



**Activity List for Schools and Groups
with National Curriculum links**

Beenleigh Meadows Farm

South Devon

Welcome to Beenleigh Meadows Farm!

Stephanie and Christian farm this beautiful 21 acre agricultural smallholding (about the size of 9 football pitches). They work the sloped, south facing land alongside local groups such as *Community Supported Farming (CSF)*, *Rural Arts In Science Education (RAISE)*, *Trees for Health*, DEFRA's *Countryside Stewardship Scheme* and the *British Trust For Conservation Volunteers (BTCV)*. This farm is unusual in that it is a haven for many species of flora and fauna and that all the farming methods undertaken seek to work in harmony with this environment. In line with DEFRA policy, farmers are having to become stewards of the land and Christian and Stephanie are just that.

They have set up a sustainable farm enterprise which enhances biodiversity and conserves the land's valuable habitats of wetlands, woodlands, streams, ponds, hedges and permanent pasture. The farm is in transition from monoculture livestock grazing towards a mixed diversity of sustainable local food production projects (including livestock) involving and benefiting the local community and using a mixture of organic and permaculture principles. ***That's what makes Beenleigh Meadows Farm such a perfect place for learning.***

Since 2003, Beenleigh Meadows Farm has hosted sustainable agriculture training courses and events including hedgelaying with BTCV, sustainable building (timber framing, lime-rendering, straw bale building & cob), traditional meadow scything for hay, permaculture forest gardening, planting an orchard, fencing workshops and native tree planting. The farm has hosted many school visits and camps.

Current projects include the ongoing building of our cob animal shelter, rain water storage and distribution systems, and hands-on renewable energy solutions (water, wind and solar power). We are also managing a willow plantation, and running sheep, goats, chickens, and we are creating pig foraging and fungal cultivation zones.

Beenleigh Meadows Farm can offer you, your school or your group practical educational visits and specialised arts, agriculture and science-related training with possibilities of workshops in biology, microscopy and ecological science, biodiversity (walks and talks), wildlife surveys, fungal forays, bug hunts and bushcraft training.

Stephanie Taylor is a performance artist (BA Hons Dartington) as well as a farmer. Her passion is the environment, both inner and outer! Group process and facilitation lend a wholistic quality to your educational experience, ensuring participants are engaged, empowered and inspired!

Dr. Christian Taylor is a biologist with extensive science teaching experience. He holds a degree in Applied Biology and a PhD in biological,

biochemical and ecological science. He is an animated group leader who inspires affection from students past and present. We think he should be the next David Attenborough, with his animated and inspiring manner!

Activities on the Farm

A visit to an organic farm can help deliver the following curriculum targets, some of which are outlined as activities here but many of which you may wish to devise in conjunction with RAISE:

Science

- Life processes
- Humans and other animals
- Green plants
- Adaptation
- Feeding relationships
- Living things in their environment.

Geography

- Geographical enquiry and skills (for example using fieldwork skills, maps and plans)
- Knowledge and understanding of place
- Knowledge and understanding of environmental change and sustainable development.

PSHE/citizenship

- Developing confidence and responsibility 1a,
- Preparing to play an active role as citizens KS1 (2a, 2b, 2c, 2e, 2g), KS2 (2a, 2j)
- Developing a healthy, safer lifestyle KS2 (3a), KS3 (2b, 2f)
- Breadth of opportunities

- Developing skills of enquiry and communication
- Developing skills of participation and responsible action

All outdoor activities take place in a secure area of pasture and woodland which acts as an outdoor classroom where participants can explore, investigate and discover the natural environment. Sessions are organised and run by qualified countryside education visits accreditation scheme (CEVAS) leaders.

The sessions provide a valuable teaching tool for a wide range of curriculum subjects, and is an excellent way to support and enrich the National Curriculum. Sessions can help to bring alive a range of subjects from Biology and Sciences, Geography, Sustainable Development, International Citizenship, Economics, Maths, Design and Technology, PE, Art and English (many of the activities are specifically NC & QCA referenced)

Our non-classroom environment gives children increased stimulation and encourages a greater learning potential, providing tools to return to again and again. Research into the outdoor curriculum process has shown the combination of freedom and responsibility is particularly beneficial to children. It provides an inspirational opportunity to bring learning to life. It gives participants the opportunity to explore and learn in a constructive way increasing self-confidence and self-esteem, and provides all the participants with a sense of belonging and ownership of their local surroundings.

Life Processes & Living Things

Activity Name	NC Ref	QCA Ref	Description
Living or not living? The Keys to Life Processes!	KS1: 1a, 1b	1A, 3A,3B, 4A, 4B, 5A, 5B, 6A	Students look at a variety of found things in the landscape on the farm ramble and are asked to decide what is alive, dead or never lived. We identify the four life processes (growth, nutrition, movement and reproduction) in the field and then find our own examples. We give an introduction to the terms species and genii and then end with a team quiz comparing an animal and a plant. As we are in the field, we also touch on adaptation and environment.

Humans and other animals – Nutrition

Activity Name	NC Ref	QCA Ref	Description
Matching food to food groups / Classifying food	2b	3A, 5A	This field activity consisting of a farm ramble requires pupils to match farm foods to the main food groups including carbohydrates (starch), carbohydrates (sugar) (e.g., grass fodder), protein, fats (e.g., goats' milk), vitamins and minerals (e.g., animals' mineral lick) and fibre. This activity requires pupils to explore sources of food and how food provides energy and the building blocks for growth. We also explore what a balanced diet is and why it is important.

Humans and other animals – Growth and Reproduction

Activity Name	NC Ref	QCA Ref	Description
The Farm's Life Cycle: life spans and reproduction	2f	5B	Pond dipping or search for dragon and damsel fly larvae and their later stages using nets, pots, lenses. We also taking a look at lambing and other spring time manifestations of the life cycle.

Green Plants – Growth and Nutrition

Activity Name	NC Ref	QCA Ref	Description
The Secret Life of Plants!	3a, 3b, 3c, 3d	3B, 6A	This activity requires pupils to identify plants on the farm ramble. We then identify parts of the plant including flower, stem, leaf and root and explore (using the usual array of glasses and microscopes later) their functions, e.g., looking at leaf parts in the process of photosynthesis. We discuss the conditions for optimum growth, i.e., light, water, warmth and minerals. Field observations of habitats and conditions allows a full exploration of what grows where, how, why, etc. We explore how plants adapt to certain conditions and discuss the role of carbon dioxide and oxygen, touching on the wider carbon debate. Finally we look at farm plants and match them to the food they produce e.g. bean stalk with a runner bean, ear of wheat matches to flour.
Roots & Soil Culture! What's underneath?	3c	3B, 6A	The role of roots and minerals in healthy plant growth. We will look at what lies beneath! Using microscopes and glasses to look at our found specimens! We'll use art and other logging methods to note down our discoveries.. really inspiring.

Green Plants - Reproduction

Activity Name	NC Ref	QCA Ref	Description
Labelling a flowering plant and its reproductive parts	3d	5B	An engaging farm ramble, we are going to be plant detectives! This activity requires pupils to identify the parts of found flowering plants, including petal, leaf, sepal, stamen and carpel and the reproductive parts of a flower including stigma, style, ovary, anther and filament. On the farm walk we will explore the reproductive processes using examples in the field. Pupils are encouraged to find as variety of plant stages from one species We will look at the whole ecosystem and find out about environmental elements of plant reproduction (e.g., wind, animal and explosion) as well as how and why plants disperse their seeds – looking at animal droppings and bird habits, for example. This activity ends in a light hearted team quiz..

Variation and Classification

	Activity Name		NC Ref	QCA Ref	Description	
	Understanding keys (inc. branching keys..)		4a, 4b	4B, 6A	This activity requires pupils to use a very simple key to identify a host lifeforms on the farm, e.g., a snail, a butterfly, a spider , a sheep, a worm. This exploration forms part of our very popular on-farm Bug Hunt / guided farm ramble where the students find and log (through lists or drawing) the beasts they find! Students learn to identify the main differences between vertebrate groups found on the farm.	
	Sorting plants (flowering or non- flowering)		4b, 4c	4B	This activity requires pupils to sort found plants according to whether or not they produce flowers. This follows a guided farm ramble where the students find and log (through lists or drawing) the plants they find. The students identify and log (through drawing or listing) a variety of non-flowering and flowering plants whilst on a farm ramble. Pupils must then identify whether plants are grasses, cereals, flowering shrubs or deciduous trees, algae, ferns or conifers.	
	BIODIVERSITY: What's that plant? The mini-beast? Is it vertebrate or invertebrate?		4c, 4b	4B, 6A	This activity requires pupils to use a key to identify a range of wildlife wildflowers, woodlice, centipede, butterflies, caterpillars, grasshoppers and sawfly larvae. This follows a guided farm ramble where the students find and log (through lists or drawing) the plants they find.	
	Vertebrates		4b	4B, 6A	This activity requires pupils to use information to answer questions about the differences between the vertebrate groups e.g., whether or not they have fins or feathers and whether or not they lay eggs. This exploration forms part of our very popular on-farm Bug Hunt / guided farm ramble where the students find and log (through lists or drawing) the beasts they find! Then the pupils complete a chart by matching vertebrates with their features.	
	Classifying invertebrates		4b	4B, 6A	The students identify a variety of found invertebrates whilst on a farm ramble. Pupils are then shown to use a simple branching key to identify the main differences between the invertebrate groups. This exploration forms part of our very popular on-farm Bug Hunt / guided farm ramble where the students find and log (through lists or drawing) the beasts they	

find! Pupils are lightly quizzed to see if they can use vocabulary they have learnt to complete sentences about the three main groups of invertebrates.

Living things in their environment

Activity Name	NC Ref	QCA Ref	Description
BEENLEIGH MEADOWS Select Committee Role Play: Protection of living things and their environment	5a	4B, 5A	This activity requires pupils to pretend that they are part of a site meeting about a proposed road. The dramatic scenario should explore the potential damage to the pasture and woodland environment they find themselves in and to answer questions about it. They must also hunt for any evidence of human environmental damage and to report their findings .

Living things in their environment - Adaptation

Activity Name	NC Ref	QCA Ref	Description
Habitat Detectives: what lives where, adaptation;	5b, 5C	4B	This activity requires pupils to identify the different habitats including meadow, woodland, pond, marshland, stream. In groups they add their identifications onto a farm map. This follows an introduction to the various aspects of a type of habitat; students should make notes and use that information on their exploration. This activity shows how pupils can identify reasons why an animal or plant (e.g., sparrow hawk, rabbit and bluebell) may live where it does.
Pond Dippn! How are fish adapted to living in water? How are frogs adapted to life on land and in water?	5b, 5c	4B, 6A	This activity starts with a fun pond dipping session, which then requires pupils to explore how fish are adapted for life in water and frogs have for life on land and in water. Students are helped to identify their found living things.
Bug Huntin! How are worms adapted to living in soil? What habitat do woodlice prefer?	5b, 5c	4B, 6A	This bug hunt is designed to identify the features of creatures (!) that are adapted to their particular habitats. Students log (draw, list, etc.) what they find.

Living things in their environment – Feeding Relationships

	Activity Name		NC Ref	QCA Ref	Description	
	NATURE TRAIL: Food chains, webs & Interdependence, producers and consumers		5d, 5e	4B, 6A	This activity requires pupils to demonstrate understanding of the terms producer and consumer using living things found in the farm environment and placing them in a food chain. This is also an introduction to the terms: predator and prey. This activity checks pupils' understanding of the terms producer/consumer predator/prey in the context of a food web.	
			5d, 5e	6A	As above but with a focus on the interconnected nature of food chains and webs.	

Living things in their environment – Micro-organisms

	Activity Name		NC Ref	QCA Ref	Description	
	COMPOST WISDOM: how does food decay? Let's look at decomposition & recycling. The role of micro-organisms in these processes.		5f	6B	We will look at these aspects of life on the farm using the muck heap, the human food compost heap and – the compost loo!! Using microscopy. Exploration of 'good' and 'bad' bacteria and why hygiene is so important. This activity helps pupils understand about all aspects of micro-organisms including food decay, preservation, helpful and harmful microbes.	
	Making bread & cooking it on our cob bread oven; food, health & helpful micro-organisms.		2d, 2F, 5f	6B, 6D	We will make bread by hand and fire up the bread oven. This process will help us to understand the role of a vital microorganism to humans – yeast, a 'good' organism! Exploration of 'good' and 'bad' bacteria and why hygiene is so important. This activity helps pupils understand about all aspects of micro-organisms including food decay, preservation, helpful and harmful microbes. This activity also teaches pupils about reversible and irreversible changes. The cob bread oven also demonstrates reversible and irreversible changes – does cob revert eventually or not?	

Materials & their Properties, Physical Processes

	Activity Name	NC Ref	QCA Ref	Description
		Sc3		
	MATERIALS DETECTIVE!	1a	2D, 3C	This activity requires pupils to decide which properties certain materials have as they go on a ramble observing how the properties of materials make them suitable for particular uses. Properties include naturally occurring or not, hard, soft, flexible, rigid, metals, non-metals, water proof, shiny, dull, transparent, opaque, absorbent and translucent. Pupils then contextualise the information with Dr Taylor's help by making a table!
2	ELECTRICKERY! Copper wire and electricity, bendy (flexible) or stiff (rigid)? Thermal and electrical insulators and conductors. Using the farm's renewable energy system (disconnected!)	1a, 1c	3C, 4C, 4F	This activity shows pupils why copper wire is used for electrical wire and how plastic coating acts as an insulator. We look at the system and identify flexible and rigid components. We explore why certain materials are good for certain purposes and the components and principles around electrical safety.
	Wood, plastics, fabrics, glass, metals – a good look at our amazing straw bale/recycled barn!	1a	3C	We explore the use of these materials on the farm, e.g, the wool insulation in the barn, the recycled glass windows, etc. How are they produced? What are their properties? What makes them suitable for their particular uses? Are they produced renewably? What does renewable mean?
	ROCK and roll! And SOIL too!	1a, 1d	3D	This activity requires pupils to identify found and also brought-in rocks. Rocks include chalk, marble, slate, granite, coal and pumice. We will explore their properties, rough or smooth, permeable and which are impermeable, hard or soft. We find out why certain rocks are suitable for certain purposes and how igneous, sedimentary and metamorphic rocks are formed. We also identify in the field the markers of the formation of rock and soil and features of gravelly, sandy and clay soil, how water drains through soil and about soil erosion. This activity also teaches pupils the vocabulary associated with rocks and soil including igneous, sedimentary, metamorphic, impermeable, permeable, humus

and erosion.

Is it solid, liquid or gas ?	1e	4D, 5C	This activity requires pupils to identify whether farm objects are solids, liquids, gases or a combination of these. Objects include a can of pop, a balloon, a thermos of tea, a boiling kettle and a thermometer.
--	----	--------	---

Changing materials

Activity Name	NC Ref	QCA Ref	Description
Mixing Agar for Fungal Culture.. mixing, melting, boiling..	2a, 2b, 2d, 3b	4D, 6D, 6C	This activity works towards the fungal cultivation on the farm, as pupils prepare a sterile agar mixture for petri dish cultivation – basic but seemingly advanced science! Pupils learn about dissolution, what melts and what doesn't and why, measuring and how factors such as heat and cooling inform the process. And we find out about why we use agar in science and inspire future scientists!
Thermometers – a world of uses	2b	4D	This activity teaches pupils to read and understand temperature measurements. We will measure temperatures around the farm, both indoors and out and at different points throughout the activity. This activity is meant to work interweaving with another chosen activity We then play at making sensible estimates about temperatures, working with the 0° freezing and 100° boiling parameters!
The water cycle – created in miniture!	2e	5D	The water cycle recreated under cover with a Leibzieg condenser and observed through a conservation and naturalist eye on the farm.
Changes in cooking – making bread and cooking it in the cob bread oven. 2008 Year of Fodd and Farming	2d, 2f, 5f	6B, 6D	This activity teaches pupils about reversible and irreversible changes and the role of yeast (a 'good' micro organism) as part of those changes. The cob bread oven also demonstrates reversible and irreversible changes – does cob revert eventually or not?
ENERGY: Burning / Combustion – lighting a fire from scratch (no match!). What is 'Sustainable' Energy	2d, 2e, 2f, 2g	5C 5D 6C 6D	This activity (a good old fire making session) demonstrates burning, and how fuel produces energy through irreversible change. We will also explore renewable sources of energy and explore the farm's renewable

(wind/solar) energy grid, and demonstrate why it's preferable to use renewables.. We will also look at the burning of candles – are the changes reversible or irreversible? We will highlight the scientific vocabulary associated with changing materials.

Separating mixtures of materials

	Activity Name		NC Ref	QCA Ref	Description	
	Farm Soil Analysis : filter, sieve or evaporate?		3a, 3b, 3c, 3d, 3e	3D, 4D, 6C	This activity, based around a simple soil analysis test, requires pupils to identify which method would be best to separate given materials from water. An introduction to filtering, siving and evaporation and a demonstration of how the ancient Egyptians used decanting to make wate drinkable...This activity requires pupils to use the vocabulary associated with separating mixtures.	

Electricity

	Activity Name		NC Ref	QCA Ref	Description	
	Where does electricity come from? What do we use it for? How does electricity behave? What is a circuit? Why won't the circuit work? Make the circuit work		, 1a, 1b,1c	4F, 6G	Good old basic electricity – using our 12 volt on-farm grid as an example and then playing with simple electricrery (i.e., a simple circuit) we will explore electrical conductors and insulators and which materials could be used to make a switch in a simple circuit.This activity also provides an introduction to electrical symbols and circuit diagrams and an exploration of the factors affecting bulb brightness (e.g., wire lengthh). We also explore the dangers of mains electricity and how to be safe around electricity.	

Other Science / Ecology activities

Activity & Subject Area	Description & learning outcomes
<p>Microscope Magnification</p> <p><i>Science, Biology</i></p>	<p>Fun with microscope magnification – bring things in from outside to “zoom in” and look at them with the amazing power of magnification!</p>
<p>Name that Bug!</p> <p><i>Science</i></p>	<p>Bring bugs and creepy crawlies back to learn how to identify them using biological keys and guides, and then find out about how they live. Find out what a species is and how many there may be.</p>
<p>Wild Cooking</p> <p><i>Science, Citizenship</i></p>	<p>Cookery class with a difference, using foraged wild food and local produce.</p>
<p>Soap Making – Good Clean Fun!</p> <p><i>Citizenship, Science, Design & Technology, General Studies</i></p>	<p>Work in teams making soap out of potash lye and fat or sodium lye and oil.</p>
<p>Fungal Biology</p> <p><i>Science</i></p>	<p>What is a fungus? Look at fungal mycelia through the microscope. Learn what a fungus is, how they benefit the earth, how many there may be. Fungi – a magnificent kingdom!</p>
<p>Fungal Cultivation</p> <p><i>Science</i></p>	<p>Inoculate fungal mycelia into various substrates to cultivate mushrooms, and take a sprouting log away for the class! Look at nutrient fungal mycorrhizal root infections of trees to aid understanding of nutrient recycling and the Phosphate and Potassium cycle.</p>
<p>Grow your own Mushrooms</p> <p><i>Science</i></p>	<p>Fungal cultivation – have a go inoculating wood with the mycelium of the fungus species which you wish to cultivate. Take back to the classroom the log which will sprout indefinitely (provided conditions are right!) An ongoing learning opportunity!</p>

<p>“Good” Bacteria and the Nitrogen Cycle</p> <p><i>Science, Geography</i></p>	<p>What is a bacteria? Learn about the prokaryotic world, its diversity and its key role in soil fertility. Look at root bacterial root infection nodules on Trifolium sp. to aid understanding of nutrient recycling and the Nitrogen cycle. Learn about the Nitrogen cycle by finding Trifolium sp. (clover) and digging up root nodules to look at under magnification for the bacteria which can fix Nitrogen from the air.</p>
<p>Tree Detectives</p> <p><i>Science, Citizenship, General Studies, Numeracy, Science</i></p>	<p>Armed with leaves, twigs, wood and bark, find that tree and learn about the habitat it creates for birds, insects, fungi and lichens. Native trees were once a huge resource agriculturally, find out about their uses.</p>
<p>Vegetables, herbs and flowers</p> <p><i>Science, Citizenship, General Studies, Numeracy, Science</i></p>	<p>Help to create our vegetable, herb and flower garden to enable the farm to grow local food. Plant some seeds in the fresh fertile earth, and take some pots back for the classroom.</p>
<p>Photosynthesis</p> <p><i>Science, Numeracy</i></p>	<p>Find out from looking at leaves and pond plants what is the most important biochemical reaction on planet earth, and why. Use magnifying equipment to observe the processes.</p>
<p>Dragons and Damsels</p> <p><i>Science, Numeracy</i></p>	<p>Insects and mini beast safari (summer to autumn) looking in particular at dragon flies and damsel flies – bug hunting with scientific equipment including nets and pooters, magnifying lenses and biological identification keys.</p>
<p>Stream Life</p> <p><i>Science, Numeracy</i></p>	<p>Using nets and magnification, take a close look at the life under rocks in the stream. Find caddis fly larvae and fresh water limpets.</p>
<p>Fungal Safari</p> <p><i>Science</i></p>	<p>(Autumn) fungal foray – find out about the biology of a microscopic kingdom of life that only becomes visible (to the naked eye) when forming reproductive spores. Find out about the biodiversity of this fungal kingdom. Questions such as what is a species, what is a fungus and how many fungal species there are will be answered.</p>
<p>Aquatic Biodiversity</p> <p><i>Citizenship, General Studies,</i></p>	<p>Fresh water creatures (all year) – sampling the stream for living things, freshwater lichens, insect larvae, fish, freshwater limpets and gastropods. Some microscopy included!</p>

<i>Geography, Science</i>	
Bushcraft Challenge <i>Drama, History, Citizenship, General Studies, Geography, Science</i>	(Summer to autumn) – light a fire by friction, make a basic shelter, survive on wild foods and find out (through experiencing) about our hunter gathering history.
Wild Food Forage <i>Citizenship, General Studies, Geography, Science</i>	Hunt & gather around the farm with an expert to hone your skills and cook up a bit of lunch.
Mapping Wildlife <i>Geography, History, Citizenship, General Studies</i>	(All year) After a brief introduction to field work methodology used by professional wildlife biologists and ecologists, you will work in groups of 3 or 4 on a chosen method. Add your data to maps of the habitats you work in. Your work will contribute directly to the ongoing biodiversity survey of the farm.

Science / Physics

Activity & Subject Area	Description & learning outcomes
12 volt eco-powered slide show and performance presentation <i>Science, Drama, Design & Technology; tailored to your curricular needs</i>	Slide show and performance on any topic related to your school visit (e.g., the global history of cob building, food and farming for the 21 st century). As all our energy is renewable, the mechanics are an education in itself.
Educational Cinema <i>Design & Technology + any subject area</i>	Film screening on any topic related to your visit (e.g., the BBC's Life in the Undergrowth). As all our energy is renewable, the mechanics are an education in itself. We are able to source many educational films and documentaries.

Renewable Energy <i>Science, General Studies, Citizenship, Numeracy</i>	Learn about electricity generation. Learn what electricity is, how you can have a 12volt or 240volt ring-main for lighting and power or a hybrid ring main via transformers. Learn about how electrical energy can be stored.
Renewable energy for the 21st century <i>Citizenship, General Studies, Geography, Science</i>	Look at energy systems in place on the farm and discuss whether these are enough to provide for most farms' needs. Can you think of energy sources which could be further harnessed at this farm? How could food be produced without fossil fuels on this or other farms?

Science / Chemistry

Activity & Subject Area	Description & learning outcomes
<p>Roman Buildings 1</p> <p><i>History, Geography, Citizenship, Science, Design & Technology</i></p>	<p>Lime rendering and plastering: Roman techniques and hands-on mucky fun!</p>
<p>Roman Buildings 2</p> <p><i>Art, History, Geography, Citizenship, Science, General Studies, Design & Technology</i></p>	<p>Painting with lime wash and natural pigments.</p>
<p>Cobbing</p> <p><i>Science, History, General Studies, Numeracy</i></p>	<p>Have a go at building the walls of a cob animal shelter with materials found to hand on the farm. Find out what makes cob so sustainable and good as a modern (which is also very ancient and international) building material - with a long history in Devon.</p>

Science & the Natural World / Team-Building/ KS1 (not exclusively)

Activity & Subject Area	Description & learning outcomes
<p>Chickens, Sheep and Goats</p> <p><i>Science, Citizenship, General Studies, Numeracy</i></p>	<p>Feed the chickens and collect the eggs, feed the goats and sheep too! Find out what they all eat, about herbivores, carnivores and omnivores, about animal health and intensive v small-scale production.</p>
<p>Farm Tasks</p> <p><i>To be discussed!</i></p>	<p>On any farm there are ongoing tasks that need to be done, and these vary depending on the time of year. We believe that engaging with s task on a visit enables students to engage more wholistically with the place. We may not achieve the results, or get something completed but we have interacted. H&S considerations will be paramount but will not hinder the experience! Students may plant a tree, help hang a gate or put up a fence, turn a compost heap or hoe some soil. We will lead teams of task workers and students will feel a real sense of team work and achievement.</p>

Wool, the founding trade of Totnes (Science, Art, History, Citizenship)

Activity & Subject Area	Description & learning outcomes
<p>Sheering sheep</p> <p><i>Citizenship, Science, General Studies</i></p>	<p>Help the farmer to shear sheep and learn what wool can be used for. Find out about the region's rich wool history, sheep and their role in the landscape and biodiversity and how local prosperity was founded on wool!</p>
<p>Making Felt</p> <p><i>Art, Design, Technology, Science, Citizenship, General Studies</i></p>	<p>Work in teams using materials from the farm, and get to take something home or back for the classroom!</p>
<p>Natural Dyes using plants, fungi and lichens</p> <p><i>History, Science, General Studies, Art, Design & Technology</i></p>	<p>An opportunity to shed light on the mystery of fabric dyeing, and to play with natural pigments.</p>
<p>Wool Works!</p> <p><i>Science, General Studies</i></p>	<p>Wool carding, spinning, weaving or finger knitting – hands on experience connecting farm products with everyday uses. Totnes was founded on the wool trade!</p>

Art & Performance

Activity & Subject Area	Description & learning outcomes
<p>Mask-making</p> <p><i>Art, Design, History, Technology, Science, Citizenship, General Studies</i></p>	<p>Making masks out of found materials from the environment. Devise small presentations, speak the your creatures' words – what would you tell the humans?</p>
<p>Drama</p> <p><i>Drama any subject matter</i></p>	<p>Interactive devised drama workshop drawing from information about the farm's history and ecology. or from any subject matter your class is studying.</p>
<p>Haikus & Slides</p> <p><i>Literacy, Art, Design, History, Technology, Science, Citizenship, General Studies</i></p>	<p>Students are lead around the farm and encouraged to make notes and gather mementos, then taught how to write haiku. Haikus are then performed using made slides.</p>
<p>Story Sticks</p> <p><i>Drama, Citizenship, General Studies</i></p>	<p>Students are lead around the farm and encouraged to make notes and gather mementos onto a stick which they have cut themselves from the hedge. Later they are taught how to tell a simple story gleaned from the sticks they have created!</p>
<p>The Art of Installation</p> <p><i>Art +</i></p>	<p>Gather and collect natural materials from one space and transport them to another. We will photograph the installations and view them together in the barn.</p>

General Studies & Citizenship

Activity & Subject Area	Description & learning outcomes
<p>Local Food and CSAs – an interactive presentation</p> <p><i>Science, General Studies & Citizenship, Numeracy, Geography</i></p>	<p>Learn about the importance of local food in a sustainable organic agricultural revolution, sometimes called Community Supported Agriculture (CSA). Learn about local initiatives like TTT.</p>
<p>GMOs – an interactive presentation</p> <p><i>Science, General Studies & Citizenship, Numeracy, Geography</i></p>	<p>What will the effects of GMOs be on agricultural ecosystems and the environment? Find out why are large companies and governments promote them.</p>
<p>Land Use in the 21st Century</p> <p><i>Science, General Studies & Citizenship, Geography</i></p>	<p>With the selling off of farms in an economy where farming is in crisis, what effects do these changes have on our socio-economic identities both at home and globally? And what are the effects on wildlife and biodiversity?</p>

Booking your visit, the nuts & bolts:

Arranging visit and booking	Visits must be arranged by prior appointment – please ring (01803) 865631 to book. We are open for visits at any time of year except during August. You can contact Beenleigh Meadows Farm via email: stephkate@tiscali.co.uk
Preliminary contact	Meet at farm or school to plan the visit, discuss curriculum requirements and health and safety, need for refreshments / cooked lunch / access, etc.
Fees	<ul style="list-style-type: none"> • Basic rate for a full day visit is £10.00 per student per day (no charge for accompanying staff). This covers one all day activity or two shorter activities. • Overnight camps are by arrangement; fee by arrangement also.
Payment	A deposit (non-refundable) of 50% of the total payable is required on booking.
Choose your practical activities	Choose from our practical activity list. We can create a tailor-made activity around your needs. In order to select an activity, tick the boxes in the bookings sheet.
Health and Safety Assessment	Beenleigh Meadows Farm/RAISE operates a stringent health and safety policy. Our aim is to provide you and your class with a safe environment in which to learn by practical experience. All activities are risk assessed, however it may be important for you to complete your own assessments.
Transport arrangements	Book a mini bus or coach for the day. We recommend Bob The Bus for smaller groups. However your school may have particular arrangements with other local bus companies. The day begins at 10.00 AM and ends at your convenience.

What to bring	Make sure each student has a note pad and pencils, ample clothing for outdoor tasks including boots or wellies and waterproofs. Bring packed lunches if required, if not make sure that you have ordered your lunch with us.
Finding the farm	Grid ref: OS SX7557. From most directions, come off the A38 on the Dartington/Totnes/Buckfastleigh exit and head toward Totnes. From Totnes traffic lights (between the station and KEVICCs school) go up the Kingsbridge Hill bypass toward Kingsbridge, Dartmouth etc. (A381) and take the right turning signed to Harberton village. Follow this road, take the left at the T junction into Harberton village (lower end) and follow this road through and out of the village. Keep on this road for a couple or so miles (over the little troll bridge near the goats, etc.!). The second left on that road is marked "West Leigh" and "Beenleigh". Take this left, follow the road till you come to the farm (West Leigh Farm) on your left and the new barn conversions. You will pass their gravel drive on left after the barns "The Shippen" - don't stop there! Our gate and parking area is a few metres after that drive on the left (we have a DEFRA Countryside Stewardship sign up on the gate & the name of the farm is signed too). Someone will meet you and direct you straight down the hill from the hard standing (i.e., due South!) to the straw bale barn.
Parking on site	There is parking for 8 – 10 vehicles.
Disabled Access	For those who require disabled access we can arrange our farm vehicle to bring them down the hill. Please identify this requirement early in the booking process. We will do everything we can to enable the student to participate in activities.
Allergies	Please inform the us of any students with dietary requirements and/or food allergies, as well as any allergies to animals or hay.

To book a preliminary site meeting please contact us:

Email: csfoffice@tiscali.co.uk

Tel: (01803) 865631

Post:

RAISE Education

The Tool Store

Beenleigh Meadows Farm

Harberton Devon TQ9 7NE

Links & Resources, information for class discussions / research

Rural Arts In Science Education (RAISE): www.raise-education.co.uk

Community Supported Farming (CSF): www.devoncsf.co.uk

LEAF (Linking Environment & Farming): <http://www.leafuk.org/leaf/>

British Trust For Conservation Volunteers (BTCV): www2.btcv.org.uk

Trees for Health: www.treesforhealth.org

Growing Schools Initiative : www.teachernet.gov.uk/growingschools/

Farm and Countryside Education (FACE): www.face-online.org.uk/

Soil Association primary schools pack: www.teachernet.gov.uk/growingschools/news/news/

Curriculum Resources www.firstschoolyears.com/

Funky Curriculum Guide: www.atschool.co.uk/

Centre for Ecoliteracy: <http://ecoliteracy.org/>

CSF / RAISE Risk assessment document (sample)

Site: Beenleigh Meadows Farm

Date:

ACTIVITY	Bush-craft for beginners		
LOCATION	Hedges, fairy glen, copse and water meadow.		
DESCRIPTION	Farm trail / I Spy session, light a fire by friction, forage for and prepare a wild food meal and learn about our hunter gathering history.		
PERCEIVED RISK		Adverse effect	Probability
	grazed knee, splinter in hand, burnt fingers.	2	2
	eating poisonous berries – mistaken id	5	2
	eating poisonous fungi – mistaken id	5	2
	liver fluke infection from watercress	3	2
falling into fire, falling into stream	4	1	
scalding from hot water on fire	2	2	
Tummy bug infection from lack of hygiene	2	4	
TOTAL	24	15	
MEAN	3.43	2.14	
ACTION	Demonstrate safe bow drill technique highlighting risks. Use gloves.		

	Highlight poisonous plants and fungi in briefing + show pictures of what they look like. Boil all water for drinking + cooking watercress for more than 5 minutes. No running near fire / stream. Gloves for lifting kettle. Briefing on camp / toilet hygiene including washing hands with hot water esp. before food preparation. All culinary items to be washed and hung to dry.
Perceived risk*	7.35 out of 25 therefore proceed with actions above

*perceived risk = (adverse effect X probability) - out of possible 25

Severity of Adverse effects		Probability of likelihood	
No treatment required	1	Extremely Unlikely	1
1 st Aid	2	Very Unlikely	2
Hospitalisation	3	Unlikely	3
Over night hospitalisation	4	Occasional	4
Fatality	5	Common	5