

Making these activities successful, will be based on good planning. Please speak to your EVC in school before starting. If you know the area well, a pre-visit may not be needed, but often staff find the best way to plan is to get out, walk the trail and think about the following aspects. However, there is no requirement to do a pre-visit.

## 1 Check the actual route – do you know the route?

Where will you walk, footpath size, shared with other users, crossing points, gathering points before and after crossing?  
How do you get to the trail from your school?

## 2 The Question's Location

Where will you and the group stand, how much space is there, how much is needed and how long will you spend there?

### Route - Notes

The routes are well planned and should be clear, but from walking the route you can see the answers to the above questions. From your walk you can brief the other staff members who are with you about any issues.

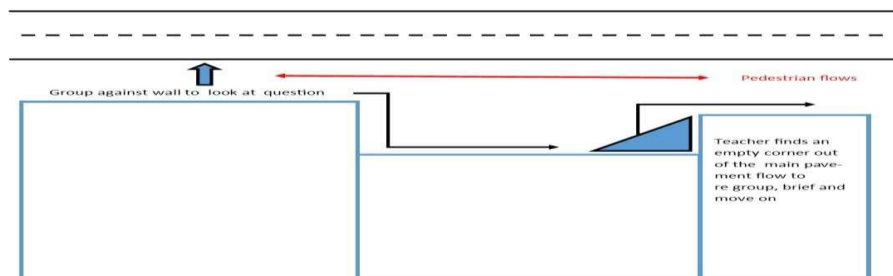
Question – how much to tell your pupils, say too much and maybe take away the mystery of the new journey

Some staff have practiced road crossings in the playground before they reach the trail. Please remember it is illegal for you to stand in the middle of a road with your hands up and request the traffic to stop (yes – really!)

### Question Locations - Notes

Some locations require some level of leadership to give clear and firm direction on where to stand but other locations have more space for a different leadership approach.

Lining your group up against a wall, giving space for them to work and other pavement users to move past, but this does not allow group discussions and instructions about when to move which are hard to hear along a line. So think about the task and what it re



Look also for building corners – off the main pavement flow, when you can huddle your group to re-group them and brief for the next stage

**Risk Benefit Assessment for The CCC PCC Trails – generic starting point** **You need to edit and complete this form**

Generic Benefits	Specific Outcomes
Getting Maths + English outside, active and engaging Discovering new environments Making learning engaging and fun Getting pupils active discovering the world around them	(Applying skills from the classroom to new problems Practice solving problems whilst out of their comfort zone of a chair and table to solving it standing outside)  Please add more for your group.

Specific Activity	Possible Problems/Issues	Probable Benefits	Control measures, reasonable and practical steps to avoid or reduce problems/issues	Decision/Comments/Actions
Waking in public areas in an urban setting	Slips trips and falls Distractions / Lack of pupil self-control and group control Members of the public Tourists (some trails) Other road users (bikes in some towns) Time of year and weather	Being outdoors Learning and applying road awareness skills Looking after each other Not just a summer activity	Group control including speed control on different surfaces Small group management Good group preparation including clothing and footwear Other staff involved in planning Staff awareness of what is happening/around at the time	Have you checked the advice sheet with this document?  Follow school procedures for Educational visits  First Aid Kit? Parent helpers?
Crossing Roads	Road traffic Other pedestrians (+ bikes)	Learning to travel safely in a new area Looking after myself Look after each other	Use pedestrian crossings where possible Use a crossing point with good visibility Be prepared to divide the group to sub-groups	If you have done a pre-visit – will conditions, be the same on the day of your visit?
Next to water	Some trails pass near water	A variety of different environments are discovered	Awareness of group, characters within group and environment leadership	How well do you and the staff know your group?

Overall group control	Group and individual behaviours Addressing additional needs	Involving all	Group size and knowledge of pupils Additional support required	How well do you and the staff know your group?
Group needs				
Rest points and toilet breaks	Define what is required Identify where this could be	Group rest and re-group time Stop and view the new surroundings	Pre check the area	(Shops, McDonald's are all worth considering)

### Useful Web documents

Your school will have a visits policy that you work within, but please check [www.OEAPNG.info](http://www.OEAPNG.info) as your guidance to plan activity.

Good practice when planning visits

[This is a good over view document](#)

Supervision of young people

[How do I determine how many staff I need?](#)

Supervision with independent investigation ideas

[This document is worth reading](#)

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**Your Further Notes Below:**