

(Source: Martin, 2021).



9.15am

"Everyone gather around! Today we are going to be investigating this area. There are lots of living things here, can anyone guess what they might be?"

Bella shoots her hand up and shouts "Animals!", "Well done Bella, that is exactly what I was thinking. What kind of animals would be found here? Do you think animals like sharks would live here?". Bella and Joe both laugh and say "No miss".

"Well why not? There is water here", "Sharks live in the sea, there isn't enough water here for them. Sharks are big!" explains Joe.

"Well done Joe, you are so clever. Everyone put their listening ears on, let's be super quiet and try and listen out for some animals".

Moments later the sound of tweeting became clear. Bella exclaimed "Birds miss, there are lots of birds". "Good job Bella, We can hear birds. There are also other animals here that we might not be able to hear like squirrels, rabbits and even tadpoles in the water".

Bella and Joe were given pictures of each animal and were instructed to walk around the area in search for clues about where the animals live and what they eat. The Curriculum of Wales (2022) emphasises personal and social development. This activity promotes teamwork, cooperation, and communication among Bella and Joe as they work together to explore and learn from their natural surroundings.

Starting with Birds, Bella and Joe pointed out a nest in a tall tree.

"Good find guys, what is a nest?", "It is where birds live," said Bella. "Yes. they live there and it's made out of twigs!" claimed Joe.

"Fantastic, Now I want you both to take these buckets and try and collect as many small twigs and sticks as you can. Go, Go, Go!".

Bella and Joe return with a bucket full of twigs and sticks.

"Awesome work, Now I want you to use the twigs and sticks and try and build a bird nest. Exactly like the one in the tree!".

Bella and Joe start building a bird's nest, "Why is this so hard?" Bella questioned.

"Yeah, our nest looks nothing like a real bird's nest," Joe agreed.

"I know right, it's super tricky. If we can't do it, I wonder how birds can do it?".

"Maybe the birds buy the nests" stated Joe.

"That would be cool but they actually make it themselves. Birds are really smart and know how to build nests because they have special instincts. They use their beaks and feet to collect twigs, leaves and grass and then they weave them together to make a strong and cosy home for their eggs and babies. How amazing is that?"

"Wow. So what do they eat?" asked Bella.

"Maybe they eat fruit!" answered Joe.

"Good guess Joe, some birds eat fruit. They also eat things like berries, worms and other insects. Some birds even eat seeds from trees. Speaking of trees, let's move on to our next adventure and try to find more life around here".

9.45am

Bella shouts "I know what else is alive, the trees and these leaves".

Bella picks up a Leaf and Joe states "No Bella, that leaf isn't alive anymore because it is brown".

Bella pointed and replied "But the leaves on that tree are brown".

"Why do you think the leaves are brown Joe?", "Maybe the trees didn't drink enough water and that's why their leaves are falling off", "What about you Bella, why do you think the leaves are brown?"

"I don't know Miss, there are even some red and orange leaves over here. Look!"

"That's right! You know how each of us is different and special in our own way? Well, leaves are like that too! They come in different colours and sizes because they are just as unique as we

are. When the weather gets colder in the autumn, some leaves start to paint themselves in beautiful red, orange, or brown colours. It's like they're getting ready for a cosy winter nap. So, let's go on a leaf colour hunt to find some of these colourful leaves. Take your buckets from earlier and start collecting all the different coloured leaves that you can find!". The Curriculum of Wales (2022), promotes experiential and outdoor learning, recognizing the value of hands-on experiences in deepening understanding. This activity took Bella and Joe outside into the natural environment, allowing them to directly engage with science concepts.

Bella and Joe eagerly started collecting leaves of different colours. They carefully placed them into their buckets, feeling the leaves' textures as they went along.

Joe begins to jump on the leaves and notices how the brown leaves are crunchy when he steps on them. He then continues to jump on green leaves and seems disappointed when he did not have the same outcome.

"Brown leaves are more crunchy than green ones, Joe. Remember what I said earlier about the leaves changing colour when it gets colder? Well the leaves start to lose water and dry out. This makes them more crispy, just like the crunchy snacks we enjoy."

"My bucket is filled!" Bella cried out. "So is mine," said Joe.

"Amazing, now pour your buckets into one big pile and sort the leaves into different piles by colour".

Bella and Joe start categorising the leaves based on their colour.

"Bella, what colour leaf do you think we will find in the summer?"

"Yellow?" answered Bella. "Some leaves can be yellow but what colour do we see most?"

Remember what I said about when it's cold and when it's hot".

"Green, bright bright green!" exclaimed Bella.

"Well done Bella, perfect answer. Now Joe, what colour do we see most in the autumn?"

"That's easy" said Joe "It's brown".

"Impressive!"

"What colour leaves do we see in winter?" asked Joe.

"Well In winter, many trees lose their leaves, and you'll mostly see bare branches. It's like they're taking a long rest, and their leaves are resting on the ground. But some trees, like evergreen trees, keep their green leaves all year long. So, each season brings its own special colours to the leaves, and that's why we see different colours in different times of the year. It's one of the amazing things about trees and the seasons! Let's carry on walking and see what else we can find."

10.30am

"Can I jump in the water, miss?" asked Bella.
"Oh, Yes! Me too, Me too" said Joe eagerly.
"Yes of course you can, just make sure you are super careful because some of the stones in the stream might be slippery!"

Bella and Joe continue to carefully step into the cool, shallow water.

"Why is this stream even here? It isn't even that deep." asked Bella.

"Did you know that the water in this stream is part of a big journey? It's like a never-ending adventure called the water cycle. Let me tell you more about it.

First, the sun plays a big role in this adventure. It shines down on the Earth and makes water from rivers, lakes, and even the oceans

evaporate into the air. It's like the water is turning into invisible steam. As the water vapour goes up, it cools and forms tiny water droplets, just like when you see your breath on a cold day.

These droplets come together to make clouds, which float around in the sky. Now, when these clouds get really heavy, something amazing happens. The water droplets inside them start sticking together and falling back to the ground as rain. That's when we get to see and feel the raindrops. But our adventure doesn't stop there! Some of the rainwater soaks into the ground, like when you water a plant. Some of it flows into streams and rivers, just like this one. And then it goes on another journey, maybe to a big lake or the ocean. The best part is, this adventure keeps repeating over and over again, just like a big circle. So, the water you see in this stream today might be up in the sky as a cloud tomorrow".

"Wow, that sounds complicated," Said Bella.

"Hey Bella shall we make boats out of these big leaves and have a race?" asked Joe.

"Yes, let's race!" shouted Bella.

Bella and Joe begin to prepare for their boat race by collecting leaves and twigs.

"My boat is ready!" shouted Joe. "So is mine," said Bella.

"Okay put your boats at the top of the stream and on the count of three, let go. One, Two, Three!"

Bella and Joe let go of their boats. Bellas' boat is moving quickly but Joe's boat is starting to tip over.

"Why is my boat not floating!" asked Joe.

"Well, the weight and balance of objects on the boat can make a difference. If a boat is too heavy on one side, it might tip over or move more slowly. If it's balanced and evenly loaded, it's likely to move more smoothly. If you look at your boat Joe you have more sticks on one side of the boat. This is why it has tipped over".



"My boat is moving so fast," said Bella. "Yes Bella it is, Do you think it would move that fast if we turned it in a different direction?"

"Yes it will be fast in any direction because It is a super boat" stated Bella.

"Okay let's try it, try and push your boat across the stream instead of down the stream". Bella continues attempting to make her boat sail across the stream, to her surprise, the boat turns and continues sailing down the stream. "You can't do it, it only wants to go down," said Joe.

"Why do you think this is Bella?", "maybe because it's windy today and the wind is blowing it that way" answered Bella. "Yes, that could be it. It could also be because of the currents in the water and gravity. Gravity is pulling the boat downhill". This activity aligns with The Curriculum for Wales (2022) as it encouraged Bella and Joe to predict, observe, and discuss the factors influencing boat movement. This helped develop a range of skills including observation, critical thinking, problem-solving and communication.

RISK BENEFIT ASSESSMENT

Location / Activity:	Woodland Area with stream	Date:	24/09/2023
Assessor:	Lydia Webster	Review date:	24/01/2024

The boxes in the table below will expand as you type into them; pre-entered text is simply for illustration. You should delete irrelevant items and replace with text relevant to your circumstances.

Your overall risk rating – Low, medium or high – is based on your judgement about whether the BENEFITS of the activity or opportunity outweigh the RISKS.

Experience exploring outdoor space in photograph	How will young people BENEFIT from this activity?	Hazards and associated risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk after precautions RATING: L/M/H
Walking near and through the stream	Teaching stream safety allows children to gain a practical understanding of water dynamics, currents, and hazards. It promotes water safety skills and awareness, which are valuable for later life.	Apart from water safety, there may be other stream-related risks, such as slippery rocks and banks.	Adults and Children.	Educate children about stream safety rules, including not entering deep water without adult supervision. Maintain a watchful eye on children near the stream and assign specific adults to supervise stream activities. Wear appropriate footwear and waterproof clothing.	L

Experience exploring outdoor space in photograph	How will young people BENEFIT from this activity?	Hazards and associated risks	Who is at risk?	PRECAUTIONS in place to reduce the risk of injury	Overall risk after precautions RATING: L/M/H
Encountering insects or animals	Encounters with wildlife offer opportunities for children to learn about local fauna, animal behaviour, and ecological balance. It promotes curiosity, respect for nature, and an understanding of the importance of coexisting with wildlife. Aligns with the goals of the Curriculum for Wales 2022 as the curriculum encourages students to engage directly with the environment, fostering a deep understanding of the natural world.	While most wildlife in woodland areas is harmless, there may be encounters with animals like insects, snakes, or small mammals that could cause minor concerns	Adults and children.	Teach children about wildlife safety and first aid for minor injuries like insect bites. Ensure close adult supervision to monitor wildlife encounters and guide children's interactions. Have a basic first aid kit on hand to address minor insect bites or stings if necessary. Educate children about responsible behaviour in natural environments, such as not littering or disturbing wildlife.	L
Encountering plants that pose minor risk	Learning to identify and avoid potentially harmful plants fosters plant awareness and safety. Children can gain knowledge about local plant life and understand how to interact responsibly with the natural environment. Discussions about responsible behaviour in natural environments and the importance of environmental conservation align with the Curriculum of Wales (2022) goal of instilling ethical values and responsible citizenship.	Some children may have allergies to certain plants or may come into contact with plants that are poisonous or cause skin irritations (e.g., poison ivy).	Adults and children.	Educators should be knowledgeable about local flora and teach children to avoid touching or ingesting unknown plants. Wear gloves when handling plants. Ensure adults can identify and prevent contact with potentially harmful plants.	L

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	Feeling cold or wet can make children more mindful of their surroundings and sensations. It encourages them to live in the present moment, appreciating the sensory experiences that nature offers. Children learn to adapt to changing circumstances, which is a valuable life skill. They discover that by making adjustments, they can overcome discomfort and continue enjoying outdoor activities. Encountering adverse weather conditions teaches children resilience and adaptability. It helps them understand that challenges are a natural part of life, and they can learn to cope with discomfort and adversity.	Risk of getting wet or cold. Feeling wet and cold can cause discomfort, distress, and a negative overall experience for children. This may lead to reduced enjoyment of the outdoor activity and a desire to return indoors prematurely.	Adults and children.	Continuously monitor weather forecasts leading up to and during outdoor activities. Ensure that children and adults wear appropriate clothing for the weather conditions. This may include: Waterproof jackets and pants to keep rain out, layered clothing to ensure children are kept warm, hats and gloves, sturdy, waterproof footwear.	L
Environmental hazards	Awareness of environmental hazards promotes mindfulness and caution when exploring natural areas. It encourages children to develop risk assessment and problem-solving skills while staying safe.	Depending on the specific woodland area, there could be environmental hazards such as steep cliffs, unstable rocks, or areas prone to erosion. Children may trip or fall.	Adults and children.	Conduct a thorough site assessment before activities to identify and address potential hazards, such as steep terrain or unstable ground. Define safe routes and boundaries for exploration, keeping children away from hazardous areas. Appropriate clothing and footwear. Proper supervision and awareness are crucial to prevent accidents related to these hazards.	L

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Sudden weather changes	Experiencing weather changes in a woodland environment provides valuable lessons about adaptation, resilience, and the interconnectedness of weather patterns and ecosystems. It also offers an opportunity to discuss the significance of weather in nature. Learning to navigate and manage risks, such as weather changes, builds resilience and adaptability. The Curriculum of Wales (2022) recognizes the importance of developing these essential life skills.	Weather in woodland areas can be unpredictable. Sudden rainstorms, strong winds, or changes in temperature could pose risks.	Adults and children.	Continuously monitor weather forecasts leading up to and during outdoor activities. Be prepared to reschedule or adapt activities based on weather conditions. Ensure children and adults wear appropriate clothing for the expected weather, including rain jackets, hats, or warm layers. Have access to shelter options, such as tents or covered areas, in case of sudden weather changes.	L

<https://hwb.gov.wales/curriculum-for-wales/science-and-technology/descriptions-of-learning/>

<https://adammartin.space/2021-spring-brook-lower-falls-rapids/>