

Case study

TITLE Trout in the Classroom

When

Pilot 1 February – March 2024,
2nd Phase January – March 2025

Where

Pilot – St Thomas' CoE Primary School
2nd Phase – Grayrigg CoE Primary School

Background

Trout in the Classroom provides a fantastic opportunity for a class/school to learn about some special freshwater species, see a life cycle unfold and learn more about our rivers, the wildlife that lives in and around them and how to look after our rivers too. It is a very effective way to engage with the project too. All equipment is provided along with support. It truly brings learning to life.



What we did

We entered into a discussion with the class teacher first to ensure that they knew what the project involved, the space the equipment needed.

An outline project plan and information sheet were produced. A resource pack was also written to enable the class/school to learn about trout, freshwater pearl mussels and a presentation created to give the class an overview of the project.

The equipment set-up was tested out in the office to ensure everything worked properly. As we have to mimic river conditions the water needs to be kept cool, so the set up includes a chiller as well as an external water filter.

It was then set up in the school a week before the trout eggs were due to allow the water to settle. We also gave a presentation to the class and ran through the set-up with the teacher/support staff. The eggs then went in.

We kept in regular contact with the school, attended if they had any problems and checked in at each stage of trout development.

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The trout were released after the class spent time exploring the river and finding out about freshwater invertebrates that the trout eat. This also provided an opportunity to learn more about rivers and species and the restoration work carried out for the project.

The first school hosted the tank for about six weeks, the second school for about 10 weeks.

Outcomes

From the feedback received from the staff the classes involved had a brilliant experience and benefitted from the project. It encouraged a sense of responsibility and promoted wider learning.

Learning

The project is staff/resource heavy. It takes two to set up the equipment (and take it away), and you have to provide regular support to the school especially if they have technical issues.

At the first school, the filter/chiller system failed several times, requiring additional input. It did though lead to a better set up for the second year of delivery.

Next steps

Now that the resource pack is complete the next steps are to ensure ongoing engagement with the council and local schools to ensure the pack continues to be used and provide a fun and useful learning resource.

Contact us

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