We want to maximize your educational trip at Rush. Here are some ideas of activities you can run at Rush that are based around our trampolines. These learning resources can offer alternative ways to capture children's minds to further their learning experience.

Explore: Biology

Use our Trampolines to help students explore the relationship between exercise and heart rate!

How better to explore the Cardiovascular impact on your body then bouncing down a huge trampoline? Use your Rush experience to look at the immediate and gradual effects of exercise has on your body.

Bitesize Classroom Learning:

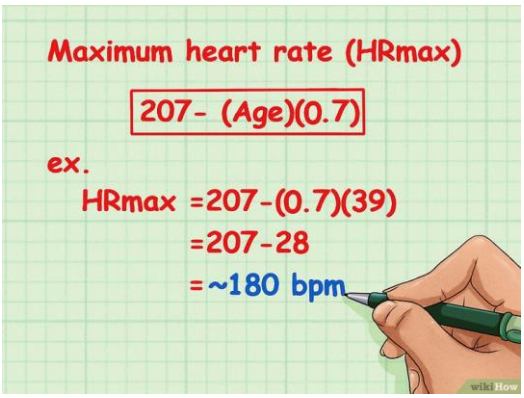
Model the key elements of the Cardiovascular system using Drama.

Discuss why your Heart Rate beats faster when your exercise.

Discuss the effects that exercise has on your body.

Calculate your resting Heart rate.

Workout your maximum Heart Rate (image or diagram)



In the Park:

Students will bounce consistently for 10 minutes; they will be given a number of movements to complete whilst bouncing to ensure all parts of the body are moving. After 10 minutes they will take their Pulse and record for discussion back in the classroom.

Resting Heart Rate =	Maximum Heart Rate =	Heart Rate after 10 mins of exercise =

Discussion:

How did they feel before, during and after exercising?

What was their Heart Rate after 10 minutes, how close did they get to their maximum heart rate?

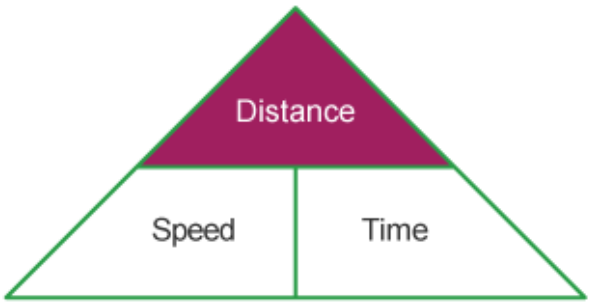
Explore: Physics (KS 3-4)

Use a game of dodgeball to discuss the principles of speed and how quickly a Dodgeball can be thrown at different distances.

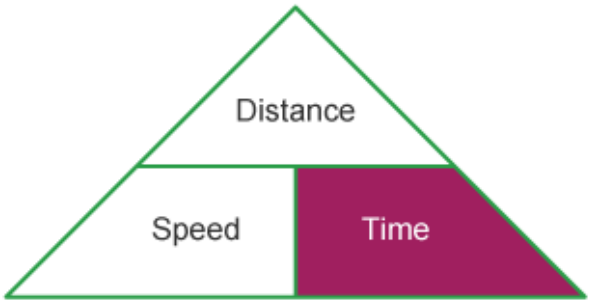
Bitesize Classroom Learning

Discuss the three elements of Speed, Distance and Time and the characteristics of each one.

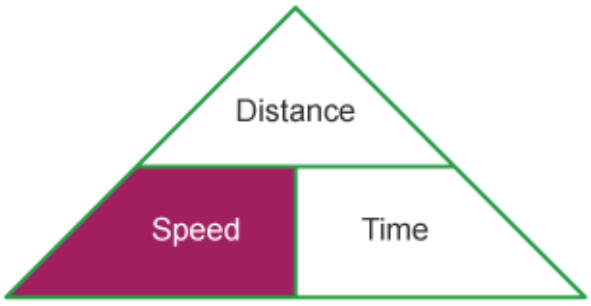
Discover the formula used to calculate Speed, Distance and Time.



Distance = Speed x Time



$$\text{Time} = \frac{\text{Distance}}{\text{Speed}}$$



$$\text{Speed} = \frac{\text{Distance}}{\text{Time}}$$

Discuss the different units of measurement and agree on what units you are going to use in the practical activity.

In the Park

Working in Groups of 3, each group will need a stopwatch, a tape measure and a dodgeball.

Using the tape measure, mark out the following distances, 1m, 5m and 10m and position a pupil at each end.

Using the stopwatch time how long it takes the ball to travel between the distances.

The stopwatch is started when the ball leaves the hand and stopped when it is caught.

Record your finding using this chart:

Distance	Time	Speed
1m		
5m		
10m		

Discussion:

Use the Calculations to discover the speed of ball.

Discuss the variations between groups and what could the reasons be for this.

Complete the task in the playground and vary the distance to see if there are any different results.

Explore: Healthy Living

How will the Rush Experience help develop Students' knowledge and understanding of Healthy Living?

Students' adrenaline will Rush at the sight of the Trampoline Park. Use our facilities to help Children understand more about the importance of a healthy lifestyle.

In the Classroom

Research the importance of a balanced diet, does an Olympic gymnast eat a balanced diet?

Research and discuss drugs which have an effect on the body. For example, tobacco and alcohol are harmful, whilst others can be used as medicines.

Research the benefits of exercise and how they link to Healthy Living.

In the Park

In groups design a Fitness Test using all elements of the park then take the test and time how long it takes.

Discussion:

Who has the healthiest lifestyle and is fit enough be an gymnast? What advice would you give those who you think wouldn't pass the test?

Think about how they will improve their fitness and what tests they can do to measure this. Consider; Pulse Rates, breathing and recovery rates and typical dietary intake measurements.

Explore: Overcoming Fear

Help understand and conquer Fear, use our Diving Board platform to put theory into practice.

Students will examine why we have fears and what helps conquer them.

In the Classroom:

Research the word 'Fear' and discuss what it means. Ask students to give an example of when they were scared to do something.

Discuss why we worry about fear and what thoughts goes through our minds when we worry.

Abbreviate these thoughts into single word or phrases and transfer them onto a sheet of paper that each Student will bring to the Park.

In the Park:

Working in pairs, get Students to walk across the Bottle Beams, get them to stop halfway and ask them to shout out how they feel. Circle the answer. How did they feel when they made it to the other side?

Each student will then take turns to step off the diving board. When they reach the top and look over the edge, record how do they feel on their sheet. Once they jump off and land, record how they feel. Do they notice any changes to their body?

Discussion:

What do the students think of fear? Once they completed the activities, was it as bad as they first thought? We they happy after completing the activity?

Discuss the importance a positive mindset can have on overcoming fear and what techniques you can use to overcome fear.

Explore: Forces

Why use Rush to develop Pupils knowledge and understanding of Forces?

How better to appreciate air resistance then to spring into the air from a trampoline and feel the force as you come back down. Imagine how hanging from our cargo net on the assault course will focus your pupils mind on gravity. Rush is ideally suited as a stimulus to inspire scientific minds on the topic of forces.

In the classroom:

Research factors affecting forces.

Identify variables that can affect Forces.

How does changing your body shape affect your speed? Make card shapes that can be threaded down a string to investigate the effects of air resistance.

In the park:

Identify five different pushes and pulls whilst at Rush. Draw force arrows on pictures taken on site. Predict when forces are balanced or unbalanced whilst taking part.

Experience jumping higher on a Trampoline, how do you do it and what force to you need to apply to achieve this.

Discussion:

How would activities at Rush be different on the moon? Discuss the difference between mass and weight. Think of Positives, Negatives and Interesting (PMI) of a lunar version of this activity.

Where is friction good or bad whilst taking part? Complete a table to list the positives and negative effects of friction.

The Trapeze is safe up to loads of 2000KG. Discover which objects could and could not be supported.