



Frequently Asked Questions:

What about health & safety?

- As a member of St. Helens Chamber, the Health & Safety policy was constructed with the help of SYSCO Management Consultants Ltd. Full risk assessments have been carried out for all classroom activities and are regularly reviewed. I have a current Public Liability insurance certificate. A portfolio will be brought along on the day for your perusal.

Qualified to work in our school?

- I hold an up-to-date Enhanced Disclosure form. I am an experienced Primary teacher, Science subject leader and have worked as a mentor for ITT at the University of Chester. Having carried out research in Liverpool Primary schools into the effects companion animals have on a child's self-esteem – I know how animals can enrich lives. My experience working with animals includes census work in Tanzania's National Parks and a Masters degree in Animal Behaviour.

What animals do you bring in?

- I want children to learn about life all around them, in our local environment. I want the work to be relevant so I always bring in British garden animals. Hopefully, a child can be motivated to explore their own garden or local wild area. WildWorkshops sessions need small creatures, ones the children can have on their desktop and investigate in small groups. They must not carry disease or be aggressive; hence the most popular animals are mice, shrimps snails and woodlice alongside other seasonal creatures.

Is it suitable for younger children?

- Yes. Reception and Nursery children really enjoy the sessions.

How many pupils can we have in a session?

- I am flexible. Although I would say that larger groups may get less benefit from practical work as each child may have less hands-on involvement. I usually bring 5/6 sets of equipment in (I find most classrooms have 5 tables) but arrangements can be made for taking larger groups e.g. double form entry year groups.

How many sessions can we have in a day?

- Again, I am flexible. Some schools prefer every class to have a half-hour taster; others (whose classes are covering a relevant science topic) are given much longer. I have, for example, spent the whole day with Year 6 and based work on the Interdependence and Adaptations topic. Let me know your needs and I will plan accordingly.

What links does this have with the curriculum?

- I want to promote Scientific Enquiry. Science gives us our best opportunity to find out more about our world, learning how to do this in a structured way is vitally important, regardless of their being no SAT's. Class topics such as: Similarities and differences among living things (Foundation stage), Plants and animals in the local environment QCA 2B, Variation QCA 2C, Moving and Growing QCA 4A, Habitats QCA 4B, Life Cycles QCA 5B, Interdependence & Adaptations QCA 6A are all covered, if you want a particular focus let me know. The sessions have strong cross-curricular links with Numeracy (measures, data handling and estimation) and PSHE (raising pertinent ethical issues) and are an excellent start point for creative or persuasive writing after I have gone!