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# Climate & Classics

Class Handout



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# Climate and Classics: Deforestation

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CLIMATE &  
CLASSICS  
KEEPING CLASSICS ALIVE

## Overview

*Climate & Classics* is offering a short (4-day) residential retreat to Scottish, state-educated, primary school children who have had limited exposure to Classics and the classical world. The retreat is based in various locations in Scotland, which are near to woodland and other natural scenic environments. The project aims to contextualise modern deforestation through examples and comparison of the classical world and the natural Scottish landscape. Through a series of outdoor and indoor activities, workshops and games, we will increase awareness of current environmental issues whilst demonstrating the applicability of classical studies in tackling them.

The purpose, methods and aims of the *Climate & Classics* retreat adhere to and resemble those outlined by the Scottish Government in their *Curriculum for Excellence (CfE)*. The ultimate goal of CfE is to make Scottish children and young people: [successful learners, confident individuals, responsible citizens and effective contributors](#) (Scottish Government, 2017). Central to the *Climate & Classics* is the aim to create socially aware and responsible citizens who recognise the importance of the environment and sustainability. The project aims to inspire confidence in state-educated children to pursue Classics throughout their education. Ultimately, the *Climate & Classics* retreat will help children effectively contribute to future discussions on climate change and environmental concern.

## Rationale

*Climate & Classics* will introduce Classics to those historically excluded from the study, specifically targeting Scottish, state-educated, primary school children. A significant factor contributing to this exclusion is the inaccessibility of Classics in state schools. In Scotland, Classics is seldom available outside of the private sector; state-educated children are [leaving school with no \(or very limited\) exposure to the classical world](#) (Fox, 2018). The project aims to encourage and foster the educational development of a new generation of classicists from underrepresented backgrounds. By focusing on children at a primary level, we hope to spark an early but lifelong interest in the discipline. Demonstrating the relevancy and importance of Classics in the modern world is key to igniting this fascination with the ancient world. *Climate & Classics* accomplishes this by contextualising current environmental concerns, like deforestation, through examples and comparisons of the scenic Scottish landscape and the classical world. In doing so, we will simultaneously increase the children's awareness and understanding of environmental issues.

The synergy between Classics and environmental concern is central to *Climate & Classics* aims. In Britain, concern for the environment is at an all-time high. [Recent data has shown](#) that 27% of Britons now consider the environment one of the most pressing issues facing the country. This concern increases to 45% amongst 18–24-year-olds (Smith, 2019). Teenager Greta Thunberg and her climate change activism (collectively referred to as the ['Greta Effect'](#)) is partly responsible for this sharp increase in public recognition (Watts, 2019). Undeniably, young people are currently at the forefront of environmental awareness and activism. *Climate and Classics* will engage and educate young Scottish people on the important environmental issues facing them and their modern world. Thereby, we aim to inspire them to become advocates for a greener world and the driving force behind future environmentalist movements and education.

The scenic woodland and countryside of Scotland provides the perfect setting to educate children on the natural world and the problems it faces. Allowing children to see, interact with and immerse themselves in areas of outstanding natural beauty so close to home can inspire a love of the countryside. This can help cultivate a proud sense of curatorship and, more importantly, responsibility for Scotland's landscape. It will not only invoke a desire to protect the Scottish landscape but the world as a whole.

## Why Rome?

Roman, and more broadly, ancient culture continues to influence citizens of the 21<sup>st</sup> century. Western civilisation can find many of its roots in the ancient world. To understand and navigate our contemporary world and the issues it faces, we must look to the past, and an education in Classics holds the key. The study of the environment in connection with Classics is a growing discipline; the University of St Andrews recently launched [The Centre of Ancient Environmental Studies](#), which is dedicated to this burgeoning subject. Ancient Rome was affected by deforestation; thereby, perspective and knowledge can be gained through its study just like every other aspect of Classics.

Evidence and artefacts of the Roman Empire survive to this day; they provide a wealth of knowledge that can be tapped into to gain insight into ancient environmental change. What cannot be found in tangible, written evidence can be gleaned through scientific analysis. This approach is inherently interdisciplinary and a proponent of [‘deep history’](#). Although it appears that science and Classics are in contrast, utilising these two disciplines allows for a deeper understanding of environmental change in both the ancient and modern world. The approach facilitates reflection on the differences between the past and present. *Climate & Classics* seeks to learn and adapt from the Roman’s choices as well as our own to help tackle not only deforestation but climate change as a whole.

*Climate & Classics* acknowledge that studying environmental change in the ancient world can produce anachronistic projections of climate change and deforestation on Roman society. However, the principal aim of our project is to inspire engagement and interaction with Classics and contemporary issues; we ask hypothetical questions to contextualise and rationalise the respective disciplines. Each workshop and activity are grounded in fact, and children are asked to draw potential connections between the two.

## Funding

### Benefactors and Sponsors

The *Climate & Classics* residential stay appeals directly to the [Learning for Sustainability](#) initiative recently implemented by the Scottish Government. The initiative seeks to combine ‘sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences’ (Scottish Government, 2019). Clearly, the Scottish Government are keen to support schemes aimed at educating on the environment and sustainability. Due to *Climate & Classics*’ close alignment with the existing CfE framework and the shared goals of the *Learning for Sustainability* initiative, we hope to secure direct support and funding through the Scottish Government for the project.

The fundamental aim of *Climate & Classics* is to widening access to education, and this is a focus commonly shared with the [Sutton Trust](#) and the [University of St Andrews](#) (the University). Consequently, we hope to secure funding or sponsorship from both organisations, which already have an established working relationship. Each year, a summer school is hosted in partnership with the Sutton Trust and the University to widen educational access and increase social mobility. This programme is dependent on student volunteers who have previously taken part in the programme. *Climate & Classics* intends to have as many state-educated classicists as possible volunteering; the existing relationship between the Sutton Trust and the University and the pool of volunteers available would be beneficial in running the residential retreat. An added incentive to fund *Climate & Classics* is our ability to provide state-educated university volunteers with the vital experience they need for pursuing further education or securing a job upon leaving university. Obtaining the support of these organisations would help ensure the educational progression and support of *Climate & Classics* participants from primary to tertiary education.

The University is at the forefront of cutting-edge research on 'the study of human interactions with and representations of the environment of the Ancient Mediterranean' (University of St Andrews, n.d). *The Centre of Ancient Environmental Studies* (the Centre) launched in September 2020; its primary aim is to study past human-environment interactions to help understand and contextualise our modern relationship with the environment. The purpose and aims of *Climate & Classics* are incredibly similar. Both projects recognise the value and importance of ancient history and Classics, and more broadly, an interdisciplinary approach to tackling current issues like climate change. Establishing a collaborative relationship between both projects would be mutually beneficial; the Centre provides the ideal bank of knowledge and expertise whilst *Climate & Classics* directly engages children (and future scholars) on the significance of this emerging research and discipline. As such, we believe *Climate & Classics* would be an ideal candidate for University funding and sponsorship.

## Budget and Expenses

Throughout the retreat, there will be an emphasis and focus on self-sufficiency and independence. There is little to no cost for cleaners or cooks as pupils will follow a chores rota in small groups with adult guidance and supervision. As a result, the total cost of the budget and expenses are relatively low. *Climate & Classics* recognise that funding for food must be provided, especially for those eligible for free school meals. However, if we were to acquire funding and sponsorship from the Scottish Government, this expense could be subsidised directly through them.

The residential retreat will utilise existing Scout halls all over Scotland due to their convenient locations and affordability. The cost of renting an entire Scout hall is often no more than a maximum of £360 per day ([Scout Park, 2017](#)) ([Glasgow Scout Group, n.d.](#)). Scout halls allow us to cater to children and their respective council areas where their schools are located. Transportation is required to-and-from the retreat but as the retreats are based close to home, the cost should be minimal.

*Climate & Classics* will use mostly volunteers to operate and run the activities which take place during the project. Volunteers must be PVG qualified in order to work with children. As *Climate & Classics* are a non-profit organisation, a small cost of [£75 a year will ensure our volunteers receive free PVG checks](#). Similarly, *Climate & Classics'* potential association with the Sutton Trust and University of St Andrews as umbrella bodies would eliminate the cost (Scottish Government, 2020).

## Proposed Activities

*Climate & Classics'* principal focus centres on creating a dynamic, educational experience that introduces new concepts and disciplines to a demographic who would typically struggle to access them. The adoption of various teaching styles and approaches are vital to ensuring children (aged nine to eleven years old) engage with the subject matter whilst also building a solid foundation of new ideas. Children will learn through a series of interactive indoor and outdoor activities, workshops, and games during the residential stay. An emphasis is placed on learning through play and practical action above all else, the purpose of which is to create a fun, stimulating and memorable experience. For children, learning through play and practical experience is ['hands-on and minds-on'](#) (Zosh, et al., 2017). Providing children with an environment that facilitates play and practical experience allows for deeper learning to occur. Combining factual knowledge with play and real-world experiences enables children to better comprehend issues, concepts and resulting implications on the world surrounding them (Zosh, et al., 2017). The *Climate & Classics* teaching approaches will help children understand and appreciate the magnitude of climate change and deforestation. It will also demonstrate Classics is a relevant and appealing means to tackle these contemporary issues.

## Sample Lesson Plans

The activities and lesson plans outlined below aim to be age-appropriate, relevant and interesting, as well as exciting and engaging. Each provides children with an environment that supports and encourages interaction, curiosity and imagination. In delivering these, we hope to increase the children's confidence who take part in the scheme, showing them that an education in Classics is both possible and enjoyable.

### Changing Landscapes

Before Classics can be used to contextualise modern environmental concerns, children must have a sound understanding of these issues. This activity will gauge the children's comprehension of the environment before establishing basic definitions of words like "deforestation" and "ecosystem". Children will also be introduced to Roman perspectives on the environment and begin to make connections between deforestation in the Roman Empire and today. Emphasising the role of trees in the ecosystem and the detrimental effects of deforestation are principal aims of this session. Awareness of these concepts is crucial since they form the basis of every activity. This workshop is predominately teacher-led, but it is student-centred; instead of an instructor, the teacher is a facilitator for learning and a resource for the students to use ([O'Neill and McMahon, 2005](#)). Student-centred learning is active, and it ensures student engagement and participation. Similarly, the relationship between teacher and student is less hierarchical, and this is ideal for inspiring more confident learners. Building confidence in these young children will help break down the mental barriers which many state-educated Classicists face, in the pursuit of a Classical education.

Workshop Structure:

- Establish basic definitions for important vocabulary.
    - "Deforestation" and "ecosystem".
  - Ascertain the group's initial understanding of deforestation and its impacts.
    - Class discussions and interaction.
  - Expand upon the children's own input.
    - "Trees provide us with oxygen and animals with a habitat", trees are an important part of biodiversity.
    - "Deforestation happens in the Amazon rainforest", Scotland also has rainforests<sup>1</sup> and ancient forests ([Woodland Trust, 2020](#)).
      - Focus in particular on the areas where the retreat is based and the discuss the relative threat it faces.
    - Some trees become endangered species just like animals, "what does this mean for us?" ([Woodland Trust, 2019](#)).
    - Use worksheet ([see p. 8](#)), label it throughout the class with the various concepts they have learned.
  - Transition to the discussions on other environmental concerns like erosion.
    - Practical experiment inspired by [funsciencedemos](#), use dissected bottles filled with soil to demonstrate soil erosion.
      - Discuss how this works on a larger scale.
      - Explain in simplified terms erosion results flooding and can lead to mosquitoes and malaria ([O'Sullivan, 2008](#)).
  - Encourage comparison between themselves and the Romans ("what did the Romans think?")
    - Vitruvius: 'water, however, is to be most sought in mountains and northern regions, because in these parts it is found of sweeter quality, more wholesome and abundant. For such places are turned away from the sun's course, and in these especially are many forest trees' ([Vitruvius, 8.1.6](#))
    - Pliny the Elder: '[Often indeed devastating torrents unite when from hills has been cut away the wood that used to hold the rains and absorb them](#)'.
-

- NB: quotes would be paraphrased or simplified to make them more comprehensible.
- Tie in modern examples of the same phenomena, “can you name specific events?”
- Use worksheet (see p. 8), “what are the visible impacts of deforestation both you and the Romans might see?”

Methods:

- Teacher-led but student-centred group discussion.
- Interactive learning through practical demonstration and experiment.
- Written worksheets.

Outcomes:

- Students are able to discuss the environmental impact of deforestation.
- Students can draw similarities between the Roman reaction to environmental concern and their own.
- Increase student confidence through inclusive and engaging dialogue.

## Roman Deforestation

Deforestation is not unique to the 21<sup>st</sup> century, the Roman’s also consumed significant amounts of wood for both fuel and non-energy applications ([Janssen, et al., 2017](#)). In this activity, students learn of Roman deforestation and how it compares to the same issue in the modern world. Comparison between the two demonstrates the enduring human habit of using and abusing the environment. Coring will actively put into perspective the measurable and enduring damage caused by ancient deforestation. Whilst it is a millennia-old problem, children will be reassured it can be solved! Students are encouraged to generate solutions to deforestation during the activity and recognise the important role they will play in successfully implementing environmental change. Students will partake in critical thinking, group discussions, and practical exercises to expand their knowledge and critically engage with the subject matter throughout the activity.

Structure:

- “Why did the Romans cut down trees?”
  - Students split into small groups to discuss question with a volunteer that will interject and guide when necessary.
  - Further discussion “how does Roman use of wood compare to modern consumption?”
- Expand upon small team discussions through collaborative, large class discussions.
  - Volunteers will supply salient points and knowledge if not discussed by children.
    - E.g., housing and building, ship building, fuel for industry and bathhouses, martial use, agriculture and animals
  - Bathhouses are an important detail, universal similarity – everyone needs a bath!
- Transition to Roman bathhouses, putting into perspective how much fuel is necessary for an innocuous activity.
  - Mini-lecture and PowerPoint on bathhouses, including their uses and impact on deforestation. Daily wood consumption for a single bathhouse can be measured ([Janssen, et al., 2017](#)).
  - Use worksheet (see p. 9) to consolidate learning.
- Demonstrate environmental damage can be measured through coring.
  - Explain the use of sediment coring or auguring, “this is a technique used by archaeologists to recover evidence for past vegetation and land use.” Coring soil

samples allow archaeologist to reconstruct the ancient landscape and determine changes to caused naturally and by humans (Greene and Moore, 2010).

- Typically, a steel rod with a chamber (an auger) is driven into the ground and a column of sediment is removed for analysis ([Archaeological Research Services LTD](#))
  - Rather than using an auger and sediment, this practical will utilise clear plastic tubing and coloured sand. The sand is colour coded with the respective colours representing a different layer, e.g., tree species, volcanic eruption, etc.
- Engage children in discussion, “how can we ensure that we do not cause measurable damage to the people that come 2000 years after us?”

#### Materials:

- Laptop and projector.
- Pencils (graphite and coloured).
- Coring workshop items (clear tubing, container, sand, etc.).
- Worksheets.

#### Methods:

- Practical demonstration and participation, facilitating more knowledge retention and interactive learning.
- Traditional teacher-led presentations that depends on student input and engagement.
- Written worksheets.

#### Outcomes:

- Students understand the extent of deforestation in the Roman world.
- Students are aware of the methods and technique used to measure environmental change and damage.
- Students encouraged to critically assess what can be done to prevent further negative environmental change.

## Roman Religion and the Environment

Mythology and tales of the Gods are integral components of Classics. The Roman’s worshipped multiple deities associated with nature; the Gods personified and therefore rationalised the environmental and natural phenomena of the ancient world ([Katz and Katz, 1999](#)). The study of Roman myths and religious practice is crucial in understanding the value and importance their society placed on the environment. Mythology is an enlightening and fun way for children to learn about the Roman’s relationship with nature. This activity encourages imaginative thinking and cultural understanding whilst also building a solid knowledge of ancient myth.

#### Structure:

- Foster discussion on Roman mythology, “what myths and gods do you already know?”
  - Gauge the initial understanding of Roman religion.
  - Once established, lead dialogue towards the importance of myth in Roman society.
- Storytime dedicated to telling myths and Gods closely related to the environment.
  - Emphasis on making this an engaging performance, should be performed orally without a scrip to evoke an ancient Roman storyteller.



- Myths and figures to be mentioned: Erysichthon (Ovid, *Metamorphoses*, 3.725-885), Ceres and Proserpina, Faunas, and Silvanus.
  - NB: myths will be simplified when necessary
- These myths will be supplemented by facts of Roman worship, including festivals and belief in household spirits.
  - Discussion will focus on the Faunalia Rustica, a festival hosted in Faunas' honour. Contextualise the importance of worshipping him; the Roman's believed Faunas would haunt those who cut down his forest without his blessing; they would dance, drink and offer wine and sacrifice goats to him (Horace, *Odes*, 3.18).
  - Lares were guardians of the home, fields and other public and private places (Wissowa, 1912). They were minor deities that watched over and protected these places.
    - Pose the question: "if we thought the countryside and forest was home to Gods, would we treat them differently?"
  - Worksheets used to consolidate learning (see p. 10).
- Link these discussions to the modern world.
  - "Would we be greener if we had a spiritual connection to nature?"
  - Religion in Rome was state-sponsored or 'res publica' (Davenport, 2019) "should sustainability and environmentalism be state-funded?"
    - E.g., your room is a mess, do you prefer
      - a) Your mum coming into your room and demands you clean your room, or else you won't receive pocket money for the week. Or...
      - b) You notice your room is untidy, so you clean it before being asked, as a result you are rewarded with pocket money.
  - We celebrate the environment, but it is the exact same as the Roman's. We now celebrate the environment through film as well as literature
    - Ideal opportunity to show examples from *The Lorax*.

#### Methods:

- Interactive story time.
- Modern, child-friendly film examples.
- Hypothetical questions for children to ponder and critically assess.
- Worksheets.

#### Outcomes:

- Supply children with a solid understanding of Roman religion, specifically myths that relate to the environment.
- Facilitate cultural understanding and cultural exchange between the ancient and modern world.
- Link art and the humanities to science and the environment.

# Sample Worksheets

## Changing Landscapes

What is deforestation?

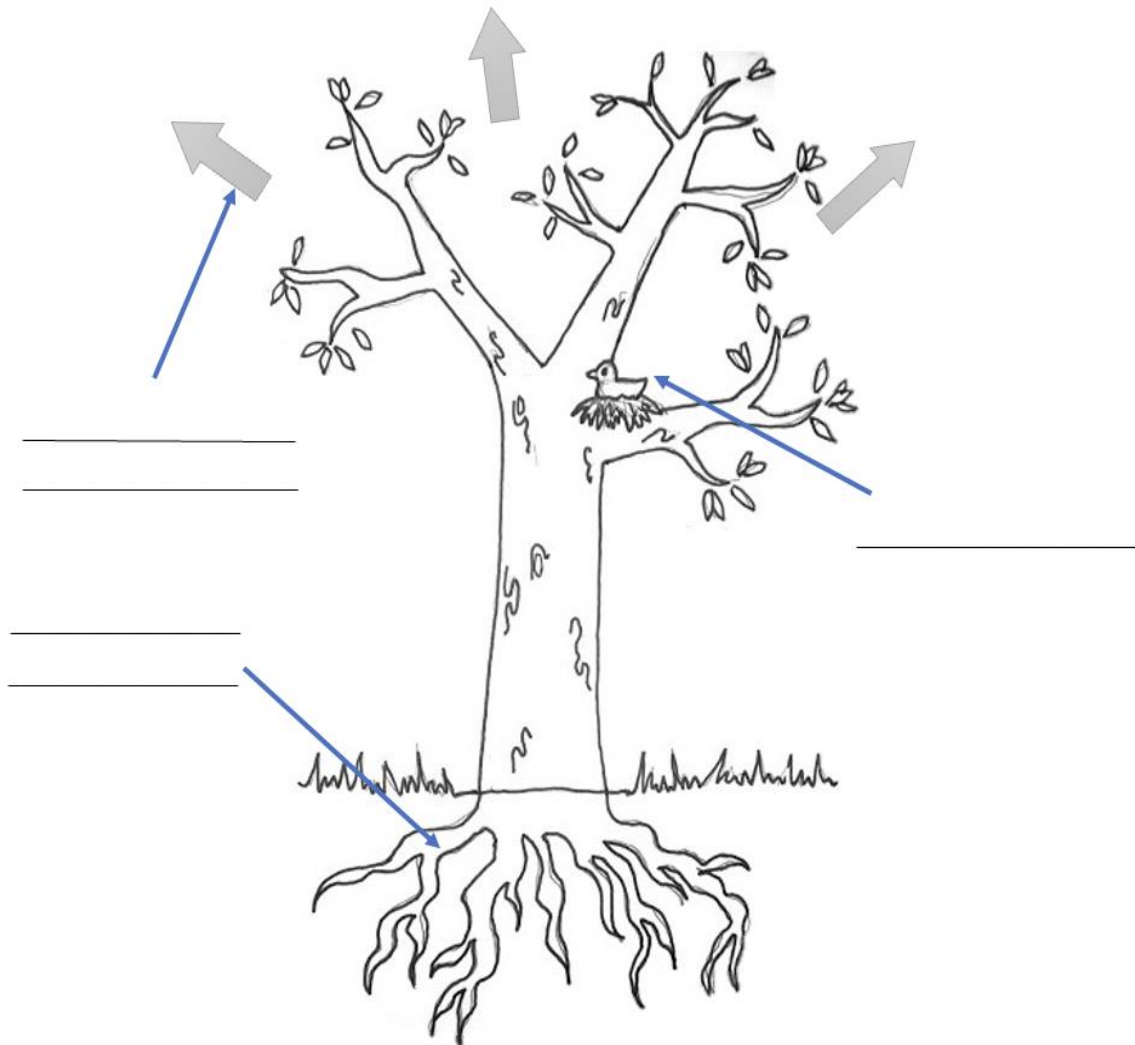
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What is the ecosystem?

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Label the tree with helpful things it does in the ecosystem:



What problems and changes caused by deforestation might we, or the Romans, notice?

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## Roman Deforestation

### The Roman Bath House



1. Why do you think the Romans like to visit the baths?

2. Why were they called public baths?

3. How did the water in the baths get heated?

4. What happened in these areas of the baths?

**Frigidarium** →  
**Tepidarium** →  
**Caldarium** →

5. If Roman baths were open today, would you use them and why?

6. Do you think that baths were good or bad for the environment and why?

## Roman Religion and the Environment

# RELIGION AND ENVIRONMENT

Questions. Discuss in your groups, then write a summarised version of your answers down on the paper provided.

- a) If you were president of the world, would you make it illegal to not have a green lifestyle? Or would you reward those who did have a green lifestyle? Why have you chosen this answer? – you can argue both sides of this argument or one
- b) If you were president of the world, how would you choose to spread information about climate change? Would you choose the gentle approach of myth, literature and film? Or chose to be harsher with hard facts, news reports, documentaries etc? you can argue both sides or just one
- c) If you were a spirit or a god, what would you demand as sacrifice?
- d) Do you believe in ghosts like the Romans?
- e) If you were to pray to the gods, what would you pray for? And what would you offer them?

Design a Roman spirit of climate change OR write/draw a comic of your own myth involving climate change. (This could be modern or ancient)



## WHAT?

- Free Residential Trips.

## WHERE?

- Locations Across Scotland.

## WHEN?

- Weekends During School Holidays.

## WHO?

- P6/7 State School Pupils.

## WHY?

- Learn About Classics And Our Climate



## Who We Are



### About Us

Climate and classics are a small organisation with a big aim. We really believe that you can learn from the past when tackling today's big questions. With the climate crisis being society's most pressing issue, we look to the past to help save the future. We also aim to make Classics more accessible to the public.

### Get in Touch

**Phone:** 01334 475300

**Email Address:** C&C@outlook.com

**Web:** [www.Climate&Classics.org](http://www.Climate&Classics.org)

In Partnership with



curriculum for excellence



Deforestation, Myth & Archaeology in the Roman World

Free Residential Programmes for Ages 9-11

*Information for Teachers & Parents/Guardians*



## Residential Programmes

These residential trips are aimed at P6 and P7 pupils to teach the impact of deforestation during the Roman Empire and why this is important in today's society.

Learning from our past has never been so important. The environment especially deforestation through out history has had a lasting impact on our planet.

These free programmes take place over long weekends during the school holidays at locations throughout Scotland. They aim to combine innovative teaching techniques with fun outdoor activities.

## Activities

The opportunity to take part in a whole host of fun and educational workshops on this residential getaway. Based around the question "why did the Romans cut down trees?" will take students on a learning journey that covers everything from bath houses, ancient festivals to archaeology and how deforestation affects the world we live in today.

### Learning activities include:

- Exploring Woodlands
- Scientific Experiments
- Ancient Myths and Stories
- Hands on Archaeology
- Local Ecology
- Discovering Nature

### Social activities:

- Movie Screenings
- Team Games
- Arts and Crafts

### Key Learning Skills

- Teamwork
- Critical Thinking
- Environmental Awareness
- Archaeological Techniques
- Creativity
- Confidence



## Eligibility

This programme is aimed at children who may not otherwise have the opportunity to learn about classics via their regular education. The programmes are free of charge for all eligible students. Eligible children must meet some of the listed criteria.

### Criteria:

- Aged between 9 and 11 years.
- Has always attended a state funded school while the UK.
- Has been eligible for free school meals at any point during primary school.
- Live in a neighbourhood with a low rate of progression to higher education and/or a high level of socio-economic deprivation.

### How to Apply:

For more information and applications

Please visit: [www.Climate&Classics.org](http://www.Climate&Classics.org)

## Example of Risk Assessment (HSE, 2020)

Introduction: A risk assessment involves identifying the hazards present during the activities whether arising from the activity or from other factors (e.g., the layout of the premises) and the risks arising therefrom, the persons at risk and the appropriate control measures ([University of St Andrews, 2021](#)) Every effort has been made to make this list comprehensive. However, if you identify anything which is missing from the Risk Assessment Action Plan please contact us, and we will update the risk assessment accordingly.

Company name: Climate and Class

Assessment carried out by: E. Limmack, T. Williams, E. Williams, E. Pain

Date of next review: 16/09/21

Date assessment was carried out: 16/04/21

What are the hazards?	What are you already doing to control the risks?	Who needs to carry out the action?	Done
<p>Poor supervision (<a href="#">West Yorkshire Joint Services, 2021</a>)</p>	<p>Supervisory staff should be made aware of the need to maintain adequate levels of supervision over the children/young people involved in the project. This applies both in respect of children working in a public places and to activities carried out as part of the project.</p> <p>We recommend a ratio of 1:8 adults to children (<a href="#">NSPCC, 2020</a>).<sup>2</sup> Further members of staff may be needed to deal with children who need extra care.</p> <p>If the behaviour of individuals is causing distress, or making it likely that an accident will happen, or putting the welfare of others at risk, the project leader has the right to curtail the activity. This needs to be stated clearly.</p>	<p>Project Leader</p>	<p>✓</p>

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What are the hazards?	What are you already doing to control the risks?	Who needs to carry out the action?	Done
Lack of access to emergency services	Project leader to have access to mobile phone as well as other members of staff. At least two members of the supervisory staff should have an up to date First Aid qualification. A First Aid Kit, appropriate to the size of the group, should be supplied for use on site in an emergency.	Project Leader	✓
Weather/need for appropriate clothing.	<p>As some of our activities take place outdoors attention should be drawn to the need for proper clothing. Waterproofs and warm clothing in bad weather. Sun hats, keeping covered, and sun blocks in warmer weather.</p> <p>Participants should wear boots or strong shoes if available, trainers or wellies if not for the outdoor activities. Working in sandals or bare feet is not acceptable.</p> <p>If weather conditions become too extreme for the activity to be carried out safely, participants will be taken indoors where a suitable alternative activity will be provided.</p> <p>As the activities include a residential aspect there is also need for proper bed clothes and leisure wear.</p>	Individual Parents and Guardians	✓
Dehydration	<p>To prevent occurrences of Dehydration all attendees will be encouraged to always carry a water bottle with them.</p> <p>The accommodations will always have access to clean running water.</p>	By participating organisations.	✓
Disabilities/allergies other special needs	<p>All such conditions should be notified to the project leader (e.g., allergies, hay fever etc.). Make sure that young people who need an inhaler have it available.</p> <p>For those with more extreme conditions or special needs individual risk assessments will be carried out in conjunction with parents/guardians in advance of the programme.</p>	Project Leader. Supervisory Staff.	✓
Wandering off/ getting lost	Children should work in pairs/small groups under the supervision of an adult. No child should be left on their own.	By all Supervisory Adults.	✓



What are the hazards?	What are you already doing to control the risks?	Who needs to carry out the action?	Done
Estranged parents.	Parents need to be made aware that images from excavations may be used on the internet or in other forms of publicity. This can attract the attention of estranged husbands/wives. If photographs are to be taken parents/guardians should therefore be asked specifically for permission to take pictures of their children at work and consent obtained in writing from the Parents/Guardians. In normal circumstances all slides and images stored on computer will be destroyed after two years to follow the Data Protection Act. However, images incorporated into websites, display boards etc. may remain in circulation for a longer period.	Parents/Guardians before the residential programme	✓
Abuse/abduction	No children or young people should be left on their own at any time. Discourage access to the activity by members of the public. If anyone does try to involve themselves, they should politely be asked to leave. Be proactive in heading off unsuitable interest from members of the public. Staff routinely working with children should have a valid <a href="#">PVG</a> . The project leader should monitor the behaviour of other adults working on site.	Project Leader, Supervisory Staff	✓
Fire Safety	Fire safety training is to be given to all staff. All staff will know in advance the layouts of the residences and where all fire exits are located. Staff will be trained in basic fire safety protocols to reduce the risk of a fire happening. One planned fire drill will take place during each residential programme, to ensure all participants understand what to do in case of an emergency.	All Staff.	✓
Third party providers <a href="#">(University of St Andrews)</a>	Make sure all residences comply with health and safety laws and have up to date suitable insurance.  All travel companies used must also have the correct insurance and safe vehicles.	Project Leader.	✓

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