**WEE GREEN SPACES SAFE ROUTINES CHECKLIST**

The aim of these charts is to help early years’ practitioners know what routines need to be embedded as part of their off-site visits. The aim is to encourage children to be independent and secure in these steps. The more responsibility children can accept for their personal safety, the greater their confidence and ability to cope if faced with unexpected events when out and about.

Whilst the lists suggest routines, it is recommended that these are shared and discussed with the children who can make suggestions and help amend the strategies as needed. This will help create a collaborative learning environment which can be very empowering for children.

*Think about what you say and do*

How these routines and expectations are shared with the children matters. As practitioners, we need to model appropriate routines and be aware of what we say and do and how this may come across to the children in our care.

*Focus on one routine per visit*

This makes the observations and notes manageable. Recap the next week and move on, if possible to another routine. Go at the pace of your group and adjust your expectations accordingly. Revisit the micro-routines as needed.

*Change the routines to suit the needs of your children*

These routines are not set in stone. Some statements may not be applicable. Some may need tweaking. With children who have additional support needs some of the statements may be micro-routines in themselves.

If a new routine is needed, e.g. being around fire, then add this to the sheet.

*The recording system*

With the chart, you may wish consider how children are managing. Here is a scale of independence which may be of use:

1 – Not achieving quickly and easily

2 – Achieving with adult support

3 – Achieving independently

4 – Helps Peers

The “Helps Peers” aspect is important it is showing awareness of other people and taking action to support. As the saying goes, “Health and Safety is not simply paperwork. It is about effective communication, personal responsibility and looking out for each other.”

Remember to consider how to transfer the information to each child’s files and data protection matters when recording.

*Back link to the curriculum*

Take time to consider how each micro routine links to Curriculum for Excellence. Once you know your children are managing a micro-routine independently then you can be assured that certain experiences and outcomes are being achieved through the routines. Always consider next steps too.

*Reflect upon what you observe. Consider:*

* What are the advantages of frequent and regular repeated visits to the same place in terms of developing children independence and personal safety skills?
* What positive outcomes do you notice for a child or children who are participating in the off-site visits?
* How can you further build upon and develop the quality of a child’s learning experience during an off-site visit?

*Involving parents and carers*

With a bit of thought and adaptation, these micro-routines can also be shared with parents and carers. If this happens, take the time to follow up and find out how this benefited the family and in what ways.

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These micro-routines and advice have been compiled by Juliet Robertson, Creative STAR Learning Company as part of the Aberdeen City *Wee Green Spaces* Project. This work builds upon the Forest Kindergarten training developed by the Forestry Commission Scotland and Juliet Robertson. Any school, early years and childcare setting may use and adapt these routines. However if you are a commercial organisation or involved in training others in any capacity, then you must seek permission for use, adapting or sharing as part of any commercial work. Contact Juliet via her website: [www.creativestarlearning.co.uk](http://www.creativestarlearning.co.uk)

**Learning Intention: We can get our backpacks ready**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Locate their backpack |  |
| Put in their portable seat |
| Put in their snack |
| Put in their drink |
| Put in any other items needed |
| Zip up their back pack |
| Put their backpack on |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can put on our outdoor clothing**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Find their outdoor clothing on their peg? |  |
| Find their outdoor shoes/wellies? |
| Put on their wellies? |
| Put on their trousers/dungarees/all-in-ones? |
| Put on their jacket? |
| Zip up their jacket? |
| Fasten buttons or toggles? |
| Put on hat? |
| Put on gloves? |
| Put trouser/dungarees cuff over each welly? |
| Put their indoor shoes in the correct place? |
| Move out of the way of others getting changed? |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can get in and out of the minibus independently**

(NB this could be practised in advance at the centre)

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Get into the minibus and find a seat |  |
| Fasten their own seatbelt (adult to check) |
| Leave their seat and get out of the minibus after an adult has unfastened the safety belt? |
| Stay at the side of the minibus |
| Locate backpack |
| Put on backpack |
| Find a partner and be ready to line up |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We are aware of moving vehicles and how to cross the road**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Stay with his or her partner when in the car park |  |
| Walk at the side of the verge |
| Step onto the grass if a vehicle goes by |
| Stop, look, listen and wait at the roadside |
| Cross with care, walking sensibly, looking both ways? |
| Keep calm and listen to an adult for instruction if a vehicle appears. |
| Move to a suitable place on the other side of the road to wait for others. |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can find our way to the Aboretum**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Know which way to walk at each street corner/junction |  |
| Know where the best places to cross the roads are on the route. |
| Recognise the big steps outside the Zoology Building and know this is the way to go. |
| Can work out where to go inside the Zoology Building to access the Botanical Garden |
| Knows where the toilet is, inside the Zoology Building |
| Knows which way to turn once out of the Zoology Building to get to the Aboretum. |
| Is able to wait at the gate until permission is given to access the Aboretum |
| Knows to keep the gate shut. |
| Knows where the climbing tree and gathering space is. |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can climb trees**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Stop and remember to check the tree prior to climbing… |  |
| Look and check the branches |
| Check the ground surface and remove any stones or objects that would hurt if we landed on them |
| Know any tree climbing rules which have been agreed. |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We know the boundaries**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Identify the area they can go |  |
| Know they must ask a staff member if they wish to explore the Aboretum |
| Know what to do if they see a deer |
| Know not to climb on the wood stacks |
| Know the gathering call and comes back promptly |
| Can play 1,2,3 where are you so a head count can happen |
| Know what to do if they get lost (hug a tree, stay there, sing songs, build a nest, decorate it) |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We are aware of the sea**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Work out if the sea conditions make it safe to paddle (calm water, warm weather, not too windy) |  |
| Ask if an adult if they want to enter the water |
| Wait until permission has been given |
| Know where they can paddle |
| Stay within the boundaries |
| Paddle no deeper than critical welly depth |
| Know if they have wet clothes which need changing |
| Come out of the water when requested to do so |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We are aware on the beach**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Stay within the agreed boundaries. |  |
| Get down from the top of the concrete hill. |
| Work out the difference between litter which is okay to pick up and which is not? |
| Negotiate the steps. |
| Show awareness of others when digging or playing in the sand, e.g. sand moved carefully, sufficient distance from others. |
| Show awareness of others when throwing stones into the sea. |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can manage around rocks and rock pools**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Ask an adult before going to the rock outcrop |  |
| Stop and check the rock outcrops for broken bottles and litter before using the area |
| Negotiate the rock outcrops independently (with an adult to spot). |
| Knows that wet rock and seaweed are slippery and takes care. |
| Check if it is okay to enter a rockpool (some have creatures in, some don’t). |
| Handles rockpool creatures with care. |
| Remembers to put creatures back in the rockpool at the end of a viewing session. |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can eat snack outside**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Wash and dry hands in line with HPS advice |  |
| Locate their backpack |
| Find a suitable place to sit |
| Open their backpack |
| Find their snack and eat it |
| Know what to do with any litter |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can sort out our backpacks after an off-site visit**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Locate their backpack after getting changed |  |
| Put each item of litter in the correct recycling bin |
| Put fruit and vegetable waste into the compost collection bin |
| Know where to put any found treasures |
| Put away their portable seat |
| Zip up their backpack |
| Put the backpack away |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can take off our outdoor clothing**

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| **How can you ensure that each child is able to independently…** | **Strategies to use which make this fun and interesting… remember to ask children for their thoughts** |
| Brush or hose down their clothes if muddy? |  |
| Wipe the mud off their boots before stepping inside. |
| Know *where* to remove their clothes |
| Manage to stay in changing area until changed? |
| Remove gloves? |
| Put gloves away |
| Remove hat? |
| Put hat away? |
| Remove wellies? (NB A welly boot remover may help) |
| Put wellies away in the correct place |
| Remove over trousers? |
| Put over trousers away? |
| Remove jacket |
| Hang up jacket on the correct peg |
| Wash hands |

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| *Curriculum links:* |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |

**Learning Intention: We can wash our hands outside**

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| **How can you ensure that each child is able to independently…** | **Strategies to use to make this fun, worthwhile and also provide opportunities to reinforce aspects of literacy, maths, H&W and other curriculum aims … remember to ask children for their thoughts** |
| Remove their gloves and put them by their backpack | Create sequencing photos   * Get the soap * Get water * Wash hands for x number of seconds – sing song, use correct procedure * Dry hands * Put towel away   Put the items in order to help children move along and learn the sequence.  Ask children for good songs to sing to help remember how long to wash hands.  Listen to “This is the way we wash our hands” by the Secret Garden. |
| Go to the water container and wet hands |
| Go to the soap dispenser and get soap |
| Sing the hand washing song as they wash their hands |
| Know the routine about how to wash hands |
| Rinse hands under tap |
| Dry hands properly with a paper towel |
| Put towel in waste bag |
| Use a handwipe and use correct handwashing technique |

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| **Health and social care standard:**   * 1.25 I am helped to understand the impact and consequences of risky and unsafe behaviour and decisions. * 3.20  I am protected from harm, neglect, abuse, bullying and exploitation by people who have a clear understanding of their responsibilities.   **Hand hygiene - Learning for children through this routine**   * HWB 0-33a – safe and hygienic practice: focus on need to stop spread of germs and to have clean hands for eating snack or lunch * LIT 0-14a – Being able to follow instructions by looking at the picture * MNU 0-03a – Drawing attention to 1st, 2nd, 3rd, etc of the photo sequence * MNU 0-10a – Singing a song is a nonstandard unit of time |
| *Comments, reflections and observations:* |
| *Possible lines of development:* |