



Le Moulin aux Draps

Excursions

RISK ASSESSMENT

Risk	Example	Who?	Likelihood	Control Measure	Risk Category
Equipment and medical information not reviewed	Allergy reactions, injuries due to bad equipment, wrong clothing	Group	Medium	Before departing for excursion, medical information checked (Inhalers, EpiPen), correct clothing checked.	Low
Hot weather	Sunstroke / Dehydration	Group	Medium	Weather forecast to be checked Hats to be worn at all times, put sunscreen on regularly and children to often drink water.	Low
Crossing streets	Injuries due to a collision with a vehicle	Group	Medium	Limits and pedestrian streets are defined by the teachers. Crossing main street is forbidden without an adult. Remind them that in France, they drive on the right-hand side of the road.	Low
Coach crash	Injuries due to falling	Group	Medium	Use of safety seatbelts to be checked by the teachers beforehand and during the coach trip.	Low
Delay	Missing a child at the meeting point	Group	Low	Children given a safety brief: <ul style="list-style-type: none"> • define rules and limits • hand over telephone number to contact • organise small groups • children to stay with their group at all times • define a meeting time and a meeting point, easy to find • teachers to be vigilant at all times. • check the number of pupils at each meeting point 	Low



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Risk	Example	Who?	Likelihood	Control Measure	Risk Category
Lost bags	Lost personal belongings	Group	Medium	To be said several times during the day to keep money and personal things in a correctly closed bag. Do not hold your purse in your hand.	Low
Dangerous items (knives, fireworks...)	Injuries	Group	Medium	Define forbidden gifts to be bought by pupils (such as weapons, fireworks, etc.), to be checked and possibly confiscated by the teachers.	Low
Dishonesty	Pick pocketing / Incorrect change back	Group	Low	Instructor to make pupils aware of possible dishonest salesmen. Pupils to be encouraged to check change and to ask for help if necessary. Pupils supervised at all times by the teachers.	Low



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Activity plan and risk assessment

Breadmaking

Session length: 2h45min **Instructor/participants ratio:** 1/15

Session aim: To introduce children to making bread and to allow them to learn the vocabulary linked with this activity

Equipment required: bowls, tablespoons, measuring jugs, water jugs, hats, aprons, ingredients (salt, water, flour, yeast, and eggs)

Suitable activity area: Salle seminaire / reception

<u>Time</u>	<u>Content of activity</u>
-10	<p>Session preparation The instructor must get the room ready for the activity: utensils, ingredients, hats, aprons.</p> <p>Check the information about the group: age, aptitude, experience and number of children in the group.</p> <p>Check for any medical conditions/ allergies.</p>
0	<p>Meet the group</p> <p>Check number of children, medical information (BE AWARE OF ANY ALLERGIES), appropriate clothing, workbooks and pen.</p> <p>Remove jewelry, tie hair back.</p>
5	<p>Introduction of the activity:</p> <p>Children to introduce themselves</p> <p>Explanation of the importance of bread in France, what are the most popular types of bread, the name of the shop where bread is made and sold, the people that make and sell the bread etc.</p> <p>Fill in the workbook</p> <p>Present the equipment and the ingredients: the children will be asked to guess the 4 basic ingredients: farine, levure, sel, eau. Make them repeat these 4 ingredients and the steps to make bread in the most dynamic and fun way.</p> <p>Possibility to add milk, butter, cereals, eggs, nuts, raisins, bacon bits, grated cheese, etc.</p>
45	<p>Preparation of the dough</p> <p>Wash hands</p> <p>Put the equipment on (hats and aprons)</p> <p>Give out the utensils and ingredients</p>
55	<p>Kneading Part 1</p>



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Make the dough and knead for 20 minutes, explain the best method to knead: - roll the dough in the shape of a baguette and bring the two extremities to the centre

-squash the dough with your fists while bringing it back to the centre Sing, play games... while kneading.

Advice: choose games and songs which involve proper kneading before doing some sculpting games. The dough will be better and easier to work with.

20 to 40 minutes later, shape a ball with the dough and leave it to rest on the table with the equipment (hats and aprons – without breaking them)

85

Break

Take a 15-minute break to let the bread rest (it should grow). At the end of the break, ask the children to wash their hands (before going back to the room)

100

Kneading Part 2

At the end of the break, put the equipment back on (hats and aprons) If time, knead again for 5 minutes (time for a quick song)

115

Final Shape

Discuss possible shapes for the bread. When they are shaped, put them under a grill or in the oven. Offer to brush it with egg yolk (emphasise that without the egg yolk the bread will be natural in colour, with the egg yolk the bread will be golden)

⚠ CAREFUL with allergies!! You can use milk or water instead of eggs if required
Take the breads to the kitchen; the kitchen staff will cook it. DO NOT ENTER the kitchen (except if you are wearing the appropriate clothing regarding hygiene rules = apron, hat, plastic slippers)

160

Tidying

Tidy the room and leave it clean (clean the tables with hot water; sweep the floor with the help of the children).

Lay the tables with the children if needed.

Thank the group. Before you leave the room, check that the children haven't left anything behind; let the children know what will happen next (what time they can collect their bread, what time they are meeting to fill in their diaries...)

Check the room is clean and tidy. Check the equipment and make sure there is enough for the next activities.

175

Review

What did the children learn and enjoy most?

You are responsible for the children until the end of the session so stay with them. You can keep the workbook time for the end of your session.

If you notice that the stock of flour/yeast is low, remember to tell the staff.



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Make sure that you inform the Moulin staff if there is no member of the kitchen staff in the kitchen to ensure that the bread gets cooked.

Please rinse all the bowls out before putting them in the sink to help the kitchen staff.

RISK ASSESSMENT

Risk	Example	Who?	Likelihood	Control Measure	Risk Category
No awareness of medical conditions	Allergic reactions (asthma attack...)	Group	Medium	When meeting the group, medical conditions to be checked (any allergies to bread's ingredients, EpiPen, inhalers), age and number of students checked	Low
Equipment	Injuries due to tips/falls or equipment use	Group	Medium	Before you start making bread, children to be given a safety brief: <ul style="list-style-type: none"> - respect of equipment (tools and ingredients) and activity instructions - Define acceptable behaviour: pay attention when using knives, etc. - Organise small groups (groups of 2 with a space between each group) Instructor to check and supervise during the session along with the teachers	Low



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Hygiene	Illness	Group	Medium	<p>Before the bread making starts, children to be given a hygiene brief, include:</p> <ul style="list-style-type: none"> - hats and aprons to be worn - wash hands (before starting and at the end of the session) - hair to be tied up - use clean and correct kitchen tools - make bread in a safe and clean space 	Low
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Risk	Example	Who?	Likelihood	Control Measure	Risk Category
Dining room	Dirty	Group	Medium	At the end of the session, wash tables, sweep the floor, tidy tools and ingredients, to be done by children and instructors	Low
Stock of ingredients and equipment	Empty stock, Dirty equipment	Group	Medium	The instructor is in charge of the stock of ingredients and taking all dirty tools to the kitchen; to be washed by the kitchen staff	Low
Hot weather	Dehydration	Group	Medium	Children to be offered water as often as needed during break	Low
Personal belongings	Lost property	Group	Medium	At the end of the session, give back any personal belongings, workbooks, pens, inhaler, EpiPen	Low



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Session plan and risk assessment

Circus / Drama

Session length: 1h15min

Instructor/participant ratio: 1/15

Session aim: to enable children to discover and practise various circus skills such as juggling, etc. To learn the vocabulary linked to this activity.

Equipment required: all items are in the "circus skills box" in the games room, the keys for the circus box, and a first aid kit. Local animateur

Suitable activity areas: Outside (weather permitting) or salles de seminaire / reception

<u>Time</u>	<u>Content of the activity</u>
-10	Preparation of the activity: Check the information regarding the group: age, aptitude, experience and number of children Check that you are aware of medical conditions Prepare your equipment (outdoor activity)
0	Meet the group Check the group: correct group, number of children, medical information, and correct clothing/shoes worn.
5	Presentation of the activities Introduce yourself and describe the activity. Safety brief. Explain the organisation of the session.
15	Warm Up Choose an item that you will use to get the kids warming up. Select one that is quite easy to manipulate and to adapt. Try to use games for this part.
30	Practice Choose the items you will practise with the children. You can organise the practice time in different ways: Have the whole group practising the same item Make smaller groups and make them rotate between different items Let the children practise the items they would like (Keep good control of them if you do this technique and make sure everybody practises at least 2 items) In any



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case, before practising, you will have to demonstrate how to use each item you choose. Don't forget to tell the children the safety rules as well.

Be ready to help the children. Give them some advice adapted to their level.

Explain that they will have to do a demonstration/show by the end of the session.

- 60 **Show time!** Sit the children in a circle, each of them presents one of the items he/she has learnt to use.
- 70 **Review**
Review the activity using the appropriate review tools as listed below and language used.
- 75 **Tidy up**
Put the equipment back in its correct place. Make sure that the equipment is tidied away flat and put the diabolo strings away correctly.

Some rules and advice:

Don't forget to fill in the workbooks (at the beginning or the end of the session) You should encourage each child to practise at least 2 different items.

For the show, choose items you're good at! Don't forget that you will have to demonstrate them in front of the group. You can borrow equipment to practise during your breaks (but the equipment must stay on site). There is no secret: the more you practise, the better you'll be!

Set up practise zones, clear for everyone and adapted to the item (if indoor, watch the height of the ceiling for diabolos for example)

Let the participants be imaginative. But ensure that they respect the equipment they are using. Be REALLY vigilant when tidying up.

Review tools for circus skills:

- What I liked
- Positive feedback
- Progression
- Language linked with the activity



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RISK ASSESSMENT

Risk	Example	Who?	Likelihood	Control measure	Risk Category
Hot weather	Dehydration	Group	Medium	Instructor to provide sun cream and give drinks at breaktime	Low
Injury	Getting hurt by objects when practising (balls, devil stick...)	Group	Medium	Instructor to give a safety brief and to make sure that the children are well spread out and to keep control of the group	Medium
Injury	Tripping over an object or slipping	Group	Medium	Instructor to give a safety brief, tidy the area and to make sure there is nothing dangerous on the floor	Medium
Injury	Damaged equipment	Group	Medium	Instructor to check all the equipment before giving it to the children	Low
Injury,	Breakage of equipment	Group	Medium	Instructor to explain rules about each item; to make sure there is enough space to use them; to remain vigilant throughout the activity	Medium