



River Hamble Harbour Authority - Educational Material Project Stage 1 - Evaluation of School and College Consultation

1. Introduction/Background

The River Hamble Harbour Authority manages the River for the benefit of all its users. It provides a range of services and facilities, including information and education.

In the past this has focused on interpretation and dealing reactively with requests from schools and colleges. There is now an opportunity to fund the development of educational materials and to encourage greater use of the River as an educational resource.

The objective of this report is to provide a summary of the current relationship between local schools and colleges and the River and to collate and evaluate their responses regarding how they may make use of the River in the future.

2. Methodology/Approach – taken from the brief and following an initial meeting

- Review existing resources and contact with schools
- Consultation with schools in the form of face-to-face and telephone interviews
- Meeting with Jeff Stanfield (HCC geography adviser)
- Examples of other available resources for educational river work (Appendix 3)

3. Review

Existing Resources

Explore the Hamble Estuary with Harry the Heron – the Hamble Harbour's School's Activity Pack (ages 8-11) - an unfinished document produced in-house by an ex-member of staff from the Harbour Authority. A mix of factual information and a few activities. Whilst it does contain some good information it is unclear how the document could be used by schools in its current format.

The River Hamble Estuary – A guide for outdoor education leaders, Trailblazer co-ordinators and classroom use. A detailed guide including sections on history and heritage, industry, recreation and nature. The guide was produced by an ex-Countryside Service staff member in order to promote the use of the Hamble River Bus as a means of studying the River. It contains useful background information but its format limits its usefulness as a resource as it is long and densely structured.

The River Hamble Harbour Authority web pages – contains sections on the structure and operation of the Harbour Authority; practical information on navigation, safety, moorings, harbour works etc; Hamble River View (launched in June 2012) and an Environment section. The latter two are the most useful as education resources: the Environment section contains information on habitats and their

protection, the Hamble Historical Timeline and downloads on topics such as climate change and coastal flooding in the Hamble Estuary Partnership (HEP) section.

Current involvement with schools/education

The Harbour Authority currently receive occasional requests from schools; the Harbour Master, David Evans, has presented 'The Harbour Masters Tale' to Year 5 pupils at Locks Heath Junior School for the last two years and some schools ask for an introductory talk (which may include going on to the roof of the Harbour Office) at the start of a self-guided visit. A annual crabbing competition is held on the jetty at the Harbour Office and Scout groups do also make contact.

Facilities and Access

(The following factors would need to be taken into account when deciding which of the proposals are taken forward.)

The Harbour Office has limited facilities available for educational groups from both a practical and staffing point of view. Occasional special requests can be dealt with but otherwise the Office would only be able to provide a small amount of storage space for equipment and resources.

There are a number of access points to the River but very few of them also offer parking for either a school coach or minibus (car parking is available at Hamble Village, Warsash, Bursledon and Lower Swanwick). There are public toilets at a couple of locations, namely Warsash and Hamble Village.

Access is possible via land owned by different organisations, for example, Fairthorne Manor (YMCA), Swanwick Nature Reserve (HWT), Manor Farm Country Park (HCC), Hook with Warsash Local Nature Reserve (HCC). Some of the access is free of charge but some may require liaison with and payment to the organisation.

4. Results of consultation (for a list of schools consulted see Appendix 1, for anecdotal comments see Appendix 2)

Schools that are currently using the River as a teaching resource

Locks Heath Junior School does a complete river study with its year 5 pupils using the Hamble. Field work is carried out in a single day, travelling by coach, visiting four locations, starting at the source of the River at the Moors Local Nature Reserve, moving downstream (where it is safe for children to work in the water) to do some practical measuring on a section of private access land (arranged with the land owner), further downstream near to the A27 bridge to look at the many different uses of the River and ending up at Strawberry Fields near the River's mouth for a review session. Follow up work using the data gathered happens at school along with a mock enquiry where children use their newly acquired geographical knowledge to support their arguments. They also benefit from a visit from the Harbour Master and the Marine Police.

Hamble Primary School is ideally located to make use of the River as children can walk there from the school. Classes are taken down to support river based work and also to study their local area. The school is also very involved with local lifeboat group and regularly fundraise for it.

Questions asked

What are the reasons that schools are not using the River?

1. Don't currently do any river based field work
2. Currently use another river for field work

3. Difficulty of access to the River Hamble for coaches/groups
4. Difficulty of access to the River Hamble to carry out field work safely – few locations in upper reaches that have public access
5. Lack of access to data about the River
6. Lack of practical information such as access points, car parks, toilets

Would your school/college make more use of the River if some of your needs could be met?

In most cases the answer to this question was yes. Some teachers thought that their school/college would make a positive change to use the River for field work, others that they would make use of resources remotely to support classroom based work.

What would help you to make more use of the River as a teaching resource?

1. Practical information about access to the River and the best locations for field work
2. An opportunity to access real data about the River, including physical data and water quality/biotic data. Some teachers would like to be able to add data to databases
3. Equipment for field work such as flow meters, water test kits and Secchi discs etc.
4. Information about how the River is used
5. Case studies on topics such as climate change
6. An interactive map of the River with information/photographs suitable for 2/3 key stages
7. Video material about the River – the ideal would be a video of the Hamble from source to mouth (access to PCs can be limited, particularly in secondary schools so video is a good format for them)
8. Maps and photographs of the River

5. Proposals

Introduction – The teacher consultation revealed that the River is an under-utilised resource and that there is desire to use it for both classroom based work and field work, potentially across a range of curriculum areas and key stages. Some of the following proposals are general and some would need targeting to specific key stages to make them appropriate for the right level and therefore of practical use.

1. Produce a web page for schools/colleges (Learning Zone) and add it to the Harbour Authority web pages. This would contain new information and guide teachers to existing information via links. General information would be aimed at all users with sections for targeted use presented by key stage. There may be links to external web sites such as the Warsash Local History Society.
2. Consider putting together a one stop practical access guide (web based) to the River with information on parking, toilets, tides, access to the water etc. Much of this information is already available on the Harbour Authority web pages, but could be linked together for use by teachers.
3. Consider the purchase of field equipment, taking into account location of storage, practicalities of borrowing it and guides to its use. Some specialised equipment would only be suitable for use by KS4 and 6th form, other equipment (possibly linked to activities) would be for lower key stages. Liaise with HCC Outdoor Education as they do have field equipment that can be borrowed by schools.

4. Look at requests for data and direct schools to its source where it already exists and consider hosting data in a format that could be used and added to by schools/colleges. Some quite basic data that could be accessed and shared would satisfy KS1 and KS2, whilst KS4 and especially 6th form groups would welcome access to real data generated by some of the HEP projects. For example, data on the following might be useful: weather; water quality; bird populations; vessel numbers and types using the River.
5. Promote the availability of the downloads on the HEP web pages on topics such as climate change, coastal flooding, archaeology etc. Can any of these topics be expanded to make them more useful as resources/case studies?
6. Promote 'River View' as a resource to schools/colleges
7. Consider other suggestions made by school/colleges such as the development of an interactive map and video material about the River. The information contained in this resource would need to be differentiated for use by different key stages.
8. Produce and make available via the web pages and as hard copies an extension of 'The Harbour Master's Tale'. Tell the story of 'a day in the life of.....' various people who work closely with the River. Aside from the Harbour Master this might include the Hamble ferryman, a member of the lifeboat crew, a shell fisher, a member of the Environment Agency who monitors water quality, etc. The accounts could include photographs and possibly podcasts and video clips.
9. In conjunction with Jeff Stanfield*, County Adviser for Geography produce a list of investigations to inspire use of the River, aimed at different key stages. These would be available on the web pages and may be linked to a resource box. Jeff suggests investigations aimed at KS2, KS3 and KS4 – each would have a brief description with detailed planning left to the teachers to work out at a local level.

* Jeff Stanfield is very supportive of this project, believing strongly that children in schools and colleges around the Hamble area should have access to the River as an educational resource.

Appendices

Appendix 1 - Schools/Colleges Consulted

School/College	Key Stage	Contact
Barton Peveril	6 th Form	Ros Fresson
Itchen College	6 th Form	Mel Lockheart
Hamble Community	KS3/4	Andrew Stacey/Sue Ingram
Brookfield Community	KS3/4	Kay Gale
Locks Heath Junior	KS2	Tammy Williams
Sarisbury Junior	KS2	Dan Richards
Park Gate Primary	KS1/2	Maureen Thomas
St John the Baptist	KS2	Graham Yates
Hamble Primary	KS1/2	Abi Gibbard

Appendix 2 – Anecdotal comments

Locks Heath Junior School have put together a very well planned day of field work but the teacher commented on how difficult this was to do in terms of finding safe access points to the River and an area where children could carry out practical measuring. This reason was given by teachers from other schools for why they find it easier to use another river.

The teacher from Hamble Community School commented on how their pupils view the Hamble as a barrier – both physical and intellectual. Much of the children's lives is to the west of where they live (towards Southampton) .

Children from Hamble Primary School are physically quite close to the River but the teacher commented that they have little sense of its overall geography, thinking for example when they visited Manor Farm Country Park that the river there was a different one. This is what would be expected from primary age children unless they are given the opportunity to get to know the River and learn otherwise.

Appendix 3 – Examples of other available resources for educational river work

- Chichester Harbour Learning Zone <http://www.conservancy.co.uk/learn/>
- Rivers Severn, Thames, Darant and Trent <http://chiddingstone.kent.sch.uk/homework/rivers.html>
- HIAS geography website – contains curriculum advice at different key stages, includes River Black Water and River Itchen <http://www3.hants.gov.uk/education/hias/geography.htm>
- The Chicago River, USA <http://www.chicagoriver.org/education/curricula/>

Sara Findlay - Countryside Learning Co-ordinator - June 2012

Consultation on Forensic Marking – summary of results

A consultation setting out the details of the proposed forensic marking scheme, together with a series of questions, was sent to marina and boatyard operators, mooring providers, yacht clubs and stakeholder groups. A total of 8 responses were received, all of which were largely supportive of the proposal. A summary of the responses to the questions is shown in italics below each question, as follows:

1. What is the most effective means of issuing the kits to your customers/members/ mooring holders, in order to ensure maximum coverage?

A letter/email could be sent out to all of our berth-holders informing them of the scheme.

Kits could be held in the marina office or at the request/permission of the boat owner placed on their boats.

Information could be displayed on a news link on the marina's website.

Our tenants could also hold spare packs for any boats ashore.

Posters could be created and displayed in our notice boards, the pub and the chandlery.

Kits could be issued by the Club to members either by quarterly post (depending on size and weight) or via collection from its premises following advice in a fortnightly run email.

At renewal time for the berths or at our summer barbeque

By Post (although I would be prepared to collect in person from the Harbour Office)

We could offer distribution of kits from our Marina Reception.

2. What is the most effective means of ensuring that your customers/ members/mooring holders actually apply the forensic marking material to their valuables and mark items with the stickers?

Educating our berth holders on the crimes that have already taken place. Giving them a realisation that it is a real issue!

Making it clear to our customers that the forensic marking will be colourless and can be applied on the back or inside of any given item.

A demonstration day could be organised which could possibly run alongside an RNLI/gas check safety day which have happened in the past.

We would be happy to promote the scheme within our marina but would not wish to force our customers to use it or to check that they are.

Members will of course only use the kit if they are aware of the scheme and its benefits. This can be advised to them via our fortnightly newsletters.

We could offer to do it for them or get police or harbour staff to do it on an-organised open day. Someone in uniform gives it more credence perhaps.

By asking all berth holders to email the Harbour Master or other delegated authority when the work has been done, with a list of items marked. It could be a condition of the mooring that this must be done.

We would be happy to send invitations by electronic media inviting customers to collect their kit.

3. What are the most effective ways of encouraging your customers/ members/mooring holders to register their details so that any valuables which are stolen can be returned to them if they are found?

A letter/note placed in the forensic kit explaining that any data would not be used for anything but crime prevention.

It may be an insurance stipulation that details are registered.

In the same way that car insurance may lower when a tracker is fitted to a car, Marine Insurance companies could be contacted to see whether they would be willing to support and endorse this scheme. This would obviously then require a registration system.

I don't believe that there is a way of ensuring that all customers do register. The difficulty will be that people will naturally accept this as a gift but there are no guarantees that it will be fully used by everyone, which could therefore dilute the purpose of the scheme and make the marketing less effective.

The Club is prepared to help by way of encouragement, administration and collection of data if Members send details direct to the Club. The system would have the backing of the Executive Committee.

The whole thing needs to be a big public exercise, with adverts, flyers on every boat on the Hamble, magazine space and a policeman explaining, with examples, of how the system actually works. Lots of people are very dismissive of this sort of thing, which is plainly stupid as if it was carried out and used correctly it would certainly deter the thieves.

Make it a condition of the mooring lease.

By using our Berth Holders Association and our company website.

4. Would your marina/boatyard/club/organisation be willing to display notices and posters to advertise the campaign?

Yes but we would like to see the proofs first.

The Club will post suitable material on its internal notice boards as deemed necessary to support the project.

Yes we would help with this.

Yes, definitely, also include details in our various mailshots

5. Do you have any other ideas which might help to deter and detect crime on the River?

The education of boat owners will always prove beneficial; any time spent by the Harbour Master's staff speaking with river users about the security of their equipment or identifying vessels that are particularly at risk will help. Within the marinas, security provision is generally catered for already, which may make the security tagging solution more appealing to the mooring holders and sailing clubs.

You should have more night/day CCTV cameras on piles that can also record date and time.

HAMBLE RIVER CRIME

Overall Numbers

There were 245 occurrences that related to the River Hamble and its immediate vicinity.

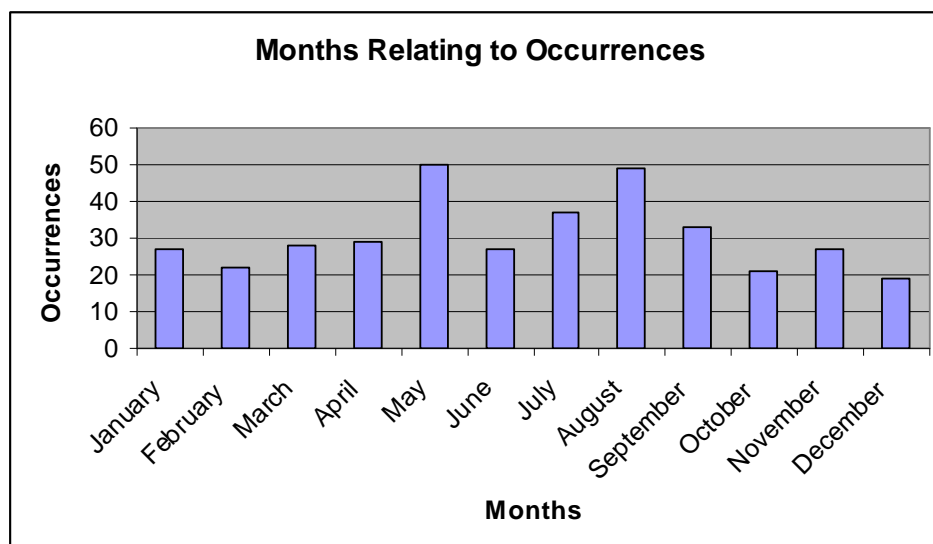
The table below shows a breakdown by year of the occurrences.

Year	Total
1 April 2009 – 31 March 2010	59
1 April 2010 – 31 March 2011	74
1 April 2011 – 31 March 2012	112
Grand Total	245

The table shows that the number of occurrences have been increasing year on year with a 51% (n.38) increase from the previous year.

Occurrence Times

The graph below shows the peak time of the occurrences based on the times between which the occurrences have occurred.



Occurrence between Occurrence Start Date and Occurrence End Date by Month

The above chart shows that the occurrences occur during the spring and summer months, which will be the months when owners will be utilising their boats, and as such the boats will be more likely to be insecure. These are also the months when there will be a high volume of individuals visiting the area providing for some element

of cover for thefts. It is suggested that any campaign is rolled out during July / August so as to ensure the maximum number of individuals are targeted.

Items Stolen – Property

The property review identified 249 occurrences where property had been stolen, it should be noted that more than 1 type of property was stolen from separate occurrences. The principal types of property were;

Outboard Motors

These accounted for 38% (n.93) of the property stolen; the principal make of outboard motors stolen were Yamaha 25% (n.23), Mariner 18% (n.17) and Mercury 16% (n.15)

Electrical Items

These accounted for 13% (n.33) of the property stolen. These included radios, navigation systems, chart plotters etc

Masts / Sails

These accounted for 7% (n.17) of the property stolen.

Other

These accounted for 43% of the property stolen and related primarily to insecure easily portable items on boats.

Items Stolen – Vehicles

The most common type stolen were dinghies 50% (n.27), due to the description available it has not been possible to provide a further breakdown of the type. Power boats accounted for 22% (n.12) of the occurrences, of these RIBs accounted for 75% (n.9) of the vehicles stolen.