

Castleshaw Centre



Information for group leaders 2012

Contents	Page
Introduction	3
Centre Staff	3
Full or partly led courses	4
Preparing for your visit	4
Clothing	5
Preparing parents/guardians	5
Forms, etc.	5
LA Approval	5
The role of visiting staff	6
Safety of young people and staff	6
Insurance	6
Souvenir shop	6
Local shops	7
Telephone	7
Smoking	7
Adventure/Activity Trail	7
Guidance for use of adventure trail	7
Information for residential courses	9
Staffing	9
Evening activities	9
Duties	9
Special needs	9
Room for prayer or quiet reflection	10

Appendix 1: Examples of Environmental courses for primary schools:

Geography based days	11
Science based days	13
History based days	15
Appendix 2: Outdoor and Adventurous activities	18
Appendix 3: Suggested clothing [Non residential courses-Adventure days and Environmental Education Days]	19
Appendix 4: Suggested clothing [residential course]	20
Appendix 5: Typical non-residential programme [Primary]	21
Appendix 6: Typical residential programme [2 day: Primary]	22
Appendix 7: Parental consent/medical form (Schools)	24
Appendix 8: Parental consent/medical form (Youth groups)	27
Appendix 9: Notes for leaders of residential visits	30
Appendix 10: Rules for Residential Groups	31

Contact us:

**Castleshaw Centre
Waterworks Road
Delph
Oldham
OL3 5LZ**

**Telephone: 0161-770-8595
Fax: 01457-820551**

Email: castleshaw.centre@oldham.gov.uk

Website: http://www.oldham.gov.uk/info/200228/outdoor_education

Introduction

Welcome to our revised centre guide. We hope it will answer most of your questions about the Centre and the service we provide. Please contact us, or better still visit the centre if you need further information. The centre was extensively upgraded in 2005 with support from The Big Lottery Fund and Oldham Council. We now have excellent facilities, with improved cloakrooms, dining area, kitchen and best of all bedrooms and bathrooms. If you have not seen our new bedrooms (now 9 bedrooms, all with washbasins and 4 ensuite) and excellent bathroom facilities (all individual shower rooms, no “communal” facilities) do call in and see for yourself!

The whole of the ground floor of the building is now wheelchair accessible, with improved access to the outside of the building too. We have wheelchair accessible accommodation and bathroom facilities.

Centre Staff

Head of Centre:	David Faulconbridge
Bookings & Administration:	Jude Murray/Janet Lloyd (Job share)
Senior Tutors:	Phil Cavanagh Nick Price Rod Steele
Tutor:	Janet Hannah
Warden [All catering & domestic issues]	Eileen Hampson

The Castleshaw Centre offers a wide range of services to community groups, schools and youth service groups including:

- Fully or partly led courses;
- Residential and non-residential courses;
- Fully catered, self-catering or combination courses;
- Mid week, weekend, and school holiday courses.

The centre can also be booked for completely independent (self catering, self programming) courses.

In addition to the Centre's residential facilities, we also have a field, which can be used for camping.

Our mid week courses for schools in term time are all linked to the national curriculum, and include:

Environmental Education Courses with links to many aspects of the curriculum including Geography, Science, History and Maths.
Outdoor and adventurous activities with links to the P.E. curriculum, etc.

More details of the courses we provide for schools are included in Appendix 1.

Full or partly led courses

Courses at the Centre extend curriculum opportunities for schools and youth groups and introduce opportunities for development and learning, by providing new experiences, which may not otherwise be available to some young people.

These courses can either be residential, or day visits and this is normally a decision taken by the school / youth service staff. Courses for youth groups are custom designed to the needs of the group. Please contact us to arrange a planning meeting.

(Appendix 1 to this booklet gives outline details of a variety of courses for schools, which have proven to be popular and successful. We will [within reason] design other courses to meet your requirements and the needs of your pupils but generally it is best to choose topics, which make the most of the Centre environment. For example, the Centre is well positioned to provide input on Victorian history and Roman history [with a Roman fort and road nearby] but less well positioned to provide input on Egyptian or Greek history.)

Preparing for your visit

You may wish to consider the following:

- introducing suitable background material
- developing particular skills or strategies
- introducing specialised language
- introducing or developing mapping skills
- discussing different codes of behaviour including The Country Code
- discussing environmental problems and solutions
- local environmental studies.

Where the course at the Centre forms part of an ongoing topic or project, much of this preparation will occur naturally.

To help with your preparation we can provide you with printed materials on the country code, clothing and Centre rules.

Clothing

We will provide waterproof clothing and boots for groups **if we are providing activities**. The Centre can provide cagoules, overtrousers, wellingtons and rucksacks for children and staff. (Please be aware however that we only have a small number of wellingtons and waterproofs to fit very young children.) Children may wish to bring their own if they already have them but should be advised this is at their own risk [equipment is likely to get dirty and could be damaged]. Wellingtons are normally best for environmental education activities but walking boots may be required for hill walking. As wellingtons and boots are not worn indoors, children providing their own wellingtons or boots should bring a change of footwear. Spare clothes are to be recommended, even on day visits, at a minimum this should be a spare pair of socks.

Preparing parents/guardians

You should ensure that parents / guardians are provided with adequate information for them to give informed consent for the activities. If we are providing activities we can provide you with examples of information letters for parents.

Please consider this letter to parents as the minimum of contact. You may wish to amend the letter or send it with a covering note. Parents of children attending residential courses will naturally feel anxious about their children being away from home, and it may be appropriate to organise an information meeting for parents.

Forms, etc.

A medical/consent form should accompany the letter to parents. It is important that these are filled in and brought to the Centre on each day of your course. **We provide consent forms, which must be used. Alternatives are not normally acceptable** (our forms cover issues which may be specific to our activities e.g. sun cream and water confidence). All of our standard letters and forms are available in Urdu, Bengali and Gujarati as well as English.

You should ensure that an accurate list of young people and adults attending the Centre (with home contact details) is left with a responsible person at base, as well as the information carried by the class teacher. Parental consent/medical forms should be available at all times during the visit in case they are required. For residential courses we require numbers two weeks in advance to allow for catering arrangements, etc.

We will not provide activities for under 18's if medical/consent forms are not available.

LA Approval (School/youth service groups)

Residential courses and programmes involving adventure activities such as rock climbing and canoeing may need to be approved in advance by your LA. You should contact your school/youth service Educational Visits Co-ordinator (EVC) for details of the process, and allow time for this approval to be processed. If you require additional information from us to complete this process, please let us know.

The role of visiting staff

It is important that you consider your role at the Centre and any pre-course preparation you may need to undertake. The group leader's background knowledge and experience are crucial to the success of our courses. We rely heavily on feedback from accompanying staff as to the usefulness and effectiveness of our activities. Apart from being responsible for the welfare and behaviour of pupils, you may wish to take the opportunity for:

- observing
- sharing observations, perceptions, discoveries and ideas
- initiating questions and encouraging research
- developing hypotheses and drawing conclusions
- developing discussion and encouraging listening or expressive skills
- helping children reflect on and learn from their experiences
- challenging inappropriate behaviour or language.

Working and living in another environment can present you with unique opportunities to observe your young people and often see them in a different light.

Safety of young people and staff

The safety of young people in our care is of paramount importance and no activity will take place which foreseeably puts anyone at unacceptable risk. If you are concerned about safety issues at any point during your visit, please discuss this with our staff immediately. If appropriate please raise the matter with the Head of Centre, David Faulconbridge.

Please note that for Health & Safety reasons accompanying staff must have appropriate waterproofs and footwear. Please understand that Centre staff are responsible for your welfare, and if your footwear [or waterproofs] are unsuitable for the activity planned, you will be required to use equipment provided by the Centre.

Insurance

Insurance cover is provided under the normal Oldham Council policy for negligence on the part of staff, or due to defects in equipment, and parents are advised of this in our example letter. All groups are recommended to supplement this by arranging personal accident insurance, and cover for personal possessions etc. **You must notify parents of the insurance arrangements which are in place.**

Souvenir shop

By arrangement we may be able to open our small Souvenir shop (weekdays only). We stock souvenirs such as Castleshaw pens, nature posters, Roman Figures etc.

We have modified the items available from the Souvenir Shop in response to feedback and to take account of 'healthy eating policies'. We now offer a variety of souvenirs, and Apple or Orange Juice.

Local Shops

The nearest shops are 1.5 miles away in Delph. These include a small Coop supermarket, chemist, post office, bakery, café and chip shop. Uppermill has more shops and a bank. The nearest large supermarket is in Oldham, near to the junction of Huddersfield Road (A62) and Ripponden Road (A672)

Telephone

A payphone is provided for the use of visitors to the Centre. For incoming calls the number is **01457 873014**. **Parents should not ring the Centre Office number except in an emergency.**

Most children rarely use Payphones, so please ensure you explain the procedure, as otherwise they may lose their money.

Smoking

All visitors should note that the Castleshaw Centre is a no smoking building.

Adventure/Activity Trail

We have a set of “adventure play” apparatus installed in the centre grounds. This equipment could be used as an evening activity for residential groups, or could be incorporated into a day visit (possibly during the lunch break).

Guidelines for use of the Adventure Trail

The course must not be used under any circumstances without adult supervision.

The Adventure Trail area is kept locked to prevent unauthorised access. This area also contains our High Ropes Tower and this must not be used without our staff.

The code for the Adventure Trail lock is available from the office.

Maximum number of participants :- 32
Suggested staffing ratios :- 1:10

Participants must be clearly briefed regarding rules and procedures, particularly those relating to both group and personal safety.

Adult supervisors should take note of the following :-

1. Appropriate footwear must be worn at all times, i.e. flat soles/good grip/no heels. Most training shoes, walking boots, wellingtons will be fine, no sandals, high heels, bare or stocking feet.
2. A strict one way system should operate on the course in a clockwise direction. Participants should be set off at intervals or begin at different points on the course. (Remember the one-way system.)
3. A maximum of **2** people on each piece of chained equipment at any one time, a maximum of **3** elsewhere.
4. Equipment must only be used in the way intended in the design.
5. Staff/adults should be positioned with a good line of sight to as much equipment as possible. **One** member of staff/adult **must** be positioned near to the pond area for safety reasons, (this also gives a good view of the course). Staff must ensure children do not play on the High Ropes Tower.
6. Staff in charge should have in place a system for stopping activity, either using a whistle or by shouting.
7. Equipment and surfaces should be checked briefly prior to use, particularly when wet or potentially icy.
8. Any incidents/accidents or problems with equipment must be reported to the office. **The course must not be used if there are any doubts regarding safety.**
9. The Adventure Trail is adjacent to the duck enclosure. Participants should not enter this area, or feed the ducks.
10. **Anyone unable to comply with these guidelines should be asked to leave the course!**

Information for residential courses

Staffing

Centre staff are not available to provide overnight supervision. Residential groups must be supervised by **at least** two responsible adults at night [one of whom must be the teacher or Youth Worker leading the visit]. Mixed groups should have adult male and female staff, although for younger groups two female staff may be acceptable (consult your LA / organisation's guidance). Contingency plans should be in place for contacting the Home Contact at night in an emergency, and some groups arrange to have a staff car on site in case it is needed.

Residential staff are required to stay between 4.30 p.m. and 8.45 a.m (minimum). Young people must not be left unsupervised at any time. If we are catering for you dinner is usually served at 4.30 p.m.

Evening activities

Evening activities may be available by prior arrangement. We will normally provide one member of the Centre staff to lead the activity - visiting staff will be expected to help with supervision and organisation. You may wish to choose an activity which contrasts with the daytime programme or introduces new experiences. Subject to weather conditions we may be able to offer a night walk or games on the front field. Indoor options may include games or clay work.

We normally have a number of bats, balls and skipping ropes available, but if you require other items, please bring them with you.

There is a T.V., video player, and DVD player in the lounge available for use, but please bring your own films.

Duties

All visitors will be expected to make up their bed using a fitted bottom sheet, pillowcase and duvet cover, which we provide. We involve groups in assisting with serving meals, cleaning tables and sweeping the dining room. If possible we offer children the opportunity to help with animal feeding. If you wish your group to be involved in other duties please contact us prior to your visit.

Special needs and Personal Evacuation Plan

Group leaders are responsible for risk assessing the Castleshaw Centre building and grounds and having a Personal Evacuation Plan in place. These should be specific to the group and site, addressing the needs of anyone who may have difficulty leaving the building in an emergency. A pre-visit is highly recommended. Please contact the Castleshaw Centre office to arrange this. Copies of a generic risk assessment and site plan are available on request.

Please make sure we are made aware in advance of any special needs individuals in your group may have. We will try to ensure that outdoor sessions are adapted to accommodate individual needs such as walking difficulties, visual or hearing impairment or

behavioural problems. Following extensive refurbishment, most of the building is now wheelchair accessible, and we have disabled accessible toilet, shower and bedroom facilities.

Room for prayer or quiet reflection

The modifications and improvements to the centre mean that it is normally possible to identify a room for prayer or quiet reflection, if your group requires this. Please ensure you contact us in advance of your visit. We also recommend that you visit the centre beforehand to ensure that the room is appropriate for your needs.

Appendix 1: Examples of courses for primary schools

NB For most of these options, we can provide teachers' packs to support follow up work in schools.

Environmental Education: Geography based days

A selection of our more popular days:

Contrasting localities

The learning outcomes targeted in this topic include the following:

- To understand why settlements have developed in particular locations
- To recognise why places differ, in particular when contrasting urban and rural locations
- To understand particular features of rural locations e.g. jobs, buildings, land use, sounds, smells etc
- To understand the reasons for the differences between various rural locations e.g. moorland and pastureland
- To be able to recognise and name particular features associated with particular areas.

Contrasting localities: Villages and valleys

A walk from the Castleshaw Valley, over or along Harrop Edge, and down into the village of Diggle to compare and contrast the valleys and villages. [We can also contrast with Oldham, or with your school's area, if desired]. Pupils can identify houses, factories, mills, schools and other settlement features using maps. We see how natural features influence the nature of settlements. This walk can include exploring a stretch of the Huddersfield Narrow Canal, investigating a variety of canal features, such as locks, bridges etc.

Contrasting localities: The Castleshaw Valley

An opportunity to compare and contrast the local area around school with the more rural environment in the Castleshaw Valley. A less strenuous option, with more opportunity for discussion in our classroom, if desired - and the opportunity to take lunch indoors if preferred.

Contrasting localities: The village of Delph

Includes a walk down the Castleshaw Valley and an exploration of this classic Pennine village. Pupils have the opportunity to explore and observe buildings and a variety of other features around this interesting village. This option can also include a walk along an interesting stretch of the River Tame.

Rivers

The learning outcomes targeted in this topic include the following:

- To be able to recognise and name features associated with rivers
- To understand how and why people have used rivers, past and present, and the effects of these varying uses (good and bad)
- To understand and avoid the dangers associated with rivers and other types of water

- To be able to understand and use vocabulary associated with rivers
- To understand the effects of rivers on the surrounding land
- To understand the importance of rivers to wildlife and farming.

Rivers and landscapes

We explore the Castleshaw Valley - from 'top to bottom'

We discover the source of a stream and follow the valley as it changes progressively. We can investigate a number of land and water features including tributaries, erosion, transportation, deposition, mill ponds and reservoirs. We can also look at rock formation and the work of glaciers, if desired. A number of options are available according to the age and development of the group. Wellies are essential [and can be provided by the Centre] - this is very much a hands-on and feet-in day!

Mapwork/Orienteering

We offer mapwork days at a variety of levels to suit the age and abilities of your class.

The learning outcomes targeted in this topic include the following:

- To be able to use a simple map
- To understand that different types of map can be used for different purposes
- To be able to choose and use the right type of map for the required purpose
- To be able to set a map
- To understand map symbols and use keys
- To be able to understand and use cardinal points and other points of the compass as appropriate.
- To understand the concept of scale
- To understand the tactics and rules of Orienteering
- To be able to understand and use appropriate geographical vocabulary
- To be able to work as a team.

Introducing maps What is a map?

The use of a simple map and a guided map walk to discover the use of symbols, etc.

We can provide opportunities to:

- learn how to set and follow a simple map around a short course,
- learn about compasses and compass bearings and try them out on a simple compass course,
- introduce 4 figure grid references, and use them to complete a simple compass course,
- apply skills like measuring distance and direction, following routes, understanding symbols, etc. in a practical situation which is fun and challenging,
- participate in the sport of orienteering, using one or more of the various courses we have around the Centre or further afield.

The Delph Bypass Game A day involving a visit to the nearby village of Delph to investigate the impact of traffic on the village and to explore the route of a possible bypass and to consider the effect it would have on the local environment. Pupils will be encouraged to weigh up the delicate balance between our need to reduce traffic congestion etc. and conservation.

Follow up work, including role play, debating skills, use and interpretation of maps, and an understanding of environmental issues, can be carried out either at the Centre, if time allows, or back in school.

Environmental Education: Science based days

A selection of our more popular days:

The learning outcomes targeted in this topic include:

- To understand the concepts of habitats.
- To understand how and why animals and plants have developed and adapted to live in particular habitats
- To be able to recognise and name certain plants and animals
- To be able to recognise, name and understand the use of particular parts of different animals and plants
- To be able to use keys and identification charts
- To develop appropriate field study skills e.g. observation, classification, recording, pond dipping etc
- To be able to use vocabulary associated with various animals and plants and their habitats
- To understand the effects (good and bad) of human activities on animals, plants and their habitats.

Countryside Adventures: Explore the senses

For Foundation and Key Stage 1, we provide an opportunity to experience the sights sounds and smells of the countryside, in safety. We offer a range of experiences:

- meet, feed and learn about the Centre's animals,
- observe farm animals nearby,
- discover animal homes in the countryside,
- explore plants and trees,
- investigate 'minibeasts',
- pond and / or stream dipping,
- opportunities to be creative with natural materials.

Life Processes and Living Things

We offer a range of courses to cater for the age and abilities of your pupils. For younger pupils, we can offer a combination of observation of the local Castleshaw environment, with its plants, animal homes, etc., with a wide variety of games to reinforce life cycles, parts of a plant, together with simple classification through observable similarities and differences.

For older pupils, we can offer courses to focus on any of the following [or combinations]:

Green plants / Soils

Discovery of the habitats, parts and life cycles of plants through activities and observations made through field study and the use of classroom resources. Life processes, like photosynthesis and reproduction, can be investigated through games and working models as well as through identification. Pupils can participate in 'soil making' to help them to understand the processes involved and the reasons for different types of soils.

Water Habitats: Pond/Stream Dipping

Investigations into the watery world, through pond and stream dipping. A close look at life in the pond and/or stream, together with simple identification and classification, through the use of identification sheets and keys. Food chains, webs, life cycles, micro-organisms and adaptation can be included in a short classroom session. We can compare two water habitats - a stream and a pond in the Castleshaw Valley and/or provide the chance to study pollution by comparing a small stream in the Castleshaw Valley and the River Tame below Delph. All these involve children in field study techniques such as observation, classifying, data recording, equipment use and the use of identification keys.

Land habitats

Investigation of land animals, through activities such as mini-beasting, observation and exploration of the various habitats in the Castleshaw Valley. Topics covered can include life cycles, classification, adaptation, migration, hibernation, population [depending on season], nutrient cycling, energy exchange, micro organisms, foodchains and webs. Children will get opportunities to try replicating some of nature's processes as well as having an opportunity to discover minibeasts and identify them through basic classification and keys. These activities can be combined with elements of the Water Habitat programme, providing a great opportunity to study two completely different areas using similar techniques.

Materials

An exploration of the variety of natural materials in the Castleshaw Valley, and their uses for building, food, textiles etc.

Micro-climates

Children can make use of thermometers to investigate temperature differences in various areas around the Centre. They can discuss the reasons for these differences and the effects temperature has on living things.

Environmental Education - History based days

The Romans:

The learning outcomes targeted in this topic include the following:

- To understand who the Romans were, their place on the historical timeline and the concepts of 'invaders and settlers'
- To understand the reasons for the Roman invasion and settlement of Britain and the impact it had at the time and subsequently.
- To understand the importance of evidence when trying to establish historical facts
- To understand and use some archaeological techniques e.g. recognising, dating and establishing the use of artefacts, use of historical maps, documents etc
- To develop the use of maps and plans for historical research
- To understand the concept of a fort and the reasons underlying its design and location
- To have a basic understanding of what life was like in the Roman Army and a knowledge of clothing, equipment, weaponry, battle strategies etc
- To understand that "Auxilliary" soldiers stationed at Castleshaw would have come from other parts of Europe
- To be able to understand and use appropriate historical vocabulary.

Life at the frontier fort in the Castleshaw Valley.

We are fortunate to be based just a few minutes from the site of a Roman Fort on the old Chester to York Roman Road. We can combine a visit to the fort, and a study of the site and its remains, with activities based at the Centre. Activities can include:

- Learning about the Roman Army [and filling out an 'application form'!],
- Dressing in mock uniforms, with Roman weapons and shields, and trying out some of the most famous Roman manoeuvres and battle formations
- Learning about life in Roman times and their impact on Britain,
- Trying out some practical 'archaeology', and looking at evidence
- 'Mini Archaeology' - taking part in a hunt for 'Roman Treasure' at the fort. This involves developing skills such as map and compass reading, following instructions and team work.

Weavers' cottages to Steam Mills: a journey through time.

We trace the transformations of the industrial revolution and learn about the changes this brought about by following a route, using an old map, visiting the sites of old mills, mill ponds and other historical sites in the Castleshaw Valley. We can also visit sites further afield by starting from a local hamlet with weavers' cottages, past the remains of water powered mills, finally reaching large steam powered mills in Diggle. This could be combined with a walk along the Huddersfield Canal, passing the entrance to Standedge Tunnel and investigating canal features such as locks bridges etc.

The visit can include a 'hands on' session viewing and handling contemporary artefacts such as shears, spinning wheel, carding brushes, handloom etc. We can also investigate the period through the lives of a typical weaving family at the time of the industrial revolution.

Victorians

The learning outcomes targeted in this topic include the following:

- To understand who Victorians were and their place on the historical timeline
- To have an understanding of Victorian life, the Industrial Revolution and the impact it had at the time and subsequently.
- In particular, to have a knowledge of Victorian life in the Saddleworth area and the reasons for the growth and demise of local industry
- To have a knowledge of the lives of children in the local area and the major factors affecting their way of life
- To understand the importance of evidence when trying to establish historical facts
- To understand and use some archaeological techniques e.g. recognising, dating and establishing the use of artefacts, use of historical maps, documents etc
- To be able to understand and use appropriate historical vocabulary.

Victorian Delph

An exploration of Delph and a search for clues, influencing its growth and development, in the Victorian era.

The Victorian Experience

A 'hands-on' day of immersion in Victorian life and history. We encourage schools to come in basic Victorian-style costume [see below]. Our staff will be in appropriate costume, and parts of the day will involve role play. We have a number of options available during the day - you should choose the options which would be most useful / appropriate for your group, to complement your work in school.

Options include:

A Victorian Classroom Experience.

Meet Mr Canem, a rather strict schoolmaster, who will conduct a lesson that can include, tables chanting, handwriting on slate boards, arithmetic using £ s d, nature study and history. We have old photographs of the days when Castleshaw was a Sanatorium School and of the old Castleshaw School located towards the top of the valley.

Bread baking and butter making

Roll up your sleeves, and don your pinnies as the children try out part of the daily routine in the kitchen of a prosperous Victorian house. Hopefully the rolls and butter will be ready for lunch [or to take home if you prefer].

The Victorian Tip

An old mill tip near the Centre provides the opportunity for some 'hands-on archaeology'. Pupils can undertake a search for Victorian artefacts and bring their finds back to the Centre for discussion. We can also discuss the impact of the growth of towns and cities on countryside communities like Castleshaw.

The Castleshaw Reservoirs

In 1866 the Mossley and Saddleworth Reporter reported that Oldham Corporation had spent £20,000 promoting a Bill to approve the building of Castleshaw reservoirs. It reported "There is considerable opposition to the measure". We can visit the reservoirs and see the impact these have had on the Castleshaw Valley. This can set the scene to recreate a public meeting, at which the local residents discuss the pros and cons of the scheme.

Children's Games

We can provide a number of traditional games for the children to try: hopscotch, skipping, hoop-la, diablo, marbles, croquet, etc.

Wash Day

A hand's-on experience of 'wash-day' the hard way. An opportunity for children to handle and try out posers, dolly tubs, scrub-boards, flat irons and mangles.

Victorian costume ideas

Boys: Boots
Black trousers
White shirts
Waistcoats
Hats
Handkerchiefs
Girls: Dresses with pinafores
Boots
Hats
Cotton gloves

Victorian packed lunch ideas:

If possible - why not bring a Victorian style packed lunch?

Try to avoid plastic wrappers [paper is fine].

Suggestions: Block of cheese or cold meat

Chunk of bread

Pickled onions

Apples

Chicken leg, etc.

Wrap your lunch in a tea cloth or a large handkerchief - or borrow a wicker basket.

The John Buckley Trail - bringing real Victorians to life.

This trail tracks the births, education, marriages, working lives and deaths of a real family from the Castleshaw Valley in the 19th century. The day introduces pupils to the importance of looking at evidence and involves the use of maps from the period, church and other documents, including census information, and old photographs. We can walk up to the old church at Heights, passing the sites of old mills, ponds and houses on the way. In the churchyard we can undertake a survey of the graves and other aspects of the church and do some grave rubbings if desired.

Travel the ancient highways - A journey through time in the Castleshaw Valley, or further afield, using the routes of ancient highways [and more recent tracks] such as the pack horse trail, the Roman road and the turnpike route. We can also include the local 18th and 19th century canal, and the introduction of the railways if desired.

Appendix 2

Outdoor and Adventurous Activities

We offer a wide range of outdoor activities, which can be run from the centre itself or on a peripatetic basis.

The Oldham Outdoor and Environmental Education Service [based at Castleshaw] is Licensed with the Adventure Activities Licensing Authority (AALA) to provide:

- Canoeing
- Kayaking
- Hill Walking
- Ghyll Scrambling
- Raft building
- Rock climbing and abseiling
- Mountain Biking

We also offer activities which are not licensable including:

- Orienteering
- Problem solving activities

Our Staff

We provide experienced and qualified staff, working with group sizes which meet or exceed nationally recognised guidelines. Where hazardous activities like rock climbing and canoeing are involved, staff hold nationally recognised qualifications to appropriate standards.

Weekend and holiday visits [Residential]

We will design an activity programme to meet your requirements and your budget. This could include a full activity package [including evenings] or you might prefer one or two evening sessions to complement other activities you are running during your stay. We can provide full catering or if you prefer you can self cater.

Term Time Courses

At Castleshaw we can provide a full activity package and design this around the purpose of your visit.

e.g. GCSE Outdoor Activities input
or Personal and Social Education

Again, we can provide full catering, or you can self cater.

Support for GCSE PE [Outdoor Activities]

We can provide equipment, transport and qualified staff to assist schools in running this element of the syllabus. This can either take place over a series of weeks to fit in with lessons, or it can take the form of a series of activity days [or a residential].

Year 7 Team Building days for form groups

A different approach to helping your new form groups to get to know one another, and their form teacher. We organise a programme of fun, adventurous [‘but low key’] activities suitable for involving the whole form. They will also get the chance to work in smaller groups during the day - with emphasis on co-operation and communication.

These courses can also include an overnight stay if desired.

Appendix 3: Suggested clothing list [Adventure Days and Environmental day visits]

Castleshaw Centre

Adventure Days and Environmental Education Days

What you should bring

Lunch and drink [No glass bottles please]

Sensible outdoor clothing

e.g. Tracksuit bottoms

Sweatshirt

Trainers

Socks

Cold days:

Please bring a warm coat, and hat, scarf and gloves if possible.

Any medication you may require [e.g. asthma inhaler or hayfever tablets]

Please bring your own wellies, if you have them. [We can lend you waterproofs and wellies if required]

if it is hot:

Sun hat

Sun cream

(Please note that if you do not send your child with suitable sun cream we will provide you child with some.)

Please do not bring valuables, large amounts of money, penknives or electronic games.

You are welcome to bring a camera - at your own risk

Appendix 4 Suggested clothing list [Residential courses]

Castleshaw Centre

Residential Suggested Clothing List

Washing things:

Soap, face cloth,
large towel,
toothbrush and toothpaste
comb/hairbrush

Clothes:

Tracksuit bottoms or trousers [preferably not jeans]
'T' shirts
Socks (including thick socks to wear with walking boots if possible)
Pyjamas/Nightdress
Outdoor coat
Warm tops/Jumpers
Handkerchiefs
Indoor shoes/Trainers
If available - Wellingtons
Waterproof coat and Trousers

Autumn & Spring Terms: Gloves, scarf and hat

Summer Term: Sun hat and sun lotion (please note that if you do not send your child with suitable sun cream we will provide you child with some).

Medication: Please ensure you bring any prescribed medicines you may need including Asthma inhalers and hay fever tablets.

DO NOT BRING: Large amounts of money, electronic games, hair dryers or knives. Please note that if you bring items such as cameras or binoculars it is at your own risk.

Appendix 5

Typical non-residential programme [Primary]

- 9.00* a.m. Double decker bus picks up from school
- 9.30 a.m. Arrive Castleshaw
Welcome and introduction to topic in classroom.
- 10.15 a.m. Issue children with waterproof tops, bottoms and Wellington Boots.
[In Winter - check hats and gloves].
[In Summer - check sun cream is applied].
- 10.30 a.m. Souvenir shop [optional]
- 10.40 a.m. Toilets and break on Centre field.
- 10.50 a.m. Working outside on topic.
- 12.15 a.m. Lunch - Venue depends on weather and topic we are covering:
1. dining room at Centre, or
2. picnic on the Centre field, or
3. picnic en route as part of walk.
- 2.20 p.m. Return to Centre.
Return waterproofs, etc.
- 2.40 p.m. Summary.
- 3.00* p.m. Depart Castleshaw.
- 3.20* p.m. Arrive school.

N.B. Collection and departure times are negotiable to fit in with your school day.

Appendix 6

Typical 2 day Residential Course [Primary]

- * 9.00 a.m. Double decker bus picks up from school
- 9.30 a.m. Arrive Castleshaw.
Overnight bags to lounge.
Welcome and introduction to day/topic in classroom.

- 10.15 a.m. Issue waterproof tops, bottoms, Wellington Boots and rucksacks [all numbers noted on signing out sheet].
-In Winter - check hats and gloves.
-In Summer - check sun cream is applied.

- 10.35 a.m. Souvenir shop [optional]
Break on Centre field.

- 10.45 a.m. Working outside on topic.

- 12.15 p.m. Lunch: venue depends on weather and topic we are covering:
1. centre dining room, or
2. picnic on Centre field, or
3. picnic en route as part of walk.

- 2.40 p.m. Return to Centre.
Hang waterproofs, etc. on numbered peg in cloakroom.

- 3.00 p.m. Summary in classroom.

- 3.20 p.m. Play on front field.

- 3.30 p.m. Gather in lounge.
Residential rules, fire drill.

- 3.45 p.m. Bags to dormitories
Children make beds and settle in.

- 4.30 p.m. Group to dining room.
Introduction and rules of dining room.

- 4.45 p.m. Tea.
Duty group wipe tables, sweep floor, etc.

- 5.30 p.m. Animal feeding [optional].

- 6.00 p.m. Gather in lounge for evening activity
[e.g. 'Nightwalk', claywork, artwork.]

8.30 p.m. Supper [Squash, biscuits, hot chocolate].
Centre staff depart.
[School staff decide on bedtime, etc.]

Day 2

7.00 a.m. Suggested time to rise and shine.
Wash, strip linen from beds etc.

8.00 a.m. Breakfast.
Duty group wipe tables and sweep floor, etc.

8.40 a.m. Animal feeding [optional]

8.45 a.m. Souvenir shop [optional].

9.00 a.m. Meet in classroom.
Introduction to day 2 topic.

9.40 a.m. Issue packed lunches - [if lunch is to be taken away from Centre]. Pack
rucksack for day - collect waterproofs and wellies from cloakroom.

9.50 a.m. Break on Centre field.

10.15 a.m. Working outside on topic.

12.15 p.m. Lunch [as day1].

2.20 p.m. Return to Centre.
Return borrowed equipment.

2.35 p.m. Summary in classroom.

2.55 p.m. Collect bags, etc. from lounge.

3.00* p.m. Depart Castleshaw.

3.20 p.m. Arrive school.

*N.B. Collection and departure times are negotiable to fit in with your school day, etc.

Appendix 7

Parental Consent Form (Schools) - to be used for all visits to the centre and activities run by the Outdoor & Environmental Education Service: (see next page).

Outdoor & Environmental Education Service / Castleshaw Centre

Medical information and Parental Consent Form

In order for your child to participate it is essential that you read the information letter provided and complete and return this form supplying relevant information and your consent as Parent/ Guardian.

Date(s) of trip _____

Participant's Name _____

School / Group _____

Home address _____

Contact details for parent / guardian: Name _____

Work _____ Home _____

Alternative emergency contact:

Name _____ Telephone number(s) _____

Address _____

Name of family doctor _____ Telephone number _____

Address _____

Medical information about your child

Any conditions requiring medical treatment and or medication (e.g. Asthma, Hay fever, epilepsy, diabetes etc.).

Yes / No

If **yes**, please give brief details _____

Can any medication required be self administered? **Yes / No**
(If medication cannot be self administered, or if there are any other concerns about your child's medical condition, you will be contacted by the school to discuss in more detail how your child's participation in the trip will be managed and a separate letter will be sent to you to sign).

Please outline any special dietary requirements or food allergies:

If **this is a residential trip** please provide additional information you consider helpful or important:

To the best of your knowledge, has your daughter / son been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious **Yes / No**

If **yes**, please give brief details _____

Is your son / daughter allergic to any medication or sun creams? **Yes / No**

If **yes** please specify _____

When did your son /daughter last have a tetanus injection?_____

Are there any activities in which your child may not participate? _____

If this course involves water activities like canoeing please fill in this section. (The information letter attached will describe the activities involved in this visit.)

Is your child confident in the water **with** a buoyancy aid? **Yes / No**

(If you answer **no** to this your child **will not** be able to participate in water activities.)

During the course of the visit, staff may take photographs to display in the school, or at the centre, or to be put up on the centre web site so that they can be viewed as part of the follow-up after the course. Photographs may also be used for publicity purposes.

If you do not wish your child to be photographed on this occasion, or you do not want a photograph of your child to be used for any of the above purposes, please tick this box. ☐

Declarations

I agree to my daughter / son taking part in this trip and having read the information sheet agree to her / his participation in all or any of the activities described. I confirm that my child is not participating contrary to medical advice.

I agree to my son / daughter receiving medication as instructed and any emergency dental, medical, or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.

I understand the extent and limitations of the insurance cover provided (as outlined in the information letter for this trip), and understand that if I require additional insurance, I must arrange this myself.

I am aware of the danger of over exposure to the sun and agree to provide my child with sun cream / sun block as appropriate. In the event of my child being without sun cream / block (e.g. through loss or theft) I give permission for the party leader to supply my child with sun cream / block as s/he deems appropriate to maintain an adequate level of protection. I confirm that if I am aware of my child being allergic to any sun creams / blocks I have indicated this above.

I will inform the group leader / head teacher as soon as possible of any changes in the medical or other circumstances indicated above, between now and the commencement of the trip / activity.

I acknowledge the need for my child to behave responsibly during the trip / activities and I have impressed this upon her / him.

Signed _____ **Date** _____

Full Name (Capitals) _____

Appendix 8

Outdoor & Environmental Education Service / Castleshaw Centre

Medical information and Parental Consent Form (Youth Service)

If you are under 18 your parent or guardian should complete this form. (If you are over 18 we still require this information, address and notification of next of kin etc.)

Date(s) of trip _____

Participant's Name _____

Date of birth _____

Group _____

Home address _____

Contact details for parent / guardian (or next of kin if participant is over 18)

Name of parent / guardian (or next of kin if over 18) _____

Work _____ Home _____

Alternative emergency contact:

Name _____ Telephone number(s) _____

Address _____

Name of family doctor _____ Telephone number _____

Address _____

Medical information about the participant

Any conditions requiring medical treatment and or medication (e.g. Asthma, Hay fever, epilepsy, diabetes etc.).
Yes / No

If **yes**, please give brief details _____

Can any medication required be self-administered?

Yes / No

(If medication cannot be self administered, or if there are any other concerns about the participant's medical condition, you will be contacted by the organiser to discuss in more detail how their participation in the trip will be managed and a separate letter will be sent to you to sign).

Please outline any special dietary requirements or food allergies:

If this is a residential trip please provide additional information you consider helpful or important:

To the best of your knowledge, has the participant been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious

Yes / No

If **yes**, please give brief details _____

Is the participant allergic to any medication or sun creams?

Yes / No

If **yes** please specify _____

When did the participant last have a tetanus injection? _____

Are there any activities which the participant may not take part in? _____

If this course involves water activities like canoeing please fill in this section. (The information letter attached will describe the activities involved in this visit.)

Is the participant confident in the water **with** a buoyancy aid?

Yes / No

(If you answer **no** to this the participant **will not** be able to participate in water activities.)

During the course of the visit, staff may take photographs to display in the school, or at the centre, or to be put up on the centre web site so that they can be viewed as part of the follow-up after the course. Photographs may also be used for publicity purposes.

If you do not wish your child to be photographed on this occasion, or you do not want a photograph of your child to be used for any of the above purposes, please tick this box.

☐

Declarations by parent/guardian (or the participant if over 18)

I agree to my daughter / son taking part in this trip and having read the information sheet agree to her / his participation in all or any of the activities described. I confirm that my child is not participating contrary to medical advice.

I agree to my son / daughter receiving medication as instructed and any emergency dental, medical, or surgical treatment, including anaesthetic or blood transfusion, as considered necessary by the medical authorities present.

I understand the extent and limitations of the insurance cover provided (as outlined in the information letter for this trip), and understand that if I require additional insurance, I must arrange this myself.

I am aware of the danger of over exposure to the sun and agree to provide my child with sun cream / sun block as appropriate. In the event of my child being without sun cream / block (e.g. through loss or theft) I give permission for the party leader to supply my child with sun cream / block as s/he deems appropriate to maintain an adequate level of protection. I confirm that if I am aware of my child being allergic to any sun creams / blocks I have indicated this above.

I will inform the group leader as soon as possible of any changes in the medical or other circumstances indicated above, between now and the commencement of the trip / activity.

I acknowledge the need for my child to behave responsibly during the trip / activities and I have impressed this upon her / him. (If you are over 18 you must accept this responsibility yourself as a condition of participating)

Signature of Parent / Guardian _____

(or signature of participant if over 18 - please note that all of the declarations above still apply - you must accept these yourself)

Appendix 9

Notes for leaders of residential visits

Fire Alarm: The fire alarm is connected to a Central monitoring station. Should the alarm be activated either by the smoke/heat detectors, or the break glass points, a siren will sound.

The central monitoring station will inform the Fire Brigade that there is a fire at the Centre. All groups **must** leave the building immediately and meet at Fire Assembly Point on the stone area of the front field. A roll call **must be taken** and all group members be accounted for. On **no account** should you allow group members to re-enter the building until given permission by the attending Fire Officer. Should the alarm be accidentally activated the above procedure **must be followed**, as you will not have fire alarm cover should a fire occur whilst awaiting the Fire Brigade. The Fire Service **will attend all alarm calls**. Groups making false alarm calls will be liable for call out charges. Where an alarm is deliberately activated groups will be asked to leave and will be liable for charges incurred. Please discourage the over liberal **use of aerosols** amongst your group, as this can trigger the alarms.

Security: Group leaders are responsible for ensuring premises are secure before leaving, or retiring at night. Check lounge door, cloakroom door, kitchen door, student entrance, door in bedroom 3, (plus front door and fire exit in classroom upstairs if you have access to these areas). Close all windows.

First aid: There is a first aid kit in the downstairs staff bedroom (Bedroom 1) if required.

Access to the building: The codes for the coded locks on the main and rear entrances will be provided prior to your visit.

Lights: Please switch off any unnecessary lights before retiring or going out. External lights are controlled by timer or movement detector.

Kitchen: Ensure all kitchen appliances are turned off.

Water: Please ensure all water taps are turned off after use. If water is wasted showers and wash basins may run short, particularly of hot water.

Recycling: Please encourage your group to recycle all waste materials by using the labelled bins provided. For larger amounts of waste, recycling skips are located in the corner of the car park, near the gate to the climbing wall.

Power Cut: In the event of a power cut all emergency lights will come on, the fire alarm panels will flash and the CCTV system alarm will sound. Once power has resumed the lights and fire alarm panels will reset, but the CCTV will be reset by a member of staff during office hours.

Smoking: Smoking is not allowed in any part of the building.

Appendix 10

Rules for Residential Groups

1. **No smoking** inside the centre at any time. See Centre Staff about smoking outside. All ash/rubbish should be placed in the bins provided.
2. The following areas are **OUT OF BOUNDS** unless special arrangements have been made -

Outside - the animal areas, sheds, side garden, all fields except the field directly to the front of the Centre.
Inside - teaching rooms [normally locked] and cellar.
3. Group members **must not** be left unsupervised at the Centre.
4. **Bedrooms:** Groups are expected to make their own beds and tidy bedrooms. Groups are particularly requested not to consume food or drink in the bedroom areas.
5. The Centre must be left in clean and tidy condition. If it is not, we will charge an additional cleaning fee.
6. Groups are expected to show care and consideration towards the animals.
7. Groups must follow the country code, especially with regards to climbing walls, fences and litter. The Centre is located in a water catchment area and groups do not have access to reservoirs, streams or United Utilities land. You must keep to the authorised footpaths at all times. Good relationships built up with farmers and local land-owners are always very delicate - please respect those living and working in the area, their property and animals.

It is the Leader's responsibility to ensure these rules are adhered to. We reserve the right to ask any group or group member failing to observe the above rules to leave. PLEASE make sure that students keep out of the fields around the Centre and stay away from the reservoirs and overflows, etc. The stream in the valley is also on PRIVATE LAND.

If you would like information about public footpaths, please see Centre staff.