Maidstone Borough Council

Mote Park Nature Trail Activity Pack

Key Stage 1

01622 602747
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www.facebook.com/motepark

MAIDSTONE Borough Council
Great People, Great Place, Great Opportunity

Before you go

There are eight activities that can be completed along the trail. Each activity should take about 30 minutes and one can be run independently of another. The pack has been designed so activities can be selected depending on subjects being studied.

If you just want to go for a walk around the trail a nature log has been produced containing questions that can be answered along the way; this can also be downloaded and used by families visiting the area. All of the activities have sheets of questions/activities and notes for the group leader with suggested extension activities.

What to bring

The equipment required for each activity is listed at the beginning of the leader's notes page. Some just require the worksheet to be printed and photocopied for the whole class. Some require more specialist equipment such as nets and binoculars. Medway Valley Countryside Partnership and Maidstone Borough Council have kits available to borrow. They include enough equipment to carry out activities such as pond dipping, minibeast hunting, tree identification, bird watching and mammal tracking for a class. If you would like to borrow them for your trip to Mote Park please contact Medway Valley Countryside Partnership or Maidstone Borough Council using the contact details at the end of this section.

What to expect

The nature trail in Mote Park has been installed and managed so that it is accessible for school groups. A site visit is possible without the need for a member of Mote Park staff to be present as the site is open to the public. Public toilets are available at the start of the trail along with picnic facilities, car parking and a kiosk which serves food and drinks during the summer period.

Accompanied site visits can be arranged by contacting Maidstone Borough Council Parks department or Medway Valley Countryside Partnership.

How the pack works

The pack is designed so that it can be self guided around the park. The activities within this pack have been linked as far as possible to National Curriculum targets for Key Stage 1. The curriculum links for the activities are listed at the beginning of the leader's notes and are current to 2013.

If you decide that you would like a wildlife expert to lead the group around the trail, please contact Medway Valley Countryside Partnership or Maidstone Borough Council who will be able to arrange a guided trip for the group. Please note that there will be a charge for this service and costs will depend on which organisation is available to take the lead.

Each activity is divided into three sections: the activity sheet to fill in during the site visit, leader's notes;= and activities that can be carried out back in the classroom.

We ask that you book your visit with us by emailing parksandleisure@maidstone.gov.uk regardless of whether you are self leading or booking a guide. It is important for us to know who is using this area and when.

Health and safety: risk assessment

It is advised that all group leaders consider the risks of a field trip such as this and complete all appropriate risk assessments before coming onto the site for the activities. A completed risk assessment is available at the end of the pack. This has been completed with the site in mind and includes extra space to add any other considerations of risk that you may have.

All leaders from Medway Valley Countryside Partnership and Maidstone Borough Council will complete their own risk assessment for the chosen activity. Leaders are first aid trained and have been checked by the Criminal Records Bureau. Certificates can be produced on request.

Please note that the paths are not surfaced around the trail so the site may not be accessible to groups in periods of prolonged wet weather. The

site crosses through a wooded area and so may be unsuitable in periods of high winds; if you are unsure please contact Maidstone Borough Council for advice.

Contact details

Medway Valley Countryside Partnership
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Sandling
Maidstone
Kent,
ME14 3AU
Phone: 01622 683695
Email: medway@kent.gov.uk

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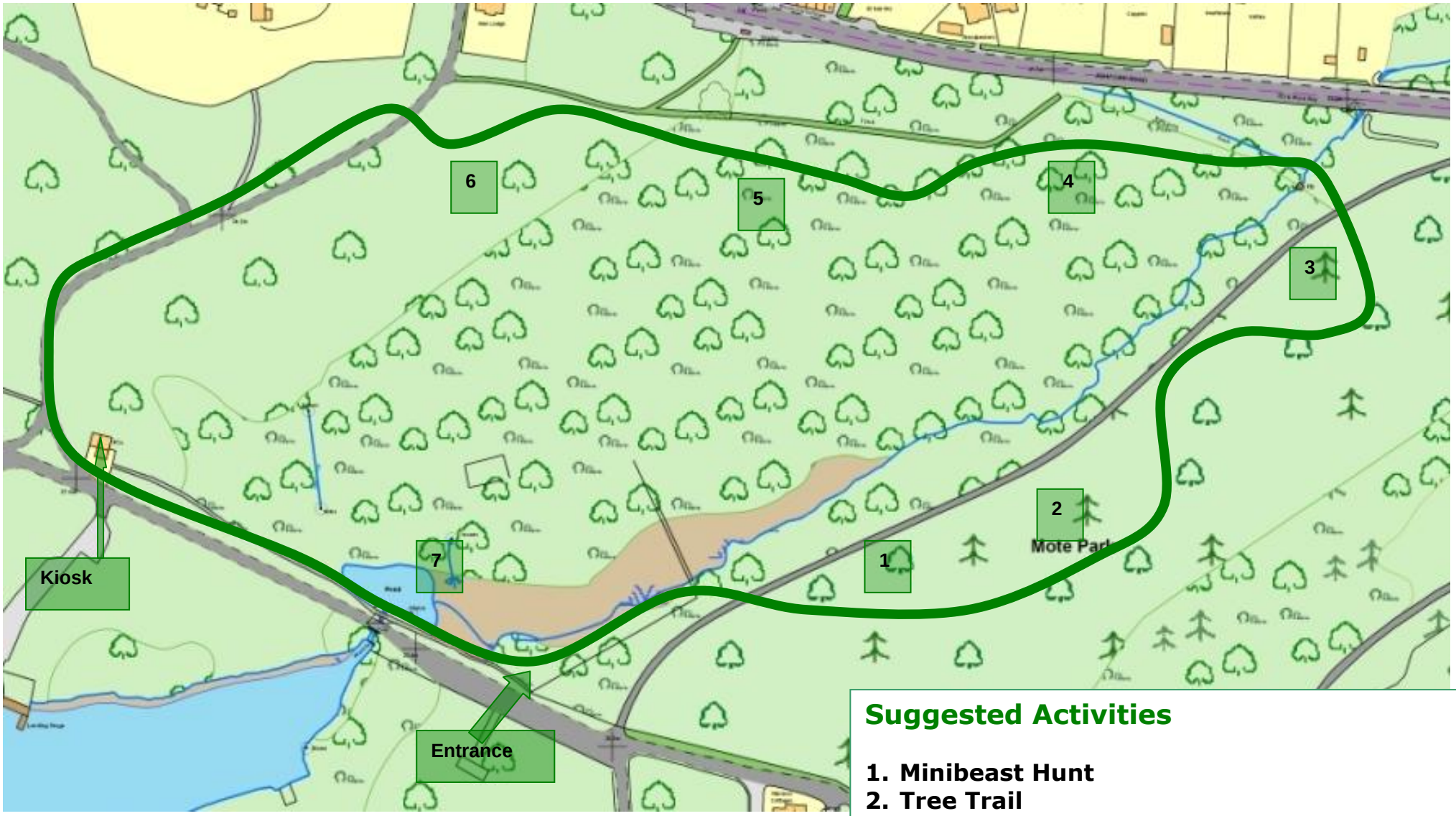
Website: www.maidstone.gov.uk

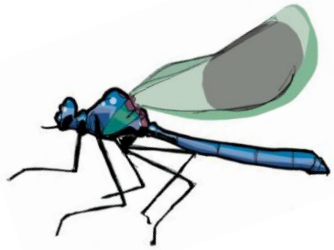
Nature Trail Map



Suggested Activities

1. Minibeast Hunt
2. Tree Trail
3. Bird Survey
4. Minibeasts
5. Habitats
6. Animal Tracks and Signs
7. Pond Dipping
8. Nature Log

Activity One: Minibeast Hunt



Draw a picture of your mini beast here.

Where does it live?

What is your minibeast?

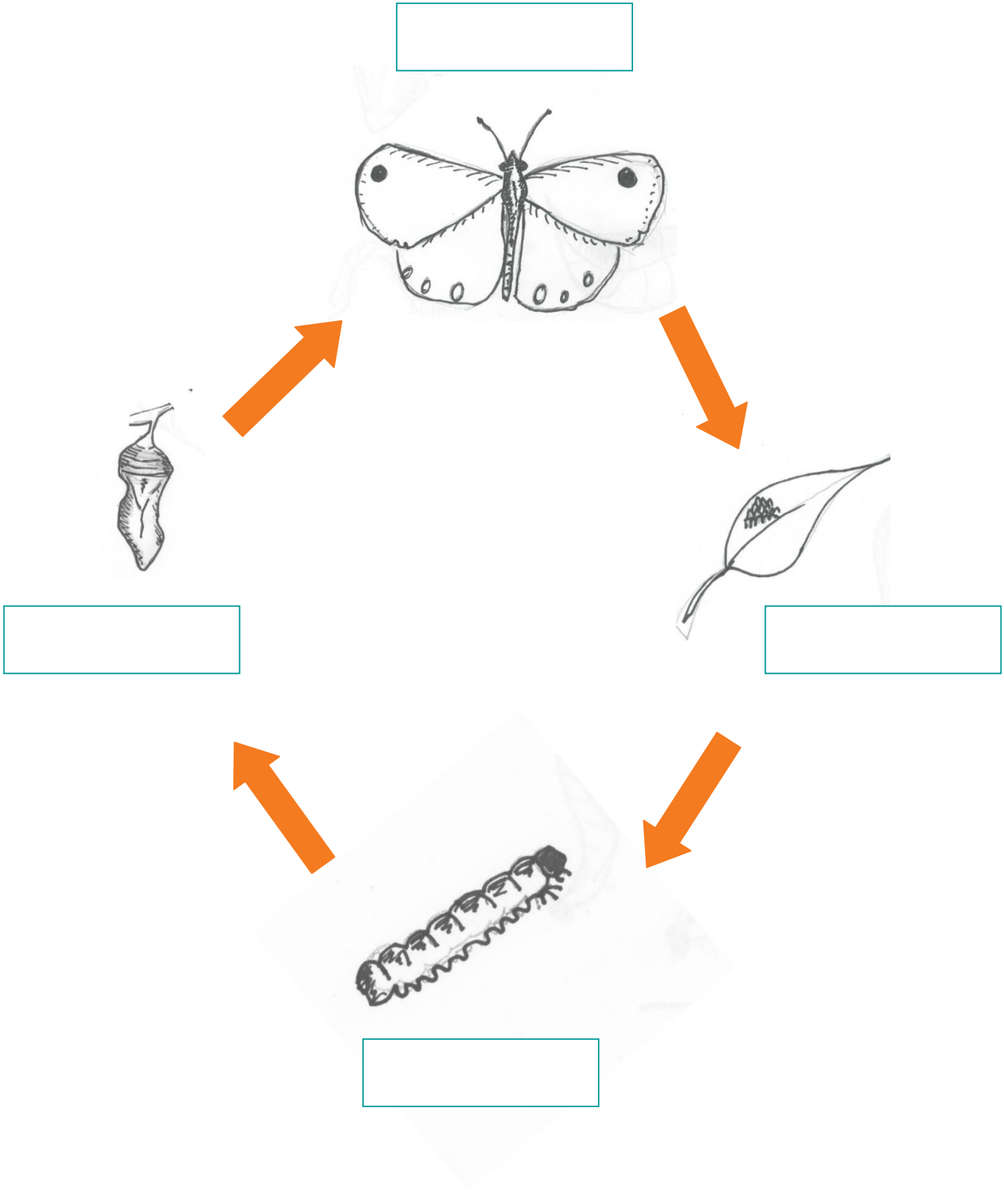
How does it move?

How many legs does it have?

How has it adapted to where it lives?

Compare your mini beast with someone else’s. How are they different?

Fill in the blanks below to complete the life cycle of a butterfly:



Activity One: Leader's Notes

Curriculum links

- Key Stage 1 SC1 Scientific Enquiry
- SC2 Life Processes and living things
- Key Stage 1 and 2 Art and design
- En1 Speaking and Listening

Equipment list

- Minibeast magnifier pots
- Identification sheets
- Minibeast nets

Aims

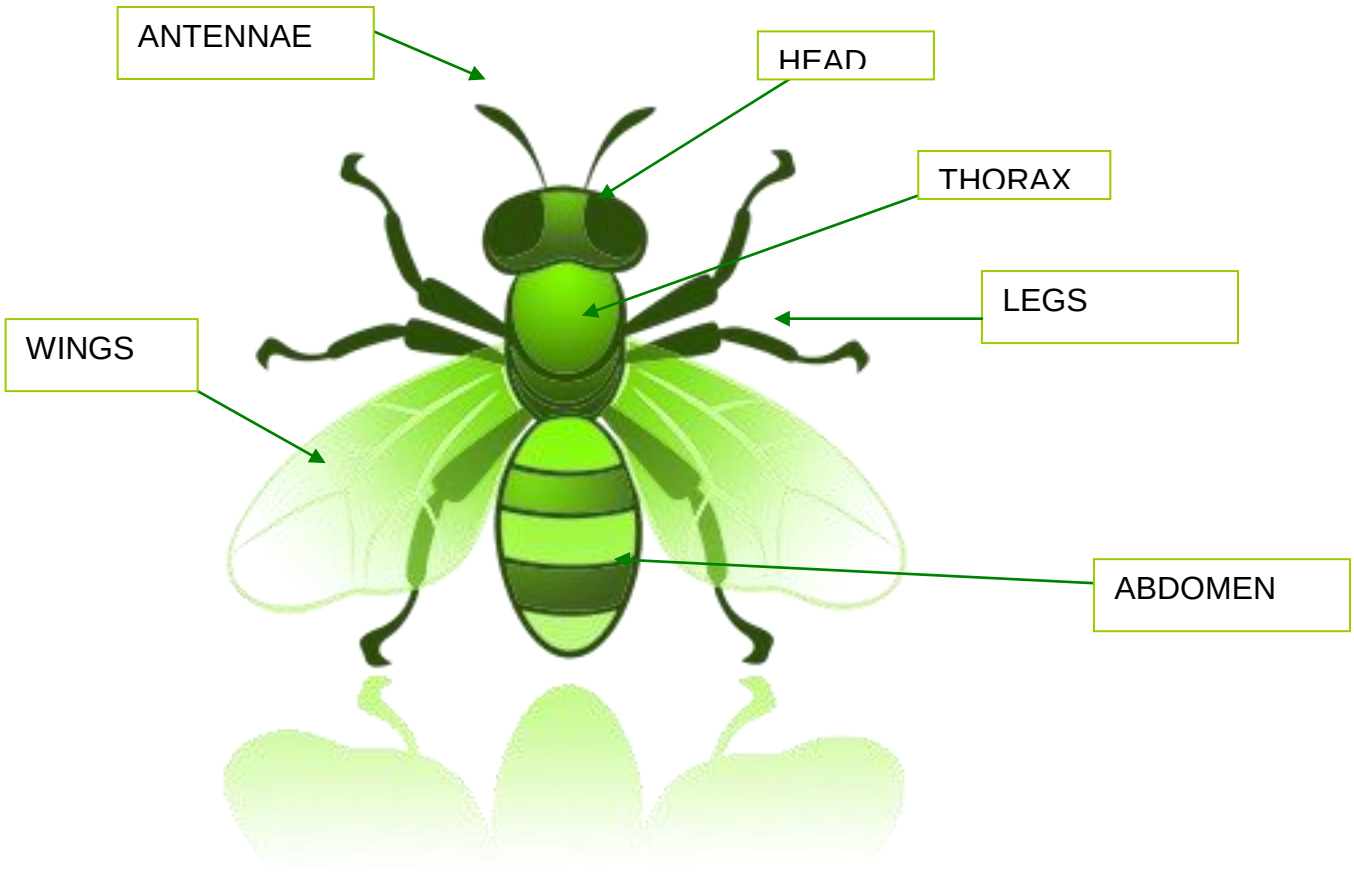
To look closely at a living thing, to record details of the creature and learn how it survives and moves. Compare one creature with another to see how they are adapted in different ways.

Methods

To find the insects look in the long grass and under leaves; if you have sweep nets use these to collect insects and transfer them into pots for closer inspection. Please put the insects back where they were found and avoid putting slugs or snails in a pot with any other creatures. This activity is best done on a sunny, dry day in the summer.

Draw a picture of your minibeast here

Encourage the group to look at one chosen insect in detail through a magnifying glass or bug pot. They can draw it in detail including legs and antenna. Perhaps the drawings could be labelled with the head, thorax, abdomen, wings, legs etc.



Where does it live?

Introduce their habitats, what minibeasts need to survive and what each habitat provides for them. Why are they living in that particular habitat? Does it live on the leaves? Does it live in the mud? Does it live under a stone or a piece of wood? Why?

What is your minibeast?

Use a guide to help you identify the minibeast from its features, for example the colour, shape and size of the animal. Where it was found can also help with the identification.

How does it move?

Does it crawl, hop, slither, fly or swim? How does it do this? Has it got legs, wings etc?

How many legs does it have?

Introduce the concept that insects have six legs. How many legs does the minibeast have? Is it an insect?

How is it adapted to where it lives?

What does it eat? Can this be found in the habitat where it lives? How does it find its food? Is it quick, large or vicious? Does it have any obvious features that help it to survive where it lives? This could include:

- Eyes
- Jaws
- Long legs
- Camouflage
- Antennae
- Wings

Compare your mini beast with someone else's. How are they different?

Compare the number of legs. Do they both have wings? Where were they found?

Complete the life cycle of a butterfly

Aim to label the stages of the butterfly life cycle.

Classroom activities

- Children can follow this up in the classroom by making models or paintings of their minibeast from the observations made in the field, making sure that the features noted on the field trip are included in the model or painting.
- Taking this idea forward, the creatures could be identified as herbivores or carnivores and the food chain could be produced using the models and stringing them together to form a food chain or web.
- If a camera is available, digital photographs could be taken of the insects and then looked at back in the class room, including an aspect of information technology into the session.

Activity Two: Tree Trail

Which season we are in now?

Spring Summer Autumn Winter

Pick a tree

Pick a leaf from the tree or from the ground if it is winter

Draw your leaf here

What does the leaf feel/smell like?

What type of tree are you looking at?

Label the parts of the tree on the diagram below

How old is the tree?

How tall is the tree?

Do a bark rubbing here

Activity Two: Leaders Notes

Curriculum links:

- SC1 Scientific Enquiry
- SC2 Life Processes and Living Things
- Key stage 1 and 2 Art and Design
- EN1 Speaking and Listening
- Ma3: Shape, space and measures
- En2 Reading: non fiction and non-literary texts

Equipment list:

- Leaf/ tree identification chart
- Crayons
- Tape measure

Aims

To identify leaf shapes and types of trees from the leaves and bark texture and to determine why different trees grow in different places. Estimate the height and age of trees in the area by using simple tools and use descriptive language to describe them.

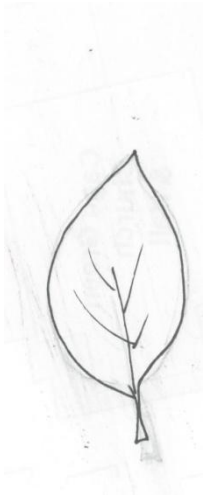
Seasons

The leaves will look, smell and feel different depending on the season. This is an opportunity to discuss the different seasons and how different trees react. Do they lose their leaves or do they remain as evergreens? Visits to the same spot at different seasons will illustrate this point well.

Draw your leaf

Take time to look at the shape of the leaf

There are two basic leaf shapes. These are simple leaves made of one main leaf section such as a holly or oak leaf and the compound leaf which is one leaf made up of several small leaflets such as the rowan or ash.



Simple leaf

Compound leaf

What does the leaf feel/smell like?

Use words to describe the feel of the leaf: wet, slimy, cold, fresh, waxy, crumbly, dry, plump, prickly etc.

Use words to describe the smell of the leaf: fresh, earthy, wet, mouldy etc.

What type of tree are you looking at?

Use the field guide to identify the tree from the leaves and the bark. This can sometimes be a bit tricky in the winter if the leaves are absent from the trees.

Perhaps look at trees growing in different habitats. For example; trees growing in or near water, trees planted along pavements in towns, the differences between low growing trees and bushes compared to the larger trees across the park. Have they been planted deliberately or have they grown naturally? How can you tell? Have they been planted in straight lines along an avenue for example?

Label the parts of the tree

Include leaf, bark, trunk and branch.

How old is the tree?

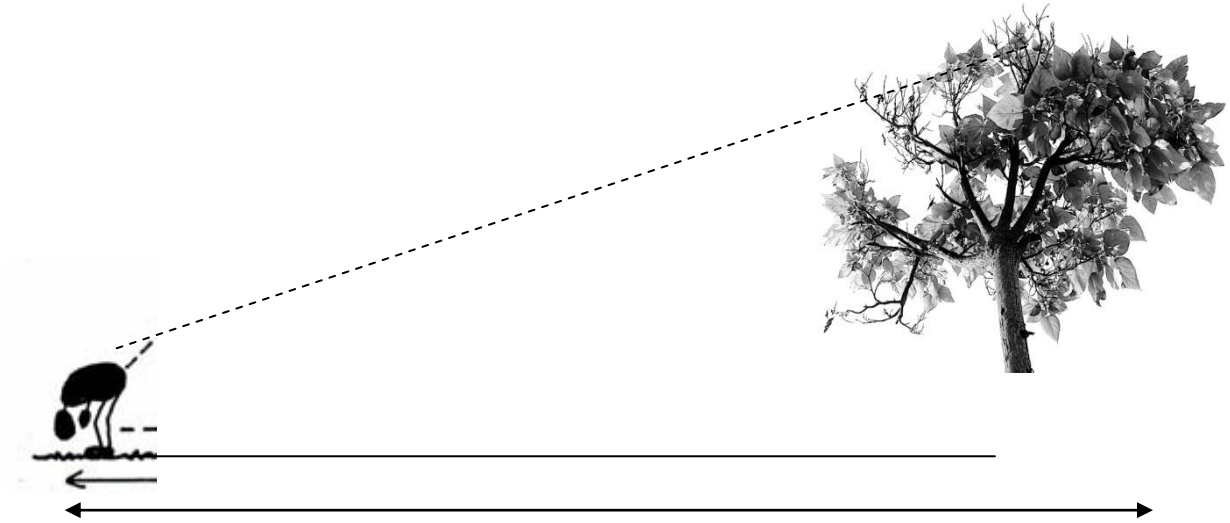
Measuring the age/girth of the tree

Look at a selection of trees and ask the children which they think is oldest and why (size of trunk, height of tree etc). Using a tape measure, measure the girth of the tree approximately 1m up. Every 2.5cm = approximately one years growth. Perhaps carry out this activity for a few trees in the area and compare them.

Different species of tree grow at different rates so one year per 2.5 cm is an average growth rate.

How tall is the tree?

Measuring the height of the tree



Working in pairs the children should pick a tree (make sure there is lots of clear space in front of the tree). One of the children should walk away from the tree in a straight line stopping every now and again to look between their legs back at the tree. Keep doing this until the child can see the top of the tree. At this point they must stop and their partners should measure the distance from them to the tree, this can be done by pacing back to the tree or using a tape measure (as a general rule of thumb one pace = 1 metre). This distance is the approximate height of the tree.

Bark rubbings

This involves putting the paper against the bark and scribbling with a crayon on the paper. This will bring up the texture of the bark from the tree onto the paper. Perhaps try this with a few different types of tree and then ask the class to describe the textures and how they are different. Perhaps decide why the bark is so different. Where is the tree growing? Does it need more protection and so has a thicker bark? Does the bark flake off so that it has new bark every year? This could be because it's growing in an area with lots of pollution.

Classroom activities

- After the session different types of trees can be studied in more detail. Look into the differences in the bark texture in relation to where the tree was growing. Create a picture using the bark rubbings and some leaves collected on the walk can be to remind the class of their walk and what they discovered about the trees.

Activity Three: Bird Survey

How many of these birds can you find? Tick them off as you go.

Download the bird survey sheet from the resources and tick off the birds as you find them.

How many birds have you seen?

How many different types of birds have you seen?

Activity Three: Leaders Notes

Curriculum links

- **SC1 Scientific Enquiry**
- **SC2 Life Processes and living things**
- **Key Stage 1 Art and design**
- **En2 Reading: non fiction and non-literary texts**
- **Key stage 1 and 2 Design and technology**

Equipment List

Binoculars if you have them. If not just stay quiet and use your eyes and ears.

Aims

To use your eyes and ears to look out and listen for birds that live along the nature trail and at point 4, identify some common species of birds. Learn some tips for bird watching. Learn about habitats and why the bird is living in a particular place. Related activities include looking at which species of bird are found in the school grounds and what they need to survive.

Bird identification

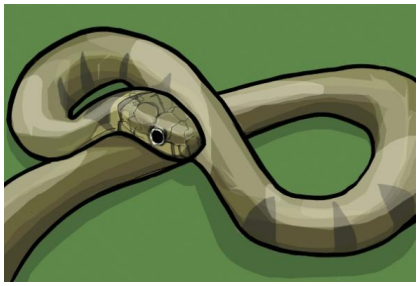
The simple tick sheet will enable the class to tick off the birds they see along the trail and at the stop point. If you do not find many of the birds at the stop point then consider using the sheet throughout the walk and referring back to it when you see or hear a bird. You may only tick off one or two of the birds along the way.

This is an opportunity to teach the class about being very quiet when watching for wildlife and ask them why we need to be quiet. Discuss the types of food different birds like to eat? Did you see the bird in a tree or on the ground? What were they doing?

Classroom activities

- Back in the classroom you could construct bird feeders or bird boxes.
- Use the trip as an opportunity to encourage birds to the school grounds for study, by feeding or providing nesting sites.
- Study how many birds can be found in the school grounds. What are they eating? Perhaps observe their behaviour, species and numbers at different times of the year.
- Compare the birds found on the nature trail to the ones found in the garden.

Activity Four: Mini beast log



Roll over a log and see what you can find

Draw what you can see under the log.

How many minibeasts did you find?

What were the minibeasts doing?

Activity Four: Leader's notes

Curriculum links:

Key Stage 1

- **SC1 Scientific Enquiry**
- **SC2 Life Processes and living things)**
- **Key Stage 1 and 2 Art and design**
- **En1 Speaking and listening**
- **En2 Reading: non fiction and non-literary texts**
- **En3 Writing and composition**
- **Key Stage 1 and 2 Personal, social and health education (PSHE)**
- **Key stage 1 ICT**

Equipment list

- Mini beast identification guide

Aims:

To find and identify animals living in log piles. These can be compared to those found living in the grass or in the trees. To use observation skills and artwork to draw what they see under the log. Use language and imagination to write a story about where the mini beast lives and what its day to day life may be like.

Roll over a log and see what you can find

Please make sure that the log is replaced exactly where it was found and that all of the creatures are safely returned to their homes.

Draw what you have found

Encourage the class to draw everything that they can see under the log including leaves, eggs, bark and the creatures. This way they can record the entire habitat that is under the log. Or take a photograph of what is there to study later if the equipment is available.

How many minibeasts did you find?

Be quick and count all of the minibeasts under the log before they scuttle away. Ask where they have gone and why? Are they frightened? Do they only like it when it is dark? Are they afraid they will be eaten by you?

What were the minibeasts doing?

Are they eating, sleeping, fighting, laying eggs? You can encourage the class to use their imaginations which can be related back to their story back in the classroom.

Classroom activities

- In the classroom ask the class to write a story about the minibeast that they have found. Give them a name, somewhere to live, do they have a job? Describe how they move from one place to another - maybe they use their legs or another form of transport? A snail shell coach for example? Ask the class to incorporate key words such as habitat and wood piles into their story to reinforce things learnt in the field. Perhaps encourage them to imagine that underneath the log is like a town or a city for mini beasts where they all have different jobs to do - this can be linked to food chains and webs.

Activity Five: Habitats

Tick the words that describe the habitat you are in:

Dark	**Shaded**	**Light**
Wet	**Damp**	**Dry**
Open	**Semi sheltered**	**Fully sheltered**

Are there any other words that you would use to describe the area you are in?

What do the trees around you look like? Are they tall or are they shorter with lots of branches?

Look at the tree stumps in front of you. Count the rings on the stumps. How many rings can you count?

This habitat has been created by humans by something called coppicing. Coppicing is when trees are cut to the ground and used to build fences and buildings.

This habitat is great for wood mice. What do you think a wood mouse is?

What other animals do you think would live in this habitat?

What other habitats can you see in this area?

What animals do you think would live in these habitats?

Activity 5: Leader's Notes

Curriculum links

- **SC1 Scientific Enquiry**
- **SC2 Life Processes and living things**
- **En1 Speaking and listening**
- **En2 Reading: non fiction and non-literary texts**
- **En3 Writing and composition**
- **Key stage 1 ICT**
- **History**

Equipment list

Tree identification sheet

Mammal identification sheet

Digital camera

Aims

To learn about one particular habitat: woodland. To think about one particular species that lives in this habitat. To think about other habitats surrounding the woodland and what animals may live there. To work out the age of the trees and link this to historical events.

Tick the words that describe the habitat you are in:

Use language to describe the habitats where you are standing. Encourage the group to use other words about the area and how they are feeling.

Introduce the concept of a habitat as an area where different plants and trees live, how different habitats are used by different species. Explain why this is the case.

Are there any other words that you would use to describe the area you are in?

Using other descriptive words such as green, lush, smelly etc, ask the class to describe the area they are in.

Look at the tree stumps in front of you. Count the rings on the stumps. How many rings can you count?

Each ring represents a year of the tree's life. Some are fatter which indicates a particularly wet year which was good for growth, some are thinner which indicate that the year was not so good for the tree's growth. Perhaps introduce the concept of dendrochronology (the science of aging trees from counting the rings). This can then be related to other technologies for aging natural things such as carbon dating.

This habitat has been created by humans by something called coppicing. Coppicing is when trees are cut to the ground and used to build fences and buildings**.**

This habitat is great for wood mice. What do you think a wood mouse is?

What other animals do you think would live in this habitat?

Squirrels, birds, mice.

What other habitats can you see in this area?

Wetland, grassland, parkland, lake

What animals do you think would live in these habitats?

Ducks, owls, rabbits, geese

Classroom activities

- Using the tree rings counted, work out when the tree started growing or pick a particular ring, working back from the day the tree was cut down (say it was the day before you visited) and then work out what the date was when that ring was formed. From this the class can research what happened in that year. If the class take a photograph of the tree rings they can then pin point the ring they are looking at and create a wall display or project about that particular year and the historical events that happened.

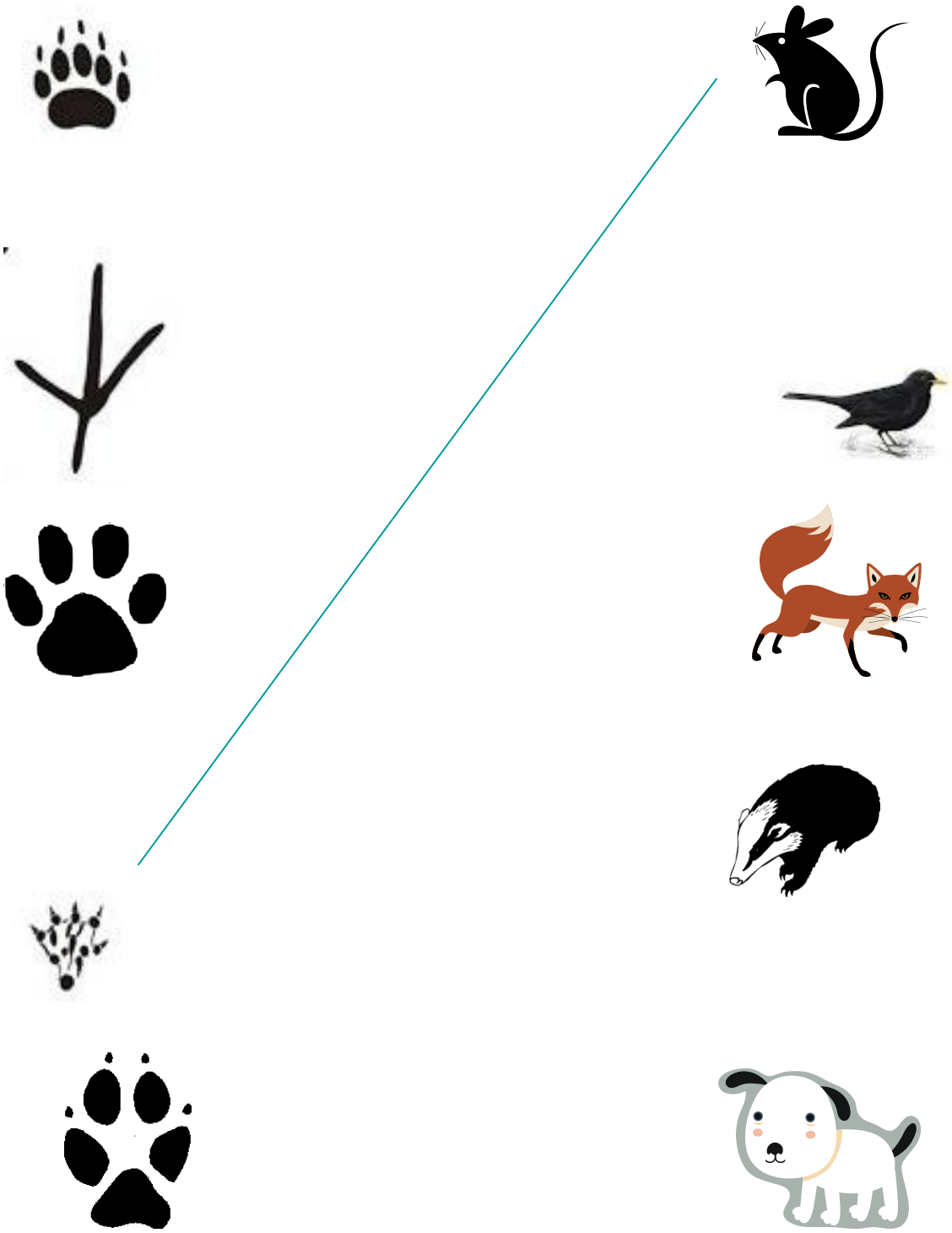
- Create a classroom project on mice and other nocturnal animals. Create a display for the whole school to see.

- Look up how many different creatures in the UK hibernate. There are not as many as you think!

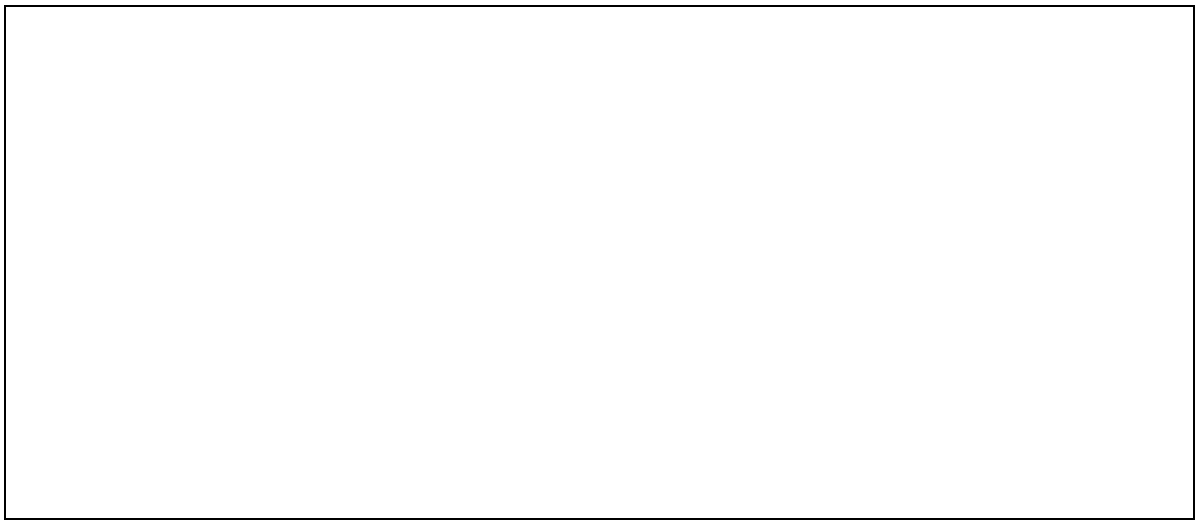
Dormice, Bats and Hedgehogs are the three species of mammal that hibernate in the UK.

Activity Point Six: Animal tracks and signs

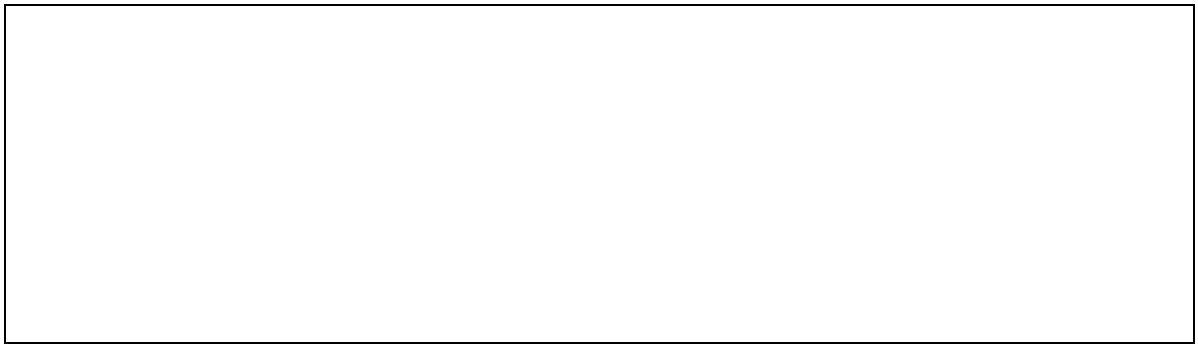
You may be lucky and find prints in the woods but, if you don't, try completing this puzzle to see if you can match which print belongs to which animal. One has been done to get you started.



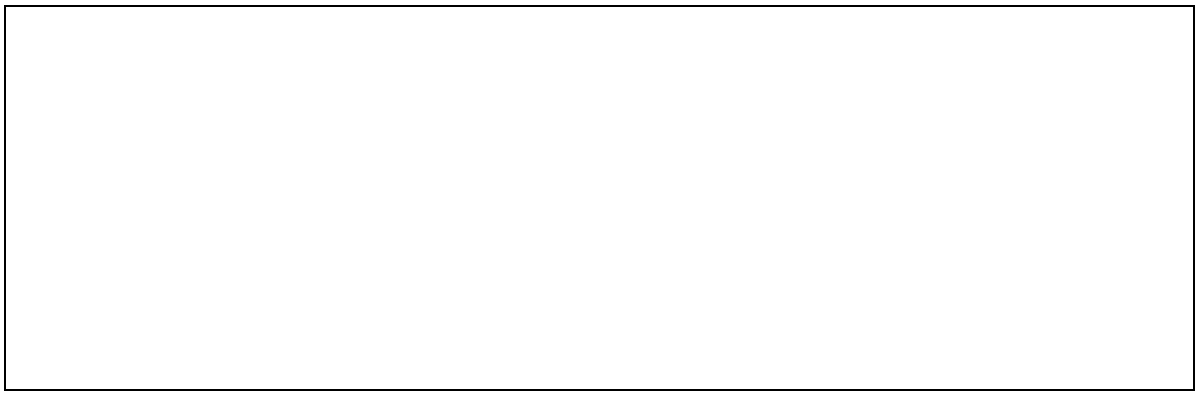
If you find a track in the woods draw it here



How many toes does your track have?



What animal do you think this track belongs to?



Activity Six: Leader's Notes

Curriculum links:

- **SC1 Scientific Enquiry**
- **SC2 Life Processes and living things**
- **En1 Speaking and listening En2 Reading: non fiction and non-literary texts**
- **En3 Writing and composition**
- **Personal, social and health education (PSHE)**
- **Ma 3Shapes and measures**
- **Ma2 number processing, representing and interpreting data.**

Aims:

To distinguish between different animal tracks found in the woodland and park, recognising different shapes and patterns.

This session has been included so that tracks can still be learnt about even if no tracks can be found around the site.

Identifying animals from their tracks is not as difficult as you might think. The best places to look are on soft ground after rain, on a riverbank or on the ground after snow.

Sometimes the animal prints give you a clue as to where the animals live. For example, otters have webbed feet and they spend most of their time in the water. Badgers have very large feet which are good for digging their setts.

In the woods at Mote Park there are badger runs. These look like well used paths throughout the trees that follow a direct route. Badgers always follow the same route from their sett to their feeding area and these can be spotted throughout the woods. Perhaps find one and ask what creature follows that path and when? Badgers are nocturnal creatures.

If you are lucky enough to find a track use the images provided to see if you can identify what animal the tracks belong to. The most likely in the area would be bird, foxes, badgers and squirrels.

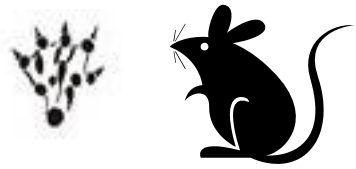
Classroom activities

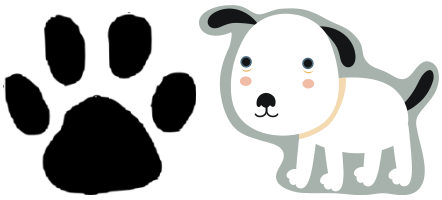
- This session can be followed up in the classroom by creating a simple key or a few questions about the prints. To identify the tracks use phrases such as is the print round? How many toes does it have?

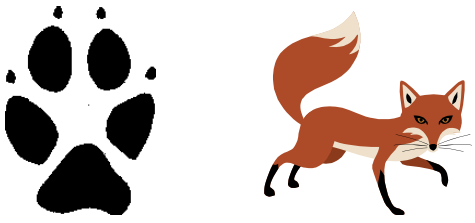
- You could enhance the learning experience by looking for nests, feeding remains and droppings of the creatures- where do they live, what do they eat? Look into whether they or their habitats are protected by law, if they are a protected species are they rare or can you find them in lots of places?

- Introduce the subject of alien species. Some of the species of plant and animal we see every day are aliens. For example the grey squirrel is from North America, the rabbit is originally from Spain. Discuss whether the aliens are good or bad?

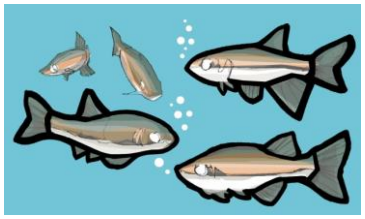
Answers







Activity Point Seven: Pond Dipping



Do some pond dipping!

Use the identification sheet to identify the creatures you have caught.

List the creatures here:

How has your chosen creature adapted to live in the water?

What would happen if we polluted the pond?

Would it be a good idea to fill the pond in with concrete?

Why?

Activity Seven: Leader's Notes

Curriculum links:

Key Stage 1

- **SC1 Scientific Enquiry**
- **SC2 Life Processes and living things**
- **Key Stage 1 Art and design**
- **En2 Reading: non fiction and non-literary texts**
- **Key Stage 1 Personal , Social and health Education (PSHE)**

Equipment list

- Nets
- Trays
- Identification sheet
- Throw rope

Aims:

To discover and identify a number of creatures found in ponds. To learn about pollution and to think about what would happen to the creatures if something in the habitat changed. To discuss whether changing the pond habitat or removing the pond would be good or bad for the creatures from a range of view points.

Use the identification sheet to identify the creatures you have caught

Using the pictures on the sheet decide which creature has been caught. Observe the way it moves, the number of legs it has and its colour.

How have your creatures adapted to live in the water?

Can they swim? Do they swim under the water or on the surface of the water? Think about why they live in the water and not the land- what do they eat and how do they breathe?

What would happen if we polluted the pond?

Discuss how habitats are changed, damaged and enhanced by human activity.

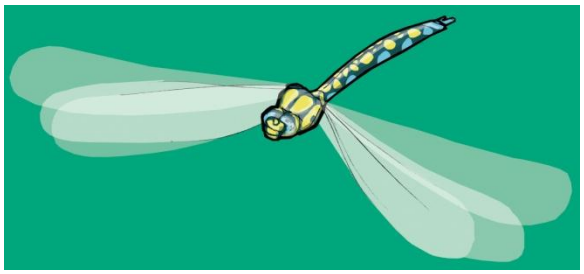
Would it be a good idea to fill the pond in with concrete? Why?

The could take the form of a classroom role play discussion

Classroom activities

- Classroom role play discussion. Have the children take sides or take on the roles of different people. For example: a landowner who would like to sell his land, a conservationist who would like to keep the pond for wildlife, a builder who would like to build a house, and a newt who lives in the pond. Discuss people's points of view and perhaps decide a way forward for the project.

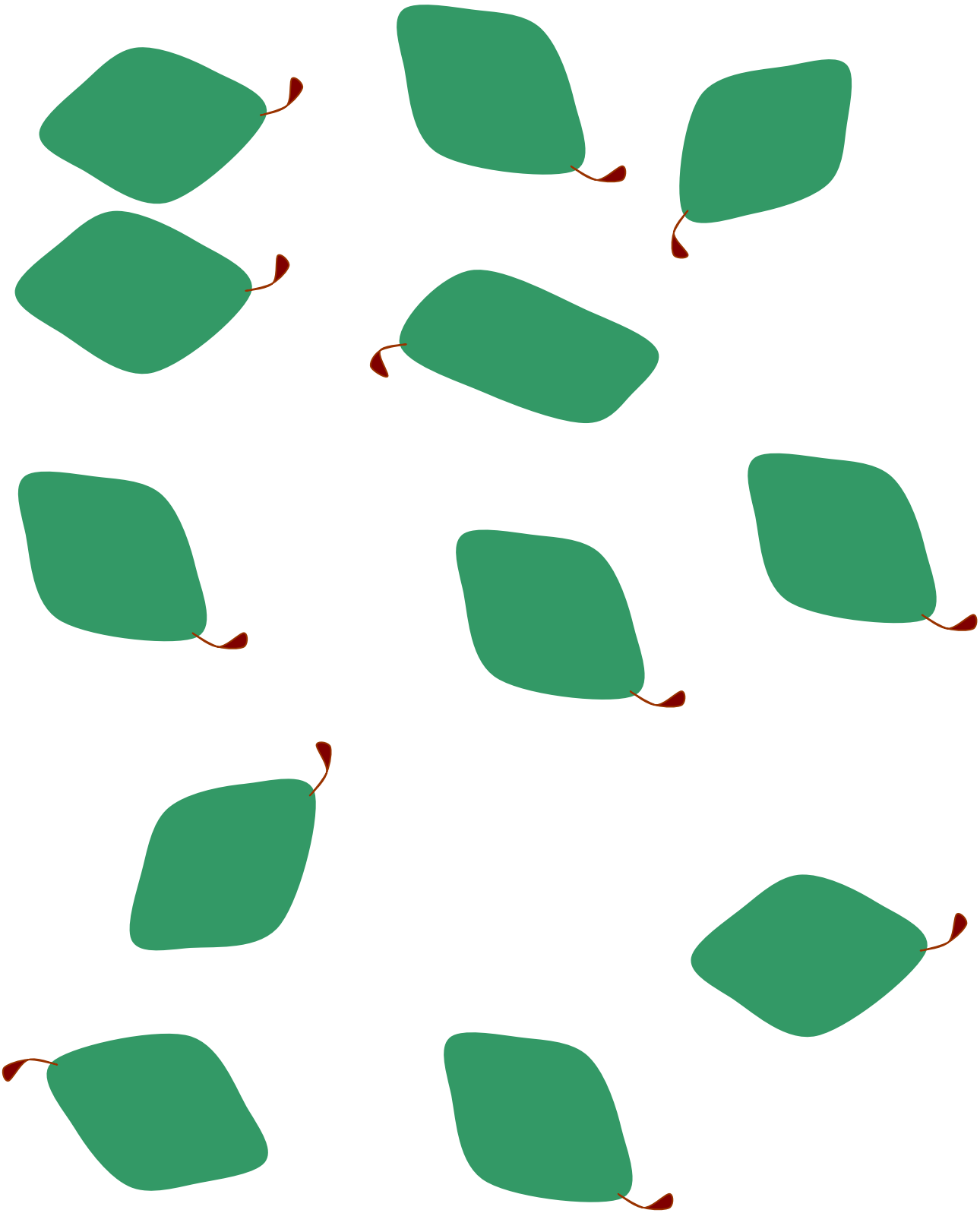
Activity Eight: Nature Log



My name is:

Draw a picture of you and the class/group on the nature trail

Describe the trees that you saw using descriptive words. Write the words in the leaves below.



Nature spotter sheet. Tick off the things you saw along your nature trail

Trees ☐

Leaves ☐

Birds ☐

Worm ☐

Woodlouse ☐

Foxes ☐

Reptiles ☐

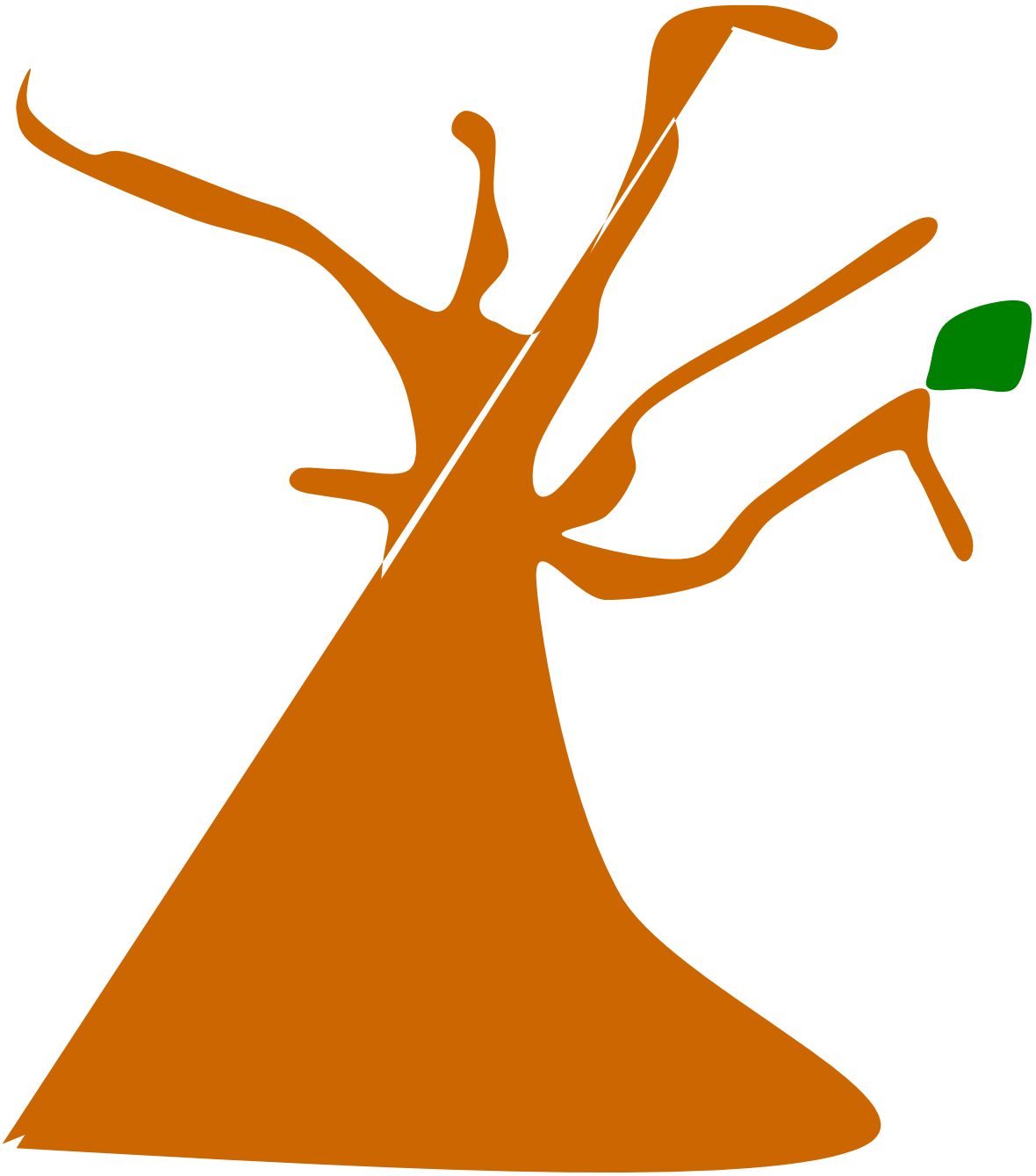
Wood piles ☐

Butterflies ☐

Tree stumps ☐

Fungi ☐

Draw the different leaf shapes that you have seen during your walk on the tree trunk below



List the things below:

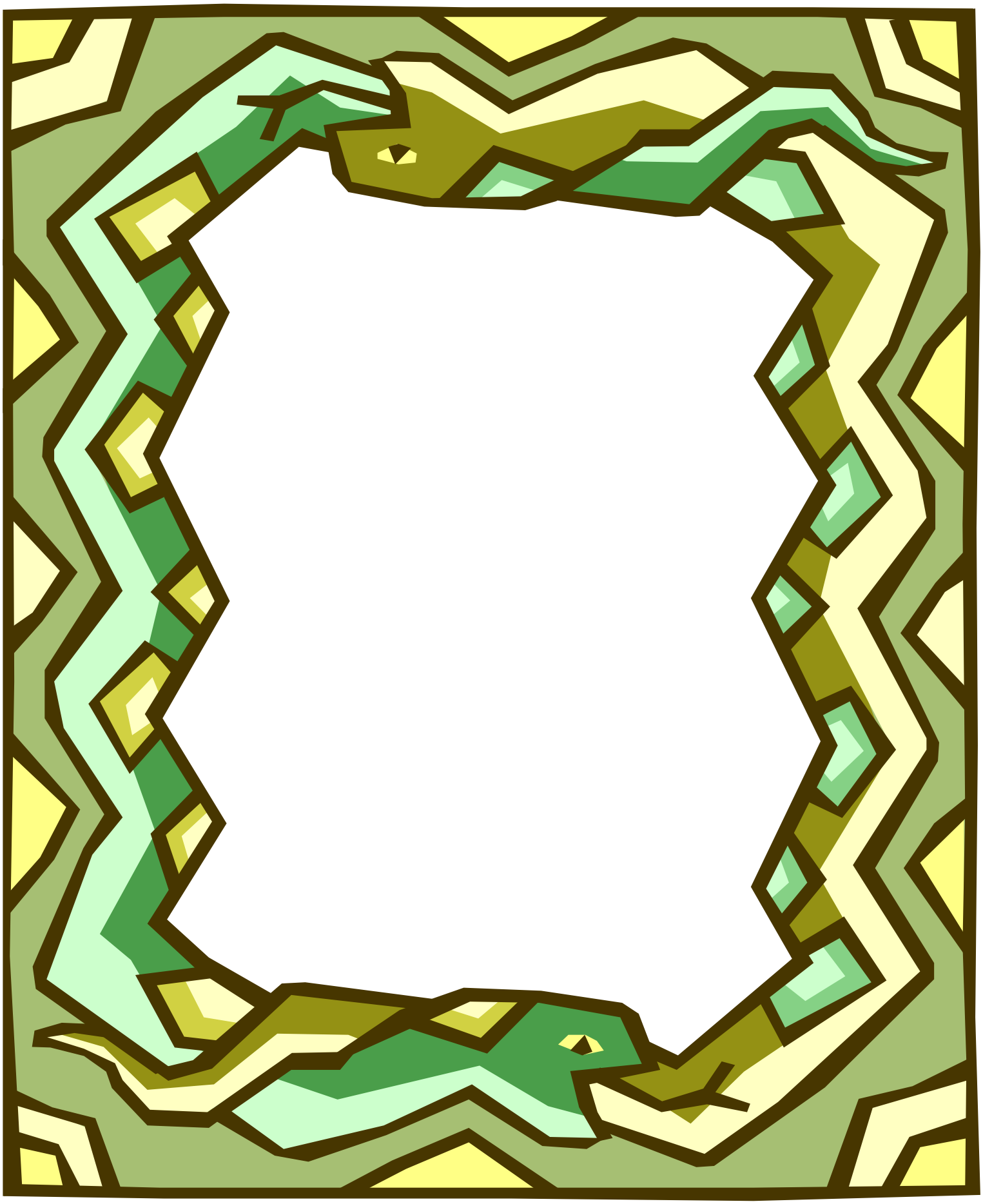
I saw 

I touched 

I smelt 

I heard 

Draw pictures or write stories about your trip in the areas below



Activity 8: Leader's Notes

Curriculum links

- **SC1 Scientific Enquiry**
- **SC2 Life Processes and living things**
- **Key Stage 1 Art and design including drama**
- **En1 Speaking and listening**
- **En2 Reading: non fiction and non-literary texts**
- **En3 Writing and composition**
- **Ms2 Shapes and measures**
- **Physical education: Dance**

Aims:

A general walk along the trail increasing observation skills, identifying creatures, talking, listening and writing about a journey. Using language to describe what is being seen and art to draw some of the sights along the walk. Use drama and dance to remember the walk and present it to the rest of the class. Also use the spotter sheets for this activity.

Describe the trees that you saw using descriptive words. Write the words in the leaves of the tree below.

Using single words such as green, fresh and waxy, describe the leaves on a number of trees as you move along the trail. This could be completed at point 2 on the trail.

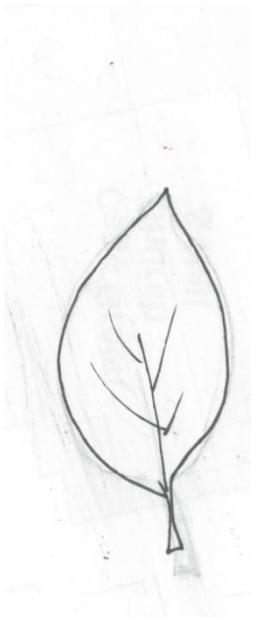
Nature spotter sheet. Tick off the things you saw along your nature trail

This will help the group to look closely at the plants and animals they are passing along the trail. The pictures will help with the identification and if something is seen that is not on the list it can be added and pictures drawn.

Draw the different leaf shapes that you have seen during your walk on the tree below

This will again help with observation and concentration. This can be linked to activity sheet two. Explain the different types of leaves. Take time to look at the shape of the leaf.

There are two basic leaf shapes. These are: simple leaves made of one main leaf section such as a holly or oak leaf; and the compound leaf, which is one leaf made up of several small leaflets such as the rowan or ash.



Simple leaf

Compound leaf

A variety of leaves can be drawn on the tree, some can be leaves from the tree, others ones that have fallen from the tree to the ground. Perhaps the group could try and identify which tree the fallen leaves have come from?

List the things below:

I saw
I touched
I smelt
I heard

This is a great activity to engage the group to use their senses to explore nature. Encourage the group to close their eyes and listen for a minute. Listen to the birds, the wind, and the trees. These words can be used later to write a poem or story about the trip back in class or even inspire the group to re-enact the sights and sounds of the woods in drama classes.

Draw pictures or write stories about your trip in the areas below

The frames allow the student to include what they would like to. It can be a picture, a poem or a story. These spaces could also be used to add photographs of the trip or to stick items from the walk to the paper that remind them of the journey and the things they have learnt.

General notes on the walk

This will make the nature walk a little more interactive and memorable and will enable the class to go back to the classroom and carry out a number of follow up activities.

The walk can be complemented by collecting leaves and twigs and taking bark rubbings of the trees which can then be made into collages.

Map sticks

The journey around the site could be documented using map sticks instead of the log - this is simple to do. Ask the class to pick up a stick, and then take them on a nature walk. Everywhere you stop to look at some wildlife or a landscape feature, ask the class to pick something up that will remind them of their journey. This item should be attached to the stick using string. Starting from the top attach each item as you pick it up.

Classroom activities

- After the walk the class can draw a map of the route they have walked, marking the special places they saw or nature that they observed. If completed, the map sticks can be used as an aid to remembering the route by using the items collected as prompts for the memory.

- This could also be an opportunity for the class to write stories about their journey or to use drama and dance to interpret what they have learnt.

RISK ASSESSMENT

ACTIVITY LOCATION: Mote Park, Maidstone		**ACTIVITY:** Mote Park education pack activities	**ASSESSMENT DATE:** 2012	**ASSESSED BY:** Mary Tate	
GENERIC ASSESSMENTS USED:		**TASK DATE:**	**NEXT ASSESSMENT DUE:**	**APPROVED BY:** MVCP	
HAZARD	**WHO'S AT RISK?**	**RISK LEVEL**	**PRECAUTION**	**WHEN ? (B or D)**	**NEW RISK**
Weather	Staff and pupils	M	• Advise everyone to bring appropriate clothing and footwear • Bring wet weather gear • Ensure hats are worn in hot weather • Ensure sun screen is worn in hot weather • Bring plenty of drinking water in hot weather • Bring warm clothes in cold weather • Bring a change of clothes in wet, cold weather	B + D	L
Proximity to water	Staff and pupils	M	• Advise of water nearby and have throw rope (staff) • Do not get too close to the water • Work in pairs • Ensure hands are washed after working near water and before eating or drinking • Cover any cuts on hands with water proof plasters	B + D	L

Adders	Staff and pupils	M	• Be aware of their presence • Do not pick up, poke or disturb adders • Avoid places where adders may rest • Carry mobile phone	B+D	L
Children	Staff and Pupils	M	• Children must be accompanied by responsible adults • Count children at the beginning of the event and throughout the duration • Work in pairs	D	L
Walking along tracks of Mote Park	Staff and pupils	M	• People to be aware that cars/ bikes may be using route • People to keep together in one group	D	L
Personal attack	Staff and Pupils	M	• People to remain together and numbers recorded at beginning and end of the walk	D	L
Slow emergency response	Staff and Pupils	M	• Carry First aid kit • Mobile phones to be carried by staff • Record grid reference and route that you will be taking so emergency services can be informed of your location	D	L
Stinging insects	Staff and pupils	M	• Ensure a safe distance is kept between public and any stinging insects • Warn the group that there may be	D	L

			stinging insects around • Advise people with allergies to stay away from the insects		
Uneven ground and wet areas Roots and wet area and woodland	Staff and students	M	• Wear suitable footwear prior to event • If people attend with inappropriate footwear staff to inform of risk • Staff to make pupils aware of walk distance and length at beginning • Walk unsuitable for pushchairs and only partially suitable for wheelchairs. • Staff to be informed before event of any disabilities to arrange where feasible a route.	B +D	L
Dogs	Staff and Students	M	• Keep together in one group • Have one member of staff at the front and back of the group at the very least • Warn pupils to stay away from dog faeces • If come into contact with dog faeces, wash hands immediately. • Avoid areas where dog walkers accumulate	B + D	L
Falling branches	Students and staff	M	• Avoid the site on days with high winds. • Inspect site day	B + D	L

			before arrival for safety		
PPE needed: **1st aid kit** **Hand sanitiser** **Throw rope** **Life jacket**	Provided by: Staff leading on event	Level of First Aid provision needed: FAAW	First Aiders:		
Nearest telephone: Staff mobiles	Nearest 24 hospital and/or doctor: Maidstone Hospital (01622) 729000 Hermitage Lane TQ 735 553 Barming Maidstone				