

High Weald Heroes After School Club



Below is an outline for 10 after school sessions. The Key Stage 2 sessions should last between 45 minutes and an hour, although many can be extended if time allows. The activities are designed to be fun, engaging and increase awareness of the local landscape – not only for the children involved, but also for their parents, families and the wider school community. A degree of flexibility is required as adverse weather conditions may hinder some of your outdoor adventures. For supporting material please see: www.highweald.org/learn/education/after-school-club/.

For alternative activity ideas, or further information about the High Weald please see: www.highweald.org/learn/education.html

Overview:

Week	Theme	Outdoor session?	Resources	
			Provided by High Weald AONB Unit	Teacher to provide
1	The High What?	Partly	Treasure hunt cards & prompt sheet, High Weald AONB maps,	Laminating pouches
2	High Weald Exploring I	Yes	Spotter Sheets, High Weald Exploring Sheet	Digital cameras, rulers/tape measures, sound recorders, magnifying glasses, paper, pencils
3	What does the High Weald look like?	Yes	High Weald Hero map set (from your High Weald Hero welcome pack or online at www.highweald.org)	Compasses, natural materials (can be found during the session)
4	High Weald Harvest	No	Recipe cards	Food samples/ingredients, local maps, kitchen utensils
5	A day in the life of...	Dependent on visitor		
6	High Weald Exploring II	Yes	Minibeast identification chart, Minibeast top trumps, High Weald Exploring Sheet, Spotter Sheets	Digital cameras, magnifying glasses, paper, pencils, pots and plastic cutlery for collecting minibeasts
7	High Weald Journeys	Yes	High Weald AONB map, Piggy, Piggy, Drover game instructions, Spotter Sheets	Sticks, rubber bands, natural materials
8	High Weald Archaeology	No		Gingerbread figures, icing ingredients/decorations, kitchen utensils
9	High Weald Artists	Yes		Sketchbooks/ paper, pencils, paints.
10	High Weald Exploring III	Yes	Spotter Sheets, High Weald Exploring Sheet	Digital cameras, magnifying glasses, paper, pencils, blindfolds

The High Weald Heroes education scheme enables schools to recognise and value the special features of the High Weald landscape and to use the landscape as a cross-curricular resource. Each after school club session can be linked to the 5 High Weald Hero Actions, enabling children to take an active part in Finding Out About, Exploring, Taking Care Of, Being Proud of and Enjoying their local area, the High Weald Area of Outstanding Natural Beauty www.highweald.org.



High Weald Heroes After School Club		
Theme	Suggested Activities	Notes
<p>Week 1</p> <p>The High What?</p>	<p>Activities</p> <ul style="list-style-type: none"> - High Weald Jigsaw – print, laminate and cut up cut up maps of the High Weald Area of Outstanding Natural Beauty (AONB). Have a race to see how quickly the children can put the pieces together. - Identify where your school is & places you have visited in the High Weald. High Weald Treasure Hunt – hide the treasure hunt pairs outside/ around the school. - Tell children that they are looking for 10 words and 10 pictures that are linked to the landscape and history of the High Weald. Once the children have found all the cards they will need to match up the images with the correct word. - You could play the game again but omit a couple of features – can the children work out which cards are missing? - Look at the pictures in more detail – think about why these features are special to the High Weald, use www.highweald.org or the teacher’s prompt sheet to help! <p>Resources: High Weald AONB maps, treasure hunt cards.</p>	<p><i>You may wish to use the ‘HWH Roman’ map to find your town/village if not shown on the HWH_High Weald map.</i></p> <p>Children to bring suitable outdoor clothing and shoes for next week.</p>
<p>Week 2</p> <p>High Weald Exploring</p>	<p>Activities</p> <ul style="list-style-type: none"> - Choose an outdoor setting close to your school that the children can safely walk to e.g. a patch of woodland, a local park, field. - Sit still in this place for 5 minutes – ask the children to write down, record or draw the things that they see, smell and hear. - Search for ‘signs of the season’ e.g. conkers in autumn or bluebells in spring. - Collect/draw/photograph 10 interesting things you can find in this place. Use some/all of the spotter sheets to identify what you can find outdoors. You may also wish to download further identification sheets from www.naturedetectives.org.uk - Find something interesting to measure e.g. a puddle, leaf, height of a flower etc. Who has found the biggest? The smallest? Is it possible to work out the area or perimeter of your chosen object? What is the average size of the collected material etc? - Keep all of these drawings, photos etc for display and comparison when you return here in a few weeks time. <p>Resources: Pencils, tape measures/rulers, paper, magnifying glasses, sound recorders, cameras, Spotter Sheets</p>	<p>For further information and to take part in a seasonal survey of woodlands, see www.naturescalendar.org.uk</p> <p><i>You may wish to use the High Weald Exploring Sheet to jot down observations and use it to compare each visit you make to this place.</i></p> <p>Children to bring suitable outdoor clothing and shoes for next week</p>

<p>Week 3</p> <p>What does the High Weald look like?</p>	<p>Activities</p> <ul style="list-style-type: none"> - Play 'Compass Run' – designate corners of the playground as points of the compass – North, North East, East, South East etc. Call out a direction and get the children to run to the correct corner – can they remember where to go? - Examine the different maps in your school's High Weald Hero map set. What does each map tell us? Look for the key landscape features of the High Weald e.g. ancient routeways, irregular shaped fields, ancient woodland, scattered historic farmsteads. Are there any near to your school? - Choose a random point on one of the maps. Ask the children to find the same spot on the other maps. How has the map changed over time? How has it NOT changed? Much of the High Weald landscape has stayed the same for hundreds of years – this makes it special and unique. - Natural mapping – using natural materials found outside e.g. sticks, leaves, conkers ask children to create a map, on the ground, of their school. Encourage creativity as they 'draw' the playground, classrooms etc. For some children you could encourage them to map their journey to school. As they create their map ask the children to consider direction. Can they work out which way is North and create an arrow on their map to show this? <p>Resources: High Weald Hero school map set, compasses and natural materials.</p>	<p>Further copies of your maps can be downloaded from your school's page on www.highweald.org</p>
<p>Week 4</p> <p>High Weald Harvest</p>	<p>Activities</p> <ul style="list-style-type: none"> - Use the Local Producers map on www.highweald.org/find-local-producers.html or www.findlocalproduce.co.uk to find out about what food is being produced in your area throughout the year. - Do some tasting of local produce e.g. apples, plums (depending on the season) and get children to design and create a delicious dish with the local produce available. You could set them a timed challenge to create something with a limited set of locally produced ingredients. - OR Use one of the recipe cards to create something tasty. Try and use seasonal, local produce where possible. - Measure the food miles for your supper using local large scale maps. <p><i>Often, local producers e.g. orchards and farms, welcome school visits – why not contact one to see if the children can see them at work and learn about how they use the High Weald landscape to produce food?</i></p> <p>Resources: Food samples, recipe cards, ingredients, kitchen utensils, local maps.</p>	<p>Ensure you check for any food allergies before giving samples to the children.</p>

<p>Week 5</p> <p>A day in the life of...</p>	<p>Activities</p> <ul style="list-style-type: none"> - A number of conservation charities, countryside organisations and environmental education providers operate in the High Weald AONB. Their work is invaluable to the protection of the area. Invite someone to come and speak to the children, to share what they do and offer an interactive session. Many organisations offer this service (although some may charge) - see separate list for organisation details/ ideas of who to invite or see www.highweald.org/learn/education/who-else-can-help.html for details. <p>NB: These sessions often need to be scheduled a long way in advance so book early!</p>	<p>Children to bring suitable outdoor clothing and shoes for next week</p>
<p>Week 6</p> <p>High Weald Exploring</p>	<p>Activities</p> <ul style="list-style-type: none"> - Return to the outdoor setting that you visited previously. Ask the children what they remember finding or discovering (you may wish to prompt with notes, images, drawings etc, taken from a few weeks ago) Discuss if you think the area has changed at all and if so, how? - Minibeast hunting - Allow children to have a good rummage around in the outdoor setting for example under leaves, logs, stones and inside bark crevices on trees, to see what minibeasts can be found. Allow lots of time for finding and examining them. - Encourage the children to take photos or draw the minibeasts that they have found. - In small groups, children choose a minibeast and create a sculpture from natural materials, taking note of the number of legs, body segments, antennae etc. Give it an imaginative name - then use a simple minibeast identification guide to determine its proper name. Ensure minibeasts are safely released at the end of the activity. - If time allows, play minibeast top trumps! <p>Resources: Pencils, paper, magnifying glasses, cameras, pots and plastic cutlery for collecting minibeasts, minibeast identification chart, minibeast top trump cards, Spotter Sheets.</p>	<p>For further information and to take part in a seasonal survey of woodlands, see www.naturescalendar.org.uk.</p> <p><i>You may wish to use the High Weald Exploring Sheet to jot down observations and use it to compare each visit you make to this place.</i></p> <p>Children to bring suitable outdoor clothing and shoes for next week</p>

<p>Week 7</p> <p>High Weald Journeys</p>	<p>Activities:</p> <ul style="list-style-type: none"> - Who's been on a journey in the High Weald? Discuss where the children have been – you could label on a map and work out which direction each destination is in. - Talk about journeys made by early farmers (drovers) in the High Weald, as they brought their pigs from the North and South Downs in search of food for their pig herds. Watch the Edmund video at www.highweald.org to learn more about this type of journey. - Play 'Piggy, Piggy Drover' - Go on your own journey – this could be around the school grounds or in the local area. Encourage children to find an interesting stick (that is easy to carry!) and to wind 3 or 4 elastic bands along its length. They then need to pick up natural objects that they find on the walk (leaves, feathers, bark, seeds etc) and tuck them under the elastic bands that have been wound onto the stick. The stick describes the journey they have been on and can be used to swap experiences and stories with one another. <p>Resources: High Weald AONB map, 'Piggy, Piggy, Drover' game, sticks, natural materials, rubber bands, Spotter Sheets.</p>	
<p>Week 8</p> <p>High Weald Archaeology</p>	<p>Activities</p> <ul style="list-style-type: none"> - Discuss with the children that people have been living in and using the High Weald for thousands of years. Each person has changed the landscape in some way – it looks the way it does because of who has lived here in the past. - Historical icing activity. Give each child a gingerbread figure and some decorative icing & cake decorations. Ask them to create someone who might have lived in the High Weald and influenced the landscape e.g. a Roman soldier, Saxon pig drover, Tudor iron master (use the video library at www.highweald.org for more ideas of characters if necessary) Do the children know how their character used the High Weald and when they lived here? <p>Resources Gingerbread figures, icing/ decorations, kitchen utensils.</p>	<p>Ensure you check for any food allergies before giving samples to the children.</p> <p>Give out invitations for parents and carers to come to the final after school session in 2 weeks time.</p> <p>Children to bring suitable outdoor clothing and shoes for next week</p>

<p>Week 9</p> <p>High Weald Artists</p>	<p>Activities:</p> <ul style="list-style-type: none"> - Take the children to an outdoor setting, suitable for them to sit and draw/paint. Encourage them to look around at the view/their situation. - Ask them to draw/paint something in the landscape that they can see. - Learn about a local artist – how do people use the High Weald as inspiration for their work? www.highweald.org/my-highweald/artist-interviews.html - Download the teacher’s art booklets and have a go at creating clay, watercolour, charcoal or felt masterpieces www.highweald.org/learn/education/education-resources.html <p>Resources: Sketchbooks/ paper, pencils, paints.</p>	<p>Children to bring suitable outdoor clothing and shoes for next week as well as their parents/carers!</p>
<p>Week 10</p> <p>High Weald Exploring</p>	<p>Activities</p> <ul style="list-style-type: none"> - Return to the outdoor setting that you visited previously. Ask the children to share some of their experiences with the parents and talk about what they remember finding or discovering (you may wish to prompt with notes, images, drawings etc, taken from previous visits). Discuss if they think the area has changed at all and if so, how? - Scavenger Hunt – provide a list of items that the children/parents have to find e.g. a twig that is 5cm long, an oak leaf etc. Who can find all the items? Perhaps you could award a prize for the best parent/child team! - Tree Hugging – Pair up the children and parents. One half of the pair is blindfolded and the other leads them to a nearby tree. The blindfolded person needs to feel the tree, hug it etc to gauge texture, patterns, size etc. Once the participant thinks they know their tree, they are led back to the starting point via a different route, so they cannot memorise their way. The blindfold is then removed and the participant attempts to find their tree. Discuss what makes them so sure? What clues are they using? The partner can then reveal if they are correct. Swap roles and repeat. - Award certificates for attendance and celebrate all that you have done in the last 10 weeks! <p>Resources: Pencils, cameras, paper, magnifying glasses, cameras, blindfolds, list of items to find on scavenger hunt, Spotter Sheets.</p>	<p>Encourage parents/carers and children to work together when collecting information and for the children to share as much as possible about what they have covered in the past few weeks.</p> <p><i>You may wish to use the High Weald Exploring Sheet to jot down observations and use it to compare each visit you make to this place.</i></p>

A Day in the Life of...(Week 5)

By no means is this an exhaustive list of who might be available to come and talk to the children. You could also contact local conservation groups e.g. bat protection groups, rambblers, horticulture societies, local farmer etc – you may even have an enthusiastic parent with a certain area of expertise! Alternatively your local county council’s outdoor education officer or recycling/energy team may be able to offer further support and guidance –search on: www.eastsussex.gov.uk, www.westsussex.gov.uk, www.kent.gov.uk or www.surrey.gov.uk as appropriate.

Organisation Name	Information	Contact
Buchan Country Park	Provide an outreach service for schools, and can offer wildlife/environmental education advice for schools using their school grounds or local green spaces.	buchan.park@westsussex.gov.uk Buchan Country Park, Horsham Road, Crawley, West Sussex RH11 9HQ T: 01293 542088
Commonwork	As well as offering visits and workshops at Bore Place, Commonwork’s education team is able to work with teachers and youth workers to introduce sustainable and global topics that can then be taken further with school teaching staff. Numerous topics are available including Critical Thinking Skills, Water, Global Food, Climate Change, Sustainable Buildings, Ethical fashion, Citizenship and Renewable Energy.	www.commonwork.org T: 01732 463255
ESAMP (East Sussex Archaeology and Museums Partnership)	ESAMP aims to raise awareness of the rich environmental, archaeological and cultural heritage of East Sussex. ESAMP run an outreach service designed to bring archaeological periods to life for children in their own classroom. These day long sessions handling, recording and interpreting artifacts, looking at settlements, making copies of pots, weaving cloth, and looking at evidence from local sites. We cover periods from the Mesolithic (early hunter/gathers) through to the Victorian. Advice and support also available to build reconstruction buildings in school grounds.	www.esamp.com T: 01273 486 959

Kent High Weald Partnership (KHWP)	<p>KHWP offer school grounds advice, development and activities. They also provide field trips to local nature reserves Barnett's Wood, Cinderhill & Hilbert's Wood and support the delivery of the wider High Weald Hero e.g. landscape based workshops, assemblies and outdoor learning opportunities for your school.</p> <p>Most activities are based in the High Weald Area of Outstanding Natural Beauty (AONB) within the Tunbridge Wells Borough.</p>	<p>www.khwp.org.uk T: 01580 212 972</p>
Kent Wildlife Trust	<p>Bringing environmental education to your school, Kent Wildlife Trust can offer practical advice and support for developing your school grounds into wildlife-friendly habitats. Education Officers are also available to run Curriculum-based sessions e.g. creative crafts, games, studies and workshops, to help children recognize trees, plants, manifests and topography.</p> <p>Themed assemblies are also available.</p>	<p>www.kentwildlifetrust.org.uk T: 01622 662012</p>
Sussex Wildlife Trust	<p>Apart from delivering sessions on Ashdown Forest, members of the Sussex Wildlife Trust are happy to visit schools for school grounds development and wildlife visits.</p>	<p>www.sussexwt.org.uk T: 01273 492630</p>
Young People's Trust for the Environment	<p>FREE conservation, wildlife or environmental interactive talks and sessions available for schools within 60 miles of Education Officers based in Brighton and East Sussex.</p>	<p>www.ypte.org.uk/school-talks T: 01460 271717</p>

Risk Assessment

Remember the outdoor environment is subject to change and seasonal differences must be considered. Always check the site for new risks before venturing out with a group of children. Blank spaces have been left at the end of the document for you to add site specific risks, individual children etc.

Risk Assessment for After School Club (outdoor activities)

Name of Assessor: Location:	Date of activity: Date of R.A./Site visit:	Other information: e.g. No. of children taking part
--------------------------------	---	--

Group Name/Class	
Teacher/Contact	
Leader of activities	
Other Helpers	
Group size	__ children + __ adults
Age of young people	
Ratios	1 adult : 8 children
First Aiders	

A copy of the risk assessment will have been read by all staff as well as the teachers involved, this will ensure that all adults are able to supervise children effectively.

Hazard	Risk	Who might be harmed	Likelihood of risk taking into account the proposed actions	Proposed action
Uneven ground/tree roots	Slips, trip and falls	Pupils and Staff	Low	Ensure all participants are wearing suitable footwear, sturdy boots or Wellingtons. Warn participants of hazard at start and throughout activity.
Moving vehicles	Collision with car or motorbike on private and public roads	Pupils and Staff	Low	Ensure adequate supervisors are present for number of children. Walk (no running) in single file in areas where vehicles are likely to be present and ensure children stick close to edge of road/on grassy verges. Adults will wear hi-vis vests and walk on the outside of the children whilst walking along roads. Warn all participants of risks throughout activity.
Over-hanging or falling branches	Injury to eyes and face from whips or crushing	Pupils and Staff	Low	Check route for hazardous trees before the event and avoid. Contact County Public Rights Of Way (PROW) team to report

or trees	injuries from larger branches / trees			dangerous trees on route Cancel activity if it is windy. Warn participants of small branches flicking behind them, look out for each other.
Brambles and nettles	Cuts, thorns, and allergic reactions	Pupils and Staff	Low	Identify hazardous plants to participants and warn of potential risks. Warn participants of brambles flicking behind them or catching clothes, look out for each other. Long trousers to be recommended.
Livestock and other animals	Scared and intimidated	Pupils and Staff	Low	Dogs encountered may be on leads but warn participants of possibility that they might not. Warn group to be quiet when walking through fields with livestock and not to approach them. Sheep and cattle in fields should be used to walkers and are extremely unlikely to pose any threat to the group. Ensure adequate supervisors are present for number of children.
Barbed Wire Fences	Cuts, scratches	Pupils and Staff	Low	Warn participants not to touch barbed wire fence.
Stiles and steps	Trips, bruises	Pupils and Staff	Low	Warn participants that they should go over the stile and up/down steps one at a time, no rushing or pushing.
Litter and rubbish	Trips, cuts	Pupils and Staff	Low	Warn participants of risks, ask them to not touch or move any litter unless equipped with gloves and litter picker
Rivers, streams and ponds	Slippery banks, drowning.	Pupils and Staff	Low	Warn participants of risks; instruct to stay away from waters edge and to be careful when on bridges crossing bodies of water – use appropriate handrails etc.
Tetanus and Leptospirosis (weils disease)	Contracting illness	Pupils and Staff	Low	Warn participants of risk of contamination from animal faeces and soils before and during activity. Hand wipes/antibacterial gel available before eating snacks Wash hands on return to school
Issues relating to child protection	Abuse Alleged abuse	Pupils and Staff	Low	Ensure that pupils are never left on their own with an adult and do not wander off on their own Follow school policy and reporting procedures if the situation arises
Unacceptable behaviour from pupils	Damage to property, harm to self or others	Pupils and Staff	Low	Ensure pupil to adult ratios are adequate and any children with special behavioural needs have one to one supervision. School will act within the school behaviour strategy in the event of an incident. Involve pupils in the risk assessment before and during the visit.
Weather Rain, wind, sun	Hypothermia, sunstroke	Pupils and Staff	Low	All children will have received a letter from the school asking them to be dressed appropriately for the weather conditions. A decision will be made on the day to change the contents of the trip or cancel if the weather conditions are to severe e.g. high winds or torrential rain.

Participants will:

Have a talk on health and safety prior to departure

Leave the school on foot following a specified route along public footpaths

Take part in various activities and discussions along the route

There will be an opportunity for a break for a snack/drink

- *All participants are advised to wear old / suitable clothing and comfortable shoes for the long walk e.g. Wellingtons or walking boots – preferably **no trainers** as their feet will get wet in long grass and mud.*
- *Indemnity forms for all children are to be completed.*
- *There will be no hand washing facilities until returning to school, so participants must be advised not to put hands in mouths and to use the antibacterial gel/wipes, particularly before eating.*
- *If there are no toilet facilities on route, children should go before they leave school. Toilet roll carried by adults as precaution.*
- *First Aiders at hand, including First Aid Kit and mobile phone for emergency contact.*
- *OS map to be carried for grid reference*