



## Session Plan

It should include:

- An approximate duration of the session
- Details of your session's logistics, time, date, location and equipment needed.
- Your session plan using the template, and a statement of your session's aim and objectives.
- A risk assessment specific to the type of location your session is being run (woodland or coastal), detailing the general risks, location specific risks and activity specific risks for your session.
- Details of how your session accommodates the needs of your participants, and different modes of learning.

## Session Details

*This session plan should detail the criteria below for your sample 30-minute session at the location of your course.*

Type and aim of session	The environment – Seashore Code and Scavenger Hunt
Client group (i.e. school or youth group)	Adult group training, I have pupil group as a target audience (8-10yrs)
Number of participants	5-12
Age range of participants	Age range 8-10 years
Location of activity	Whiting Bay
Length of session	60 mins
Essential leader's equipment	First Aid Kit Survival blanket Trowel Poo bags Toilet paper Emergency contact sheet Hand sanitiser Mountain whistle Mobile telephone Sunscreen
Activity specific equipment	Sweep nets x 6 White trays x 6 Magnifying jars x 6 Identification sheets x 2 Fields Studies Guides Rocky Shore name trail, Seaweeds Guide and Seashells Guide – although basic guides will be provided as print outs.

## Session Introduction

What group agreements would need to be understood by your participants before getting started with your planned activities?

Advice on suitable footwear as well as waterproof jacket requirements. Boundary agreements once location has been reached. Toilet arrangements explained.

Aim and objective of session explained. Outline what aim and objectives are and give examples. Explain that they will have to identify some of their "finds" in the session. Show the basic id sheets and the more detailed Fields Studies fold out sheets if available.

What would be your key safety considerations would you need to convey to the group before starting your activities? [5 marks]

Physical boundaries of the session explained, in this case a tree line and path for example.

Three whistles explained, a signal to return to "base camp".

Outline the environment that they are in, dog walkers, walkers, anglers etc. as well as the physical environment and a Seashore Code will be a part of the actual session. Answer any concerns at the end of the session in a Q and A .

## Session Plan

*Detail below the overall aim of your session and two or more objectives, with associated activities, that you will use to achieve this aim. These objectives will be what you will demonstrate within the session delivery. You should also detail and deliver a plenary or concluding aspect to your session.*

### **Overall aim of the session:**

**The Seashore Code** – how to safely be in the environment and behave to avoid disturbing and impacting upon it.

### **Objective 1**

Protecting the environment and being respectful to it.

#### Activity

Demonstrate and ask group why these things could be important

#### Planned Duration

15 mins

### **Objective 2**

#### **Introduction to what they may find in the environment.**

Introduce the group to what they may find in the area – divide this into 2 basic categories – native i.e. what should be in this environment (place) and non-native i.e. what has ended up in this environment (place).

How to identify them using the field studies guide “Seaweeds, seashells and Rock Pool”

#### Activity

Demonstrate display trays and use of safely using magnifying tubs. Using field studies identification charts show how to use these.

#### Planned Duration

10 mins

### **Objective 3**

Scavenger Hunt activity

#### Activity

Give the group access to the collect sheets (activity) and the identification charts. This reinforces the Seashore Code as discussed before.

#### Planned Duration

15 mins

**How will you conclude your session?**

Could do a brief summary session of what beast they managed to capture and identify.  
Ask how they can fit into the wider environment, what were their favorites and identifying characteristics review.

If opportunity introduce the food web.

**Other Session Notes**

## Session Risk Assessment

Completed by:	Tim Conner	Likelihood and severity ratings: 1 – low 2 – medium 3 – high	To calculate risk factor multiply likelihood and severity ratings: 1 – 3 = low 4 – 6 = medium 7 – 9 = high
Date completed:	19/5/23		
Review date:	2/6/23		

Risk considered	Likelihood (1 – 3)	Severity (1 - 3)	Calculated risk factor	Control measures in place before delivery	Control measures in place during delivery	Revised risk factor
Infections from water / contaminated soil e.g. Weils Disease	1	2	2	Brief students to check for fresh, open cuts or eczema on their hands and provide non-latex gloves for those that do for pond dipping. . Brief students not to rub their eyes/ lick their fingers etc during activities.	Hand santier always avalisble and used after pond dipping session.	1
Cold/wet weather – Risk of hypothermia, additional slippery surfaces	1	3	3	Advise suitable clothing in pre course liaison. Some spare jacket/foil blankets. Minimise exposure by ensuring correctly dressed and protected, leaders alert to symptoms and prepared to adapt activities to suit weather.	Foil blankets as part of extended first aid kit. Jackets advised to be kept on if temparture lower.	1
High winds – risk of injury from falling branches	2	1	2	Regular dune or cliff instpection safety inspections along paths and activity areas. Site inspected before visitors arrive; Staff to follow safety protocol – check forecast. Wind speeds	Regular check of overhead dangers such as cliffs, dunes etc.	1

				above 20mph cancel / stay indoors.		
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<b>Risk considered</b>	<b>Likelihood (1 – 3)</b>	<b>Severity (1 - 3)</b>	<b>Calculated risk factor</b>	<b>Control measures in place before delivery</b>	<b>Control measures in place during delivery</b>	<b>Revised risk factor</b>
General Emergency	2	3	6	Staff trained in emergency first aid and aware of emergency procedures; Nearest A&E First Aid Kit to be taken for use on site and mobile phone for use in emergency.	First aider identified at beginning of session to volunteer staff. First Aid kit carried at all times by first aider.	3
Getting lost/separated from group	2	2	4	Leader to undertake regular head counts. Establish boundaries for each activity and ensure participants remain in view. When walking between locations, have an adult/s at the rear of the group. Essential toilet	Regular head counts. Sign in and sign out sheet for parents/carers on drop off and collection.	2
Uneven ground - slips, trips and falls and injury from natural materials	3	2	6	Advise suitable footwear to be worn. Make participants aware of uneven ground -particularly tree roots, rabbit holes and stones as well as slippery mud. Ensure participants take their time and don't run.	Reminder of do not run and to watch out for uneven ground and trip hazards. Stick to paths/level ground as much as possible.	3

Use of equipment and tools	2	1	2	Heavy equipment should be carried by two or more people depending on weight. Safe use of equipment (e.g. pond nets) to be demonstrated prior to visitors using.	Reminder of using collection tub, trays, buckets etc.	1
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<b>Risk considered</b>	<b>Likelihood (1 – 3)</b>	<b>Severity (1 - 3)</b>	<b>Calculated risk factor</b>	<b>Control measures in place before delivery</b>	<b>Control measures in place during delivery</b>	<b>Revised risk factor</b>
Skin irritation, stings, scratches, allergic reactions through contact with insects/vegetation. Inc. Tick Bites and Lymes.	2	2	4	Visitors advised to wear long sleeves and trousers. Visitors advised to keep to paths at start of day; leader to take participants on an appropriate route. Avoid direct contact with known Plant. Avoid direct contact with known plant irritants (e.g. Hogweeds,	Latex free gloves available to those with nut allergies; Ensure any participant with plant related/insect allergy is carrying prescribed medication such as an epipen	2
Handling of any insects etc.	1	1	1	Instruct participants to handle sea creature/insects gently and allow the Animal to move freely. Avoid any handling of those able to bite or cause skin irritation.	Advise and try to ensure participants to wash hands before eating or drinking, and at the end of the activity.	1
Getting debris in eye during activities such as sand	2	3	6	When collecting ensure sand does not get into eyes etc.	First Aid kits contain eye wash encase of any incidents to wash the debris out of the eye.	3
- Drowning - Weil's disease	2	3	6	Drowning: Take care, keep away from edges unless activity requires. Leader to instruct & demonstrate safe methods to use while dipping Limit numbers on pond edge	Weil's disease: No eating. Waterproof gloves to protect cuts & eczema. Always wash hands afterwards.	3

Describe how your session and planned activities will accommodate the varying needs of your participants, considering the various ways that individuals learn. [8 marks]

1. Give the group short introduction into the session. Establishing physical boundaries, length of session and toilet arrangements. Also ensure that an opportunity for questions is given- ensuring that any anxieties over the activity can be addressed.
2. Ensure that all physical abilities are understood well in advance of the session being planned but also that leaders are aware of these during the session.
3. Ensure that the demonstration of equipment is short but engaging, demonstrate more rather than explaining at length.
4. Outline the use of capture trays, magnify lens and returning finds safely.
5. Ensure there is enough volunteers to supervise and assist at all times.
6. Demonstrate the identification cards and charts. Some participants may be more interested in these depending on learning styles.
7. Ensure that there are a couple of group games if group is becoming distracted and unfocused, this can re focus the group on the aim of the activity after burning off some energy. Seashore Bingo as an option.
8. Ensure there is time for questions and responses to keep different learning styles engaged in the activity. If there are enough volunteers this can be during the session or in the closing of it.