



# SUPPORTING LEARNING AT COUNTRYSIDE SHOWS AND EVENTS

**A guide for teachers  
visiting countryside events  
involving schools**

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# INTRODUCTION

Outdoor education offers many clear benefits, however it has great educational potential and can be fun and exciting. Providing the very best educational opportunities for children to learn about our countryside and encourage its sustainability and access requires very detailed planning, but the quality of pupils' experience is well worth the effort.

This resource has been designed to help teachers take full advantage of countryside education. The content is based on recommendations from an evaluation of the 'Bringing the Classroom to the Countryside' project, a partnership between The Countryside Agency and The Countryside Foundation for Education.

The comprehensive checklists, templates and guidelines provide a step-by-step best practice guide to planning your visit, from setting your objectives right through to the post-event evaluation. Some of the content may be familiar, other areas less so. This PDF is structured to allow you to select those areas appropriate to your needs and relevant to your level of knowledge and experience.

**“Outdoor learning supports academic achievement, for example through fieldwork projects, as well as the development of ‘soft’ skills and social skills, particularly in hard to reach children ... Yet outdoor education is in decline.”**

Source: Education Select Committee Report.





# STEP 1

## Your objectives

There are many positive reasons for visiting an event. Enjoyment and learning go hand in hand, and although fun is an important part of the day, your priority should be to clarify what you are hoping to achieve and why. Every visit needs to have clearly identified learning objectives, and should be organised to the best of your ability. Everyone involved in the visit needs to be aware of the objectives, including the Head Teacher and the children. By taking the time to think this through carefully you will avoid any missed opportunities and ensure that the children are focused on what they are there to learn. Setting clear objectives at the start will also help you to undertake a thorough evaluation after the event, which will in turn help you to plan future educational visits. Some or all of the points below may apply to your school.

### Objectives of visiting an event

- To promote a better understanding and appreciation among adults and children of the issues concerning the countryside, agriculture, rural affairs, the environment, where food comes from and food production.
- To develop community involvement.
- To raise awareness of the careers available within the countryside.

### Benefits of visiting an event

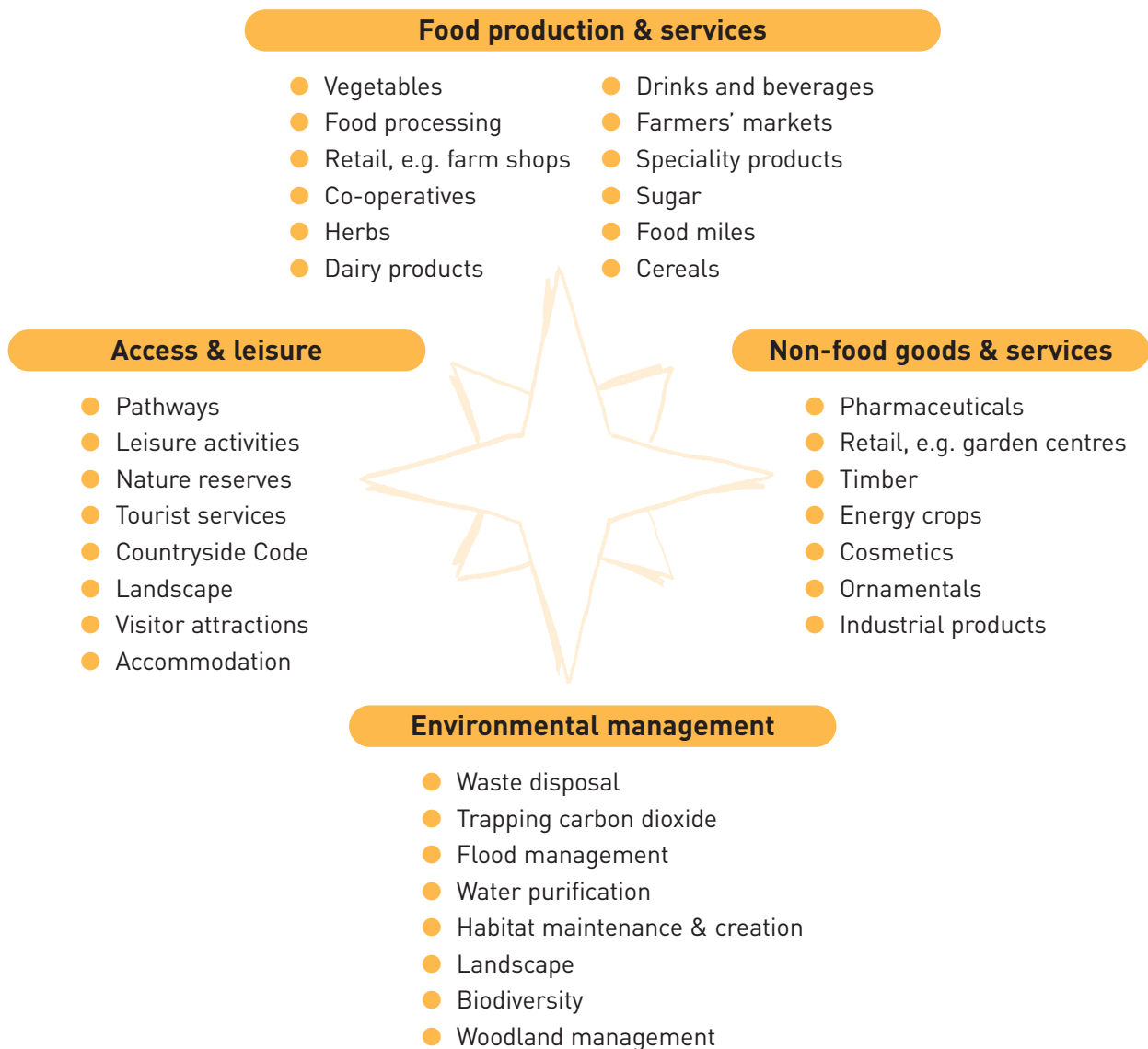
- Supports academic achievement and the development of 'soft' skills and social skills.
- Reinforces the National Curriculum, bringing the classroom to the countryside.
- Provides an opportunity for social integration, introducing those from non-farming or city backgrounds to good farming practice and aspects of country life in the 21st Century.
- Motivates and enthuses all involved.

In short, you have the opportunity to participate in an event that will benefit you, your colleagues and pupils, the event organiser, exhibitors and other visitors; it will be enjoyable, educational and enduring, and will encourage social interaction.



## Countryside topics and issues to enrich the curriculum

There are many aspects of the work that takes place in the countryside that can be used as the starting point for educational activities at shows or events. The diagram below provides some examples.





## STEP 2

# Pre-event considerations

When you are planning a visit to a show or event, there are steps you should take to ensure that you have organised an enjoyable, safe and worthwhile visit. You can't plan for every possible contingency, but with careful planning you will have thought of most things and be able to deal with others as they arise. There is a lot to think about, both in terms of your school and pupils and in terms of the event organiser and venue. The following checklists will ensure that nothing is missed.

## 1. Logistics

These are all the questions you need to ask before you can start to make detailed plans.

### School and Local Authority (LA) policies

- You should begin by gathering initial information from the event organiser (either by talking to them, or from their promotional literature or website), to check that the event is able to fulfil your needs.
- Consult your school's Educational Visits Co-ordinator to get outline permission for the visit, before you have committed to any expenditure.
- This procedure should be in line with your school and LA policies for off-site activities.

Most LA visits policies are based on the DfES good practice guide: Health & Safety of Pupils on Educational Visits (HASPEV) which can be downloaded from the TeacherNet website [www.teachernet.gov.uk](http://www.teachernet.gov.uk) The website also contains:

- Health & Safety: Responsibilities and Powers.
- Group Safety at Water Margins.
- School Staff and Their Roles Beyond the Classroom.

More information can be found in Out-of-Classroom Learning: Practical information and guidance for schools and teachers from the Real World Learning Partnership. Go to [www.rspb.org.uk](http://www.rspb.org.uk) and search for 'Out of classroom learning'.



### Timing

- Is the timing of the event convenient for your school and the year group(s) you are planning to take? Check your school events planner.

### Location

- Is it feasible to travel there and back, and fit in all the planned activities within a school day?
- Is it possible to use public transport?
- Will you need to hire a coach(es)?
- If so, how much will this cost? (See Financial considerations on page 7.)
- If you are using a coach, what time will it be able to get to the school and what time will you need to be back?

### Pupil numbers

- How many children should you take? Follow the LA guidelines. You will need to find out from the organiser the maximum and minimum numbers allowed.





## Supervision

- How will you supervise the group?
- Will you use staff from school and/or will you ask parents to help?
- Some LAs set their own levels of supervision for off-site visits to which their schools must adhere. It is worth asking your LA for a copy of their guidelines.

Where risks are greater, supervisory levels should be set accordingly. Consult your Educational Visits Co-ordinator, your Local Authority Outdoor Education Adviser ([www.oeap.info](http://www.oeap.info)), your LA Health & Safety Officer, or the DfES website ([www.dfes.gov.uk](http://www.dfes.gov.uk)) for guidance.

- When planning which adults to accompany the group, you need to consider what role they will play during the visit. They need to be given clear guidance on this role. You should follow your school policy on Criminal Records Bureau checks for accompanying adults (see also the Child protection section on page 12).
- During the day it is best, if possible, to avoid having your own group. This leaves you free to assist with other groups and to interact with the whole class.

## Financial considerations

Bear in mind that you can only ask parents for a voluntary contribution towards the cost of the day.

- Has your Head Teacher agreed to make up any shortfall from the school budget if contributions don't meet the full cost?
- Is there a charge for attending the event?
- Is there a charge if you decide to cancel your booking?
- Do the children need to take any money on the day?

## Contingency plans

Plan for every eventuality. For example, what will you do if the weather is bad?







## 2. Pupil preparation

Why are we going?

- Talk to the pupils about the reasons for going to the event, and give them an accurate idea of what they will see, do and learn during the day.
- Make sure they understand how this relates to what they are learning in the classroom.
- Appendix 1 provides a list of topics and themes relating to countryside education which could be explored in relation to your visit, as appropriate.
- What is the focus of the visit? If the children don't know what they are looking for, they may be overwhelmed by the range of information available from the exhibitors and the activities to watch or try. Having a focus will ensure they get the most from the day, while allowing for the serendipitous find.





### What to expect

- They may see a large number of animals, but they won't be pets; they will be farm animals which may not take kindly to stroking.
- Make sure children are aware of the rules of the Countryside Code. There is a pack of educational materials available to support the Code – see [www.countrysideaccess.gov.uk](http://www.countrysideaccess.gov.uk)

### What to bring

Clothing/footwear – children and adults should be prepared for the vagaries of British weather:

- Hats and sun protection cream are essential for warm weather.
- Bring wellies and waterproofs for wet conditions.
- The ground may be muddy and almost certainly uneven, so suitable footwear is important.

### Lunch and drinks

- It's better to have too much to drink than not enough, as you may not be able to buy anything on the day. Re-sealable plastic bottles are best.

### Home involvement

It is important for parents and/or carers to be aware of what their child will be doing at the event. Please note that parents can not give 'informed' consent for their child to take part unless they are given adequate information about the objectives of the visit and the hazards and risks involved.

- A letter or simple leaflet could be prepared outlining the objectives and benefits of the visit, what to expect and curriculum value. See Appendix 2 for a sample parent information sheet.
- A list of frequently asked questions could be included to cover any areas of potential concern.
- Once parents and carers are fully informed they will be able to help prepare their children for the visit.



## 3. Teacher preparation

### Pre-visit briefing

Ideally the event organiser will arrange a pre-visit briefing for teachers attending the event. This may be a half-day training session or a twilight meeting after school.

- If a briefing session has not been arranged, see if you can meet or speak to the organiser before the event.
- The session should be scheduled to give you time to prepare the pupils and any accompanying adults for the visit.
- This is an opportunity for you to raise any queries or concerns, and to discuss curriculum links and educational resources relevant to the event.

A typical training session may cover:

- Timing of event
- Arrival/departure
- Responsibilities of teachers/assistants/parent helpers
- Health & Safety, including use of photographs
- Emergency procedures
- Contact telephone numbers
- Exhibitors
- Timed sessions
- Booked activities
- Demonstrations
- Plan of site, including location of eating facilities/toilets
- Event booklet for each teacher
- Tour of site.

### Choice of activities

- Once you are fully informed about the event you will be able to plan which activities will be of most benefit. Planning a clear structure to the day will ensure everyone gets the most out of it.





## 4. Health & Safety

All parties involved in the event need to pay close attention to Health & Safety issues as part of planning an enjoyable and educational visit. The event organiser should provide you with a copy of their Health & Safety policy prior to the event. Issues to be considered include:

### Risk assessment

- Don't be put off by the thought of having to write a risk assessment – it's not as bad as you may think. Although it may sound daunting, remember that assessing risk is something you do every day (such as wearing a hat in the summer or deciding where to cross the road); the only difference is that you don't write it down. A risk assessment is simply an opportunity to identify the main hazards of the event and to see how this can be managed to avoid an accident, or to make it less likely that an accident will happen. By writing it down you are able to share the information with others, and if something does go wrong you can prove that sensible precautions were taken. Try to restrict yourself to listing the risks that you may realistically encounter and that need assessing to make the trip safe – this way you can focus your thoughts and make the risk assessment easy for others to read and implement.
- There are many ways to write a risk assessment, and you will need to find a style that suits your needs.
- If you haven't written one before the HSE website has useful guidance ([www.hse.gov.uk](http://www.hse.gov.uk)), or talk to your Educational Visits Co-ordinator. See Appendix 3 for sample risk assessments.
- The school may hold generic risk assessments for many aspects of your day, such as using coaches.
- The event organiser will have completed a risk assessment and should be able to send you a copy.
- Risk assessment and management should be an ongoing process throughout the day so you will need to have a firm strategy in place.



## Emergency policy

Have you planned an emergency policy so that everyone is aware of how to deal with any emergencies on the day?

- You should include contact details for all the children, as well as the adults accompanying the group.
- Make sure you are aware of the organiser's emergency policy. Information on what to do should have been given to you in any pre-visit planning.
- Each group should have a simple first aid kit, so that small cuts can be washed and cleaned. The kit needs to comply with school and local authority guidance.
- Larger events will have medical support on site; this may range from a St John Ambulance volunteer to an ambulance and paramedic.
- For a more serious accident, who will accompany the injured pupil or adult to hospital?
- Who will inform parents and the school?
- For serious incidents such as a fire or an evacuation of the site, you should follow the instructions given by marshals.
- What would you do in the event of a child being lost? It is a good idea for the children to wear stickers, badges or wristbands labelled with the school name and a contact telephone number.

## Child protection

- Do you have enough adults with CRB clearance to supervise the group? If you are dividing the children into small groups, each adult accompanying a group may need to be CRB-checked, but if they are part of a larger group, and won't have 'unsupervised access' then this may not be required. Check your school policy.
- This needs to be considered well in advance as CRB checks cannot be rushed.



## Use of photography

While you are at the event, you, the press, exhibitors or the event organiser may want to take photographs of the children.

- You will need to have asked for written permission from the parents for their child to be included in any picture.
- You may want to add a line to the consent form informing them that unless they state otherwise, their consent for the visit includes photographs.
- If any child does not have permission for this, the adult accompanying them must be informed.
- It is the organiser's responsibility to check that a photographer has permission to photograph specific children.

## Disability Discrimination Act

Due to the nature and location of countryside events, there may not be ideal access arrangements for those with disabilities. As a part of their planning, the organiser must give this due consideration.

- You should discuss this in your early contact with the organiser as they may be able to make alterations, as well as informing you of arrangements they have made to cater for groups with special needs.

See [www.direct.gov.uk/disability](http://www.direct.gov.uk/disability) for more information.

## Medical needs

- Make sure you are aware of any children's specific medical requirements.
- Medication needed during the day should be carried at all times and not left at school or on the coach.
- Make sure the adult responsible for a child with specific medical needs is aware of this, and that they are qualified to give or supervise the taking of the medication as required.



## Hygiene

Due to the nature of a show, the children will be coming into contact with a wide variety of animals and objects.

- It is essential that the children are aware of the importance of hygiene during the day, not putting their hands near their mouths and washing hands properly before eating.
- The organiser should provide adequate hand-washing facilities, particularly if animals are on site. Sanitizers can be used for hand cleaning but warm running water and soap is a prerequisite by the Health & Safety Executive to kill off E Coli.
- The Health & Safety Executive has produced guidelines, HSE sheet AIS23 – Avoiding ill health at open farms – Advice to farmers. The supplement to AIS23 advises teachers and others who organise farm visits on controlling the risk of infection from animals which the children may have contact with during their visit.  
See [www.hsebooks.co.uk](http://www.hsebooks.co.uk)



# STEP 3

## The event

### On the day

#### Registration procedure

Most events will have a registration process; for the larger events this could take some time.

- They may have a set procedure, which they should let you know about in advance. If they don't, it's always best to ask beforehand.
- They may suggest that the children stay on the coach while you register the group, or they may have a waiting area for your pupils.
- They may ask you for the number of pupils and adults in your group and ask for a contact number, so they can let you know of any changes during the day or in case of an emergency.

#### Domestic arrangements

Some of your pupils' main concerns during the day will probably include lunch and toilets!

- Make sure you know where the toilets are and if they are for children's use only or for adults as well.
- You need to consider how you will supervise the children at the toilets.
- Many events will allocate a space for you to leave your lunch boxes and bags so you don't need to carry them with you. Ensure they are clearly labelled with both the child's name and the school name. The area will not be secure so please don't leave any valuables in the bags.







## Group management

- Once you have arrived at the event you will probably want to divide the class into smaller groups. Many event organisers suggest groups of no more than 15 pupils. This means that it is easier to move from place to place, while ensuring everyone stays together. It also ensures that the pupils are able to take part in the activities offered without wasting too much time waiting their turn. You may want to subdivide these groups – for example, a group of 3 adults and 15 pupils would mean that each adult has 5 children to keep an eye on.
- Conduct regular head-counts, especially when moving from place to place, and ask each child to choose a partner to stick with throughout the day.
- During the day, have a few set times for everyone to meet up at a designated place. This way you will be able to make sure everyone is having an enjoyable day, keep up with what they have been doing, and make sure everyone is still there.
- At the end of the day you should assemble at a pre-arranged time and location within the venue then go as a group to the coach, with a final head-count when everyone is in their seats before departure.

## Pupil activities

- Ideally the types of activities on offer will have been discussed at the pre-event briefing and you will have been able to plan your day accordingly.
- Prior knowledge of the activities will also help you choose those that are most appropriate and relevant to classroom teaching.
- The nature of the activities will vary according to the particular event, but may include:
  - Interactive activities: these are always very popular. They could be something as simple as stroking a sheep or turning a butter churn, or more complex, such as having a go at making fishing flies, or spinning.
  - Booked activities: some exhibitors may require you to book times for individual activities. For larger events you may need to book these early on in the day.
  - Drop-in activities: these allow you to come and go at times to suit you.
  - Timed events: there may be a timetable for ‘main ring’ type events.
  - Demonstrations.



## STEP 4

# Evaluation

For many children this will have been their first visit to such an event, and they will have enjoyed a range of first-hand experiences. After the excitement of the visit, you will want to capitalise on both the planned and unplanned learning opportunities and experiences.

### Your evaluation

It is essential to carry out a thorough evaluation of the event, which will in turn help you to plan future strategies and activities and to build these into your school's annual plan and budget.

Questions to ask include the following:

- Did you meet your objectives?
- What areas were particularly successful in terms of the event as a whole and from the point of view of your own objectives?
- Can you identify any areas of weakness?
- What would you change or improve on the next visit?

### Follow-up activities

- To maximise the learning potential of the visit and reinforce the relevant curriculum links you will probably want to carry out some follow-up activities in class.
- You may also want to consider building relationships with the event organiser and/or exhibitors if there were any activities or themes that were felt to be particularly relevant to curriculum teaching.

### The event organiser's evaluation

The event organiser always welcomes feedback, as this helps them plan for any subsequent events. A thorough evaluation is a cyclical rather than a one-way process; just as feedback from you and your pupils is useful for exhibitors and hosts, then feedback from exhibitors and hosts may be useful to you and your pupils.

- If you have time it is particularly useful to let them know which aspects were particularly good, and which were a disappointment.
- You may be provided with an evaluation form for this.
- If there is anything that you feel needs urgent attention, don't hesitate to pass your comments to a marshal at the event.



## Appendix 1

# CURRICULUM LINKS TO THE COUNTRYSIDE

There are many ways in which farming and growing can enrich the curriculum. Some examples have been provided by the Department for Education and Skills initiative called **Growing Schools**.

## Learning opportunities

### Art & Design

- Record from experience
- Collect visual and other information
- Design and make images and artefacts
- Investigate art, craft and design in the locality

### ICT

- Find, classify and check information
- Think about content and quality when communicating information
- Investigate and compare uses of ICT

### PE

- Follow trails in unfamiliar environments
- Physical activity is good for health and well-being

### PSHE & Citizenship

- Talk about and explain opinions, views and issues
- The range of jobs carried out
- Recognise the role of voluntary, community and pressure groups
- What makes a healthy lifestyle

### Food Technology

- Procedures for food safety and hygiene
- Design and make assignments using food
- Explore the sensory qualities of materials

### Geography

- Observe and record
- Use fieldwork skills
- Recognise changes in the environment
- Collect and record evidence
- Recognise physical and human processes

### History

- How to find out about the past
- Ask and answer questions about the past
- Investigate how an aspect in the local area has changed

### Drama & English

- Create, adapt and sustain different roles
- Use character, action and narrative
- Use dramatic techniques
- Ask questions to clarify understanding
- Take different views into account
- Qualify or justify what you think
- Review and comment

### Music

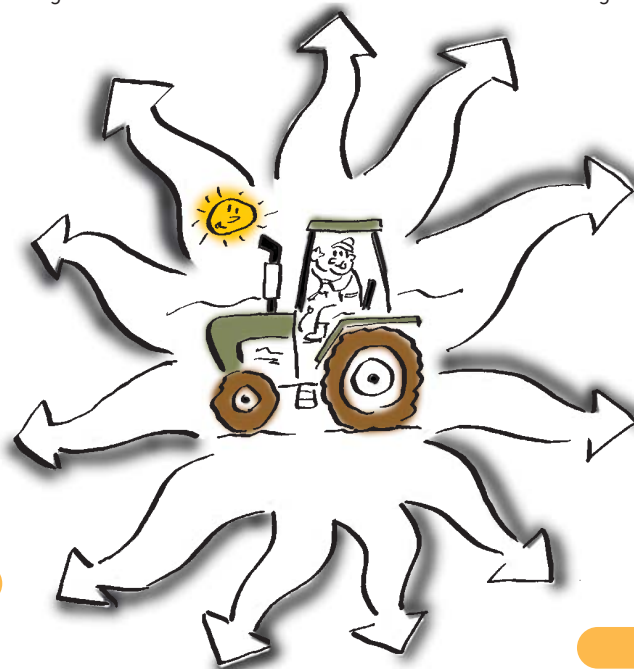
- Improvise material
- Explore and organise musical ideas
- How time and place can influence the way music is created

### Mathematics

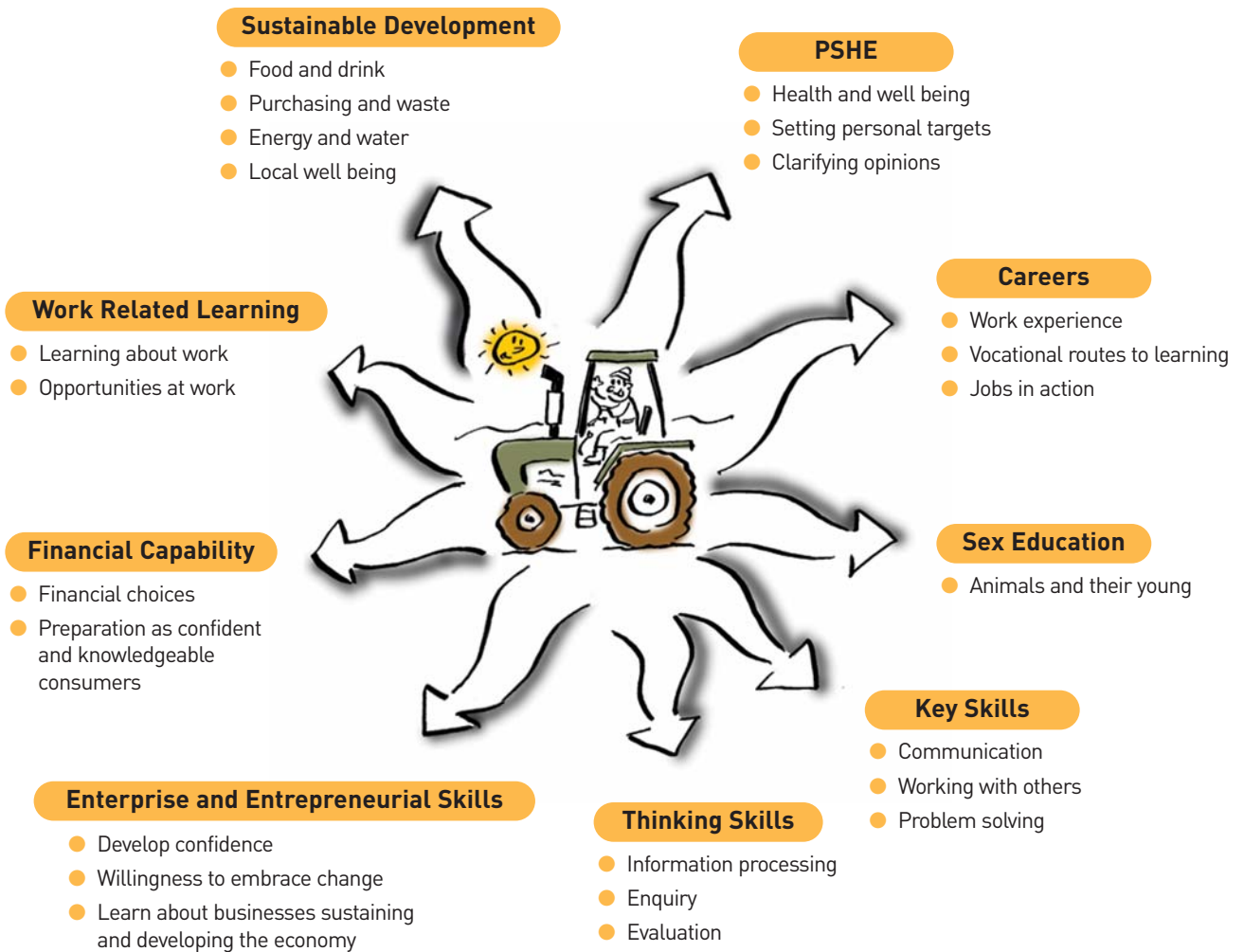
- Select and use handling data skills
- Select and use appropriate calculation skills
- Interpret tables, lists and charts
- Draw conclusions from statistics and graphs
- Apply measuring skills

### Science

- Life processes common to plants
- Life processes in familiar animals and plants
- Protection of living things and the environment
- Identify locally occurring animals and plants
- Use food chains
- Make systematic observations and measurements



# Other aspects of the school curriculum



## Appendix 2

### Parent information sheet

#### What our visit to the countryside will mean for your child

- The opportunity to see the countryside at first hand
- The opportunity to meet those people who are responsible for its management and sustainability
- The opportunity to explore the link between food and farming
- The opportunity to meet animals close up
- The opportunity to play their part in creating a sustainable environment
- All our work will be based on links to the National Curriculum offering an enjoyable AND educational experience.

#### What our visit will mean for you

- The opportunity to see the benefit your child can gain from education outside the classroom
- The opportunity to understand the impact the environment has on your family's future
- The opportunity to offer your child a potentially life changing experience
- The opportunity to understand the world around you and the world on your own doorstep.

#### How you can prepare your child for the visit

- Make sure your child knows what they are likely to encounter on their visit
- Ensure your child is properly dressed for the visit and for the weather conditions: sensible footwear, wet weather clothing, hats and sun protection cream as appropriate
- Make the links with the food they eat and how it is produced
- Make your child aware of the possible risks associated with visiting a working farm
- Ensure they are aware of their responsibilities when experiencing the benefits of the countryside.

Continued...



## Parent information sheet continued

### **How you can build on our visit in the future**

- Talk to your child and see what they understood about the day
- Ask your child if there is anything they would like to see again
- Plan future countryside visits for you and your family
- Build on the experiences gained in relation to food and farming and build on that information when doing your own family shopping
- Ask questions yourself and use the internet to continue your whole family's engagement in the countryside.



## FAQs

### Is the countryside dangerous?

The countryside is a safe environment to visit providing a few simple guidelines are observed (see What is the Countryside Code? below) and proper preparations are made. As with any environment where machinery and animals are present, sensible precautions and a healthy regard for safe practice will help ensure a safe visit.

### What do I wear?

Wear sensible and robust footwear and clothing that meet the requirements of the weather and environment. The countryside is not a fashion parade and if your child is warm and dry they will enjoy their visit more.

### What is the Countryside Code?

This is a voluntary code which endeavours to make sure everyone is able to enjoy the countryside safely and with respect for those who live there. For further information please see [www.countrysideaccess.gov.uk](http://www.countrysideaccess.gov.uk)

### Will we be welcome?

The people who live and work in the countryside will be delighted to welcome visitors to show them their environment and way of life.



## Appendix 3

### Risk assessment matrix

PROBABILITY/RISK Maximum possible loss	Very unlikely	Unlikely	Even chance	Probable	Very likely	Certain
No loss	1	2	3	4	5	6
First aid required/ short rest/recovery	2	4	5	6	7	8
Fracture of a major bone or mild temporary illness	3	5	6	7	8	9
Loss of limb, eye or permanent illness	4	6	7	8	9	10
Fatality	5	7	8	9	10	11

**Level of risk = Maximum possible loss x Probability (risk)**    Low = 1–4    Medium = 5    High = 6–11

### Sample risk assessment

Assessed by: <<insert name>>    Date: <<insert date>>

Hazard	Risk of	Risk to	Control measure	Severity x Likelihood = Risk Level
Large, unfamiliar crowded site	Becoming lost	Child	Supervision at all times. Ratio of adults to pupils no less than minimum standards set by Local Authority. Site maps distributed to schools. Lost child team in operation. Procedure provided to schools prior to visit. Registration point known to schools.	2 x 3 = Med

**continued on next page...**





Hazard	Risk of	Risk to	Control measure	Severity x Likelihood = Risk Level
Vehicle movement	Being run over	Child Adult	Vehicle movements restricted to emergency and essential support vehicles during event hours.	4 x 1 = Low
Livestock	Infectious disease	Child Adult	Hand-washing facilities available in livestock areas. Instruction to wash hands after touching animals/ pens etc. and before eating. Supervision essential.	3 x 2 = Med
River adjacent to site	Drowning	Child Adult	Supervision.	5 x 2 = Med
Fire	Burns Asphyxiation	Child Adult	Marquee fabrics meet current fire retardancy regulations. Fire points located throughout site.	3 x 1 = Low
Machinery exhibits	Entanglement Crushing Lacerations	Child Adult	Supervision. Barriers installed for working machinery. Appropriate guarding to dangerous parts. Explanation of dangers provided by supervising adults.	3 x 1 = Low
Sun exposure	Skin cancer Exhaustion Dehydration Sun burn	Child Adult	Schools/parents responsible for ensuring adequate protection.	2 x 1 = Low
Welfare	Lack of toilets Rest facilities Refreshments	Child Adult	Throughout the site there are numerous toilet blocks, rest areas and refreshment outlets.	1 x 1 = Low
First aid	First aid facilities are provided throughout the site.			
Child protection	Staff involved with child supervision have undergone a satisfactory CRB check.			



## Sample Risk Assessment: Weather

Establishment: \_\_\_\_\_ Assessment date: \_\_\_\_\_

Activity: \_\_\_\_\_ Completed by: \_\_\_\_\_

Date reviewed: \_\_\_\_\_ Reviewed by: \_\_\_\_\_

No of pupils: \_\_\_\_\_ No of staff: \_\_\_\_\_ Person in charge of the activity: \_\_\_\_\_

Hazard List significant hazards which may result in serious harm or affect several people.	Who may be affected	Control measures List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)	Any further action List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.
Hypothermia	Staff and Pupils	<ul style="list-style-type: none"> <li>● Preliminary briefing: bring warm clothing.</li> <li>● Waterproofs. Unless provided, aware that pupils' waterproofs are inadequate.</li> <li>● Plan activity to ensure that plan 'B' is always achievable.</li> </ul>	Children's tolerance to cold varies. Monitor carefully.
Hyperthermia	As above	<ul style="list-style-type: none"> <li>● Plentiful supplies of drinking water.</li> <li>● Care over duration of exposure to heat.</li> <li>● Cover from direct sun (see below).</li> </ul>	
Sunburn	As above	<ul style="list-style-type: none"> <li>● Prepare pupils. Long sleeves/ tracksuit bottoms.</li> <li>● Sun hats.</li> <li>● Medical form 'provide appropriate sun block'; ask for any history of allergy.</li> <li>● Take and use hypo-allergic sun block.</li> </ul>	
Extreme weather: rain and wind Drowning	As above	<ul style="list-style-type: none"> <li>● Take heed of extreme weather conditions and adjust plans accordingly.</li> </ul>	Keep a flexible approach to plans, always have plan 'B' in mind.

What is your review procedure? **Annual Review of There and Back Again**



## Appendix 4

### CASE STUDY: **evaluation**

#### **Food for Thought**

A project devised by FACE on behalf of Waitrose helps young people to consider the many implications involved in the production of a new food product. It is run as part of Enterprise Education. Teachers were interested in the measurable impact of the project. As a result, a questionnaire was drawn up to be answered before the project began and again after its completion. It was partly about pupils' knowledge of food products (e.g. I know about the range of jobs involved in devising a new food product) and partly about their own skills (e.g. I can work as part of a team). Pupils rated each statement on a scale from 1 to 6. At the end of the project percentage responses for before and after were calculated and from this the change in response was measured. This gave teachers a clear indication of the impact of the project on children's learning.

