Module 3 – Outdoor learning

This module will investigate some of the outdoor learning opportunities that are available to kindergarten staff in order to teach young children about where their food comes from. The module will look at gardening in the kindergarten and how this can be used to develop a child's interest in the outdoor world. It will also examine the practical steps that are involved in visiting a farm and the ways in which children can learn from such visits.



What is the goal of this module?

Unit 1 – Options for food related outdoor learning: Identify the benefits of outdoor learning, as well as some of the different learning options.

Unit 2 – Kindergarten gardening: Practical hints on setting up a garden: Offer practical advice and information on how to set up an outdoor growing space for young children.

Unit 3 – Farm visits: Practical hints on setting up a visit: Explore the main steps involved in setting up a farm visit, including funding and health and safety.

After finishing this module I will have learnt:

1. to understand some of the ways in which outdoor learning can benefit young children.
2. to examine some ways in which an outdoor growing space for children can be established and maintained.
3. to identify the main steps involved in setting up a farm visit, as well as how a visit can benefit young children.

Unit 1 – Options for food related outdoor learning

In this unit I will learn:

1. what some of the physical and mental health benefits are that a child might gain from an outdoor learning education.
2. how outdoor learning may benefit a child's personal development.
3. what outdoor learning opportunities might be available inside and outside the kindergarten setting.

Introduction to the topic:

This unit has been designed to give you an insight into the ways in which an outdoor learning experience can enhance the well-being and learning of young children. There are many options available and this unit provides an introduction to some of the most commonly used methods of learning.



Chapter 1 – What are the benefits of outdoor learning?

Outdoor learning can offer a range of direct and indirect benefits to a young person's personal development. Children can gain direct educational, health and psychological benefits, as well as indirect social and financial benefits. Whilst much of the learning in outdoor environments is the same as that which takes place indoors (acquiring knowledge, improving skills and changing attitudes etc.), it is the quality and nature of the experience that is often enhanced whilst outdoors.

Larisa Lupini from the Agrinido L'Orto dei pulcini organic farm in Italy, talks about some of the benefits of outdoor learning to young people.

Improved physical and mental health

Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. Outdoor learning often results in increased levels of physical activity, with a visit very often involving a walk around the site or participation in a practical activity. Links between human contact with the natural world and improved mental health have also been well-established. Many studies have shown that exposure to the natural environment lowers the effects of those mental health issues that may make it difficult for children to pay attention in the classroom. It has also been noted that symptoms of disorders such as ADHD are reduced when children have access to outdoor environments. Outdoor experiences may aid recovery from stress and anxiety, while also protecting from future conditions.

Personal development

Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment and discover. Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness. For many children, playing outdoors at their early years setting may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations.

Early years learning through growing and food is also a great way of assisting refugee children with integrating in their new communities. The support, facilities and care provided in an early years setting can help refugee children to feel safe and secure, whilst they develop their confidence and language and communication skills. Social contact with other

children and adults who speak the language of the host country will promote their early language learning, whilst outdoor play can help children to make sense of new environments in a safe and secure social setting. Specific activities such as gardening are a useful way to help children understand the food habits of the country that they have moved to. These activities may also encourage parental involvement and provide opportunities for them to share their knowledge of food and growing with other parents.



Chapter 1 – What are the benefits of outdoor learning?

Care for the natural world

Childhood experience of nature and participation in outdoor activity can lead to children developing an understanding of and deep affinity with the natural world. Further into adult life, this can sometimes even lead directly to a future career in environmental conservation. Researchers have examined those significant influences in people's lives which had led to their increased environmental awareness. They have found that within the UK, the most significant factor that influences people's concerns about the environment was childhood experience of the natural world. The critical age of influence is very often before 12 years of age and contact with the natural world before this age can strongly influence positive future behaviours towards the environment.

Engaging early years children with the living world around them that will form a platform for later learning and development. A visit will provide a sensory experience of the sights, sounds and smells of the countryside, whilst also developing a young child's innate interest in animals and living things in a real world setting rather than just in a story book. Additionally, taking pupils out of the classroom setting will allow them to burn off energy and enable personal development at the same time.

Educational benefits

An outdoor learning venue can be an exciting place for many fun activities for the children to get involved with. These can include many activities that meet the early years curriculum. For example:

- Story telling and poems
- Getting involved in counting activities such as collecting eggs or picking strawberries
- Matching names to farm animals and looking at body parts
- Taking part in treasure hunts to discover different materials
- Artwork such as collecting different coloured leaves and bark rubbing



Chapter 2 – What are some of the options for outdoor learning?

The term ‘outdoor learning’ encompasses a range of different opportunities. Outdoor learning can take place in a small back yard of a kindergarten setting, or it may be in a slightly larger garden space. If you decide to leave the confines of the kindergarten and take the group on an outing away from your everyday setting, the options get even more exciting. A day visit could encompass a visit to a farm, a nature reserve, a local park, a woodland or the seaside. All of these offer their own unique learning opportunities.

Kindergarten garden

A kindergarten garden can be a fantastic way of engaging children with the outside world. The garden can be as small or as big as you feel is manageable or as your budget and time allows. The fact that the outdoor space is in the kindergarten grounds means that you can access it whenever you wish or whenever you feel it will benefit the children. Another benefit is the proximity to your indoor space. This means that if the weather takes a turn for the worst you can always retreat inside. It also means that you are able to take an outdoor experience from outside and follow them up inside. For example, a moment spent smelling and touching flowers can be followed up inside with a painting session.

Farm Visit

Nearly all children love a farm visit – especially when it involves a visit to see the baby lambs, calves or chickens! Some children may never have been out of the city before, so this is a great opportunity to take the children on an exciting adventure to experience something new. These new experiences can be explored by discussing the sights, smells and sounds of the farm. For those inner-city kindergartens which may struggle to access cheap transport options, a visit to a city farm, allotment or community growing area can also provide an excellent learning experience.

Nature reserves

Similar to a farm visit, nature reserves provide a great opportunity to engage children with the outside world. A lot of organisations that manage nature reserves have specific education programmes, so it may be worth speaking to them before to see what activities they can offer to your group.



Unit 2 – Kindergarten gardening: Practical hints on setting up a garden

In this unit I will learn:

1. about some of the considerations involved in setting up a gardening space in a kindergarten setting.
2. to identify some of the main jobs involved in the ongoing running of a garden space.

Introduction to the topic:

People of all ages can get involved with and enjoy gardening. Children in particular will gain benefits and have lots of fun by getting out into the garden. Most children enjoy being outdoors and love digging in the soil, getting dirty, creating things and watching plants grow. As well as being educational, children can learn new skills, have fun and develop their confidence whilst out in the garden.



Chapter 1 – What are some of the initial considerations when setting up a garden?

In order to ensure that your garden project runs smoothly, there are a few initial considerations to think about even before you even lift a spade. By thinking about these things before getting your hands dirty, you will be able to ensure that you design your space so that it benefits the children who will be using it, as well as maximizing your physical space.

- Meet with parents to explain your plans and how their children will benefit from outdoor play and learning.
- Involve parents and the children in the planning stages. Ask the question – what would they like to see in the garden space?
- Seek out and use the expertise and skills of parents.
- Put together a 'wish list' of everything you would like to have in your garden space.
- Draw a plan of your outdoor space to determine whether all of your wish list can be incorporated. If not, what are your priorities?

Above all else, there are three main things to consider when setting up your garden:

- Think about your space
- Think about your budget
- Think about your volunteers



Chapter 1 – What are some of the initial considerations when setting up a garden?

Think about your space

Your garden could be a big open space or you could be growing herbs in a window box. Whatever approach you take, you will need to plan your space. Don't be put off if you only have a small space. There are many ways to grow with little or no space, whether you use hanging/wall mounted containers or pots and grow bags, you can grow something almost anywhere. When designing vegetable beds and raised beds, consider how accessible they are. Small children may not be able to reach the middle of a large raised bed, so design your beds in a way in which all of the seedlings can be reached easily

Think about your budget

When you consider the valuable learning and positive health outcomes associated with gardening, you may consider your gardening resources to be just as important as all other resources you buy in your setting e.g. paint and paper .Because finance can be an issue for everyone, you may need to come up with some creative ways of raising money:

- Speak to everyone you know to see if they have any unwanted in items in the garden shed which they can donate to your project.
- Ask parents / carrers to think about the garden space when they next go to the garden centre (or supermarket); asking them to bring in one item to keep the resources stocked e.g. carrot seeds; lettuce seeds; bag of compost etc.
- Organize fundraising activities to raise money to get you started. Once you are established you could look at selling then sell your produce once it's harvested. Any proceeds can then be reinvested into the garden,

Think about your volunteers

Managing a garden, alongside your everyday duties, can be a demanding task. Working in a kindergarten means that you have potentially got a large bank of potential helpers in the form of parents. There may very well be some very keen gardeners within your local community. Parents, grandparents and other extended family members may be able to help on a regular or one a off basis. Before you even start, let the parents know your plans and get together a list of people who may be willing to help with the set-up and ongoing management of the garden. Getting support and advice from others can be the best resource of all for your setting as well as offering children wider community experiences. Even if there is little previous experience or knowledge, anyone can be involved and you can learn together. When starting out, make sure you plan how to recruit and use your adults well. They will be an invaluable resource to your project!



Chapter 2 – How to manage your garden

Once your garden is up and running, ongoing care and attention is essential to ensure that you have a fun and safe outdoor learning space. The garden may differ slightly from a normal garden in that it is important to ensure that growing areas can be accessed by the children. Before you head out into the garden for the first time, there are a few things to consider:

- Time management and holidays
- Tools and other resources
- Activities
- Health and safety

Time management

Don't view your time in the garden as an additional task. Time spent growing and exploring the garden offers so many possible learning opportunities. Before heading outside, get organized before you start an activity with the children, or ask the children to help you with the preparation. The best sessions usually happen when you work with small groups. Also. match children's attention spans by making planned experiences short.

One key issue that often comes up is how you plan to manage your garden during holiday periods. Communication is the key to overcoming this potential problem. Speak to colleagues and parents to see if you can draw up a job schedule to ensure that important jobs such as watering all done during the holidays. You may also think about choosing plants that don't need harvesting during holiday periods. Squashes are often a good choice, as these don't require harvesting until after the summer break.

Tools and other resources

Children's gardening resources are available from many suppliers. High quality, wooden/metal resources are a good investment, as they invariably last longer than plastic resources. Child size tools and garden equipment is important to allow children to handle them successfully and with confidence. Encourage the children to get digging and offer an appropriate range of tools for them to do so. A large spoon may be suitable for the younger children. You will find below a list of some of the items that might be useful. Don't be afraid to speak to local businesses, as you may be able to get some of these items donated by a local garden centre or farm/farm shop. Useful items include:

- flower pots and trays
- compost
- watering cans and buckets
- Garden string, garden canes and labels
- child-sized tools
- children's gardening gloves
- magnifying glasses for looking at insects, seeds or flowers



Chapter 2 – How to manage your garden

Health and Safety

When gardening with children, it is very important to consider the safety of everyone involved. You should not be worried about getting out into the garden with young children. It's a great opportunity for children to learn and have fun, as long as some basic health and safety measures are taken into consideration.

- Even before going out into the garden, establish some basic ground rules with the children. Also ensure that you have the correct adult to child ratio for the delivery of outdoor activities.
- Ensure children have clothing appropriate to the weather conditions, especially wellies, waterproofs and warm clothes. Think about protection from the sun too with sun cream and hats.
- Select the correct-sized tool for the child. Avoid the use of sharp and / or mechanical items.
- Provide safe storage for equipment and tools.
- Do not use chemicals. Garden organically whenever possible.
- Do not leave water storage containers unattended around very young children and toddlers.
- Provide hand-washing facilities, through the use of the use of liquid soap, warm water, and paper towels. There are some risks associated with soil mainly bacteria arising from animal faeces, so ensure children always wash their hands when they are finished and always before eating and drinking. You also need somewhere to wash mud from wellies, tools and equipment too.



Chapter 2 – How to manage your garden

Activities

When thinking about activities, choose tasks that suit the child's age and ability. Have some simple tasks that young children are able to help with. Filling plant pots with compost is an easy job…and fun too. In addition, when gardening with children, it's a good idea to have a separate digging area available so that they can practice with tools and techniques (for example, digging and raking.) This will ensure that the areas where plants are planted don't get damaged. Mud pies are also always a winner, so you could create a mud play area away from the planting. Other simple activities include:

- Watering the garden
- Digging
- Picking flowers and vegetables
- Planting vegetables, fruits and flowers in the correct season
- Tasting and preparing healthy food, such as making salads
- Craft activities using harvested seeds, plants and flowers
- Composting, recycling and mulching
- Weeding
- Gathering seeds and dried flowers

Films

There are many ways in which you can link learning to what is happening in the garden. Here are a few ideas to get you started

Unit 3 – Farm visits: Practical hints on setting up a visit

In this unit I will learn how to:

1. Explore the main steps involved in setting up a farm visit
2. Investigate funding options
3. Consider the health and safety implications of a farm visit

Introduction to the topic:

Undertaking a visit to a local farm is a wonderful experience for young people. It is a chance for them to see, hear, smell and experience new things and be inspired by the natural world. It is also an opportunity for children to start learning about food and where it comes from. You may wish to think about how you will link your farm visit to the learning experiences, as well as how to pay for the visit and the health and safety implications.



Chapter 1 – Explore the main steps involved in setting up a farm visit

Carry out a pre-visit to the farm

A pre-visit is the opportunity to see the farm that you have identified for your visit, as well as meeting the farmer face-to-face. It is an opportunity to discuss with the farmer your requirements for the day and to start to plan how the visit will work. By driving to the pre-visit, you can also plan your route for the day, to see if the bus can fit up potentially narrow county lanes and to see where you will park upon arrival. During the pre-visit, you should also discuss health and safety, identify hand washing facilities and toilets, as well as discussing the types of activities that will be carried out on the day. You will also want to talk through some logistical details such as arrival and departure times and make a wet weather plan. We have put together a pre-visit checklist that will help you to ensure that you cover all of the important points during your discussion with the farmer.

Involve the children

Before going on the visit, talk to the pupils about the reasons for going to the farm and give them an accurate idea of what they will see, do and learn during the day. If the children don’t know what they are looking for, they may be overwhelmed by the experience. Therefore, it is important to have a focus for the day eg: we are going to see the animals or we are going to look at plants growing. Children may see a large number of animals, but they won’t be pets. Farm animals may not take kindly to stroking and as such may be overwhelming, hence the importance of discussing this before the visit. You can also prepare the children by undertaking food and farming related activities beforehand. These may include singing farm related songs (such as Old Macdonald had a farm) and reading farming story books (such as The Little Red Hen) so children can think about what they may see on the farm.



Chapter 1 – Explore the main steps involved in setting up a farm visit

Ratios

Decide on the ratio of adults to pupils. As a general rule, it is 1 adult to 1 or 2 young children or 1:4 for 3 to 5 year olds, but individual settings may vary. You may wish to ask parents to accompany the visit to help look after the children.

Transport

Make sure that you organize your transport arrangements early, as busses can get booked out, especially towards the end of the school term when a lot of visits are taking place. In chapter 2 of this unit, you will find some options for transport to and from the farm.

Clothing

When you contact parent to let them know about the visit, it is important that you emphasise the need for pupils to come prepared with appropriate clothing including wellington boots, sun lotion, rain coat, sun hat and a water bottle. Both children and adults should be prepared for the weather: This would include hats and sun protection for the summer and wellies and waterproofs for the wet. The ground may be muddy and almost certainly uneven, so suitable footwear is very important.

Follow-up

A visit to a farm shouldn’t end with a wave from the back of the bus at the end of the day. The best visits are those that are followed up back in your setting. Just like you involved the children at the start of the process, involve them afterwards as well. You can share your experience by feeding back to the rest of the early years setting about your visit – perhaps by producing a display with paintings of the day out, talking about what was discovered on the farm and following up with other activities.



Chapter 1 – Explore the main steps involved in setting up a farm visit

Educational activities

Films

There are a wide range of educational activities that can be carried out during a farm visit. It is a good idea to discuss what you want to acheive with the farmer when you carry out your farm pre-visit. The farmer may be able to help you with ideas for activities. Below are a few examples of how a farmer might go about arranging an educational activity for your group.

Documents

Chapter 2 – Funding options

Funding farm visits can often be an issue. This chapter introduces a few ideas that might help reduce the cost of farm visits and transport. There are a number of public and private funding schemes that offer financial support to schools and farms, allowing educational visits to take place. It is worth exploring these opportunities from the perspective of your own country to see what may be available. Every country will have different funding opportunities, but they will usually fall into either fundinng from public sources (eg local municipalities) or private funding that the school or farm can access.

Visit costs will usually be one of the first conversations that you have with a farm when they are planning their visit. Some farms, especially those that specialize in educational visits, may choose to post their visit costs on their marketing materials. Less established and smaller visit set ups may not have marketing materials, so you will need to discuss costs on the telephone or in person as part of the farm pre-visit.

Free visits

Some farms may not charge you to come and visit them. This may be because the farmer has decided that their overheads are not that high and they don’t need to charge for a visit. Other farms like to offer visits for free because they feel it important that children understand where their food comes from. Other farms may be in receipt of government funding that means that they don’t need to charge the visitors. Another approach that some farms take is to offer a free

guided farm walk, but to charge for any additional activities such a cooking or planting seeds. It may be that you are confident in leading the farm visit yourself without the input of a farm guide, in which case you may be able to negotiate a free or cheaper visit

Flat rate

Flat rate charges will vary from place to place. Charges will usually be for a day visit. The day will usually run between 10am and 2.30pm (allowing time for travel from and to your kindergarten), with a lunch break of 30 to 45 minutes. This will vary between farms, so it's always good to ask what the charge includes. An average daily charge is usually between £100 and £150 for a group. Some farms may charge less and occasionally, visits can be as high as £300.

Cost per child

Farms that charge for the visit can charge anywhere between £1 and £10 per child, depending on the location of the farm and content of the visit. Most farms would typically charge somewhere in the region of £3.50 per child, with a minimum amount of approximately £100.

Checklist:

- Identify suitable farms in your area for a visit.
- Look at websites / promotional materials to see if the charges are listed.
- If there is no website, call or email the farm.
- Ask the farm if they are part of any government funded schemes that allow for free visit. If so, ask the farm if they have capacity to offer you a free visit.
- If the farm does not receive any funding, ask how much the visit will cost.
- Find out what the visit cost includes. Does it include a farm walk and / or additional educational activities?



Chapter 2 – Funding options

Transport costs

There are a range of transport options available to you. There are general considerations that will apply to all when establishing costs.

Walking to a local farm is a great solution to potentially high transport costs. If your local farm is easily accessible and routes to the farm are safe, why not try walking? You could incorporate the walk into the day's activities, for example stopping to undertake art activities.

Some kindergartens are in an excellent position to be able to use public transport to get to their link farms. If this is an option, it might be worth contacting your local transport company to see if they are able to offer discounts for travelling groups. You may have a charitable community transport organization in your area that operates a minibus service for the

local community. Typically, these organizations can provide access to transport for voluntary, community and school groups. They provide subsidized transport options for groups who couldn't otherwise afford to pay for private transport services.

You may also find that your local secondary school can help with transport by providing a minibus and driver as part of their community outreach work. Secondary schools and colleges will often own a few minibuses, so it's worth getting in touch to see how you can work together.

The other solution is to hire a bus. If the group is only small, you may be able to hire a minibus or half-sized coach. This should work out cheaper than hiring a full-sized coach. If you do need to hire a full-sized coach, you might think about how you can maximize its use. Premium rates are often attached to the times around the start and end of a school day when coaches are doing the morning pick up and afternoon drop off. Between these times can sometimes be quiet for coach companies, so you may be able to negotiate a cheaper rate. If this is possible, just ensure that you leave for the farm after school has started and return back before school finishes.

Checklist:

- Look to see if there are farms within walking distance to save transport costs
- Investigate whether there are any farms on public transport routes to avoid hiring a bus
- Look out for any community groups or secondary schools that can offer a free mini-bus
- Try different coach companies as prices can vary a lot

Chapter 2 – Funding options

School Food Markets

This exciting initiative involves local food producers setting up stalls at the schools and selling their produce to parents and member of the community. Often the school will charge local producers a small fee for a stall, which can then be used to fund visits to farms. Schools will also have their own stalls selling produce grown in the school grounds or crafts produced by the children. The income generated from these stalls can also go towards funding the farm visit.

Sell your old tech

Everyone has got an old mobile phone tucked away in a drawer somewhere. You may consider using one of the many websites on the internet to sell your old phones to raise funds for farm visits. There are loads of sites that buy a range of unwanted consumer electronics, as well as old CD's. Maybe you could ask parents for any old items and then sell them to one of the many companies out there?

Local trusts, societies and agricultural colleges

It is a good idea to investigate opportunities in your local community for outdoor education. There are many charities, trusts and societies across the UK that may be able to offer you funding towards schools visits, provide you with in-school activities or even provide free services on their sites. Agricultural shows and colleges in your local area may also be able to offer some support for farm education so why not get in touch with them?

Chapter 3 – Consider the health and safety implications of a farm visit

Alongside the usual health and safety measures you put into place when working with young children, there are some specific measures that you will need to be aware of when visiting a farm. As with many other educational or recreational activities, visits can never be considered free from all risk. However, while the hazards are real, the risk of infection in children can be readily controlled by simple everyday measures. The following practical steps will help make your visit even more safe, healthy and enjoyable.

Risk Assessments

Firstly, your risk assessment for the visit may identify some specific hazards that may not appear on a normal assessment. Use your pre-visit as the chance to talk to the farmer about the risk assessment. They will know their farm better than anyone else. They will also be used to hosting group visits, so will be aware of any specific hazards that you might need to add onto the risk assessment.

Before the visit

Ensure that all staff, adult helpers and children are well briefed and know the expectations of them, also that they know what to do in an emergency. Share the timetable for the session and write a ‘safety policy’ for staff and volunteers before the visit and ensure that everyone knows what they are supposed to be doing. Write a letter to parents to tell them about the visit and to allay any concerns. Reassure parents that risk assessments have been carried out and that a pre-visit has been undertaken. Explain your reasons for the farm visit and explain the need for children to experience this new and stimulating environment, also explain that with suitable clothing for the visit, potentially getting wet and dirty will not be a problem.

Chapter 3 – Consider the health and safety implications of a farm visit

Hand washing

Because of the risk of transmittable bacteria and diseases, it is important that hand washing is strictly adhered to when visiting a farm. When carrying out the pre-visit, take time to note where the hand washing facilities are, as well as how many sinks are available. Remember to allow time for everyone to wash their hands before eating food, after any contact with animal and soil and before leaving the farm at the end of the day. There is an industry code of practice that has been produced for groups who wish to visit farms. The document provides information on hand washing. You will find a link to the document as part of the resources for this unit. The code of practices advises that farms supply warm running water and liquid soap. In the past, some farms have supplied hand sterilizing gel, but this is no longer recommended.

During and after the visit, make sure that the children:</h3> Are reminded of the rules/precautions to take upon arrival at the site. Do not kiss animals. Always wash their hands thoroughly before and after eating, after any contact with animals and again, before leaving the site. Eat only food that they have brought with them or food for human consumption that they have bought on the premises, in designated areas. Never eat food that has fallen to the ground. Never taste animal foods. Do not suck fingers or put hands, pens, pencils or crayons etc. in mouths. Where practical and possible, clean or change their footwear before leaving. Wash their hands after changing their footwear. <h3>Check that the children stay in their allocated groups during the visit, and that they:</h3> Do not use or pick up tools (e.g. spades and forks) or touch other work equipment unless permitted to do so by site staff. Do not climb on to walls, fences, gates or animal pens etc. Listen carefully and follow the instructions and information given by the site staff. Approach and handle animals quietly and gently. Do not chase, frighten or torment the animals.

Module 3 - key actions

GARDENING

- involve parents in your plans for the garden and communicate how their children will benefit from outdoor play and learning. Seek out and use the expertise and skills of parents.
- Even before going out into the garden, establish some basic ground rules with the children and ensure they have clothing appropriate to the weather conditions.
- Select the correct-sized tool for the child. Avoid the use of sharp and / or mechanical items.
- Provide hand-washing facilities, through the use of the use of liquid soap, warm water, and paper towels. There are some risks associated with soil mainly bacteria arising from animal faeces, so ensure children always wash their hands when they are finished and always before eating and drinking. You also need somewhere to wash

mud from wellies, tools and equipment too.

FARM VISITS

- identify suitable farms and carry out a pre-visit to ensure the farm has suitable activities and hand washing facilities.
- work out a budget for the cost of the farm visit (free or charged for) and the cost of transport .
- emphasise the need for pupils to come prepared with appropriate clothing including wellington boots, sun lotion, rain coat, sun hat and a water .
- develop ideas to link the farm visit into activities in the kindergarten including stories, artwork, songs and nursery rhymes.