



Risk/ Benefit Assessment for Melbourne Gardens Learning Programs

Risk	Risk reduction strategy	Experience	Benefit	Links to EYLF & VEYLDF Learning Outcomes
<p>Lost Children</p>	<ul style="list-style-type: none"> • Schools should follow recommended supervision ratios of 1:3 for kindergarten / preschool; 1:5 for Prep to 2; and 1:10 for year 3 to 12 • Ensure the students are mentally and physically prepared for walking through a large site. • Teachers/supervising adults should employ effective supervision strategies, e.g. Emergency meeting points, regular head counts, name badges, mobile contact number displayed on students, utilising RBG staff in case of emergencies. Teachers need to bring a mobile phone. <p>Learning facilitators carry a radio or mobile phone to contact Visitor's Centre in case of lost person.</p>	<p>Guided exploration and walk through the gardens</p>	<ul style="list-style-type: none"> • Frequent and authentic contact with natural environments is vital for children's overall development and in promoting their sense of independence, autonomy and wellbeing. • Exposure to reasonable risk within nature gives children opportunities to learn to: assess and manage their own risk, to self-regulate and manage their own activity, to develop autonomy and to become independent decision makers. • Nature stimulates social interactions between children, helping them to develop powers of observation and creativity. Nature instils a sense of peace and being at one with the world (Crain, 2001). • 'Nature buffers the impact of life stress on children and helps them deal with adversity. The greater the amount 	<p>Learning Outcome 1: Children have a strong sense of identity.</p> <ul style="list-style-type: none"> • Children develop their emerging autonomy, interdependence, resilience and sense of agency. <p>Learning Outcome 3: Children have a strong sense of wellbeing</p> <ul style="list-style-type: none"> • Children become strong in their social, emotional and spiritual wellbeing. • Children take increasing responsibility for their own health and physical wellbeing.

Risk	Risk reduction strategy	Experience	Benefit	Links to EYLF & VEYLDF Learning Outcomes
			of nature exposure, the greater the benefits' (Wells N, 2000)	
<p>Exposure to weather;</p> <ul style="list-style-type: none"> • Wind • Rain • Heat • Extreme Weather Conditions 	<ul style="list-style-type: none"> • Ensure students are equipped with appropriate footwear and weather protection: hats, sunscreen, wet weather gear (umbrellas are not recommended for younger children) • Ensure students have had a drink of water before beginning the program. RBG Teachers are aware of locations of drinking fountains • Education sessions will not operate in extreme weather conditions e.g. Temperatures over 35°C, very high winds, or during electric storms 	<p>Outdoor Learning; Exposure to weather</p> <p>Wind, Rain. Heat and Extreme Weather Conditions</p>	<ul style="list-style-type: none"> • Physically experiencing changes within nature allows children to connect holistically and spiritually with the natural world and 'to discover their innate 'sense of relatedness and connectiveness to the natural world' (Phenice & Griffore 2003). • Physical and spiritual connections with nature are intrinsic to indigenous people's sense of place and belonging. • Experiencing weather changes and its impact upon the natural environment promotes an understanding within children of seasonal and life cycles. • 'Outdoor education fosters connected knowing, where education is part of, rather than separate from life' (Gardner, 1991). 	<p>Learning Outcome 2: Children are connected and contribute to their world.</p> <ul style="list-style-type: none"> • Children become socially responsible and show respect for the environment. • Children respond with diversity and respect. <p>Learning Outcome 3: Children have a strong sense of wellbeing • Children become strong in their social, emotional and spiritual well being</p>
<p>Slips Trips and Falls</p> <ul style="list-style-type: none"> • Falling from rocks in Ian Potter Foundation Children's Garden • Slipping on paths • Tripping over tree roots 	<ul style="list-style-type: none"> •Rocks are available for climbing in IPFCG. Surfaces below rocks are padded with soft fall compliant with industry standards • Climbing of trees at the RBG is not allowed • Ensure students are supervised • Paths are regularly maintained by RBG • RBG staff member leads the group to assess any potential hazards on walk • First Aid officers are on duty at all times at the Visitor Centre, however 	<p>Physical play in natural environments</p>	<ul style="list-style-type: none"> • Playing in natural environments enables children to encounter a rich variety of texture and terrain, with each encounter challenging children to approach each situation in new ways (Elliot (ed.), 2008). • Children learn to problem solve cognitively, spatially and physically as they navigate through new and challenging environments and experiences. • Children who play regularly in natural environments show more advanced motor fitness, including coordination, balance and agility (Fjortoft, 2000). 	<p>Learning Outcome 1: Children have a strong sense of identity.</p> <ul style="list-style-type: none"> • Children develop their emerging autonomy, interdependence, resilience and sense of agency. <p>Learning Outcome 4: Children are confident and involved learners.</p> <ul style="list-style-type: none"> • Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.

Risk	Risk reduction strategy	Experience	Benefit	Links to EYLF & VEYLDF Learning Outcomes
	schools are required to carry their own First Aid Kit		<ul style="list-style-type: none"> • Exposure to reasonable risk within nature gives children opportunities to become skilled in assessing their own risk, learn to self-regulate and manage their own activity, to develop autonomy and resilience and to become independent decision makers. • When children play in natural environments, their play is more diverse, imaginative, creative and collaborative (Footrot 2000, Moore & Wong 1996). 	
<p>Contact with soil, potting mix, plants</p> <p>Handling gardening tools / hot glue guns</p> <p>Poisonous plants & fungi</p> <p>Allergies to nuts</p>	<ul style="list-style-type: none"> • Hand washing facilities are available within the vicinity of all potting up, pending and worm farm activities. Students are encourage to wash their hands at the end of all programs. • Potting mix is dampened down before use. Gloves can be made available on request for children with sensitive skin • Ensure students are briefed on tool safety. • RBG teachers explain correct and safe usage of tools and other equipment. • If you have children prone to 'mouthing' please supervise. • Please ensure all students wash their hands in the public conveniences at the end of the program. 	Gardening and nature play activities	<ul style="list-style-type: none"> • Authentic experiences whereby children construct understandings through hands-on explorations to encourage problem solving and discovery of new knowledge and connections. • Experiences that are specifically designed to stimulate children's natural curiosity, imagination and wonder, fostering delight, pleasure and satisfaction, surprise and unexpectedness. • Children learn by constructing their own knowledge about the world (Piaget, 1962). • ' The environment as the third teacher', enabling a feeling of belonging in a world that is alive, welcoming and authentic (Malaguzzi, 1994). 	<p>Learning Outcome 1: Children have a strong sense of identity. • Children develop their emerging autonomy, interdependence, resilience and sense of agency</p> <ul style="list-style-type: none"> • Children develop knowledgeable and confident self-identities. <p>Learning Outcome 4: Children are confident and involved learners.</p> <ul style="list-style-type: none"> • Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. • Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.

Risk	Risk reduction strategy	Experience	Benefit	Links to EYLF & VEYLDF Learning Outcomes
	<ul style="list-style-type: none"> • Be aware of students with nut allergies: Macadamia and other nut bearing trees grow at the RBG. 			
<ul style="list-style-type: none"> • Swooping birds • Possibility of insect bites (bees, ants, mosquitoes) 	<ul style="list-style-type: none"> • Please ensure RBG teachers are aware of students with anaphylaxis / allergies. There is a bee hive at the Gardens that is visited in some programs. Bees are also common in the Herb Garden and other garden beds. • Ensure students are adequately supervised around wildlife – please don't chase or feed the birds, eels or turtles. • Areas where birds are nesting are signed; tours will avoid these areas where possible. • Please bring pest repellent and treatment for insect bites. 	Exposure to small animals / insects	<ul style="list-style-type: none"> • Real life experiences and opportunities in which children learn to appreciate, respect and understand animals in their natural environments. • Animals are an endless source of wonder for children, fostering caring attitudes and sense of responsibility towards living things. (Sobel, 1996). • Children interact instinctively and naturally with animals, talking to them and investing in them emotionally, thus frequent exposure and interactions with animals allows children to learn how and when to approach animals safely, and when not to, i.e.: when bees are pollinating or birds are nesting. • Cultivating children's relationships with animals also fosters empathy, sensitivity and understanding (Sobel, 1996) as well as emotional attachments with nature and concern for its ongoing sustainability and protection (Bunting & Cousins 1985). 	<p>Learning Outcome 2: Children are connected with and contribute to their world</p> <ul style="list-style-type: none"> • Children develop a sense of belonging... and an understanding of the reciprocal; rights and responsibilities necessary for active community participation. • Children become socially responsible and show respect for the environment. <p>Learning Outcome 5: Children are effective communicators</p> <ul style="list-style-type: none"> • Children interact verbally and non-verbally with others for a range of purposes.
Falling in, or getting wet	<ul style="list-style-type: none"> • The pond in the Children's Garden is meshed and has a maximum depth of 	Exposure to bodies of water	Refer Slips Trips and Falls section	Refer Slips Trips and Falls section

Risk	Risk reduction strategy	Experience	Benefit	Links to EYLF & VEYLDF Learning Outcomes
during pending activities	<p>80cm at the centre. Entering or drinking from the pond is not allowed.</p> <ul style="list-style-type: none"> • There are other larger and deeper water bodies at the RBG. Swimming in or drinking from any of the RBG water bodies is prohibited. • Ensure students are well supervised around water. • Please bring a change of clothes (one set for your group) <p>Water quality is actively monitored by RBGV staff for contamination.</p>			
Falling tree limbs	<ul style="list-style-type: none"> • RBG regularly inspect and manage our trees to protect health and safety. Despite these steps trees may still unpredictably shed branches. • Ensure all supervising adults are aware of the unpredictable way in which branches may fall and land. Avoid sitting under trees on windy days 	Authentic connections, understandings and relationships with nature	<ul style="list-style-type: none"> • Physically experiencing changes within nature allows children to connect holistically and spiritually with nature, allowing them to discover their 'innate 'sense of relatedness and connectiveness to the natural world' (Phenice & Griffore 2003). • Regular interactions within nature help children develop understanding and respect for the environment, its dangers and delights. These experiences help shape children's environmental values and attitudes for the rest of their lives (Wilson 1996). • 'Outdoor education fosters connected knowing, where education is part of, rather than separate from life' (Gardner, 1991). 	<p>Learning Outcome 2: Children are connected and contribute to their world.</p> <ul style="list-style-type: none"> • Children become socially responsible and show respect for the environment. <p>Learning Outcome 4: Children are confident and involved learners.</p> <ul style="list-style-type: none"> • Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Risk	Risk reduction strategy	Experience	Benefit	Links to EYLF & VEYLDF Learning Outcomes
<p>Traffic Hazards;</p> <ul style="list-style-type: none"> • Entry to RBG: Trip, fall, hit by vehicle • Presence of RBG gardening, maintenance / delivery vehicles 	<ul style="list-style-type: none"> • Bus pick up and drop off zones are located directly in front of education entrance. • There is a pedestrian crossing across Birdwood Avenue to Domain Parkland and the Shrine of Remembrance. • Ensure adequate supervision when crossing car parks and roads. A pedestrian crossing crosses Dallas Brooks Drive within the boundary of the RBG near the IPFCG. Care needs to be taken in this area. • The RBG teacher leads the groups – ensure students walk next to, or behind their leader. 	<p>Real life and contextual encounters.</p>	<ul style="list-style-type: none"> • Taking advantage of real life situations such as crossing a road within the gardens or, navigating gardener and delivery buggies assists children in developing genuine road safety skills and abilities. • Allowing children to practice their road safety skills within the Royal Botanic Garden is a reasonable risk in that the road and pathways have minimal traffic. • Children can practice their pedestrian road safety skills as they identify crossings as places to stop, look, listen and think before determining whether it is safe to cross, learn how to safely move aside to let a vehicle pass, discuss traffic signs and watch out for and identify signals affecting pedestrians • Active involvement in real life experiences increases children's competence and self-esteem in a way that contrived activities never could' (Montessori 	<p>Learning Outcome 1: Children have a strong sense of identity. • Children develop their emerging autonomy, interdependence, resilience and sense of agency.</p> <p>Learning Outcome 5: Children are effective communicators • Children interact verbally and non-verbally with others for a range of purposes. • Children begin to understand how symbols and pattern systems works</p>

RBGV implements an emergency procedures policy conforming to the Australian standard AS 3745-2010. RBGV Learning staff are trained in emergency response.

RBGV management and staff recognise that they play an inherent role in prevention and mitigation activities to minimise the effects of emergencies that may occur.

In Case of Emergencies whilst visiting the Royal Botanic Gardens Melbourne please call the Visitor Centre 03 9252 2300 or dial 000.

Bartlett, S. (1996). Access to Outdoor Play and Its Implications for Healthy Attachments. Unpublished article, Putney, VT Bunting, T. & Cousins, L. (1985). Environmental dispositions among school-age children. Environment and Behaviour, 17(6) Crain, W. (2001). Now Nature Helps Children Develop. Montessori Life, Summer 2001 Elliott, Sue (Ed.) (2008). The Outdoor Playspace Naturally : For Children Birth to Five Years. Pademelon Press, Castle Hill, NSW

Gandini, L. (1993). "Fundamentals of the Reggio Emilia Approach to Early Childhood Education". Young Children 49 (1): 4-8. Gardner, H. (1991). The tensions between education and development. Journal of Moral Development, 20(2), 113-125 Mooney, C. (2000). Theories of childhood : an introduction to Dewey, Montessori, Erickson, Piaget & Vygotsky. St. Paul, MN: Redleaf Press. Moore, R. (1996). Compact Nature: The Role of Play ing and Learning Gardens on Children's Lives, Journal of TherapeuMc HorMculture, 8, 72-82 Phenice, L. & Griffiore, R. (2003). Young Children and the Natural World. Contemporary Issues in Early Childhood. 4(2), 167-178 Piaget, J. (1962). Play, dreams, and imagination in children. New York: Norton Pyle, R. (1993). The thunder trees: Lessons from an urban wildland. Boston: Houghton Mifflin. Sobel, D. (1996). Beyond Ecophobia: Reclaiming the

N/A Landscape Description and Analysis of a Natural Landscape. Landscape and Urban Planning, 48(1/2) 83-97

Wilson, R. (1996). Starting Early Environmental Education During the Early Childhood Years (ERIC Digest). Columbus, OH: ERIC Clearinghouse for Science, Mathematics and Environmental Education (ERIC Identifier ED 402147)