



Wild River Days Teachers Pack



Thank you for booking our Wild River Days programme. This is usually a two-day programme, including one day in the classroom and one day in the field visiting a local river. Please find enclosed all the information you should need. If you have any further questions, please do not hesitate to contact us. We look forward to working with you.

Best wishes,

Cathy Gruba

Learning and Engagement Manager

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Meet the team

Cathy Gruba, Learning & Engagement Manager



Cathy manages our learning and engagement programme and has a background in ecology and environmental education. She comes from a long line of teachers and thinks that is where her passion for education and engagement comes from. Cathy's favourite place to be is in her wellies in the river with schools and communities. In her spare time, you will find her walking her dog Flynn on the saltmarshes and mosses of the Solway coast.

Emma Jenkinson, Assistant Learning & Engagement Officer



Emma loves working with children and has a varied background in teaching, environmental education and nature conservation. After having some time away to raise her family, she has more recently been working as a freelance Forest School practitioner, frequently covered in mud (!), at Longlands Lake. In her spare time, she enjoys many little adventures with her young family, and many, many trips to the ice cream parlour!

Tasha Pearson, Learning & Engagement Intern



After completing a BSc in Environmental Science, Tasha worked for the Bumblebee Conservation Trust as their Outreach and Education Officer in Scotland. She then moved to Bavaria, where she studied an MSc in Sustainability and Wildlife Conservation in Munich. After taking some time off to have her family, she is really enjoying being involved in the conservation sector again, sharing her enthusiasm for the natural world. In her spare time, she loves to potter around with her sheep and chickens or adventure out into the fells and woodlands with her children and dog, Bronwyn.

Programme summary

Suggested pre-visit self-led activities

1. An introduction to key rivers terms and definitions
2. Revision of the water cycle
3. An independent research activity on why rivers are important
4. Activities on the theme of how to keep rivers clean

Classroom session

Normally a one-day visit to your classroom. We will learn about local rivers, why they are important, and why and how we seek to care for them. We will use a combination of presentations, games, activities and quizzes to make the day as engaging and fun as possible.

Fieldtrip session

Normally a one-day visit to a local river. We will spend the day exploring the riverine environment, including activities such as mapping, a treasure hunt, land art, and a chance to put on your wellies and do some river dipping!

Suggested post-visit self-led activities

1. Make a key
2. Study the life-cycle of a mayfly and compare it to a frog or butterfly
3. Make food chains from the wildlife we saw or discussed
4. Share the learning through a display, assembly, peer teaching session or video

Wild Rivers Classroom Day

Aims

- Review some river words
- Learn about some special freshwater wildlife
- Investigate how rivers are affected by the land around them; what's good and bad for rivers
- Think about how you might help rivers

Outcomes for your school - National Curriculum links

KS2 Geography

- How land-use affects rivers
- Describe and understand key aspects of rivers
- Use the 8 points of a compass
- Use OS maps

KS2 Science

- Use keys
- Explore examples of human impact on the environment
- Identify and group animals (vertebrates and invertebrates)
- Construct and interpret food chains (identifying producers, predators and prey)
- Insect life-cycles
- Identify how animals and plants are adapted to their environment
- Report on findings from enquiries
- Recognise that environments can change and that this can sometimes pose dangers to living things



Rivers on maps activity



Who am I? Game

Classroom Timetable

Activity

Introduction

- Who is WCRT?
- Discuss key river terminology
- Discuss your local river

Rivers on Maps

Group activity using OS maps of your local area to identify key features

Introduction to Cumbria's freshwater animals

- What animals live in our local rivers (vertebrates and invertebrates)?
- Discuss animal adaptations, their place in the food chain and other special features.

Freshwater animal activities

- In small groups, play 'Who am I?' to practice use of classification keys
- Individually or in pairs, design a new freshwater animal that is adapted to living in a river
- Model what a healthy ecosystem looks like by playing the Ball of Wool Game as a class

Healthy v Unhealthy Rivers

- Presentation to discuss what is good for rivers and what is bad for rivers
- Introduction as to how WCRT promote healthy rivers

River Management

- River Ranger activity. Sorting game to decide what is bad for rivers and what is good for rivers
- Balsam Bashing Snakes and Ladders
- River for Rent activity. In small groups, decide which future tenant should be awarded the farm to rent

Test Your Knowledge Quiz

In pairs/ individually/ small groups

Story time

Read The Adventurous Salmon

Evaluation

Wild Rivers Field Trip Day

Outcomes for your school- National Curriculum links

KS2 Geography

- Use symbols and a key to build their knowledge of the United Kingdom
- Observe, measure, record and present the human and physical features in the local area using sketch maps and digital technologies
- Describe and understand key aspects of rivers and land use

KS2 Science

- Use classification keys to help identify and name a variety of living things in their local environment
- Explore examples of human impact on the environment
- Identify and group animals (vertebrates and invertebrates)
- Construct and interpret food chains (identifying producers, predators and prey)
- Insect life-cycles
- Identify how animals and plants are adapted to their environment
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Observe and compare movement of animals
- Report on findings from enquiries

KS2 Art and Design

- Improve art and design techniques using a range of materials
- Learn about a great artist (Andy Goldsworthy)



Land Art

Kick sampling

Fieldtrip

Timetable

Activity	
10am	Arrival <ul style="list-style-type: none"> ○ Introduction ○ Health and Safety, and housekeeping
10.15 am	Photo Treasure Hunt <ul style="list-style-type: none"> ○ Whole-class activity
11am	Break
11:30am	Activity 1 <p>Either kick sampling in the river, walk-over survey or land art (learners will rotate around these three activities and will have the opportunity to complete all activities before the end of the day)</p>
11.45 am	Lunch break
12.30 pm	Activity 2
1.15 pm	Activity 3
2 pm	Whole class plenary
2.15 pm	Back on school bus

Appendix 1

Pre-Visit Information

We want your group to get the most from their field trip. Please make sure everyone has the information they need in advance, and that they come prepared on the day.

All children and accompanying adults need:

1. Wellies (We will be standing in a river! We can supply these if necessary, **but need to know in advance**)
2. Old clothes suitable for the weather, that can get wet and muddy
3. Waterproofs
4. Spare change of clothes and footwear
5. Packed lunch in a rucksack that can get wet and muddy
6. Sunscreen and sunhat in summer
7. A plastic bag for wet and muddy clothes and shoes

Additional school resources required:

1. First aid kit (we will bring one, but would also like you to take responsibility)
2. Spare change of clothes
3. A couple of large towels

Other preparation:

1. Please split children into 4 groups for the photo treasure hunt activity at the start of the day, and then they'll need to be in 3 groups for the carousel of activities.
2. It is important that you provided us with an emergency number in case we need to reach you on the day
3. Please read our risk assessment and ensure you have done whatever is necessary to cover your own health and safety requirements. We can arrange a site visit if necessary
4. **Two of the activities are teacher led so two of your staff will need to lead an activity.** Instructions will be given on the day and can be sent in advance. It is helpful

if all accompanying adults know what is going on! Please share the programme with them and make sure everyone knows their responsibilities.

Appendix 2

Terms and Conditions

Our sessions work best if:

The class teacher is present

- Please use our sessions as a chance for trainee teachers or other interested staff to observe another practitioners, but we also expect the class teacher to be present.
- If you are taking part in a field trip, in most cases, two accompanying adults will be asked to lead simple sessions, so it is important that everyone has listened and understood the preceding classroom work.
- The teacher(s) is ultimately responsible for the discipline and behaviour of the learners.

All accompanying adults take an active role

- We expect any adults in the classroom or accompanying field trips, to be a positive role model, take an active part in activities.
- We want you to speak to the children during group work, and help them get the most out of their session.

We are well informed

- About things such as children with additional needs, assemblies, health or mobility issues. There is space for all of this information on the booking form.
- We can only improve with feedback. Please let us know what has worked or not for your class.

The class teacher liaises directly with us

- This means there is less chance of miscommunication

Information is shared with additional accompanying adults

- So they know what to bring and what is expected of them

Whomever books transport knows the requirements

- We may need to flex on the pick-up times depending on the weather.
- We need to know in advance if the transport needs to be back before the end of the school day.
- Some sites are not accessible by big coaches.

Children are appropriately dressed

- We carry some wellies and waterproofs but cannot guarantee the right sizes unless we know in advance.

RISK ASSESSMENT					
Location:		Reference Number:	WCRTRA022.01		
Assessment of Process / Risk:	Outdoor Education Sessions	Assessment / Review Date:	12/09/2022		
		Maximum Review Period:	2 years		
Assessed By:	Cathy Gruba (WCRT)	Authorised / Reviewed By:	Jodie Mills		
Any queries arising from this risk assessment shall be addressed immediately with Line Management					
HAZARDS	THOSE AT RISK	RISK RATING SCORE	EXISTING CONTROLS	FURTHER ACTIONS TO CONTROL	RESIDUAL RISK RATING SCORE
	Persons at risk from identified hazards	Use matrix	Existing controls & where information can be found	Additional controls identified to reduce risk to lowest level	Use matrix
Vehicles moving / parking (Vehicles arriving / leaving site)	WCRT Staff, School Staff, Other Adults, Young People	M	<ol style="list-style-type: none"> WCRT staff arrive/leave during quieter periods when parents/children should not be around. Speed limit signage to be displayed on site grounds. Parking bays to be clearly marked. Clear 'drop off' points are to be established prior to the event away from main traffic routes, these areas are to be managed by a Marshall where necessary. Young people to walk in groups led by WCRT staff / Teachers when crossing roads or when in areas where vehicles may be present. Teachers to walk on the 'road side' when walking groups of young people on public footpaths. Suitable adult to child ratio to be maintained at all times. 	<ul style="list-style-type: none"> End activity if any irresponsible or dangerous behaviour Speed limits to be monitored – if excessive limits are observed management to take action. 	L

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Unloading / loading vehicles and carrying equipment to / from site	WCRT Staff, School Staff, Other Adults, Young People	M	<ol style="list-style-type: none"> 1. Verbal instructions on how to carry equipment safely given to participants. 2. Only competent children to help carry equipment – teacher to advice. 3. Loads carried to be manageable, kit to be left behind and multiple trips to be made to reduce the risk of manual handling strain. 	<ul style="list-style-type: none"> • Larger / heavier items must only be handled by WCRT staff / Teachers 	L
Work on uneven ground Slips, Trips & Falls	WCRT Staff, School Staff, Other Adults, Young People	M	<ol style="list-style-type: none"> 1. Work area to be assessed and any known slip / trip hazards communicated. 2. Good housekeeping standards are to be maintained during the activity. 3. Verbal instructions on walking sensibly around site and sticking to designated areas, potential hazards given etc. 4. Suitable adult to child ratio. 5. Advise participants in wearing appropriate footwear in pre-visit information. 6. Adequate lighting to be available throughout the work area. 7. All persons to wear adequate footwear for activities to be carried out. 	<ul style="list-style-type: none"> • Area to be monitored by Manager / Project Officer. • Rubbish to be collected and placed in waste bins immediately. 	L

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Foliage e.g. brambles, low branches etc. (eye / facial and other minor injuries)	WCRT Staff, School Staff, Other Adults, Young People	M	<ol style="list-style-type: none"> Participant to be advised to wear clothing appropriate for outdoor work i.e. long sleeve clothing, hat etc. All participants to wear suitable cut protection gloves to protect both hands. Participants to be instructed to be vigilant to low hanging branches and other sharp vegetation / nettles when picking up litter 	<ul style="list-style-type: none"> Work area to be established prior to the commencement of the event. 	L
Working on public / third party site (vehicles, animals, other activities etc.)	WCRT Staff, School Staff, Other Adults, Young People	M	<ol style="list-style-type: none"> Obtain owners approval and ensure presence is known on site. Dynamic risk assessment to be carried out prior to the event taking place. Comply with local site rules. Participants warned not to approach or touch animals. Hand gel provided. Trained first aider to be in attendance on all sites, fully stocked first aid kit to be held at all times while on unfamiliar sites. 	<ul style="list-style-type: none"> Regular checks on first aid supplies to be undertaken to ensure first aid kits are fully stocked with in date supplies. 	L

Water (Hypothermia/drowning by falling in water)	WCRT Staff, School Staff, Other Adults, Young People	H	<ol style="list-style-type: none"> 1. Dynamic risk assessment to be carried out to ensure the safety of individuals working near water, contents of each assessment to be delivered to all participants prior to event. 2. WCRT Staff who work regularly work near water to complete water awareness training. 3. Any other person working in / near water to be accompanied by a competent person and is suitably capable to brief them on hazards and be able to check any lifejackets. 4. Each work area to be assessed and safest access route to water / water's edge to be used. 5. Good / suitable footwear to be used – based on activity being undertaken. 6. Buoyancy Aid / Life Jacket to be worn as identified in site risk assessment / site conditions. 7. Water levels to be continuously monitored during the event, event to be postponed if water levels reach dangerous levels. 8. All participants advised to carry a spare change of clothes and towel in pre-visit information in case of immersion in water. 9. WCRT staff / Teacher / parent / guardian to be responsible for any children present. Ensure high adult ratio 1/6. 10. Restrict wading to below knee height. 	<ul style="list-style-type: none"> • Weather conditions on site to be continually reviewed. • Postpone/relocate event if necessary • Spare clothing / towel / emergency blanket to be carried by Team Leader where there is a potential for slips or falls into water. • No persons should work alone if the task assessment rates the activity as HIGH or HIGH / MEDIUM RISK. • Refer to <i>WCRTRA006.1 Worn on, in or near water</i> for further information on relevant controls 	M
Hostile situations (abuse, threat or physical injuries caused by verbal or physical attack)	WCRT Staff, School Staff, Other Adults, Young People	M	<ol style="list-style-type: none"> 1. Suspend activity and withdraw if considered being under threat. 	<ul style="list-style-type: none"> • Any incidents are to be recorded, discussed with management and (when required) reported to the proper authorities. 	L
Weather (Hypothermia, heat exhaustion, sunburn, exposure)	WCRT Staff, School Staff, Other Adults, Young People	M	<ol style="list-style-type: none"> 1. Assess weather and general site conditions before and again on arrival to site and postpone event or relocate if necessary. 2. All participants to wear appropriate cold/warm weather clothing e.g. 	<ul style="list-style-type: none"> • Call off / postpone/relocate event if necessary 	L

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			waterproofs, sunhat etc. and sunscreen as advised in pre-visit info. 3. Access to shelter at lunchtime if needed 4. Advise all participants to drink plenty of water on warm days (pre-visit info). 5. Spare towel and foil blanket carried by WCRT staff.		
Biting / stinging animals and plants (localised reactions or anaphylactic shock)	WCRT Staff, School Staff, Other Adults, Young People	H	1. Ascertain any allergies prior to the start of activities and identify any further action required. 2. Teacher/parent/guardian to be responsible for overseeing the use of EpiPen's / antihistamines. 3. School asked to ensure children come with long sleeves and trousers	<ul style="list-style-type: none"> No further actions required. 	M
Working with children	WCRT Staff	M	1. WCRT staff are DBS checked. 2. Staff to not put themselves in compromising situations	<ul style="list-style-type: none"> Misbehaviour to be monitored throughout the day and persons misbehaving to be removed from the activity. 	L

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Lost or separated pupils	Young Persons	M	<ol style="list-style-type: none"> Any lost / missing pupils to be reported immediately. Use 'buddy' system. Young people split into 3 groups and assigned an adult. 3 groups to stay within shouting distance when working separately Set up designated meeting point in the event of being separated from main party. Numbers in party to be confirmed with group leader. Check to be made prior to party leaving site that all persons are accounted for 	<ul style="list-style-type: none"> Continual checks to be made by group leader/s. 	L
Think biosecurity (the introduction or spread of invasive non-native species, and other harmful organisms such as disease, into the wild)	Risk to the Environment	M	<ol style="list-style-type: none"> Advise participants on check, clean, dry system for their footwear after the river visit. Good Hygiene to be practised by all persons during the activity. 	<ul style="list-style-type: none"> No further actions required 	L

Think SLAM (possible additional unforeseen hazards from those identified above)	WCRT staff, School Staff, Other adults, Young People, General Public	M	1. Carry out dynamic risk assessment using SLAM: Stop Look Assess Manage	• No further actions required	L
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