Discover Your Park

Morden Park Science Pack

This pack has been created as a free resource for staff at local primary schools to encourage the use of Morden Park for science education and recreation.

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Youth Community & Education Manager
Trees for Cities

This publication is part of the Capital Woodlands Project supported by:
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A CD of resources is also provided with this pack, please see Page 13 for further details
This resource pack has been created by Trees for Cities and funded through the Capital Woodlands Project. It is a free resource for staff at local primary schools to encourage the use of Morden Park for science education and recreation.

Capital Woodlands is a three-year London Biodiversity Partnership project (2006-2009) supported by the Heritage Lottery Fund. The project is managed by Trees for Cities who work in partnership with the Greater London Authority, Forestry Commission, BTCV, the London Boroughs of Bromley, Croydon, Haringey, Merton, and Redbridge and the Peabody Trust to deliver the Capital Woodlands project.

Capital Woodlands aims to raise awareness and appreciation of London’s woodlands and increase public benefit and participation in woodland activities. These aims will be achieved by improving access, biodiversity, community, education and training opportunities in woodlands throughout London.

The Capital Woodlands Project has four pan-London programmes of work:
- Community and Education led by Trees for Cities
- Training in Woodland Management led by Trees for Cities
- Volunteering in Woodlands led by BTCV
- Woodland Management led by the Forestry Commission

www.treesforcities.org/html/cityproje/london/capitalwoodlandsproject/

Trees for Cities is an independent charity set up in 1993 (initially as Trees for London) to work with local communities on tree planting projects. Our aim is to tackle global warming, create social cohesion and beautify our cities through tree planting, community, education and training initiatives in urban areas of greatest need.

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Charity Registration Number 1032154
Outdoor Education

‘We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development whatever their age, ability or circumstances.’

Learning Outside the Classroom Manifesto DFES 2006

‘There is strong evidence that good quality learning outside the classroom adds much value to classroom learning’ (DFES 2006). This resource pack highlights six potential sites within Morden Park for Outdoor Education and provides materials and ideas for site-based activities linked to Key Stages 1 and 2 of the Science Curriculum.

Trees for Cities has been engaging young people in outdoor education since 1993 as a core part of the National Curriculum. As Aim 2 of the National Curriculum states: “It (the National Curriculum) should develop (pupils’) awareness and understanding of, and respect for, the environments in which they live, and secure their commitment to sustainable development at a personal, local, national and global level.” In addition ‘learning outside the classroom provides a powerful route to the ‘Every Child Matters’ outcomes, in particular enjoying and achieving, staying safe and being healthy’ (DFES 2006).

Helping children develop a positive relationship with their local environment can be achieved in a variety of ways. While this pack focuses on the Science Curriculum there are many subjects that can be explored outdoors. The table below highlights some relevant units within the National Curriculum and key themes within Education for Sustainable Development.

<table>
<thead>
<tr>
<th>Science</th>
<th>Geography</th>
<th>Art and Design</th>
<th>Citizenship</th>
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<tr>
<td><strong>Key Stage 1</strong></td>
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<tr>
<td><strong>Unit 1 Growing plants</strong></td>
<td><strong>Unit 1 Around our school the local area</strong></td>
<td><strong>Unit 2B Mother Nature, designer</strong></td>
<td><strong>Unit 1 Taking part – developing skills of communication and participation</strong></td>
<td><strong>Interdependence</strong> - Understanding that what people including themselves, do affects themselves, the places they live, other people, and plants and animals <strong>Citizenship and stewardship</strong> - Knowing how to care for themselves and others and how to care for their home, school and local environments <strong>Diversity</strong> – knowing that there are many different kinds of plants and animals living in the local environment and in distant environments</td>
</tr>
<tr>
<td><strong>Unit 2B Plants and animals in the environment</strong></td>
<td><strong>Unit 2C Variation</strong></td>
<td><strong>Unit 6 Investigating our local area</strong></td>
<td><strong>Unit 6 Sense of Place</strong></td>
<td><strong>Interdependence</strong> - Understanding how people, animals and plants are interconnected through natural cycles and ecological/biological systems <strong>Diversity</strong> - Understanding what is meant by biodiversity in local and global contexts and the importance of maintaining biodiversity at local and global levels</td>
</tr>
</tbody>
</table>

| **Key Stage 2**             | **Key Stage 2**             | **Key Stage 2**             | **Key Stage 2**              | **Key Stage 2**                                     |
| **Unit 3B Helping plants grow well** | **Unit 6 Investigating our local area** | **Unit 6C Sense of Place** | **Unit 1 Taking part – developing skills of communication and participation** | **Interdependence** - Understanding how people, animals and plants are interconnected through natural cycles and ecological/biological systems **Diversity** - Understanding what is meant by biodiversity in local and global contexts and the importance of maintaining biodiversity at local and global levels |
| **Unit 4B Habitats**        | **Unit 8 Improving the environment** | **Unit 21 How can we improve the area we see from our window** | **Interdependence** - Understanding how people, animals and plants are interconnected through natural cycles and ecological/biological systems **Diversity** - Understanding what is meant by biodiversity in local and global contexts and the importance of maintaining biodiversity at local and global levels |
| **Unit 5B Life cycles**     |                              |                             |                              |                                                      |
| **Unit 6A Interdependence and adaptation** |                              |                             |                              |                                                      |

Please see back page for further sources of information.
Morden Park is a significantly large area of open space in an essentially urban area. As such it provides a place where local people can enjoy contact with the natural environment without the need to travel. The park provides an excellent educational facility within walking distance of several local primary schools.

Morden Park is owned by Merton Council and is freely accessible to the public at all times (although no public rights of way exist across the site). It lies approximately 1 kilometre south west of Morden Town Centre adjacent to the A24. Much of Morden Park is short mown amenity grassland and other amenity facilities. However, the site also includes a variety of woodland and wetland habitats as illustrated on the Compartment Map that follows.

www.merton.gov.uk/

Morden Park has been designated with the following status:

- **Borough Grade 2 Importance for Nature Conservation**
- **Metropolitan Open Land**
- **Schedule Ancient Monument (The Mound)**
- **Conservation Area and Archaeological Priority Area within the Merton Unitary Development**

**KEY**

1. Amenity grassland
2. Semi-improved grassland
3. Mixed native and non-native woodland
4. Small areas of woodland in centre of the park
5. Historic mound and woodlands
6. Grasslands (old playing fields)
7. Mature Oak woodland
8. Pond
9. Densely wooded strip
10. Pyl Brook
Trees for Cities has identified 6 areas on the Morden Park compartment map that would create excellent outdoor classrooms for aspects of the Key Stage 1 and 2 Science Curriculum. The table below introduces the six classrooms and their locations are clearly marked on an additional map on page 13.

The following pages suggest at least two curriculum-linked activities for each outdoor classroom, the objective of the activity, a list of resources required and points for completing a risk assessment. Although we have linked specific activities to particular areas, these are only suggestions. There are hundreds of educational possibilities with Morden Park. We hope that this resource provides teachers with ideas and encouragement to develop their own outdoor classroom activities.

<table>
<thead>
<tr>
<th>Compartment and Description</th>
<th>Opportunities for Outdoor Education</th>
<th>Curriculum link</th>
<th>Site Photo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Classroom 1: Woodland Copse a</td>
<td>Good range of species including: oak, dog rose, pine, sycamore, hazel, poplar, horse chestnut, cherry (with amber), hornbeam</td>
<td>(Year 4) Unit 4B: Habitats</td>
<td><img src="image1.jpg" alt="Site Photo" /></td>
</tr>
<tr>
<td></td>
<td>Evidence of mammals - old animal sets, Lots of leaf litter for bug hunting. Clear boundaries</td>
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<tr>
<td>Outdoor Classroom 2: Woodland copse b</td>
<td>Small area with good access and clear boundaries. Large pieces of fallen tree bark to turn over and look for minibeasts and good leaf litter floor cover. Rotten tree stump and large log. Good range of species including: horse chestnut, oak, poplar, hornbeam, thorn, bracket fungus,</td>
<td>(Year 2) Unit 2B: Plants and animals in the local environment Unit 2C: Variation</td>
<td><img src="image2.jpg" alt="Site Photo" /></td>
</tr>
<tr>
<td>Grasslands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grasslands, old playing fields (Compartment 6 on page 5)</td>
<td>Long grass with range of wildflowers. Good visibility and easy access. Species include: various grasses, buttercup, clover, oxeye daisy, vetch, birdsfoot trefoil, goat's beard, sorrel and cut's leaf crane's-bill. Clear boundaries</td>
<td>(Year 1) Unit 1B: Growing plants</td>
<td><img src="image3.jpg" alt="Site Photo" /></td>
</tr>
<tr>
<td>Outdoor Classroom 4: Mature Wood</td>
<td>Excellent access and good visibility. Range of mature tree species: oaks, ash, evergreen, bracken, horse chestnut, hawthorn, Lots of wildlife activity especially birds and squirrels. Lots of newly fallen oak boughs + whole length of dead tree trunk.</td>
<td>(Year 6) Unit 6A: Interdependence and adaptation</td>
<td><img src="image4.jpg" alt="Site Photo" /></td>
</tr>
<tr>
<td>Mature Oak woodland (Compartment 7 on page 5)</td>
<td></td>
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<tr>
<td>Outdoor Classroom 5: Woodland Trail</td>
<td>Excellent access and well maintained pathway. Range of mature tree species: oaks, ash, pine, horse chestnut, sycamore, hornbeam, lime. Lots of wildlife activity especially birds and squirrels. Lots of leaf litter.</td>
<td>(Year 5) Unit 5B: Life cycles</td>
<td><img src="image5.jpg" alt="Site Photo" /></td>
</tr>
<tr>
<td>Densely wooded strip (Compartment 9 on page 5)</td>
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<tr>
<td>Outdoor Classroom 6: New Planting</td>
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<td></td>
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<tr>
<td>Newly planted areas (Compartment 11a &amp; 11b on page 5)</td>
<td>Compartment 11a planted in November 2005. Compartment 11b planted in November 2006. Good visibility – access through long grass to 11a. Both contain native mix: oak, dog rose, yew, birch, hawthorn, rowan.</td>
<td>(Year 3) Unit 3B: Helping plants grow well</td>
<td><img src="image6.jpg" alt="Site Photo" /></td>
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</table>

Please note that resources listed on the following pages, that are marked with a ‘*’, are available on the resources CD, please see page 13 for further details.
Morden Park  
Classroom 1: Woodland Copse a  

(Year 4)  
Unit 4B: Habitats  
- Finding different habitats  
- Investigating plants and animals  
- Finding out about food sources  

Activity 1: Hide & hunt  
Objective: This activity encourages children to explore the woodland habitat and investigate how and what kind of different animals live there.  
Resources Required: Clipboards, pencils, pictures of animals*, paper  

Task Description: Split the class into two teams; the first team will take on the role of the woodland animals and the second team will be the hunters. Working in pairs, the first team will be given one picture of a woodland animal per pair. The pair must decide where that animal might live and go and hide the picture in a location matching that description. For example a squirrel would be in a tree, a beetle may be under some bark. Meanwhile the hunters will also be split into pairs. Each pair will receive the name of one of the woodland animals being hidden. While the hiding is taken place the hunters should write down a list of things that the animal might need to survive in a woodland. For example an owl would need a tree, nesting materials, food, water and a mate. Encourage the children to think about how the woodland habitat provides for the animals that live there. Finally the hunters must go and find their animals, once they are all found the groups can swap around.  

Activity 2: Animal Village  
Objective: To learn about the different natural materials in the local habitats and how they might be used by the animals that live there to create a home.  
Resources Required: All resources in woodland, digital camera (optional)  
Task Description: This activity is about working in teams to build shelters or homes for small woodland creatures (from hedgehogs to spiders), using natural materials (e.g. grass, moss, leaves, twigs, soils, stones, feathers etc.). You can introduce this activity with a story to give the children a motivation for building or simply challenge them to build. This activity works well in teams, but it’s up to the group to decide whether they want to build one big structure or whether they build lots of individual homes to make a village. You could also discuss the importance of protecting habitats. This activity can be developed into an excellent literacy project. Back in the classroom the children can write a story about the creature that lives in the home they built, so encourage children to think about who lives there and take pictures of the structure so they can illustrate their stories.  

Points for Risk Assessment  
Deadwood or debris overhead, bracken, uneven surface, old animal holes, fungi, litter, thorny plants, low branches, stinging nettles, trip hazards such as logs, dog walkers.
Activity 1: Tree & leaf snap
Objective: To explore the variation between trees in the local woodland environment

Resources Required: Paper, wax crayons, tree identification sheet*

Task Description: This section of woodland has a good range of trees and depending on the time of year you visit the site there are lots of options for investigating the species that are there. If visiting in the autumn encourage the children to gather different types of leaves e.g. different shapes, colour and size. See if they can work out which tree the leaves have fallen from and use the tree leaf guide on the resource CD to identify them. At other times of the year children can take bark or leaf rubbings with paper and crayons. Have a go at getting children to swap their rubbing and see if they can match them up with the right tree. Encourage children to explore the variations between trees with different senses e.g. touch, sight and smell.

Activity 2: Woodland Bingo
Objective: To familiarise children with a range of animals in the woodland environment

Resources Required: Bingo Cards and calling cards*, ground sheet if wet

Task Description: To start this activity ask the children to gather six nuts, leaves, bits of bark or stones – they will use these to cover up bingo squares that have been called. Then distribute the bingo cards amongst the children. Each card has six woodland minibeasts. Designate a bingo caller and begin the game, if a child has a matching minibeast on their card, they cover up that square. The game continues until someone has covered all their squares and shouts ‘Woodland Bingo’! The game can be repeated until the children have become familiar with the different creatures.

The bingo card can then be used as an identification key to hunt for actual minibeasts within the woodland copse. The cards can also be used to discuss variation between creatures.

Points for Risk Assessment
Deadwood or debris overhead, falling bark from height, bracken, uneven surface, fungi, litter, thorny plants, low branches, stinging nettles, trip hazards such as logs, dog walkers.
(Year 1)
Unit 1B: Growing plants
- Finding Plants
Unit 1A: Ourselves
- The five senses
- Animals and humans
- How animals move

Activity 1: Sensory scavenger hunt
Objective: To explore the natural environment with different senses
Resources Required: Scavenger hunt list*

Task Description: The wildflower meadows in the park provide a fantastic location for exploring and using different senses, particularly in the summer when the grass is long and dry. The sensory scavenger hunt combines touch, smell and sight with finding plants. Make a list of things for the children to find, for example something soft (e.g. grass seed head), something that smells nice, something green. Children can work on their own or in groups. When the hunt is over gather together to discuss the things that have been found, talk about which ones are types of plants. Please remember that wildflowers should not be picked.
The grasslands also provide a great opportunity for listening. Try asking the children to lie in the long grass and listen; they should hear the wind in the grasses and birds, as well as other animals or activities in the park. The long grass also provides a great venue for hide and seek; children can try and find each other in the grass by listening and looking.

Activity 2: Worm watering
Objective: To have a closer look at one of the animals that lives in the park and how they move.
Resources Required: Bottles of water
Task Description: This activity is good fun and a well-known way of bringing worms to the surface. You will need to find a flat area where the grass is fairly short. Start by pouring lots of water onto the ground. Ask the children to stamp up and down around the wet area at the same time. After a short while worms should start to wiggle their way up. You may find worms are less likely to appear in very dry weather. Some people add a little washing up liquid to the water to encourage the worms upwards. Once worms have been spotted, encourage the children to have a go at wigging through the grass. Look out for other creatures that move in different ways, for example grasshoppers.

Points for Risk Assessment
Uneven surface, long grass, thorny plants, trip hazards hidden by grass, dog walkers
Food chain frenzy: Photo Trees for Cities

(Classroom 4: Mature Wood)

(Year 6)

Unit 6A: Interdependence and adaptation
- Animals and plants in the local habitat
- Interdependence of plants and animals
- Food chains

Activity 1: Food Chain Frenzy

Objective: To recognise simple food chains in the local environment and to realise the importance of plants

Resources Required: Elastic bands, food chain discs*

Task Description: Each child is given a wristband with a picture of an organism with a coloured frame around it. The organisms include plants, plant eaters and predators. Ask the children to identify their organism and think about its characteristics. Then challenge children to locate the rest of their team, i.e. other children with the same coloured picture frames. Once in teams encourage group discussion about who eats whom and ask them to get in a line to show their own food chain.

This activity can be taken further in a number of ways; you could extend the food chain by putting groups together or try different versions by mixing groups up. You could also bring in discussions about the impact on food chains in one of those groups is removed, leading onto why it’s important to create and look after habitats in cities.

Activity 2: Camouflage Caterpillars

Objective: This activity illustrates how animals have adapted to live in a woodland habitat through camouflage.

Resources Required: Coloured pieces of string/ wool

Task Description: Split children into two groups and give each group a pile of coloured pieces of string ranging from very bright colours, such as reds and yellows, to much duller colours such as greens, greys and browns. The pieces of string are the caterpillars. Send the groups in different directions to hide the caterpillars within the woodland. When all the caterpillars have been hidden ask the children to imagine that they are hungry birds hunting for the caterpillars and where you are stood is the nest. The birds have to go and find the caterpillars and bring them back to the nest, but they can only carry one caterpillar in their beak at a time. Send the groups off to look for the caterpillars that the other group have hidden. As the children start to bring back their caterpillars line them up along the ground in the order that they have been found. At the end of the hunt it should be clear that the brightly coloured caterpillars were found first because they were easier to spot. Encourage the children to think about how camouflage helps woodland animals survive

Points for Risk Assessment
Splinters from dead wood, thorny plants, debris in the trees overhead, dog walkers, makeshift swings, uneven surface, trip hazards such as logs, stinging nettles.
Classroom 5: Woodland trail

Graph of death: Photo Trees for Cities

(Year 5)
Unit 5B: Life cycles
- Fruits and seeds
- Seed dispersal
- The life cycle of flowering plants

Activity 1: Seed Detectives
Objective: This activity provides hands on investigation to identify different tree seeds and investigate methods of dispersal.

Resources Required: Seed identification sheets*

Task Description: This activity needs to take place from mid September to early November when there are likely to be lots of seeds around. Firstly children need to explore the woodland collecting fruits and seeds that they find on the floor. Secondly, using the seed identification sheet, they should be able to find out which species of tree the seeds came from. Bring the children together to introduce the possible methods of seed dispersal. There are many different ways, the sheets provided on the resources CD include; wind, water, animals and explosion. Ask the children to go back to the seeds they have found and try and work out the method or combination of methods used by their seeds. Back in the classroom the results of their investigation can be recorded on a graph.

Activity 2: Graph of Death
Objective: To explore the woodland environment, to understand that things decay in various stages and to think about what helps things decay and why it’s an important part of the life cycle.

Resources Required: All resources in woodland

Task Description: This activity illustrates the ‘death’ stage of a trees life cycle. An area on the floor is cleared and sticks laid down to form the x and y axis of a graph (approx 2m x 1m in size). As an introduction to the activity children are told that when leaves die they start to decay. Ask the children to find leaves at different stages of decay, showing examples. Once they have found leaves bring them back to the graph and place them along the axis according to how much decay has taken place i.e. green leaves at one end and skeleton leaves at the other. When the graph is complete ask them to think about what has happened at the different stages of decay and how. Introduce the idea that creatures feed on dead leaves and the nutrients left behind go back into the soil to help the trees grow and so continue the life cycle.

Points for Risk Assessment
Splinters from dead wood, thorny plants, debris in the trees overhead, dog walkers, makeshift swings, uneven surface, trip hazards such as logs, stinging nettles.
Activity 1: Cardboard cameras

**Objective:** This is a great focusing activity to encourage children to have a closer look at the plants that they find in their local park.

**Resources Required:** Cardboard cameras*

**Task Description:** A cardboard camera is simply two cardboard frames joined together on one side and folded together. Children use the camera by framing the object they are looking at and taking an imaginary photo. When introducing the cameras explain how you can take close ups or far away images by holding the cameras different distances from your eyes.

You can ask the children to find different plants in the area by taking photos or you could ask them to take pictures of different parts of plants such as leaves, stems and roots. Encourage them to share their pictures with each other.

You can also use the cameras as a simple slide. By placing a leaf between the two cardboard frames and holding it to the light (not directly to the sun), you can see the veins within the leaf. This can help children understand about how water is transported within plants from the roots.

Activity 2: Growing Trees

**Objective:** To make careful observations and measurements of plants growing

**Resources Required:** Measuring equipment, pens, paper, and clipboards

**Task Description:** The two recently planted sites within Morden Park allow a fantastic opportunity for children to compare trees of known different ages and to observe trees in the early stages of their growth. Go to compartment 11a first and ask the children to pick one of the young trees and record their observations, this can include measuring the tree, counting the branches, drawing part or all of the tree or measuring the leaf size. Once complete move on to compartment 11b and encourage the children to try and find a tree of the same species. Both sites were planted by Trees for Cities with the same mix of native species, so you should be able to find comparative examples. Then ask the children to record similar information about the second tree. Finally compare the differences between the different age trees and encourage children to make conclusions about how they have grown.

Young trees are normally planted out when they are two years old, so in 2007 compartment 11a will have trees that are four years old and compartment 11b will have trees that are three years old.

**Points for Risk Assessment**

Uneven surface, low branches, access through long grass, thorny plants, trip hazards hidden by grass, dog walkers.
Activity Resources & Classroom Map

This resource pack comes with a CD of resources for you to print off and use with the relevant outdoor classroom activity. All of the resources have been created by Trees for Cities unless otherwise stated. The resources available include:

Trees for Cities Resources
- Seed identification sheets
- Seed dispersal sheets
- Food chain frenzy
- Woodland bingo
- Woodland animal photos

Nature Detective Resources
- Tree identification sheet
- Sensory scavenger hunt
- Cardboard camera template

Outdoor Classroom Location Map

KEY
- Classroom 1
- Classroom 2
- Classroom 3
- Classroom 4
- Classroom 5
- Classroom 6
- Emergency Access point

= Good mobile phone coverage throughout site
Responsibility for pupil safety mainly rests with the school, which should ensure that staff have received appropriate training and that polices and guidance are followed. The role of the Local Authority, Headteacher and Education Visits Coordinator is central to the sensible management of any risk (DFES 2006)

Appropriate health and safety measures are fundamental to the success of outdoor education. There are a huge range of resources and information sources to support Educational Visit Coordinators, headteachers and outdoor education supervisors in their role. Training and support for these roles in Morden comes from the Merton Educational Directorate. Merton Council have produced a comprehensive outdoor education handbook for schools, 'There and Back Again', available from www.merton.gov.uk/learning/schools/educationvisits.htm

Other key information sources
- [http://www.hse.gov.uk/schooltrips/getitright.htm](http://www.hse.gov.uk/schooltrips/getitright.htm) - Provides separate H&S information for Leaders, Governors, Head teachers, Local Education Authorities, and Parents/Children
- The DfES's 1998 good practice guide Health and Safety of Pupils on Educational visits also contains specific role information and can be downloaded freely from [http://www.teachernet.gov.uk/wholechool/healthandsafety/visits/](http://www.teachernet.gov.uk/wholechool/healthandsafety/visits/)

Planning and preparation
As you start to think about building the outdoor classrooms into your lesson plans you will need to cover certain health and safety considerations. The Health and Safety Executive has provided 10 vital questions that should be considered before carrying out an educational visit.

1) What are the main objectives of the visit?
2) What is "Plan B" if the main objectives can't be achieved?
3) What could go wrong? Does the risk assessment cover:
   - The main activity
   - "Plan B"
   - Travel arrangements
   - Emergency procedures
   - Staff numbers, gender and skill mixes
   - Generic and site-specific hazards and risks (including for Plan B)
   - Variable hazards (including environmental and participants’ personal abilities and the 'cut off' points).
4) What information will be provided for parents?
5) What consents will be sought?
6) What opportunities will parents have to ask questions (including any arrangements for a parents’ meeting)?
7) What assurances are there of the leader(s) competencies?
8) What are the communication arrangements?
9) What are the arrangements for supervision, both during activities and ‘free time’ – is there a Code of Conduct?
10) What are the arrangements for monitoring and reviewing the visit?

Risk Assessments
Merton Educational Directorate will provide ‘generic risk assessments’ to schools. These assessments aim to provide guidance of the common risks associated with off-site visits. When preparing your risk assessment do bear in mind that as well as keeping children safe "it is also vital that young people learn how to manage challenge and risk for themselves in everyday situations, so they become confident capable adults" (Learning Outside the Classroom Manifesto DFES 2006).

The table below highlights some of potential risks likely to be found in Morden Park, based on Trees for Cities experience of using the site for educational workshops. There are also specific points for risk assessment on each of the outdoor classroom activity pages (pages 7 – 12).

<table>
<thead>
<tr>
<th>Key things to look out for</th>
<th>Safety tips</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dogs.</strong> Morden Park is very popular with dog walkers and there are no requirements for dogs to be on leads. Dogs approaching a group are far more likely to cause a distraction than to actually cause an injury.</td>
<td>• Avoid activities on main thoroughfares&lt;br&gt;• Advise children not to approach dogs&lt;br&gt;• If a dog approaches advise children to remain still and calm and ask an adult to locate the owner&lt;br&gt;• If working in a specific area put up signs to advise dog walkers that children are working and kindly ask them to keep their dogs on leads.</td>
</tr>
<tr>
<td><strong>Dangerous plants.</strong> There are plants within the park that have poisonous leaves or berries. There are also plants that may sting or scratch.</td>
<td>• Show children examples of plants to avoid at the start of the workshop as part of a health and safety talk&lt;br&gt;• Use hazard tape to mark areas to avoid&lt;br&gt;• Tell children not to eat anything they find unless instructed to by a supervisor&lt;br&gt;• Wash hands on return to school</td>
</tr>
<tr>
<td><strong>Fungi.</strong> These can add beauty and fascination to a woodland environment. However, some fungi can cause harm if eaten.</td>
<td>• Tell children not to touch fungi&lt;br&gt;• Wash hands on return to school</td>
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<tr>
<td><strong>Trips and falls.</strong> The terrain throughout the park is rarely flat. There are many microhabitats created by fallen logs and burrow holes. The ground is often hidden by long grass or leaf litter, and in wet weather surfaces may be slippery.</td>
<td>• It is important that children are advised to bring sensible footwear, particularly if the weather has been wet.&lt;br&gt;• Avoid running games in areas with lots of trip hazards.&lt;br&gt;• Stick to main thoroughfares when travelling to outdoor sites.&lt;br&gt;• Use hazard tape to mark areas to avoid</td>
</tr>
</tbody>
</table>

Code of conduct
Although Morden Park is an urban open space there are many relevant aspects of the Countryside Code that will help ensure that the natural environment is used safely and sustainably. Some of the keypoints are summarised below;

- **Be safe - plan ahead and follow any signs.** Even when going out locally, it’s best to get the latest information about weather and site conditions, be prepared for the unexpected. For example, some areas of open land may be restricted while work is carried out, for safety reasons.
- **Leave gates and property as you find them.** This includes animal homes too! If you move stones or deadwood to look for creatures, or uncover the entrance to a nest or burrow, take care to leave the habitat as you found it.
- **Protect plants and animals and take your litter home.** Don’t pick wildflowers, draw a picture instead. Release any creatures that you catch for observation and make sure you take all your resources home with you.
- **Consider other people.** Showing consideration and respect for other people makes the urban countryside a pleasant environment for everyone.

For a full version of the Countryside Code visit [http://www.countrysideaccess.gov.uk/things_to_know/countryside_code](http://www.countrysideaccess.gov.uk/things_to_know/countryside_code)
Further information

Outdoor Education
Books
- The get outside fun and learn project and nature book. By Clare Bradley & Cecelia Fitzsimons. Anness Publishing Ltd. 2006

Websites
- [www.foresteducation.org](http://www.foresteducation.org) - The learning resources are split into subjects and age groups. You can search, using the pull-down menus above, for resources in any of the subjects for any specific age group - or even for resources suitable for all ages.
- [www.naturedetectives.org.uk](http://www.naturedetectives.org.uk) - This website has a huge amount of downloadable and interactive resources on-line.
- [www.kidsplanet.org](http://www.kidsplanet.org)
- [http://www.naturegrid.org.uk/](http://www.naturegrid.org.uk/) - The Cambridge Environmental Education Centre includes key stage links, interactive pages and activities related to the local area.
- [www.eastendtalk.org.uk/safari/](http://www.eastendtalk.org.uk/safari/) - We’re going on a safari to see what we can find in the East End. Links for young people, including Pond dipping & Wildlife. Links to explore including, Habitats & Improving the Environment. Events in the area, city farms and open spaces and lots more.
- [www.the-tree.org.uk](http://www.the-tree.org.uk) - The-Trees is a non-profit website dedicated to sharing information about the many different facets of knowledge about trees and forests.

Education for Sustainable Development

Health and Safety Outdoors
- [http://www.countrysideaccess.gov.uk/things_to_know/countryside_code](http://www.countrysideaccess.gov.uk/things_to_know/countryside_code) - For a full version of the Countryside Code and more resources.
- [http://www.hse.gov.uk/schooltrips/getitright.htm](http://www.hse.gov.uk/schooltrips/getitright.htm) - Provides separate H&S information for Leaders, Governors, Head teachers, Local Education Authorities, and Parents/Children