

FIELD STUDIES COUNCIL

Building a fieldwork toolkit for new Geography teachers



Task 1 Reflection on your fieldwork experience: SWOT analysis

Think about your own personal fieldwork experiences. Reflect on what these experiences have given you and what you have to offer to students. What are your strengths and weaknesses? Then add in any opportunities you have to improve and any threats to your own enjoyment or improvement of your delivery of fieldwork.

| | |
|--|--|
| Strengths: e.g. I have experience of basic sampling skills such as using quadrats from my own fieldwork. | Weaknesses: e.g. I am not confident in plant identification. |
| Opportunities: e.g. apps like LeafSnap which can help my id skills. | Threats: e.g. access to equipment is limited. |

S W
O T

- Write a memory from your own personal experience of fieldwork (this could be an idea of the impact it had on you, a memorable moment, or a series of epitome words).

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Task 2 Self-assessment of fieldwork toolkit: Learning wall

Shade the boxes in three colours, first any skills or areas you feel you already feel confident in, next another colour after the live lesson and thirdly after the follow up webinar. Fill in the blanks with your own objectives or areas of interest.

| High quality planning | Health & safety | Outdoor delivery | Fieldwork techniques | Benefits of outdoor learning | Following up fieldwork |
|--|----------------------------------|---|---|---|--|
| Plan purposeful fieldwork | Explain risk-benefit | Group management in the field | Knowledge of sampling strategies | Demonstrate impact on Inter and intrapersonal skills for students | Use locational context to explain findings |
| Embedding study within Scheme of work | Identify hazards | Making nature connections | Qualitative data methods e.g: - - | Links to exam content | Use GIS to support enquiry |
| Suitable location chosen | Assess risk | Student led fieldwork | - - - - | Recognising global connections | Data presentation and analysis |
| Support from National outdoor guidance | Mitigate risk | Adapting good pedagogy for the outdoors | Quantitative data methods e.g: - - | Benefits recognised & valued by SLT / other departments | Drawing conclusions |
| | Sharing risk-benefit with pupils | | - - - - | | Evaluating fieldwork at every level |





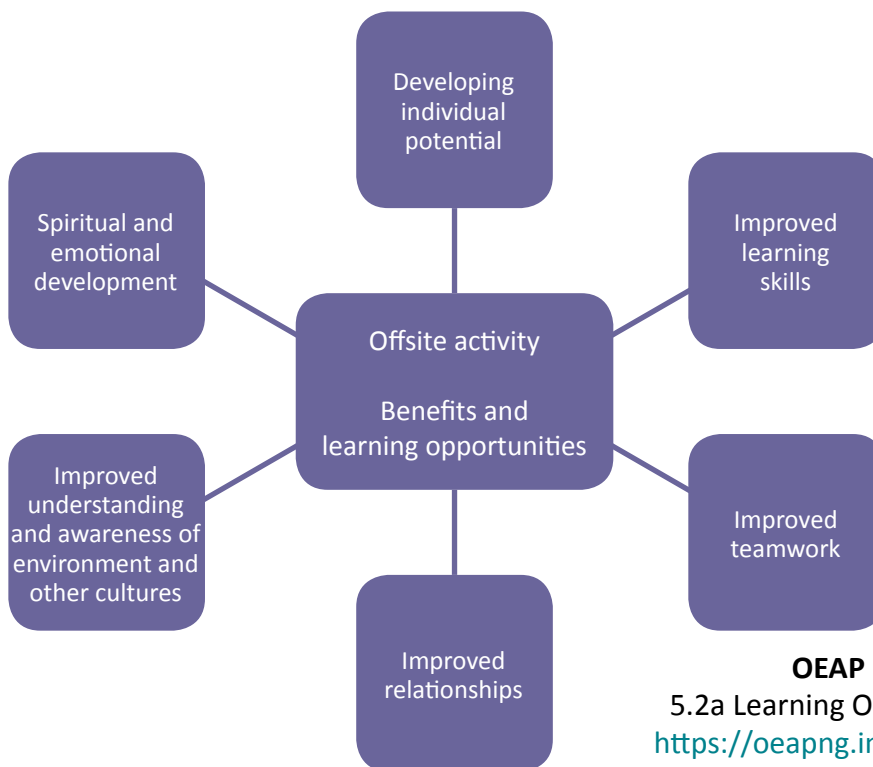
Task 3 Benefits of outdoor learning: Different stakeholders

The following infographics have been produced by the Institute for Outdoor Learning and the Outdoor Education Advisers' Panel. Use your research skills to summarise the main benefits of fieldwork, then categorise them into the Venn diagram on page 4.



IOL, About Outdoor Learning

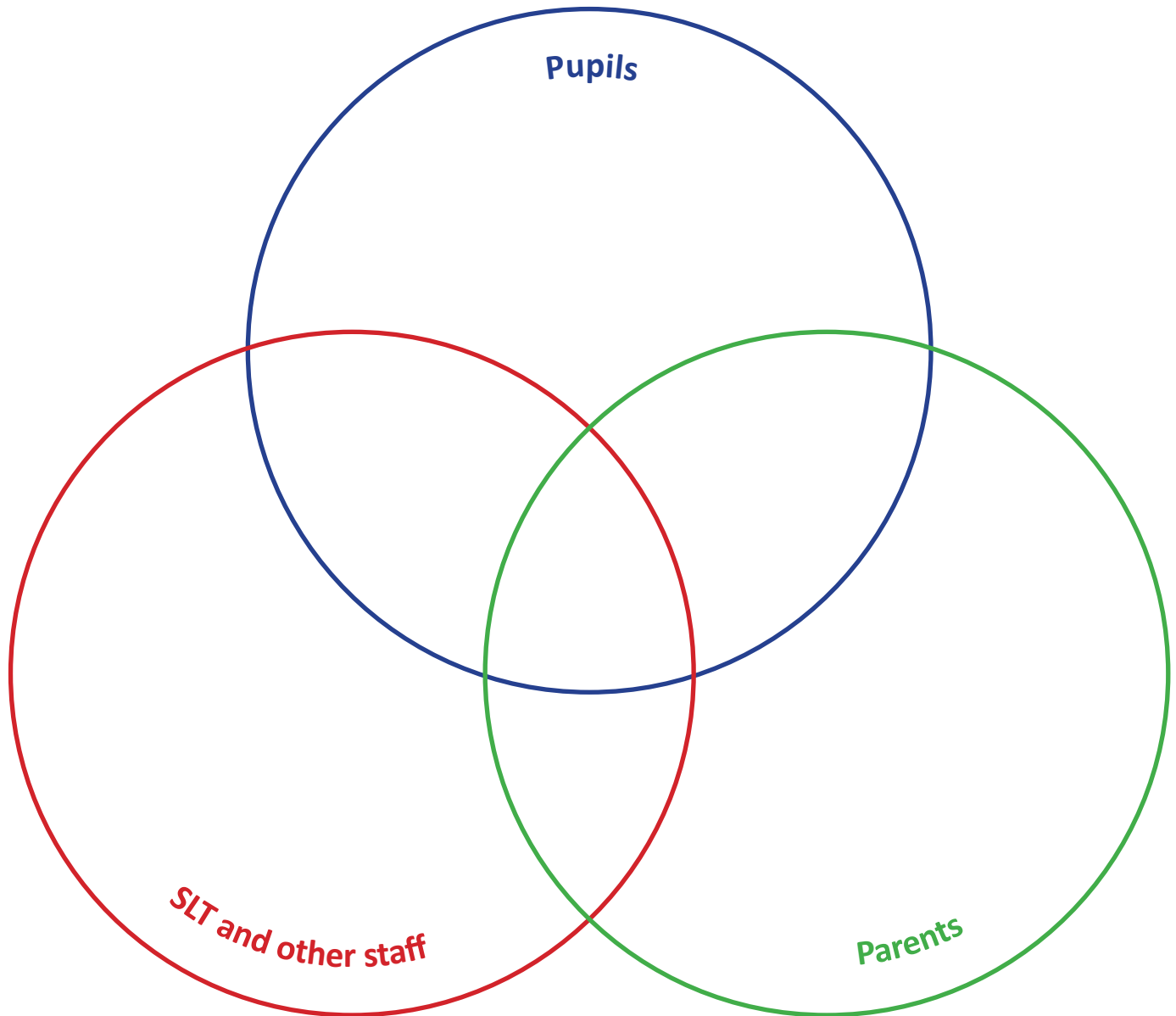
<https://www.outdoor-learning.org/Good-Practice/Research-Resources/About-Outdoor-Learning>



OEAP National Guidance:
5.2a Learning Outcomes Mind Map
<https://oeapng.info/download/1176>



- Categorise the main benefits of fieldwork in the Venn diagram below.



- Highlight, within your summary, the benefits that are most relevant to your individual settings.

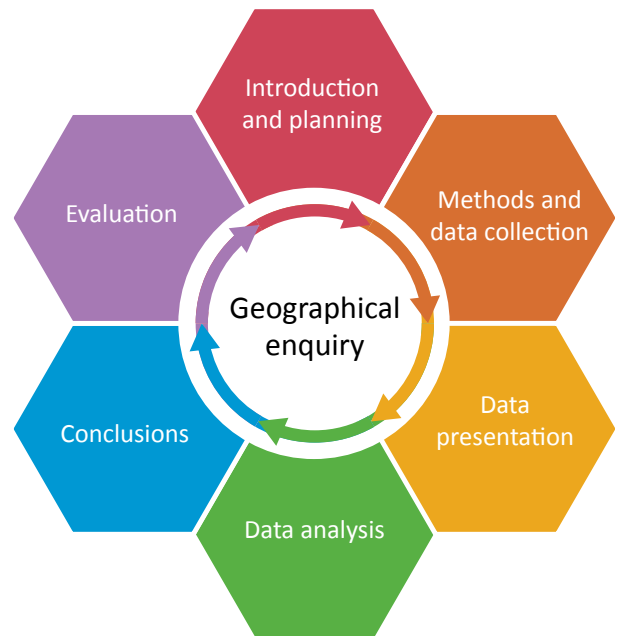


Task 4 Geographical enquiry and the value of purposeful fieldwork

The enquiry process is just that: a process. It should be shared with students as such, with full engagement in each stage.

- Reflect upon each of the different stages of geographical enquiry.

What are the opportunities to engage students with each stage?



To make this as valuable and meaningful as possible, consider the approaches we could take to fieldwork.

Firstly read Margaret Roberts' article "Geographical enquiry" (TG Spring 2010).

<https://bit.ly/3b4y1Yz>

- Now think about any fieldwork that you have led or observed.

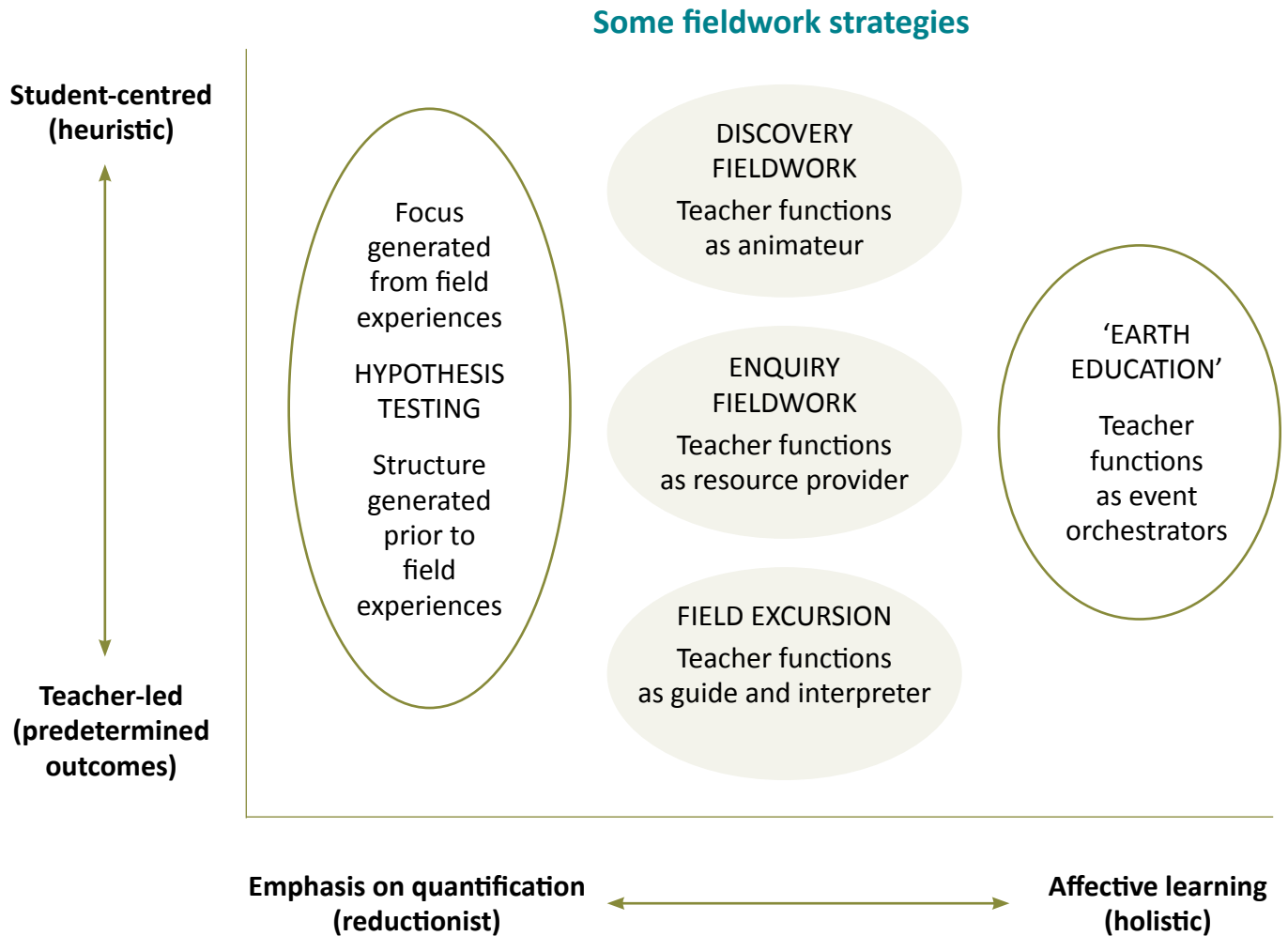
Underline those parts of the diagram (right) which, in your opinion, were less well-covered.





Reflection on the value of having different approaches to fieldwork

We should use that ‘creation of a need to know’ detailed by Margaret Roberts to get maximum value out of the fieldwork experience by combining different forms of fieldwork approach.



Job, D. (1999) *New Directions in Geographical Fieldwork*. Cambridge: Cambridge University Press





Task 5 Approaches to fieldwork

For each of the 5 opportunities for fieldwork detailed in David Job's diagram on page 6, match up an example that would fit the context.

Hypothesis testing

Teacher-led visit to a distinctive glacial landscape with observation of glacial features

Field excursion

Students test the hypothesis that a river gets wider with increasing distance from the source

Enquiry fieldwork

Students plan a visit to a chosen relevant site (e.g. The Centre for Alternative Technology). They are free to explore the technology, weather recording and projects and climate change predictions, as well as having time to play and explore the area. Having followed their interest and seen the wider context in which geographical information has an impact and value, students create a project to share their topic of expertise

Discovery fieldwork

Students investigate a local large scale shopping centre (e.g Trafford Centre) and set up their own investigation into the factors affecting it and people's use of it. They are free to choose their own sampling design, themes and equipment, to follow their own particular thread of interest

Earth education

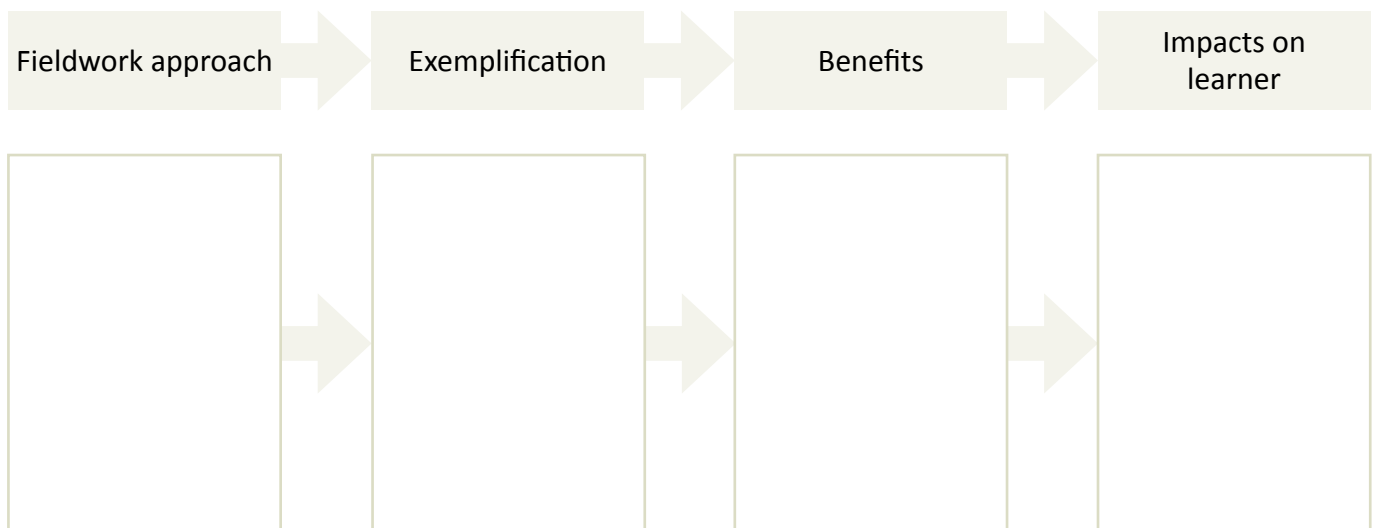
Students asked to explore and discover where a series of rain gauges would be best suited to be installed in the school grounds. They have access of a wide range of equipment and data as they justify and design their investigation to collect data which allows them to come to a solution to the question

- For a fieldwork day you have experienced reflect upon how this would be classified using David Job's classification. Consider the opportunities present within a basic design of a fieldwork day to incorporate multiple approaches.



Task 6 Evaluating of the benefits of fieldwork

Finally evaluate the benefit of outcomes for students of having exposure to that range of fieldwork approaches instead of a basic hypothesis testing exercise. Use the flow diagram template if you wish.



Health and safety in the outdoors

Health and Safety is a fundamental part of fieldwork. A wealth of guidance and good practice can be found on the Outdoor Education Advisor Panel (OEAP) website, and this national guidance should be the first place to build your knowledge, skills, and confidence. As a new Geography teacher, it is important to understand the roles and responsibilities of others. OEAP's Status Remit and Rationale is a good place to see the support network available to you <https://oeapng.info/essential-reading>

Do some research into risk-benefit. Start by looking at section 4.3c of the OEAP National Guidance
4.3c Risk management - an overview
<https://oeapng.info/download/1144>

Then look at section 5.2b for a planning basics for outdoor learning, offsite visits and LotC 5.2b Planning Basics for Outdoor Learning, Off Site Visits and Learning Outside the Classroom
<https://oeapng.info/download/1178>



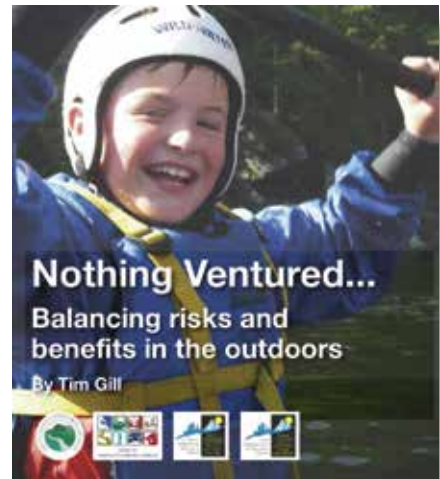


Task 7 **Nothing Ventured...**

Read *Nothing Ventured...* by Tim Gill. This short report can be downloaded from

<https://www.outdoor-learning.org/Good-Practice/Good-Practice/Risk-and-Benefit-in-Outdoor-Learning>

Nothing Ventured... Balancing risks and benefits in the outdoors aims to encourage readers to take a reasonable and proportionate approach to safety in outdoor and adventurous settings, and to reassure them that managing risks should not be a disincentive to organising activities.



- Summarise your findings from the *Nothing Ventured...* report in the table below.

| Something I already knew | Something new I have learnt | Still to find out |
|--------------------------|-----------------------------|-------------------|
| | | |





Task 8 Health and safety in the outdoors: risk benefit

Annotate the photo with the possible hazards you notice, as well as the benefits of the outdoor learning.



| Five step process of Risk Assessment: research the five-step process: | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

➤ Now go back to your annotations above and add control measures to each hazard that you identified.





Activity 1 Risk-benefit analysis

Which of the following three scenarios seems to you to pose most risk? Justify your choice.



To complete a risk-benefit analysis, follow the 5-step process of risk assessment, as well as balancing the benefits of outdoor learning. Use the glossary on page 12 to help you.

- Complete the risk-benefit form for the photo on the screen, shown in the live lesson.

| | |
|-----------------------------------|--|
| Benefits | |
| Risks | |
| Local factor | |
| Precedents and/or comparison | |
| Decision | |
| Actions taken | |
| Ongoing monitoring and management | |

<http://www.playengland.org.uk/resource/risk-benefit-assessment-form>





Glossary

Benefits: the specific, positive things that students gain through the opportunities that are under assessment (social, physical, emotional, educational, psychological, etc.).

Local factors: any relevant issues that are specific to the setting being assessed (for example, access to the site, proximity to busy roads or other hazards, etc.). Any relevant supporting policies and strategies should also be mentioned here.

Decision: this is the assessor's conclusion following a risk-benefit assessment. The choices could include:

- Proceed/continue with no adjustments to working practices and continue to monitor
- Proceed/continue with some specific adjustments to working practices while continuing to monitor
- Cease activity until further assessments can be made

Actions taken: This should state the actions taken as a result of the decision reached. The choices could include:

- None
- Introduce or increase monitoring of benefits and/or risks
- Introduce or increase supervision
- Introduce other measures to reduce risks
- Introduce additional features or activities that increase the level of risk and challenge or other benefits
- Meet with parents/students to raise awareness of approach to risk and benefit
- Suspend activity

Ongoing monitoring and management: State here any future actions that may need to be taken



Dynamic risk assessment scenario

During a coastal study, the students are taking quite a long time to complete the task moving up the beach. The tide has turned and is moving up the beach quickly.

- Complete a virtual dynamic risk assessment and decide what action you would take.



Activity 2 Bucket challenge

A bucket challenge is a great way to introduce creativity, curiosity, and challenge as well as teaching valuable scientific rigour and enquiry skills.

- Write your three questions in the boxes below

Hint: It often helps students to consider a range of human and physical geographies that are evident or shape the area to get some meaningful questions.

| | | |
|--|--|--|
| | | |
|--|--|--|

- Choose one question you would like to progress, and tick the box next to your chosen question. Use this question to progress through the following series of questions.

Skills link: You may recognise this form is similar to the A Level proposal form. Getting students used to this thinking process in the planning stages is very useful for preparing for progression through their studies.

| | |
|--|--|
| Develop an investigation aim that could be investigated at your site | |
| Why is this interesting to you? | |
| Note any links to wider geographical concepts or theory | |
| Sampling strategy | |
| Methods and equipment | |
| Suggestions for data presentation and analysis | |
| How excited are you about finding out the answer?! | |



- Why have we asked about your interest and excitement? What is the value of this, as it is not technically part of the investigation sequence?

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Sharing your ideas using Padlet

To share your ideas on Padlet, go to <https://bit.ly/35NP1kR> and double click on the background or the icon (right) and you can upload your file or photo of the worksheet there.

You might even add comments on how you might differentiate or adapt your approach, for example for other locations.



Reflection

- Why is this a useful approach for supporting fieldwork and bringing about these additional benefits?

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- Any barriers and solutions?

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Activity 3 **Context is key**

Choose one of the suggested 'giving context' activities from the Live Lesson, or one of your own ideas, and create a mind map to explore the value-added elements this activity brings.

Hint: Remember this is not just about introducing fun activities (although natural play is important!). There are academic and wider inter/intrapersonal benefits to them as well, and often these all link together. Add your thoughts to the mind map and try to draw out some of these links once completed to create a concept map.

Chosen activity:

15

- Look back at your Learning Wall from the Pre-lesson Preparation and reflect on how you have developed your fieldwork toolkit. If any gaps or questions remain, you can take advantage of the interactive elements of the Webinars to further your knowledge.

