

# Past Seaside Holidays

## Workshop Handbook

All the information you need to  
deliver a successful Seaside  
Holidays from the Past workshop!



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# Setting up for the Seaside Holidays from the Past workshop

## About the workshop

Welcome to your Seaside workshop. This workshop is all about the children having a hands-on experience with boats and seaweed, making connections between the seaside in the past and now, and learning about modes of transport.

You will need your pool, hosepipe, boats and equipment, including your exploration (feely) bags for the first part, along with seaweed and the Hapa Zome equipment for the second part. Also the buckets for seaside games.

Don't forget tarps and sit mats and, if it's looking a little wet, your canopies just in case!



## Assessing the space

The class teacher who booked the workshop will be aware that the workshop requires an outdoor tap and a flat space to take place, and they should have sent proof of this at booking. However, you may not be greeted by this teacher on arrival, so you may need to share this information with the staff you meet upon arrival.

When you are taken to the space you will need to conduct a dynamic risk assessment. This means checking that the space doesn't contain any hazards such as litter or trip hazards and the gradient is suitable for the activities.

## Setting up your resources

This workshop takes a little while to set up due to filling up the pool, so once you are in the space, get the hose out and get filling immediately, then you can organise the rest of the resources.

Choose a suitable space for the boat construction activity to take place and get the resources for this and the introduction activity out ready. This space can be used again later for the seaweed art. Make sure to keep the seaweed out of direct sunlight until you are ready to use it.

Ensure there is a space to play the seaside games in, with room to move and run about.

## Preparing for rainy showers

If the forecast looks set to be light rain, the children should arrive dressed for it. But it's always a good idea to look around the outdoor space and consider where you could shelter if it becomes unexpectedly heavier.

If moderate rain is forecast and wind below 20mph, you will need to put the canopies up to provide shelter if there is no other shelter available. Please watch the canopy video on the training platform to see how to do this.



# Workshop outline



## Introduction

- > Introduce yourself to the children.
- > Share with them your three rules for the workshop:
  1. Always listening
  2. Staying safe outdoors
  3. Having lots of fun!
- > Introduce the children to your working space.
- > Identify the boundaries of where you are working (you could mark this by tying ribbon to fences, bushes, and gateways to signal the edge of the boundary).

## Play '3 before me' boundary game:

- > Share three adjectives with children e.g. smooth, cold, damp.
- > Ensure children know what your adjectives mean.
- > Send them off to touch three things in the outdoor space that match your three adjectives.
- > When they've done all three, they come back to you, touching the floor in front of you so you know they've done.
- > When all children are back, ask them to share what they found.

## Curriculum Links & Key Skills

- Year 2 children learn 'living, dead & never alive' so including one of those for Year 2 classes will please teachers.
- Choose a well known word for ease and then something children might not be as familiar with such as 'rough' or 'flexible' to extend children's vocabulary.

## Setting the Scene

- > Sit the children in 5 groups with the sit mats, each group should have a different colour feely bag (have the children remember this colour for working in groups later).
- > Ask the groups to look at what is inside and discuss what links all the objects, telling each other any experiences they have had with it.
- > Discuss the contents of each bag as a class - drawing out the link of 'the seaside'. (See Key Facts to Memorise and Share for further support with this).
- > Ask the children to share what they have been learning about the seaside and discuss it in a bit of detail to give you some context of their understanding.
- > Look at the picture of Victorians at the seaside and explore what the children observe - the similarities and differences to when they go to the seaside.



# Workshop outline continued



> Introduce Past Seaside Holidays explaining that it's only since the Victorian era that people could start enjoying holidays at the seaside due to changes in transport - before that they couldn't get there!

## Curriculum Links & Key Skills

- In KS1 History, children learn about changes within living memory and make links to how this changed aspects of national life. The changing modes of transport on water made a big difference to how people holidayed.

## Boat Building

### Looking at sail boats

- > Explain that before engines of any sort were invented, that boats had a sail to be able to move.
- > Model how to make a sail boat - children then make their own in threes.
- > Sit the class in a large circle around the pool, so that they are able to see what's going on, but with enough room for small groups of children to get to the pool.
- > Have the children take it in turns to sail the boat on the pool - 2 colour groups at a time!
- > Team challenge - sign post one side of the pool as the seaside and the other 'home'. Get the children to blow the boats to each destination.
- > Discuss how reliant on the wind they are - discuss how changes in wind direction/lack of wind would make getting to the seaside difficult- so they were not used for taking people on holiday.

### Looking at steam paddle boats

- > Show a picture of a steam paddle boat. Discuss the invention of the steam engine, key facts around its invention and uses, and the benefits of using one in transportation..
- > Model the paddle engine on the boat and give the children time to explore.
- > Taking it in turns a few children at a time (use their group colours to help organise them), have a go at setting off their boats in the water and using the paddles to propel them. Demonstrate how they can move against the wind and experiment with making them move faster and slower. Ask questions such as 'I wonder what happens if we wind them up really far?'



# Workshop outline continued



- > Discuss how much more reliable these boats are compared to sail boats.
- > Ask one person from each team to gather at one side of the pool with their boat. Give them one minute to wind them up as much as possible and see who's boat goes the furthest. Repeat with different children on the other side of the pool.
  
- > Show the picture of the piers. Explain that they stopped at several piers along rivers to take the upper and middle class to the seaside.
- > Explain that as seaside holidays became more popular, that more people will have been getting on the boats to travel to the seaside, so the boats will have needed to hold more passengers.
- > Demonstrate the adaptations that could be made (corks, lolly sticks, elastic bands etc.) to be able to transport passengers (pebble people).
- > Using a bowl of water per group, groups can use the resources to design and build an adapted paddle boat that can carry passengers, testing them in their bowl as they go.
- > When groups have had 10 minutes to adapt, test and adjust their boats in the bowl, set the challenge of getting their passengers across the pool.
- > Move back to the circle in the pool and see which boat adaptations were successful. Did they float or sink and could the paddle still propel the boats?

## Curriculum Links & Key Skills

- Collaboration, communication & teamwork - allow them to figure it out when working together, this is a key skill lots of children are missing these days! Encourage those who are disengaged to work together with their team.
- Prepositional language - over & under
- Grip strength and motor skills - adding elastic bands to the mast
- First-hand experience & deepening understanding with context - Many children won't have experience of boats, or the different ways people used to travel, so this gives them an experience to hang that knowledge upon.
- Reasoning - discussing their findings of which type of boat is more reliable and discussing how the invention of steam engines will have encouraged more people to go to the seaside.
- In the KS1 DT curriculum, children are taught to design purposeful, functional, appealing products for themselves and other users based on design criteria, to evaluate their ideas and products, and also to explore and use mechanisms, so this part of the workshop allows the children to explore these ideas.



# Workshop outline continued



## Transition between activities

### **Play traditional seaside games to bring some movement**

- > Discuss what the children enjoy doing at the seaside (paddling, rockpooling, ice creams etc) and draw out the seaside games that they like to play.
- > Explain that this hasn't changed much since the Victorian era.

- > Mark out a safe space for the relay races, use cones to mark out the start & finish lines
- > 1st round water bucket relay - model first. Winner has the most water! If the weather is warm and sunny, this relay could involve the children carrying the full bucket above their heads. This will introduce additional challenge and the fun of getting wet.

If there is time, you could also do:

- Wheel barrow races - model first. Winning team did the most wheelbarrows.
- Leap frog relay.- model first. Winning team did the most leap frogs.

### **Curriculum Links & Key Skills**

- Physical movement
- Team work
- Historical understanding that the seaside is still used in a similar way for families going on holiday as it was in the Victorian times.

## Creating Hapa Zome artwork

- > While the children are finishing the relay races, place the seaweed into the pool, around the edges. This allows it to rehydrate, and it is ready for the children to 'harvest'.
- > Discuss with children how people keep memories of seaside holidays today (photos). Ask what people might have done instead & discuss souvenirs they might have from holidays.
- > Explain that people would display seaweed artwork in their home after their holiday to remember it but also to show off (explain status symbol) and how they would collect and press the seaweed themselves to create it.
- > Show the image of seaweed art to support this.
- > Introduce seaweed - discuss where it comes from, and how it looks and feels.



# Workshop outline continued



## Hapa Zome continued...

Give each child a piece of square cloth. model the below steps first before children have a turn:

- First, they need to 'harvest' their seaweed from the pool - give it a little shake to get off some of the water. The more intense red coloured seaweed works better for this.
  - Then they need to fold their cotton cloth in half.
  - Carefully place their seaweed in a desired pattern on one half (inside the fold).
  - They now fold their cloth over the seaweed and place it on their board.
  - Using a large pebble, children hit the cloth against the board until the colour from the seaweed transfers onto the cloth.
  - Then open the cloth up and peel the seaweed off.
  - They will be left with an imprint on their cloth that will become their artwork - discard any pieces of seaweed.
- > Gather children together to admire each others artwork, discuss how it would have been framed and displayed on their wall - perhaps they could display it in their classroom to mark the workshop they took part in?
- > Finish by asking each child to share 1 thing they learned in today's workshop.

## Curriculum Links & Key Skills

- This allows children the opportunity to handle real seaweed, which many may not have experienced before.
- The activity will help to build resilience, encourage creativity, and develop gross and fine motor skills.
- Children are managing risks, by using the pebble to hit the folded fabric without hitting their fingers
- It makes links to the KS1 art curriculum and supports children to use a range of materials and develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space.



# Timings for a Seaside Holidays workshop

## Timings for a typical workshop (1 class & 2 class)

**15 mins** e.g., 10:00-10:20

- > Introduction
- > Boundary game

**10 mins** 10.20 - 10.30

- > Feely bags discussion
- > Then and now - why people go to the seaside and what they do/did there

**15 mins** e.g. 10:30-10:45

- > Introduce materials for building sail boats and give time to construct them
- > Add sails and float them testing different wind conditions
- > Team challenge

**10 mins** e.g. 10.45 - 10.55

- > Introduce & discuss the role of paddle boats transporting to seaside
- > Plenty of time to enjoy sailing paddle boats (taking it in turns)
- > Team challenge

**20 mins** e.g. 10.55 - 11.15

- > Challenge of carrying passengers and set the challenge of adapting the boats.
- > Team challenge

**15 mins** e.g. 11:15-11:30

- > Discuss arriving at seaside and play traditional seaside games

**30 mins** e.g. 11:30 - 12:00

- > Introduce seaweed artwork and why it was displayed in homes
- > Model harvesting seaweed and hapa zome, children create their own artwork.

These timings are rough guides to keep you on track for the workshop, ensuring that you don't finish too early or late. They may change slightly depending on your group.

## Adaptations of the workshop

### 'Younger' cohort of children

- > Just pre-make the sailboat instead of them making their own.

### Less time for the workshop (e.g. 1.5 hr booking, children come out late/go in early)

- > Reduce to 1 relay race, premake the sailboat boat and speed up hapazome activity.

**More time to fill?** Explore winding up the paddles further to make the boats move faster. Race one another or time by counting in seconds how quickly they can move across the pool.



# Timings for a Seaside Holidays workshop



## Timings for a 3 class workshop (1hr 30 mins) :

**10 mins** e.g 09:00 - 09:10

- > Introduction
- > Boundary game

**10 mins** 9.10 - 9.20

- > Feely bags discussion
- > Then and now - why people go to the seaside and what they do/did there

**10 mins** e.g. 09.20-09:30

- > Introduce sail boats (premade).
- > Float them testing different wind conditions

**10 mins** e.g. 9:30-9:40

- > Introduce & discuss the role of paddle boats transporting to seaside
- > Plenty of time to enjoy sailing paddle boats (taking it in turns)

**20 mins** e.g. 9:40 - 10:00

- > Challenge of carrying passengers and set the challenge of adapting the boats.
- > Team challenge

**15 mins** e.g. 10.00-10:10

- > Discuss arriving at seaside and play traditional seaside games

**20 mins** e.g. 10:10 - 10:30

- > Introduce seaweed artwork and why it was displayed in homes
- > Model harvesting seaweed and hapazome, children create their own artwork.

> Tidy up and finish - **this is especially important for these workshops!**

These timings are rough guides to keep you on track for the workshop, ensuring that you don't finish too early or late. They may change slightly depending on your group.

## Tips for running the workshop in less time

- > Remove excess explanations, while keeping the core information
- > Pre-make the sailboats.
- > Shorten the time children have for seaside games
- > Ask children to tidy up their resources fully so you can continue straight into the next session.



# Timings for a Seaside Holidays workshop



## Adapting for a Reception class (1 hour workshop)

**15 mins** e.g 10:00 - 10:15

- > Introduction
- > Boundary game
- > Feely bags discussion
- > Then and now - why people go to the seaside and what they do/did there

**25 mins** e.g. 10:15-10:40

- > Introduce sail boats (pre-made).
- > Float them in pool testing different wind conditions that children create e.g. blowing them
- > Introduce & discuss the role of paddle boats transporting to seaside
- > Plenty of time to enjoy sailing paddle boats (taking it in turns)

**10 mins** e.g. 10:40-10:50

- > Discuss arriving at seaside and play traditional seaside game

**10 mins** e.g. 10:50 - 11:00

- > Introduce seaweed artwork and why it was displayed in homes
- > Introduce seaweed and share in discussion (see below)

### Running the workshop with Reception children:

- > Ask the teacher what they have covered with the children so far - this will guide you in how much detail to share with them/which bits of content to give more focus.
- > Rather than a big focus on the history, this focuses more on floating and sinking and testing the sailboats and paddle boats.
- > Pre-make the sailboats with the masts.
- > Use the small buckets of water during the sail testing and paddle boat testing to keep it hands-on for children. You might have some working in their buckets, while others work in the pool, then swap for example.
- > Rather than seaside hapa-zome art, explore the seaweed - depending on the class and their experiences, children have to guess what it is by exploring it with their senses (except taste).
- > You may want to suggest that teachers can keep the seaweed in their water areas for the rest of the day for children to explore further in provision areas.



# Key facts to memorise & share



## Experience (Feely) Bags

- Towel - this object is used at the beach to dry yourself when you've been swimming in the sea, and also might be used to sunbathe on, or picnic on.
- Boats - used to transport people around (full-size ones!), people also use them for fishing and other uses
- Shells - these are seashells and are often found at the beach. Many of them are cockle shells (white with ridges) but you might also find sea snail shells, limpet shells, oysters, mussels, hermit crabs may have used them as shells, and there are also many others. They had living creatures in them before they were found on the beach and collected.
- Armband - used to help you swim - it is bouyant and helps you float so that you don't sink
- Lighthouse - they help to guide ships safely along coastlines and into harbors by emitting a powerful, often flashing, light. They also warn sailors of dangerous areas like reefs, shoals, and rocky coasts.

## General Facts

- The Victorian Era was from 1837 - 1901, when Queen Victoria reigned
- Before the Victorian Era holidays didn't really exist as there was no transport to further destinations
- During the Victorian Era, only the middle class would have been able to afford to go to the seaside on holiday
- Bank holidays were new in 1871 - meaning people contemplated what to do with free time for the first time

## Image of the Victorians on holiday - similarities and differences

- People preferred to sea bathe in comparison to sun bathing now (sea bathing was deemed to have health benefits). At the start of the Victorian Era, bathing machines (essentially beach huts with wheels) would be used to take people out to sea at the desired depth (they were pulled by horses) so they could get into the water while maintaining modesty.
- Whereas now it's fashionable to get a sun tan, back then it wasn't, so people covered up on the beach - also people had to be modest in those times meaning they wore full skirts to paddle in the sea.
- Families would put on their best clothes and walk the promenade to show off their best outfits.



# Key facts to memorise & share



## Steam engines/boats

- Steam engines were first used to remove water from mines.
- It was developed to be used for transport in the early 1800s.
- When steam engines were first invented, boats were the first mode of transport they were used in
- Later, steam boats were outcompeted by steam trains - as these were faster and more luxurious inside
- From around 1841, steam paddle boats would take people from London to Margate, along the river Thames and from Middlesbrough down the coast to Scarborough.

## Seaside holidays

- People would have got on the steam paddle boat in the city, gone along the river or coast to get to the seaside pier.
- The building of more piers coincided with the rise in seaside holidays, an increase in popularity, and passengers!
- The Victorians enjoyed doing many of the things we still enjoy at the beach today - games, building sandcastles, showing off their outfits, and, in time, even enjoying amusements on the piers as the entertainment industry grew.
- Both Punch and Judy and donkey rides were popular in the Victorian era just like today.

## Souvenirs

- The reason for seaweed artwork being made was to show off they had been to the seaside - it was a status symbol
- Today people would take photos and share them on social media, display in there house. Cameras existed then, but weren't accessible - so therefore people made a souvenir in the form of artwork.
- Seaweed artwork would have been created through 'pressing' - layering paper seaweed and weighing them down with heavy books for many weeks.



# Maintaining resources

## Replenishable Resource List

Resource	Recommended supplier	Maximum reimbursement
Hapazome fabric	<u>Springboard supplies</u> (allow 7 working days for delivery). £16 ( <a href="#">Click for link</a> ).	£16 per pack
Fresh dulse seaweed	<u>The Irish Seaweed Company</u> 250g for a full day (wash, pat dry and freeze on delivery - allow 2 weeks for delivery)	£10 + postage

# Important information about this weather guidance

\*\*When delivering an Alfresco Learning workshop, our insurance will be used for your session. Our insurance will not cover you/us for an accident that has occurred during a workshop taking place in weather that is deemed to be unsafe. Ultimately, the decision on whether a workshop can go ahead is yours, this guidance is to help inform your own judgment on weather suitability for workshop delivery.\*\*

## Wind speed

The wind speeds detailed in these matrix grids are the **gust speeds**. If the underlying, constant wind speed is above 30mph, you should discuss the workshop conditions with us.

## Canopies

Canopies should not be used in wind gusts over 20mph. Please use your judgment for when putting up canopies would be appropriate. In some sheltered areas, canopies may cope fine at the above wind gusts, while in open areas, wind gust speeds lower than 20mph may not be safe to use them and will cause damage.

## Trees

In many conditions, trees can be used for shelter. **However**, if the wind speeds/gusts are forecast above 30mph, ensure you assess the safety of **any** nearby trees and move the workshop away from them. Above this wind speed, branches are more likely to become unstable and break off.

## Thunderstorms

Workshops **must not** go ahead if there is a storm warning (of any level). This is something to be especially mindful of with higher temperatures and moderate/heavy rain.

# Past Seaside Holidays

Conditions: **Clear**

		Feels like temperature (°C)								
		Below -5	-5 - 0	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30+
Wind gust speeds (mph)	0 - 5	R	R	R	A	✓	✓	✓	A	R
	5 - 10	R	R	R	A	✓	✓	✓	A	R
	10 - 15	R	R	R	A	✓	✓	✓	A	R
	15 - 20	R	R	R	A	✓	✓	✓	A	R
	20 - 25	R	R	R	A	A	✓	✓	A	R
	25 - 30	R	R	R	O	A	A	A	A	R
	30 - 35	R	R	R	R	A	A	A	A	R
	35 - 40	R	R	R	R	R	R	R	R	R
	40 +	R	R	R	R	R	R	R	R	R

# Past Seaside Holidays

Conditions: **Light showers (<0.5 mm/h)**

		Feels like temperature (°C)								
		Below -5	-5 - 0	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30+
Wind gust speeds (mph)	0 - 5	R	R	R	A	✓	✓	✓	A	R
	5 - 10	R	R	R	A	✓	✓	✓	A	R
	10 - 15	R	R	R	A	✓	✓	✓	A	R
	15 - 20	R	R	R	A	✓	✓	✓	A	R
	20 - 25	R	R	R	A	✓	✓	✓	A	R
	25 - 30	R	R	R	O	A	A	A	A	R
	30 - 35	R	R	R	R	R	R	R	R	R
	35 - 40	R	R	R	R	R	R	R	R	R
	40 +	R	R	R	R	R	R	R	R	R

# Past Seaside Holidays

Conditions: **Moderate showers (0.5 - 1 mm/h)**

		Feels like temperature (°C)								
		Below -5	-5 - 0	0 - 5	5 - 10	10 - 15	15 - 20	20 - 25	25 - 30	30+
Wind gust speeds (mph)	0 - 5	R	R	R	O	A	✓	✓	A	R
	5 - 10	R	R	R	O	A	✓	✓	A	R
	10 - 15	R	R	R	R	A	A	✓	A	R
	15 - 20	R	R	R	R	A	A	✓	A	R
	20 - 25	R	R	R	R	O	A	A	A	R
	25 - 30	R	R	R	R	R	A	A	A	R
	30 - 35	R	R	R	R	R	R	R	R	R
	35 - 40	R	R	R	R	R	R	R	R	R
	40 +	R	R	R	R	R	R	R	R	R



## **R** - Unsuitable weather - reschedule the workshop

- Use the rescheduling flowchart to work with the school to find a suitable new date

## **O** - Unpleasant weather - give school the option

- Workshops in these conditions could go ahead with adaptations, but might feel unpleasant for the children. In this scenario, give the school the decision on whether they wish to proceed or reschedule. If they proceed, adapt as needed.
- Use the email template provided to inform the school of this.



Workshops go ahead and run as usual.

## A - Cold temperatures

### **How to adapt the workshop in these conditions:**

- Start the workshop indoors, beginning with the first static activity, moving outdoors once ready to begin with boats.
- Ensure you keep the children moving by playing regular rounds of seaside games.
- Minimise the children getting wet - don't do the 'bucket on the head' relay.
- You may wish to bring the seaweed art activity back into the classroom for warmth.

### **Questions to consider for workshops in these conditions:**

- Have there been icy conditions prevalent prior to the workshop?
- Is it close to 5°C with any rain forecast?
- Is the rain forecast to be prolonged?
- Is the forecast to the extremes - e.g. 5°C and 25mph winds?
- Do you think the combined temperature and wind speed makes it safe and enjoyable to go ahead if the workshop is adapted?

## A - Windy weather

### **How to adapt the workshop in these conditions:**

- Try to use a sheltered spot for the static activities in the workshop.
- Take the seaweed art activity indoors, if there is not a sheltered space outside suitable, to prevent them blowing away.
- Do not use canopies - they are not suitable for the wind over 20+mph.
- Play plenty of seaside relay games to keep children warm, but avoid 'bucket on the head' challenge or getting them excessively wet which will make them colder in windy conditions.

### **Questions to consider for workshops in these conditions:**

- Have you been to the school before?
- Have you received any information from the teacher about the shelter available?
- Is there a suitable shelter available at the school close enough to the outdoor tap?
- Is there an indoor space that could be used for part of the workshop?
- Would shelter size make it suitable to gather under and communicate/model activities?
- Is the forecast looking like the extremities e.g. strongest wind and/or coldest temp?
- Is the average wind speed close to the gust speed e.g. 20 mph wind & 30 mph gusts?
- Do you think the combined temperature and wind speed makes it safe to go ahead if the workshop is adapted?
- Is there significant rain forecast? If so, see Wet weather adaptations as well.

## A - Wet weather

### **How to adapt the workshop in these conditions:**

- The combination of rain and temperature means this workshop would be best delivered partly indoors. Deliver the spoken parts of the workshop and first activity of the workshop inside, to keep the children largely dry. This could include constructing of the boats, depending on rain level. Taking the boats out to the pool when ready.
- Make your own judgement on whether to deliver seaweed art back indoors or see if some shelter is available for this outdoors.
- Play plenty of seaside relay games to keep children moving and warm, avoiding 'leapfrog' on wet, slippery grass.

### **Questions to consider for workshops in these conditions:**

- Is the forecast scheduled to rain continuously for more than 1 hour?
- Is it forecast to be moderate rain?
- With the forecast provided, could parts of the workshop be delivered indoors and parts outdoors safely?
- Have you received any information from the teacher about the shelter available?
- Is any shelter near the outdoor tap?
- Do you think the combined temperature and rainfall makes it safe and enjoyable to go ahead if the workshop is adapted?
- How changeable has the forecast been?

## A - High temperatures - adapt the workshop

### **How to adapt the workshop in these conditions:**

- Use the canopies to provide shade or ensure that the school has adequate shaded space already available.
- Reduce movement within the workshop to keep everyone cool.
- Contact the teacher beforehand to say everyone must have a water bottle, sunhat & sun cream applied.
- Also advise the class in the afternoon is encouraged to stay in the shade at lunchtime to avoid prolonged exposure to the heat.
- If the classroom is cool, make use of it!
- Play 'bucket on the head' relay to help children cool down.

### **Questions to consider for workshops in these conditions:**

- Have you received any information from the teacher about the shelter available?
- Are the conditions suitable to put up and use the canopies?
- Is there a cool indoor space that could be used for part of the workshop?
- Would shelter size make it suitable to gather under and communicate/model activities?