

During a ROKT course, children are well supported in evaluating their own physical performance and applying new skills to improve their climbing abilities. This gives every child a great sense of achievement throughout the course.

This is a basic guide aiming to relate ROKT session objectives to the PE & PSED Primary National Curriculum.

### PUPILS SHOULD BE TAUGHT

I understand how to be a safe climber.	NC 2c - to apply rules and conventions for different activities.
I can put on my own harness and helmet.	NC 2c - to apply rules and conventions for different activities.
I can attach my harness to a rope with a figure of 8 knot and a stopper knot.	NC 2c - to apply rules and conventions for different activities.
I know how to warm up before I do exercise and talk about how my body feels when I am climbing.	4a - how important it is to be active. 4b - to recognise and describe how their bodies feel during different activities.
I can choose a route I would like to climb.	2a - explore how to choose and apply skills and actions in sequence and combination.
I can do basic climbing moves to get up the wall.	Gymnastic activities - 8c - to choose and link skills and actions in short movement phrases.
I can abseil safely.	Gymnastic activities - 8a - to perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
I can get down from the boulder wall safely.	Gymnastic activities - 8a - to perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
I can be a safe climber.	2a - to explore how to choose and apply skills and actions in sequence and in combination. 2b - to vary the way they perform skills by using simple tactics and movement phrases. 2c - to apply rules and conventions for different activities.
I can belay safely.	NC 2c - to apply rules and conventions for different activities.
I can listened to an instructor.	PE - NC 2c - to apply rules and conventions for different activities. PSED - NC 2d - to agree and follow rules for their group and classroom, and understand how rules help them. Developing a healthy, safer lifestyle. NC 3g - rules for, and ways of, keeping safe... about people who can help them to stay safe. 4b - to listen to other people, and play and work cooperatively.
I can follow instructions the first time.	PE - NC 2c - to apply rules and conventions for different activities. PSED - NC 2d - to agree and follow rules for their group and classroom, and understand how rules help them. Developing a healthy, safer lifestyle. NC 3g - rules for, and ways of, keeping safe... about people who can help them to stay safe.
I can talk about what I'm good at.	PE - 3a - describe what they have done PSED - 1d - to think about themselves, learn from their experiences and recognise what they are good at.
I can talk about what I need to get better at.	PE - 3c - use what they have learnt to improve the quality and control of their work. PSED - 1e - how to set simple goals.
I can tell others what they are good at.	PE - 3b - observe, describe and copy what others have done. PSED - 4b - to listen to other people, and play and work cooperatively.
I can tell others what they need to get better at.	PE - 3b - observe, describe and copy what others have done. PSED - 4b - to listen to other people, and play and work cooperatively.
I can listen to feedback from others.	PSED - 4b - to listen to other people, and play and work cooperatively.
I can work cooperatively within a team and give encouragement to others.	PE - 3b - observe, describe and copy what others have done. 2a - to take part in discussions with one other person and the whole class. PSED - 4b - to listen to other people, and play and work cooperatively.
I can talk about how exercise is important in staying healthy.	PE - 4a - how important it is to be active. 4b - to recognise and describe how their bodies feel during different activities.
I can take on a challenge and talk about how it made me feel.	PSED - 1a - to recognise what they like and dislike. ac - to recognise, name and deal with their feelings in a positive way. 1d - to think about themselves, learn from their experiences and recognise what they are good at. 1e - how to set simple goals.





# HOW WE EDUCATE

KS2

## HOW DOES A ROKT CLIMBING COURSE FIT IN WITH THE KS2 CURRICULUM?

First and foremost climbing covers the PE 'outdoor and adventurous activities' strand of the curriculum. At ROKT children are able to take part in a variety of mental and physical challenges within a friendly and supportive environment. The activities are designed and delivered in a way that encourages the development of their problem solving abilities and their gross and fine motor skills.

We also offer revise and climb sessions for Year 6 pupils in the run up to the SATs.

This is a basic guide aiming to relate ROKT session objectives to the PE & PSED Primary National Curriculum.

I understand how to be a safe climber.	NC 2c - to apply rules and conventions for different activities. 11a - take part in outdoor activity challenges.
I can put on my own harness and helmet.	NC 2c - to apply rules and conventions for different activities. 4d - why wearing appropriate clothing and being hygienic is good for their health and safety. 11a - take part in outdoor activity challenges.
I can attach my harness to a rope with a figure of 8 knot and a stopper knot.	1a - to consolidate their existing skills and gain new ones. 1b - to perform actions and skills with more consistent control and quality. 2c - to apply rules and conventions for different activities. 11a - take part in outdoor activity challenges.
I know how to warm up before I do exercise and talk about how my body feels when I am climbing.	4a - how exercise affects the body in the short term. 4b - to warm up and prepare appropriately for different activities. 4c - why physical activity is good for their health and well-being.
I can choose a route I would like to climb.	1b - to perform actions and skills with more consistent control and quality. 2b - develop and use their knowledge of principals behind the strategies, tactics and ideas to improve their effectiveness. 10a - take part in and design challenges and competitions that call fo precision, speed, power or stamina.
I can do basic climbing moves to get up the wall.	1b - to perform actions and skills with more consistent control and quality. 2b - develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness.
I can abseil safely.	1a - to consolidate their existing skills and gain new ones. 1b - to perform actions and skills with more consistent control and quality. 2c - to apply rules and conventions for different activities.
I can get down from the boulder wall safely.	1a - to consolidate their existing skills and gain new ones. 1b - to perform actions and skills with more consistent control and quality. 2c - to apply rules and conventions for different activities.
I can be a safe climber.	1a - to consolidate their existing skills and gain new ones. 1b - to perform actions and skills with more consistent control and quality. 2c - to apply rules and conventions for different activities.
I can belay safely.	1a - to consolidate their existing skills and gain new ones. 1b - to perform actions and skills with more consistent control and quality. 11c - work with others to meet the challenges.
I can listened to an instructor.	PE - 2c - to apply rules and conventions for different activities. PSED - 2b - why and how rules... are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
I can follow instructions the first time.	PE - 2c - to apply rules and conventions for different activities. PSED - 2b - why and how rules... are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.
I can talk about what I'm good at.	PE - 3a - identify what makes a performance effective. 3b - suggest improvements based on this information. PSED - 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.
I can talk about what I need to get better at.	PE - 3a - identify what makes a performance effective. 3b - suggest improvements based on this information. 11c - work with others to meet the challenges. PSED - 4a - that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
I can tell others what they are good at.	PE - 3a - identify what makes a performance effective. 3b - suggest improvements based on this information. 11c - work with others to meet the challenges. PSED - 4a - that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
I can tell others what they need to get better at.	PE - 3a - identify what makes a performance effective. 3b - suggest improvements based on this information. 11c - work with others to meet the challenges. PSED - 4a - that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view.
I can listen to feedback from others.	PSED - 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.
I can work cooperatively within a team and give encouragement to others.	PE - 11c - work with others to meet the challenges. PSED - 5f - develop relationships through work and play.
I can talk about how exercise is important in staying healthy.	PE - 4a - how exercise affects the body in the short term. 4b - to warm up and prepare appropriately for different activities. 4c - why physical activity is good for their health and well-being. PSED - 3a - what makes a healthy lifestyle, including benefits of exercise and making informed choices.
I can take on a challenge and talk about how it made me feel.	PE - 11c - work with others to meet challenges. PSED - 5f - develop relationships through work and play.





# ADDITIONAL OPTIONS

## ROKT CLASSROOM

Use our multi-functional classroom for lessons, revision sessions, talks and more.

£15 / hour Up to 3 hours

£65 / day 9am - 3:30pm

## LUNCH

ROKT can supply your school group with a sandwich buffet lunch, which includes sandwiches, sausage rolls, pork pies, biscuits and buns at £5 / head. This food is provided by Hartley's Bakery, a local family run bakery in Brighouse.

## TRAVEL

We are working together with Arrow Coach Travel to provide you with coach transfers between your school and ROKT.

Coach prices are based on the following zones:



33 seater

49 seater

**ZONE 1** £95

£149

Costs are priced in accordance with the coach picking up your group from school at 9:15 and returning at approximately 14:30.

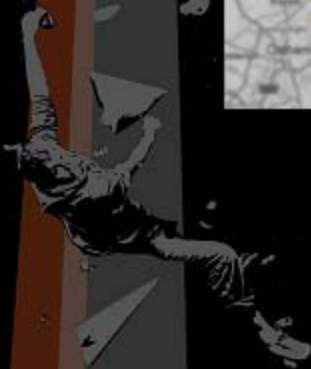
**ZONE 2** £125

£185

**ZONE 3** £155

£225

If you wish to travel outside the zoned area, please contact us for a competitive individual quote.





# FAQ'S

## When do ROKT offer sessions?

Sessions are normally offered Monday to Friday 10am to 5pm - sessions outside of these times/days are available.

## Do you provide lesson/session plans?

When you book onto a 5 or 7 week course, generic plans are available through e-mail. We have linked session objectives to the national curriculum which can adapt to your own needs. In addition to this, instructors also fill in a more tailored plan on the day, based upon your group. This is also available for you to take for your own records.

## Are Risk Assessments/Public Liability details available?

Yes. An up-to-date version will be emailed to you upon enquiry/booking, together with our insurance details and public liability cover level. We are also able to offer advice, answer any questions on adventurous activity risk assessments with regards to ROKT.

## Does a teacher need to be present on the course?

This is a question we feel you can answer yourselves and fully dependent upon your class or group. Our instructors are able to supervise groups of children independently and are all CRB checked. We do ask that a minimum of 1 member of school staff per 15 children is present on site. We have a number of lounge areas with Wi-Fi access that teachers and school staff are welcome to use during courses.

## What are ROKT's ratios?

We have 1 instructor per 8 or 10 children where an assistant instructor is available.

## What levels are your staff certified to?

All of our staff members have current enhanced CRB checks and are all either trained and assessed through a comprehensive site specific scheme or qualified to a nationally recognised level.

# CONTACT US

For bookings and further information contact us on:

**01422 893 710**

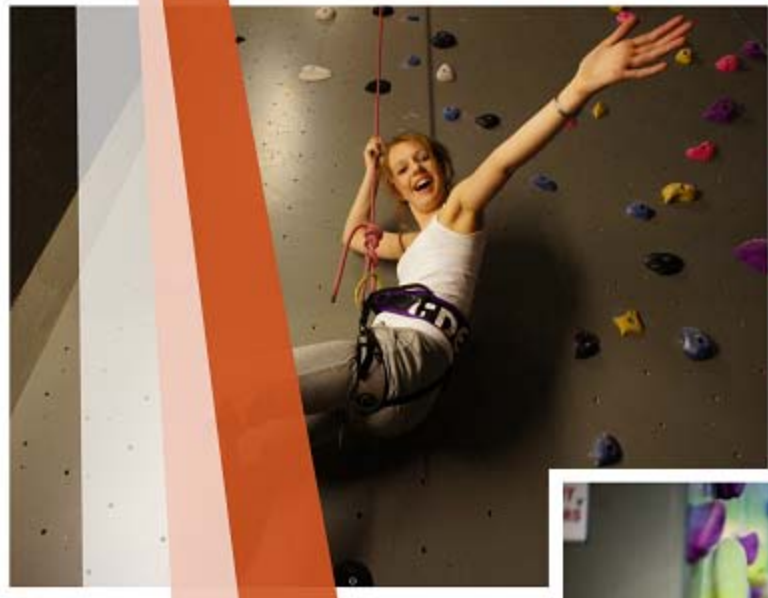
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