

# On The Tools

## Risk Assessment & Shelter Building



### Featuring

Sam  
Shayne  
Cara  
Nathan  
Kieran  
Joel  
Brooke  
Thomas  
Lisa  
Summer

### Year 5 - Group B Friday 23rd September

This week it was group B's turn to begin taking part in their outdoor education sessions and all of the children were very excited after hearing all about the amazing time Group A had the previous week. The children of Group B **quickly gathered** in the Field Study Room and were very **effective at dressing themselves for the day ahead**. The children were able to **prepare their own waterproof jackets and pack their lunch in the transport boxes independently**. The children required some support to size match and then dress themselves in waterproof trousers.

Once the group was dressed, Steve spent some time **discussing our collective group agreement**, where the children were **able to identify the expected behaviours in order to keep themselves and others safe** whilst working out of school. At this point Steve introduced the idea of a "Risk Assessment" however **nobody in the group had heard of this terminology before**. As the group **listened carefully**, Steve told the group that they would be **learning about risk assessments throughout the day** in order to keep themselves and others safe and that by the end of the day the children would have a good understanding of this concept.

Once ready to depart, all of the children were able to **independently and safely exit the school building and board the mini bus - fastening their seat belts with a little prompting**. One child in the group forgot their inhaler, so they had to be prompted to collect it then they were reminded that they **need to be more independent in managing their own medication in future**.

Once we safely arrived at Crimdon Dene, the group **very effectively set up the 10m X 10m group boundary and used estimation to measure lengths using counting paces**. The group gathered and **discussed the prevailing weather** of the day as well as our expected behaviour whilst working in the outdoor environment. The group used **very good listening skills to complete whistle drills to show that they could follow basic safety instructions**.

Steve asked the group to look around and observe the area to see if they could see any potential hazards. **Joel even remembered the word "hazard" from the earlier briefing back at school**,

which was great. As a group all of the children **actively engaged and attempted to name potential hazards like Kieran, who identified "the ocean" and "dog muck" as potential hazards however most of the group lacked a good understanding** and named objects in the immediate area whether hazards or not I.e. "Sticks", "mud" or "grass". This showed the group (as a whole) still **lacked a solid basis of risk assessment understanding - however it was improving** from the initial briefing back at school.



Steve then carefully modelled to the group how to use a hammer safely and effectively to insert tent pegs into the ground. He showed each tool carefully and the **group showed excellent focus as they gave Steve their full attention** as he demonstrated the safe procedure to work with a partner to insert the pegs. As Steve explained the tool use, **Sam demonstrated an excellent knowledge of how to keep safe whilst using the tools. Sam was also able to compare the different tent pegs by size and shape.**

The group were able to **group themselves into pairs** ready to begin using the tools. However, when Steve told the children to begin they **all rushed towards the tool box at once in a very uncontrolled and excited way**. At this point Steve stopped the group and discussed the risks associated with this approach to gathering and working with tools. **Shayne took the lead of the group following this discussion and very confidently established a system to give out the tools safely.** He demonstrated

excellent **leadership skills** at this point. The group worked extremely hard in their pairs to practice putting pegs into the ground. All of the group members showed that they were **capable of using the tools safely.**





Next the group moved on to **establish the group shelter using the tool skills** that they learnt during the morning session. At one point the tent needed to be rotated in order to reposition the door during which **Thomas showed a good understanding of clock directions and rotations**. The group **worked very well together with their partners** to insert the pegs into the ground to secure the tent. **Estimation skills** were further used when the group had to estimate the length of the centre pole before its construction. When the centre pole was raised, the **team work of the group was outstanding** and the shelter was completed in a matter of minutes.

As the team walked around the shelter to evaluate how well they had set it up, a **disagreement broke out between members of the group** as a few adjustments had to be made as a few pegs were out of position. Steve stopped the group and **discussed the issues and that it doesn't matter "who" made an error just that as a team how it can be corrected**.

## Land Art

After lunch all of the group **independently headed down onto the beach** following a recap on possible risks we might face. The pupils then used large pegs to **draw our own working areas** into the sand. Each group member was **able to draw a large square** on the sand for them to work inside of. Each pupil was **tasked with creating a piece of land art about themselves**. All of the pupils then walked around and **described their creations to each other and discussed the construction techniques used**.

**Brooke was very creative, using a range of different materials found on the beach - "I wrote my name then decorated each letter with different things from the beach - stones & pebbles"**

**Cara - "I created a large heart and decorated it with stones"**

**Nathan - "I enjoyed writing in the sand and moving the large stones to decorate my picture"**

**Kieran - "I liked gathering the large rocks to decorate my picture"**

**Joel - "I drew a person in the sand and wrote my name"**

**Shayne's design was also very exciting and creative - "I used footprints of a dog to show how I like dogs"**

**Lisa's square frame was very good and accurate - "I wrote about how I love my family and drew a heart"**

**Summer had some good ideas but lacked confidence when explaining her designs to the others, she quietly told us - "I could write my name"**

**Thomas used a range of creative fonts to write his name in the sand, which was very interesting and different from the rest of the group.**

**Sam's land art was fantastic and she used rocks and a line design to "make a flag"**

Through the creation of these land art pieces, the children used an **excellent awareness of their environment** to create quality spaces to work in safely. Most of the group also demonstrated a good ability to **explain their choices and decisions to others effectively**.



### Afternoon Session

Throughout the afternoon, the children worked on a number of other tasks including carrying out a **fish investigation, where they explored different types of fish.** The children cut these fish up carefully and **compared the differences & similarities.** The children also **learnt about tides and how the tide changes.**



## Risk Assessment

Before we concluded our session, Steve gathered the group together and **revisited the risk assessment process**. The children were **much more successful and were able to identify hazards, risks, people at risk and control measures**. The children also used the **correct terminology and were able to give appropriate examples**. When discussing the wind as a possible hazard, **Cara was able to explain the purpose of the guy ropes on the shelter as a control measure to stop it from blowing over**. **Kieran also demonstrated a very good understanding** of the process of risk assessment and give a number of examples. Although the group need to revisit this concept often, the **progress and understanding of risk assessment after one day was very good**.



### Next Steps

- To work on embedding risk management into common practice when taking part in sessions.
- To work towards independently being able to establish our group shelter using our skills previously learnt.
- To continue to modify our behaviours to enable us to operate as a more effective team considering communication techniques.

### Possible Learning

- Team work, communication & behaviour control
- An understanding of the importance of risk assessments - the components of an effective risk assessment.
- Improved ability to remain focused when surrounded by distractions
- Ability to be safe in an unusual environment, identifying risks and keeping oneself safe.
- Maths skills- estimating distances, pace counting and establishing perimeters.
- Physical - walking in uneven terrain, using tools safely, operating in challenging weather and environments.
- Science & geography - coastal exploration, sealife, beach habitats, fish investigation using comparison & contrasting.

