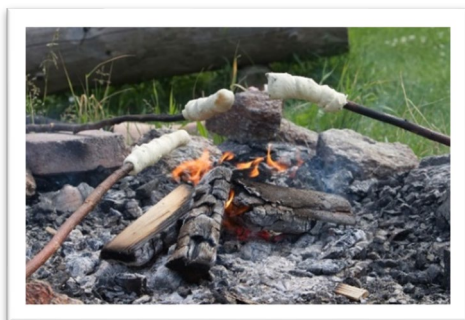
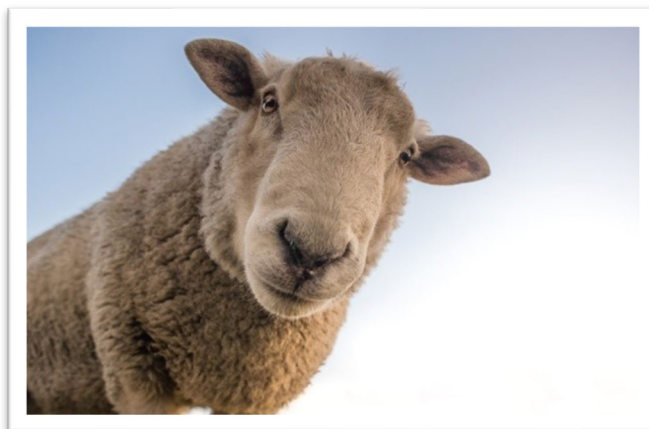




# Practical Activities for Farm Visits

A resource for farmers who host repeat visits for children with additional support needs.



In 2021 LEAF Education and Social Farms & Gardens ran a pilot project through Growing Care Farming helping farmers to extend their usual day visit provision into repeat visits for small, specialised groups (care farming). This resource has been developed to offer support to farm educators who wish to explore this way of working.





## Contents

## Page

<b>Project introduction</b>	<b>2</b>
<b>CEVAS</b>	<b>2</b>
<b>Project conclusions</b>	<b>3</b>
<b>Case studies</b>	<b>4-5</b>
<b>Practical ideas - Staying safe</b>	

**Activities:** *Activities are grouped according to the farm resources required rather than the age of the pupils/students. All the activities can easily be adapted to suit a variety of individual learners' needs.*

### **Livestock activity ideas:**

Meet the donkeys	<b>7</b>
Caring for the sheep	<b>8</b>
Feeding the poultry	<b>9</b>

### **Growing crops and plants activity ideas:**

Planting crops in containers	<b>10</b>
Making wooden dibber sticks	<b>11</b>
Collecting berries and planting hedgerow species	<b>12</b>

### **Countryside and Wildlife activity ideas:**

Worm charming and wormeries	<b>13</b>
Feeding the wild birds	<b>14</b>
Making bird feeders	<b>15</b>
Setting a wildlife camera	<b>16</b>
Introducing maps and simple navigation	<b>17</b>
Ninja in the woods game	<b>18</b>
Leaf matching	<b>19</b>
Bark rubbing	<b>20</b>
It's not a stick and other stories	<b>21</b>
Build a nest	<b>22</b>

### **Cooking:**

Cooking lunch on a campfire	<b>23</b>
Wheat to bread – milling wheat and campfire dampers	<b>24</b>

### **Other jobs on the farm:**

Work experience – selling Christmas Trees	<b>25</b>
---	-----------



## Introduction

In 2021 LEAF Education and Social Farms & Gardens ran a pilot project through Growing Care Farming helping farmers to extend their usual day visit provision into repeat visits for small, specialised groups (care farming).

Farmers who host day visits for schools often state that, although all students enjoy farm visits, they can often spot students who would have benefitted from more time on the farm. These host farmers would often like to invite schools to bring those students for repeat visits to the farm, so they can really reap the benefit of more time being outside on the farm.

The farmers who took part in this pilot project were CEVAS accredited and from working farms. They were all experienced at hosting mainstream school visits to their farms. After completing a Therapeutic CEVAS course and a visit to a care farm, the farmers worked with their LEAF Regional Education Consultants to run a short programme of care farm visits for a local school group. The groups included Foundation Stage pupils with communication difficulties, teenagers who had a variety of additional needs and needed to re-engage with learning, and primary school groups with additional learning needs.

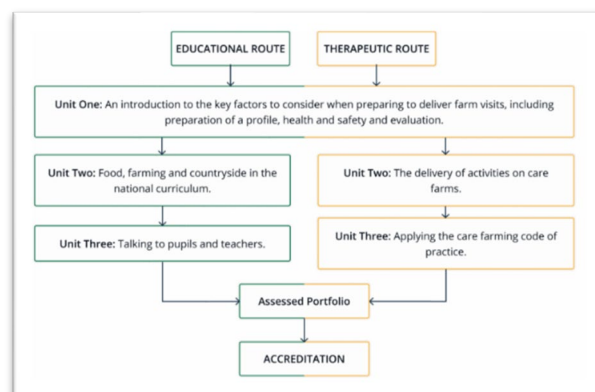
Each farm developed a sequence of activities that allowed the students to grow in confidence and achieve more each visit. As expected, the effect on the students was incredible, with, for example, a pupil who didn't speak at all in class chatting away by the end of the second visit; students who were unable to settle in school asking to do work on the farm; and students growing in confidence so much that by the end of three visits they could confidently speak to members of the public and sell them a Christmas tree. Teachers also reported improved relationships between themselves and their students when back in the classroom.

Running four or six visits for the same group of students seems like a small thing to do but having seen the massive impact it has on the students, all the farmers who took part in the pilot are hoping to continue working with their schools.

## CEVAS

CEVAS (the Countryside Educational Visits Accreditation Scheme) gives farmers the tools, knowledge and practical guidance needed to host safe and impactful farm visits.

CEVAS accreditation is an Open College Network Level 2 award delivered by the Access To Farms (ATF) partnership. It is not only useful for personal development but is also recognised by a number of insurers, schools and local authorities as a mark of good practice. There are two main CEVAS routes: Educational and Therapeutic. During this project farmers who had previously completed the Educational route took part in the Therapeutic course.







## Project conclusions

When developing sequences of visits, the key conclusions were:

- **Routine – it's OK to revisit activities** – a familiar routine can be beneficial for young people with low confidence or who struggle in new situations. Routine also allows new language and vocabulary to be revisited.
- **Take it slowly – the moments between activities can be the most valuable** - with a one-off visit, there is a desire to show students as much as possible in a short space of time. With repeat visits, this isn't necessary. Allow time for conversation, interaction and for young people's interests to develop.
- **Experience over knowledge – it's easy to overwhelm** - every group will be different. With a general class visit, the farmer might impart hundreds of facts. With groups making repeated visits, the experience and opportunity to develop social or language skills *may* be more important.
- **Purpose – creating an opportunity for young people to feel valued** - activities with a genuine purpose (e.g. feeding the animals, planting trees, collecting eggs) allow the farmer to thank the students for their 'hard work' and allow the students to feel valued.

We hope this resource will inspire more farmers working with schools to offer short blocks of repeat visits for students who need a little extra support.

Don't forget your LEAF Regional Education Consultants are always available to help and support you.

<https://leaf.eco/education/contact-us#LEAF-RECS>

Social Farms & Gardens is a UK wide charity supporting communities to farm, garden and grow together. Further information on care farming can be found on the Social Farms and Gardens website.

[www.farmgarden.org.uk](http://www.farmgarden.org.uk)



## Case Studies

These case studies show how activities can be linked to create a flow of experiences for the students and teachers.

### Gander Farm and Scawby Academy:

**Half-day visits for six Foundation Stage pupils with communication difficulties.**

**Visit 1** Meet the farm animals, walk around the farmyard and see the tractors.

**Visit 2** In the woodlands, leaf matching, bark rubbing, “it’s not a stick story” and nest building.

**Visit 3** Out in the fields, see the crops growing and do some running and exploring activities. Plant crop seeds in an old wheelbarrow.

**Visit 4** Collecting natural materials to make bird feeders and clay Christmas decorations.

### Tallington Farm and City of Peterborough Academy

**Full-day visits for five Key Stage 3 boys with a variety of support needs. Each of the visits was linked to an AQA unit award\*.**

**Visit 1** – Introduction to the farm, health and safety. Walk around the farmyard, meet the donkeys. Collect sticks and light a campfire. Prepare potatoes and start cooking baked potatoes. Make butter to go with potatoes. Cook beans on the fire. Eat lunch, with marshmallows for pudding.

AQA awards: 110733 OUTDOOR EDUCATION (UNIT 2): FIRE LIGHTING; 110736 OUTDOOR EDUCATION: COOKING ON AN OPEN FIRE (UNIT 2)

**Visit 2** – Long walk to Christmas tree fields, following the route on a map. Orienteering activities. “Ninja” games and then walk back to the farm with students navigating the way home.

AQA awards: 115032 ORIENTEERING (UNIT 1)

**Visit 3** - Work experience. Sorting, displaying, selling and wrapping Christmas trees.

AQA Award: 105186 TAKING PART IN WORK EXPERIENCE WITH SUPPORT

*\*AQA unit awards are a scheme of awards that recognise achievement for individual tasks. If the school you are working with do AQA exams they should be able to use these awards with their students.*

<https://www.aqa.org.uk/programmes/unit-award-scheme>



## New Hall Farm Ardsley and a local high school

**Half-day visits for 12 year 7 pupils (11-12 year-olds). Students have required additional support for learning or behavioural needs and had struggled to engage with learning in their new school.**

**Visit 1** Walk the farm while using push along salt gritter to spread supplementary bird feed. Meeting and feeding the sheep. Creating a variety of bird feeders.

**Visit 2:** Walk the farm checking animals and completing small jobs (including supplementary bird feeding). Collecting wild berries from hedgerows. Making homemade 'dibbers' and then planting seeds in small hedge gaps.

**Visit 3** Walk the farm checking animals and completing small jobs (including supplementary bird feeding). Exploring the grain stores, milling wheat, making bread dough and cooking campfire bread (dampers).

## Weaver Dairy House Farm and a local special provision class

**Two-hour visits for a group of pupils aged 6-11 with a range of moderate learning and language needs.**

**Visit 1** Walk the farm and meet the animals – learning their names and feeding them. Meeting and handling chickens and collecting eggs – children completed a variety of simple jobs including filling hay bags.

**Visit 2:** Walk the farm meet the animals, recall their names and complete some jobs. Walk into the woods to search for bugs. Helping to construct a bug hotel.

**Visit 3:** Walk the farm meet the animals, recall their names and complete some jobs. Handling small animals (rabbits) that were new to the farm.

**Visit 4:** Walk the farm meet the animals, recall their names and complete some jobs. Looking and listening for birds – making simple bird feeders.



## Practical activities

The following activities are grouped according to the farm resources required rather than the age of the pupils/students. All the activities can easily be adapted to suit a variety of individual learners' needs. Planning for activities should always be a collaborative process with teachers and other adults: this will ensure catering for the needs of the individuals.

We would like to thank all the farmers, students, pupils and teachers who took part in the Growing Care Farming project for their activity ideas.

## Staying safe

There are safety notes with each activity, but each farm and each group is unique so please complete your own risk assessments for activities. You will also need to consider the additional needs of the students and should discuss risk assessments with the school or educational provision provider in advance of any visit.

For hygiene and control of zoonoses please consult the industry code of practice: <https://leaf.eco/access-to-farms/access-to-farms/resources/code-of-practice>

# Meet the donkeys

## Resources required

- In this example donkeys, but any suitable large farm animal.
- Safe area to work with fence or gate that donkey can stand next to.

## What are we learning?

- Developing confidence with animals
- Language – develop children’s vocabulary
- Teamwork and helping each other
- Physical activity doing jobs



## Instructions

Students who are nervous around large animals may find it easier to meet them through a fence or over a gate to start with. To avoid bites, it is best if food is placed on the floor in front of the donkeys. Children can brush or stroke the donkeys through the barrier.

## You could also...

- Consider, as confidence grows, a couple of children at a time brushing the donkeys in the yard
- Look at unusual activities: our group was fascinated by watching the farrier trim the donkeys’ feet
- Show students how to do health checks on the donkeys and consider what they need to keep them healthy and happy
- Talk about how ponies and donkeys are different
- Carry out field and stable tasks appropriate for the group’s abilities
- If the donkey is suitable, take the donkey for a little in-hand walk
- Prepare the donkey for a show – grooming, cleaning tack etc.
- Raise some money for donkey welfare charities

## Staying safe

- Make sure the gate/fence is suitable for children to reach through i.e. remove any barbed wire etc.
- When working with equines, always wear suitable clothing including a riding hat
- Choose appropriate healthy and well-behaved animals to work with
- Wash hands after animal contact



# Caring for the sheep

## Resources required

- In this example sheep, but any animals young people can also work in the same enclosure e.g. goats



## What are we learning?

- Developing confidence with animals
- Language – develop children’s vocabulary through discussion and following instructions
- Sense of purpose and reward from completing a necessary farm job

## Instructions

The daily chores involved with livestock care will be novel and exciting for most young people. Simple activities including counting the animals, checking water troughs and providing feed can be repeated on each visit with an increasing amount of independence.

## You could also...

- Consider providing additional jobs (some may need to be staged) such as wrapping and bagging fleeces or helping to move a (disconnected) electric fence
- Let students handle wool/fleece as a novel and tactile activity and some groups may enjoy associated craft activities such as carding, spinning or felting
- Explore associated farm equipment – watching a sheep race in use and helping safely move livestock.

## Staying safe

- Ensure that young people only enter enclosures with livestock if it is safe to do so
- Ensure electric fences are turned off or barbed wire removed
- Choose appropriate healthy and well-behaved animals to work with
- Wash hands after animal contact

# Feeding the poultry

## Resources required

- Frozen vegetables that have thawed
- Poultry

## What are we learning?

- Developing confidence with animals
- Routine - feeding the birds could start each visit
- Language – develop children’s vocabulary through discussion



## Instructions

Discuss how we need to eat a healthy diet and so do our hens, ducks, turkeys etc. and they love their veggies! Can the children identify any of the frozen vegetables?

## You could also...

- Show the children the commercially produced poultry feed and compare it to human breakfast cereals with extra vitamins and minerals added. Fill up feeders
- What do we need to keep us healthy and happy? Is it the same for the hens?
- Do the jobs required to keep poultry houses clean, water topped up and eggs collected, etc. Bear in mind the mobility and dexterity of your group: can you make tasks more accessible? Can participants help each other or work as a team?
- Show how to tell if a hen is healthy – demonstrate a hen health check and then help the group to check one over in pairs
- Encourage students to design and build their own poultry housing
- Look at different breeds of poultry; purchase some fertile eggs and incubate them

## Staying safe

- Remember animal welfare at all times
- Only work with healthy birds
- Groups to wear suitable clothing
- Wash hands after working in livestock areas
- Consider Avian Flu controls

# Planting crops in containers

## Resources required

- Seed
- Compost
- Containers
- Watering cans

## What are we learning?

- Fine motor skills
- Language – develop children’s vocabulary through discussion
- Following instructions
- Teamwork



## Instructions

After a walk around the farm to see the crops growing in the field, plant the same crops into unusual containers (food packets relating to the crop, old wheelbarrows, tractor tyres, welly boots, buckets, old pans).

## You could also...

- Grow some plants to use in future sessions for cooking activities in addition to the crops you grow on the farm
- Plant some pollen and nectar or wild bird food/cover crops if you have those on your farm. This would link well with the other bird feeder activities
- Have a look at this LEAF resource for other fun growing activity ideas  
<https://www.countrysideclassroom.org.uk/resources/1407>

## Staying safe

- Wash hands after handling soil
- If you are using seed from the farm, make sure it does not have a dressing on

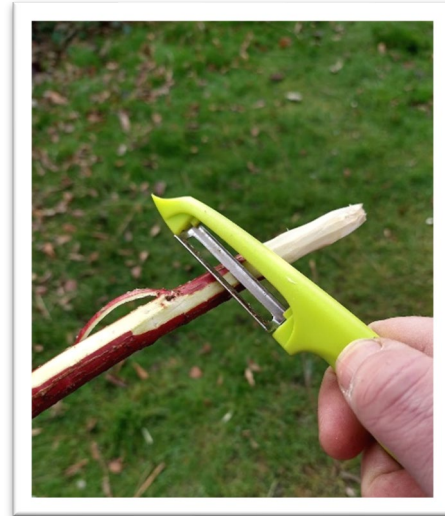
# Making wooden dibber sticks

## Resources required

- Sticks
- Potato peelers
- Saw or loppers

## What are we learning?

- Fine motor skills
- Language – develop children’s vocabulary through discussion
- Following instructions
- Working safely with tools



## Instructions

Collect freshly cut sticks (20-30cm long and 1-3cm in diameter). Newly cut wood will be easier to work than deadwood. Any straight stick will do – typically coppiced willow and hazel produce nice straight rods that are easy to collect. The collection and harvesting of this material could be done before the activity or as part of it. Using a potato peeler, remove the bark from the stick and then shape one end to produce a blunt point. This dibber can be used in a seed planting activity.

## You could also...

- Use green wood and potato peelers to prepare sticks for toasting marshmallows or cooking dampers
- Make a fantastic magic wand from a peeled stick with the addition of other natural materials such as feathers that can be attached with elastic bands

## Staying safe

- A potato peeler is a bladed tool so ensure that young people can follow the instructions required to make this activity safe
- Ensure children are seated when working
- Count potato peelers in and out
- Ensure that ‘cuts’ are always made away from the body



# Collecting berries and planting hedgerow species

## Resources required

- Collection pots
- Suitable hedgerows
- Late summer and autumn

## What are we learning?

- Fine motor skills
- Language – develop children’s vocabulary through discussion
- Following instructions
- Plant identification



## Instructions

While on a farm walk, stop and look at the hedgerows. Can the students spot berries? Explain that while birds and other animals love the berries, they are not safe for people to eat. Collect a variety of berries – including sloes and hawthorn. These can be planted in pots to grow on or can be planted directly into hedge gaps to encourage additional growth. Home-made dibber sticks could be used.

## You could also...

- Try to identify some of the hedgerow species
- Try to spot last year’s nests during autumn and winter when the berries are available as this is a great time to find them

## Staying safe

- Wash hands after handling soil and berries
- Ensure berries are not eaten. Carefully consider the needs of the young people
- Gardening gloves will help prevent scratches

# Worm charming and wormeries

## Resources required

- Appropriate space e.g. grass paddock where worms are present
- Garden forks
- Collection pots
- Trowels
- Compost or access to soil
- Sand
- Plastic bottles with the top removed



## What are we learning?

- Fine motor skills
- Language – develop children’s vocabulary through discussion
- Care and gentle handling of animals
- Appreciation of nature

## Instructions

The vibrations from a garden fork pushed into the ground and jiggled back and forth will encourage worms to the surface. Alternatively, the fork can be struck with a short stick to create vibration. Wormeries can be made by layering soil/compost and sand in an empty drinks bottle. Place some worms and organic material into the top. Over time the worms will mix the layers and move the organic material. Remember to keep the wormeries in a shaded area and add a little water to keep them damp.

## You could also...

- Try a worm charming competition
- Talk about why worms are important to farmers
- Hunt for other minibeasts or create a bug hotel

## Staying safe

- Wash hands after handling soil and animals
- Ensure worms are handled with care – avoid pulling them from the ground before they fully emerge
- Forks can be pushed into the ground by an adult and then don’t need to be removed

# Feeding the wild birds

## Resources required

- Supplementary bird feeders
- Alternatively, a hand-pushed feed spreader
- Wild bird food

## What are we learning?

- Language – develop children’s vocabulary through discussion
- Following instructions
- Teamwork
- Appreciation of nature



## Instructions

If supplementary feeding is something that already happens on the farm, young people can be tasked with checking feeder and water sources – refilling them where necessary. A clean hand-pushed grit or fertiliser spreader could be used to scatter some seed while on a farm walk.

## You could also...

- Try some basic bird identification (some large pictures of common species might help)
- Stop and listen – can birdsong be heard?
- Make bird feeders or houses
- Collect bird feeders and wash them in warm water
- Try making a bird decoration (see picture) or make a nest from natural materials (see activity on page 22)



## Staying safe

- Wash hands after handling bird feeders
- Consider Avian Flu controls



# Making bird feeders

## Resources required

- Natural string or wool for hanging
- Apples, apple corer and sunflower seeds
- OR
- Pine cones (craft tubes/kitchen towel tubes can be used as an alternative to pine cones), birdseed and vegetable fat

## What are we learning?

- Language – develop children’s vocabulary through discussion
- Following instructions
- Appreciation of nature
- Fine motor skills
- Perseverance (pushing sunflower seeds into apples can be fiddly! )

## Instructions

These simple bird feeders are easy to make – they can be hung up on the farm and checked on subsequent visits.

For the apple feeder, coring the apples makes it easier to hang (young people may need help). Challenge them to make a pattern with the sunflower seeds.

Vegetable fat spread onto a pine cone or cardboard tube allows the birdseed to stick.



## You could also...

- Practise sitting quietly and counting the birds, maybe using binoculars
- Plant apple pips

## Staying safe

- Wash hands after handling bird feeders
- Consider Avian Flu controls



# Setting a trail camera

## Resources required

- A trail camera is capable of being activated by passing wildlife. These cameras are often available second-hand – there is no need to buy expensive models with remote viewing as walking out to collect the camera is an enjoyable part of the activity.

## What are we learning?

- Names and habitats of local wildlife
- Routine – retrieving and setting the camera could form a regular part of your sessions
- Patience – students will have to wait until the following session to find out if they've been successful



## Instructions

Discuss the types of wild animals that live on the farm. Think about how these are different from domesticated animals. Decide which areas (habitats) the animals might be spotted. Pick a position for the trail camera. In the following session, the camera can be retrieved and the footage reviewed. What did you spot?

## You could also...

- Send the footage to schools as a great way to keep children engaged between sessions or after their visits have ended
- Show the children images of animals you know are likely to be found on the farm. Use pictures or toys to set up an animal treasure hunt
- Explore the animal habitats around the farm
- Look for animal tracks and trails – use a simple key
- Build animal homes: constructing bug hotels and log piles are activities that are accessible and have a positive purpose

## Staying safe

- Make sure everyone is aware that cameras have been placed and that they could be recorded
- Keep cameras on private property and away from public rights of way

# Introducing maps

## Resources required

- OS style map of route to walk
- Some markers and stamps
- Base map of field

## What are we learning?

- Spatial awareness
- Physical activity
- Wellbeing
- Helping each other and teamwork
- Decision making



## Instructions

**Orienteering game:** Make a plan of one of your fields. Around the field place markers, with each marker tie a different stamp. The students must find the markers and then stamp the map where the marker is located. This activity introduces the concept of locating a place on a map and will help the students to follow a route.

**Going for a walk following a map:** Choose a safe route around your farm/using public footpaths in the local area and go for a walk using the map to navigate the way. In pairs, students should help each other to follow where they are going using the map. You will need to explain orientating the map and what some of the symbols mean. When you have reached your destination, ask the students to use the map and lead the way back to the farm.

## You could also...

- Ask the students to plan some other walk routes around your local area
- Use Ordnance survey (small fee) or magic maps (free) websites that can provide maps for specific areas
- Introduce some students to the use of compasses and more complex maps, grid references etc

## Staying safe

- Do a pre-visit along your route, to check for unexpected hazards and complete a risk assessment
- If you are crossing roads or walking on quiet country lanes, it is advisable for the group to wear hi-vis tabards

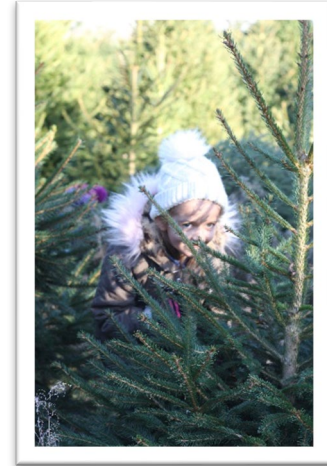
# Ninja in the woods

## Resources required

- A woodland or copse with trees and shrubs to hide behind.

## What are we learning?

- Physical activity
- Wellbeing
- Fun



## Instructions

The leader explains that “ninjas” can hide in plain sight by changing the way they stand so that they blend into the background. The leader stays in one place, closes their eyes and count to 30 while the students hide in the trees and bushes. When the students are hidden they must still be able to see the leader. When the time is up, the leader will open their eyes and see if they can spot any of the “ninjas” from where they are standing. They do an action (pull a funny face, hop on one leg etc) and call the students back. The students must then show the action back to the leader. Then next time the students go to hide they have less time. Repeat until they have only 5 seconds to blend into the background but still be able to see the leader.

## You could also...

- Take turns at being the leader and doing the funny action once the students have got the hang of the game
- Have a look at this LEAF Education resource for variations on this game and other PE ideas <https://www.countrysideclassroom.org.uk/resources/1071>
- See if students can make woodland versions of traditional playground games
- Invent a “green gym” and do some fitness activities

## Staying safe

- Set clear boundaries for hiding areas
- Have some extra grown-ups to keep an eye on things!

# Leaf matching

## Resources required

- A laminated sheet of leaves found around your farm

## What are we learning?

- Language – develop children’s vocabulary through discussion and description
- Starting to use ID charts
- Wellbeing - exploring and connecting with nature

## Instructions

Create a chart with the leaves from trees found at your farm. Send the students off to explore and find the trees the leaves come from. You could add a “glue dot” or piece of Blu Tack (or similar) so the children can attach the leaves they find to the chart.



## You could also...

- Make ID slither harder by just having the silhouette shape
- Play leaf bingo. Create charts with different leaves. See who can find all theirs first
- Make nature bracelets or crowns using card strips with double-sided tape
- Survey a hedge or wood and see how many different trees/shrubs you can find
- Find more ideas for natural-based art in this LEAF Education resource <https://www.countrysideclassroom.org.uk/resources/1181>
- Use Autumn paint sample cards to make colour matching a simple alternative

## Staying safe

- Set clear boundaries for leaf searching areas
- Check for poisonous plants
- Wash hands after handling natural materials



# Bark rubbing

## Resources required

- Paper and thick wax crayons.
- This also works well with fabric squares cut from old sheets

## What are we learning?

- Fine motor skills
- Connecting with nature using creativity

## Instructions

Hold the paper/fabric against the bark and rub the crayon to pick up the pattern.

Tip: use big fat wax crayons with the paper cover removed so they can be used on their sides rather than points. Special egg-shaped wax crayons are available for early years/less nimble-fingered groups



## You could also...

- Find what other textures around the farm would make a nice rubbing
- Have a look at these LEAF Education videos for more art activities inspired by leaves:  
<https://www.countrysideclassroom.org.uk/resources/1537>  
<https://www.countrysideclassroom.org.uk/resources/1538>

## Staying safe

- Wash hands after handling natural materials



# Not a Stick and other stories...

## Resources required

A book to read and a place for the group to sit

## What are we learning?

- Routine - a story could start each visit
- Language – develop children’s vocabulary through discussion
- Listening skills
- Creativity and nature connection



## Instructions

Create a story space at your farm. Some logs or bales in a circle in a quiet sheltered area is all you need. All ages and abilities love a story and it’s a great way to start any session. We followed the “It’s not a stick” story by finding our own special sticks and coming up with ideas and actions about what it could be - a trowel for a palaeontologist, a toothbrush or a vacuum cleaner were some of the suggestions from our 5-year-olds!

## You could also...

Here are some of our favourite books:

- Not a Stick, Antoinette Portis
- The Lost Words, Robert Macfarlane
- The Man Who Planted Trees, Jean Giono
- Superworm, Julia Donaldson
- The Scarecrows’ Wedding, Julia Donaldson
- Supertato Veggies Assemble, Paul Linnet and Sue Hendra
- The Leaf Thief, Alice Hemming
- Try making up your own stories and poems. Have a look at this LEAF Education video for some ideas to get you started:
  - <https://www.countrysideclassroom.org.uk/resources/1543>

## Staying safe

- Make sure your natural seats are suitable for your group
- Wash hands after handling natural materials



# Build a nest

## Resources required

Natural materials for building a nest

## What are we learning?

- Nature connection through creativity and sensory activities
- Teamwork

## Instructions

As a team, the children are asked to build a giant bird's nest on the floor. They need to find big sticks to make the shape, smaller sticks to fill in the gaps and soft materials to line the nest. We had some toy birds to put in our lovely nest.

## You could also...

- Make homes for teddies or imaginary creatures
- Make dens in the woods
- Make homes for real wildlife - hedgehog boxes, insect hotels etc

## Staying safe

- Remind the group to be careful when moving larger sticks around
- Wash hands after handling natural materials



# Cooking lunch on the campfire

## Resources required

- Campfire
- Safety equipment including water, fire blanket and first aid kit with burn kit
- Potatoes
- Double cream and butter making equipment
- Baked beans
- Cheese and grater
- Heatproof gloves



## What are we learning?

- Cooking skills
- Confidence and achievement
- Teamwork
- Hygiene for cooking
- Following instructions

## Instructions

Start your campfire and let it reach a good temperature with plenty of embers.

Ask the students to wash, prepare and wrap their potatoes in tin foil. They can place the prepared spuds into the embers, or we used a mesh grill over the fire.

Whilst the potatoes are cooking, make your butter: follow the instructions in this LEAF Education resource: <https://www.countrysideclassroom.org.uk/resources/865>

Grate the cheese, warm the beans on the fire and then serve up your delicious home-cooked lunch!

## You could also...

- Prepare a homegrown salad to go with your lunch
- Make campfire dampers or heat marshmallows over the fire for a treat

## Staying safe

- Hand washing before cooking and eating
- Use heatproof gloves while managing the fire and handling hot food
- A specific fire risk assessment may need to be considered
- Have water available, first aid kit and fire blanket may also be needed
- Ensure that children and adults are familiar with campfire rules e.g. no running, keeping correct distance



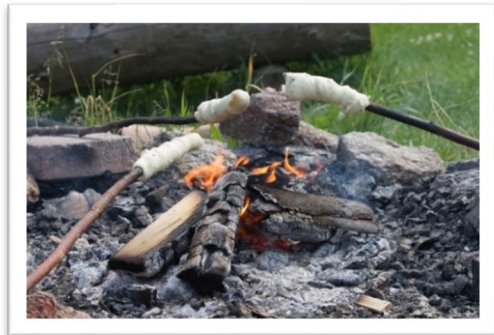
# Milling wheat and campfire dampers

## Resources required

- Campfire
- Safety equipment including water, fire blanket and first aid kit with burn kit
- Bread dough
- Sticks debarked (40-60cms) – see making homemade dibbers activity
- Wheat
- Wheat mills (or coffee grinders)

## What are we learning?

- Cooking skills
- Confidence and achievement
- Following instructions



## Instructions

Young people may have seen grain stores and combine harvesters or wheat growing in the fields. Show how grain can be milled into flour. Start your campfire and let it reach a good temperature with plenty of embers. Use readymade bread dough or prepare some together. The following recipe works well and makes 8-14 small dampers or 6-10 large dampers

- 300g self-raising flour
- 240ml milk (or enough to bind into a dough)
- ½ tsp salt
- flavourings of your choice – herbs, spices, cheese etc (optional)

Coil dough onto sticks (remove bark with a peeler) and cook over the embers for 10 – 15 minutes.

## You could also...

- Prepare butter using double cream ‘churned’ by shaking in plastic pots

## Staying safe

- Hand washing before cooking and eating
- Use heat proof gloves while managing the fire and handling hot food
- A specific fire risk assessment may need to be considered
- Have water available. First aid kit and fire blanket may also be needed
- Ensure that children and adults are familiar with campfire rules e.g. no running, keeping correct distance

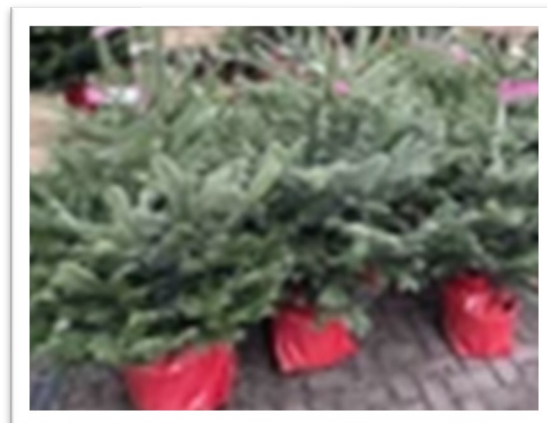
# Work experience – selling Christmas trees

## Resources required

Seasonal sales from the farm gate

## What are we learning?

- Developing confidence
- Communication skills
- Physical activity
- Customer care



## Instructions

This farm sells Christmas trees from the farmyard and our group was very keen to help. After safety instructions and putting on appropriate PPE, the students helped to sort, stack, display, sell, wrap and load Christmas trees. They had to talk to the public and be helpful and polite at all times. Some of the trees were quite large so there was a lot of teamwork involved. Over the day their confidence grew enormously. The teachers also got involved and worked alongside the students which was important, as the group felt we were all genuinely helping out with farm work.

## You could also...

- Think about what other seasonal activities you have on your farm that might give students a chance to help with real and satisfying tasks on the farm.

## Staying safe

- Risk assess each task according to your individual students' support needs.
- Let customers know that you have students helping you, so they can be patient if they need to be