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| **River Studies – Indoor session ( 50 minutes)** | |
| Equipment   * River features flashcards * River Features “ blanks “ worksheet * Trays, sand, water, measuring jugs, stopwatches, pieces of wood, spoons   Health and safety   * Keep their hands away from their mouths. * Wash hands at the end of session. | |
| Time | Activity |
| 5 | Introduction   * Tame Valley Wetlands Landscape Partnership Scheme * Housekeeping information * Aims and Objectives of Session – laid out on powerpoint |
| 10 | Flashcard Game   * Each table is given a set of flashcards * Describe a feature of a river * Groups confer and decide which feature you are describing * Ask the children to show their answers |
| 20 | Powerpoint   * Continue with Powerpoint presentation * Raise questions about rainfall in urban areas compared with rural areas * Talk about the wildlife found in and along the River Tame |
| 15 | Investigation – Follow instructions from Education pack   * Distribute equipment to each group * Fill water up as and when needed * Explain the need to pour slowly * Give children a chance to all have a go at some part of the experiment * Results ca be collated and used as part of follow up work at school |
| **River session outdoors (30 minutes)** | |
| Equipment   * First aid kit and mobile phone * Tape measure, oranges / apples, stop watches * Pencils and clipboards with one piece of plain paper for field sketch, and ‘Measuring the flow rate’ worksheet.   Health and safety   * Keep their hands away from their mouths. * Wash hands at the end of session. * Ensure that children are told not to climb on the rail and to stay on the correct side * Be aware of the weather and the levels of the river as they can rise quickly * Depending on time of year, ensure nettles are strimmed before visit. | |
| Time | Activity |
| 5 | * Safety talk |
| 10 | * Draw a field sketch of the river. Explain the importance of field sketches and what to include. |
| 15 | * Flow rate experiment using oranges * Split children into groups * One person throws the orange into the river, upstream of the first marker. One person stands at the first marker and shouts as the orange goes past. One person has a stop watch and starts the watch on their shout. A third person stands at the final marker post and shouts out as the orange passes them. The timer stops the watch and the time is recorded. This is done a number of times either within the group or the whole class share results. |