



# SUPPORTING LEARNING AT COUNTRYSIDE SHOWS AND EVENTS

A guide for **hosts**  
planning countryside events  
involving schools

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**“Outdoor learning supports academic achievement, for example through fieldwork projects, as well as the development of ‘soft’ skills and social skills, particularly in hard to reach children ... Yet outdoor education is in decline.”**

Source: Education Select Committee Report.

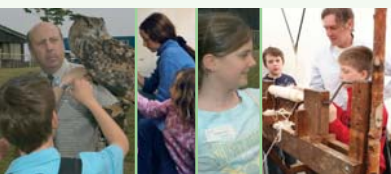
## INTRODUCTION

Outdoor education offers many clear benefits. However the reality of organising a countryside event is that it isn't a simple process. Providing the very best educational opportunities for children to learn about our countryside and encourage its sustainability and access requires very detailed planning. If you are new to events this may sound like a daunting process, however most hosts find this an extremely rewarding and satisfying experience.

This resource has been designed to help hosts organise events with an educational focus. The content is based on recommendations from an evaluation of the 'Bringing the Classroom to the Countryside' project, a partnership between The Countryside Agency and The Countryside Foundation for Education.

Key to improving outdoor education is the quality of delivery that hosts and their exhibitors are able to offer. The comprehensive checklists, templates and guidelines provide a step-by-step best practice guide to planning your event, from setting your objectives right through to the post-event evaluation.

Whether you are a farmer hoping to host your first small-scale school visit, or an organisation running a large-scale event, the resource will guide you through the necessary procedures, allowing you to pick out the points that are relevant to your particular needs. It will also help you to ensure that the event is fully linked to the National Curriculum, therefore maximising its appeal to teachers and its educational potential.



**“To host your first day may be daunting but I can think of nothing more enjoyable or rewarding. It is often the first experience of the countryside for children, parents and teachers.”**

Penelope Bossom,  
Overbury Estate Office

## STEP 1

# Your objectives

There are many positive reasons for hosting an event. Before you begin to plan in detail you should clarify what you are hoping to achieve and why. Setting clear objectives at the start will help you to undertake a thorough evaluation after the event, which will in turn help you to plan future strategies and activities. It is vital to make sure that your objectives are realistic. Some or all of the points below may apply to you.

### Objectives of hosting an event

- To promote a better understanding and appreciation among adults and children of the issues concerning the countryside, agriculture, rural affairs, the environment, where food comes from and food production.
- To raise the profile of your estate/farm/organisation/business/showground.
- To develop community involvement.
- To raise awareness of the careers available within the countryside.

### Benefits of hosting an event

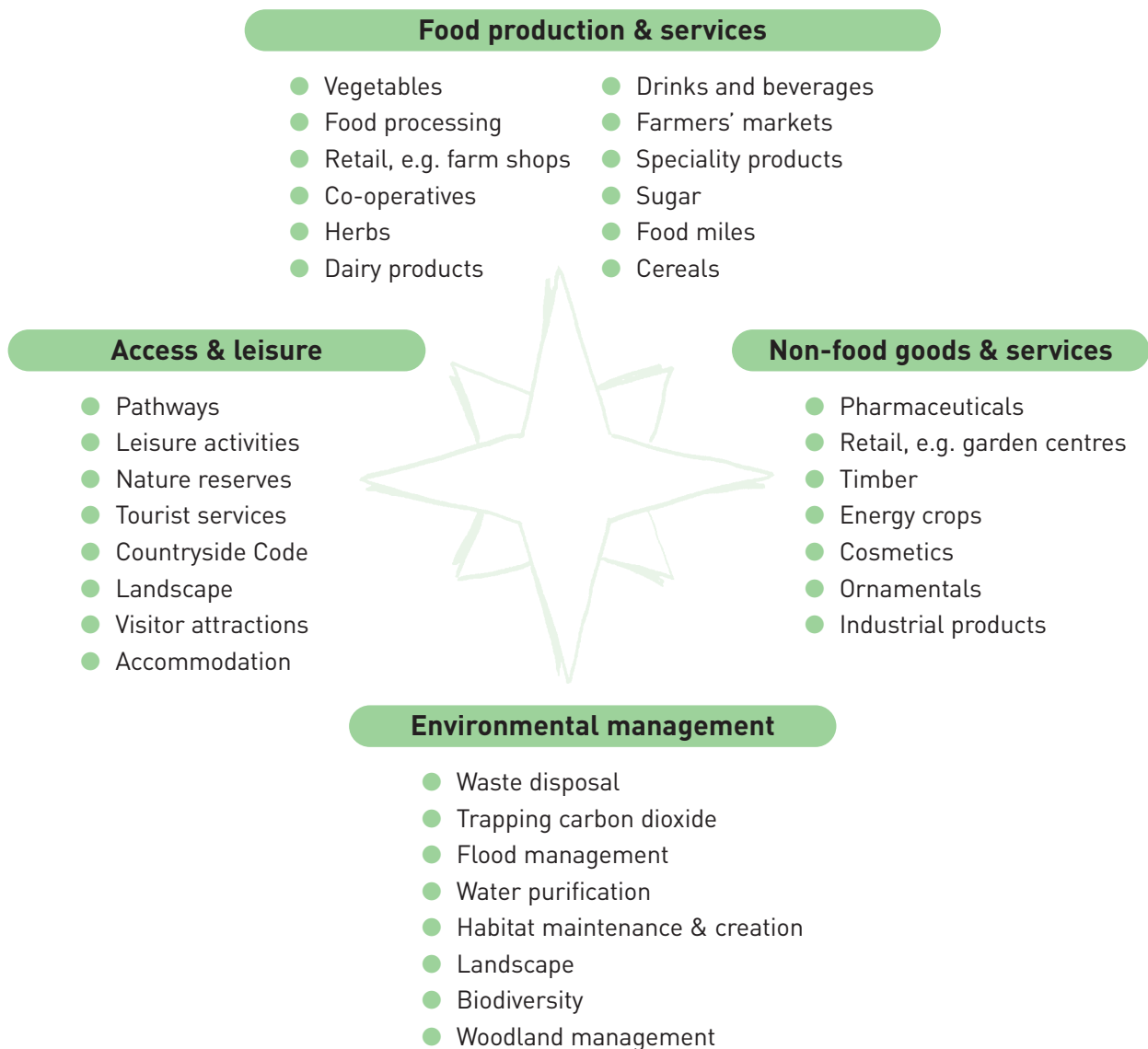
- Increases visitor numbers.
- Fulfils charitable objectives.
- Provides an opportunity for publicity, which raises your profile and increases awareness of farming and the countryside.
- Provides an opportunity for social integration, introducing those from non-farming or city backgrounds to good farming practice and aspects of country life in the 21st Century.

In short, you have the opportunity to create an event that will benefit you, the exhibitors and visitors; it will be enjoyable, educational and enduring, and will encourage social interaction.



## Countryside topics and issues to enrich the curriculum

There are many aspects of the work that takes place in the countryside that can be used as the starting point for educational activities at shows or events. The diagram below provides some examples.





## STEP 2

# Pre-event considerations

Once your objectives have been set, you can begin to plan the finer details of the event. There is a lot to think about, both in terms of the advantages and limitations of the venue and the format of the event itself. The following checklists will ensure that nothing is missed.

## Logistics

### 1. Initial considerations

#### Nature of the event

Once you have established that your event is a viable proposition and you feel able to organise and run it, it is very important to plan well ahead – you cannot start too soon! It is common practice to work from one event to another, often year on year. Decide the content of your event at the earliest stage as this will make a difference when you are inviting people to come and take part.

- Is it to be a 'hands-on' event?
- Do you want displays?
- Which exhibitors are required? Remember, a lot of exhibitors are booked for events from one year to the next, as are first aid agencies.
- Are you in a position to pay for exhibitors?
- Are you targeting primary or secondary schools?





## Experience

Events that are successful have often started from small beginnings; they have grown with the experience learned from running them, and by word of mouth and recommendation. It is important that everyone benefits from the event and above all that they (and you) enjoy it.

- Only cater for a number that you are certain you can manage safely and comfortably. If you have little or no prior experience of events management and co-ordination don't overstretch yourself.
- Visit other events and speak to the organisers to see if this is definitely for you. FACE and CFE can also offer advice if you have any particular questions or areas of concern. (See the Sponsors section for contact details.)
- It is often advisable to talk to friends and colleagues about your ideas, as some of them might have experience of similar things, or know people who could advise you in the run-up to the event. They may even be able to help you on the day!
- Bear in mind that recruiting both exhibitors and schools to a new event can be a slow process.





## 2. Timing

### Frequency

- Is this going to be a 'one-off' event, or is it intended to make it an annual event or to run it a number of times per year? This decision should be based on the facilities, experience, finance, contacts and support that you are sure will be available.

### Date/time of event

The date and timing is critical – get it wrong and schools will be unable to attend or exhibitors will not be available.

- What other events are scheduled for your area? It would be wise to avoid any clashes.
- Think about a typical year at your venue; are there any particular times that it would be best to avoid?
- As your event is for schools, it must take place during term time and on a week day.
- Bear in mind that schools plan well in advance, usually in the July for the forthcoming academic year (September to July).
- Your Local Authority (LA) Primary/Secondary Schools Adviser is a good person to consult regarding suitable dates, as are local Head Teachers. (See [www.direct.gov.uk](http://www.direct.gov.uk) or use [www.name of local authority.gov.uk](http://www.name of local authority.gov.uk) e.g. [www.warwickshire.gov.uk](http://www.warwickshire.gov.uk))
- Bear in mind that if you are dealing with more than one LA holiday dates vary, so check before deciding the date of your event.
- Schools often like an event to be timed after pupils' tests and exams, and before half term. The summer term is always a busy time for schools with sports days and visits; your event will have to appeal to take priority over other visits.



## Timetable

A successful event is one where the host plans for every eventuality and gives attention to the smallest detail. Do not leave anything to chance or until the last minute – this will only increase your stress!

- It is very helpful to set out a timetable of tasks that need to be undertaken, and to set a deadline for completion of each task.
- You may find it helpful to enter the exhibitors' and schools' details and requirements into a spreadsheet to keep track of a potentially large volume of information.
- An enquiry form is included in Appendix 1; you could use this to record details of any visitor enquiries on the day.
- A good tip is to give schools and exhibitors plenty of time to respond to information/reply slips and to set a cut-off date so they have a deadline too.
- Once you have received a booking you will need to send out an agreement letter, together with a signed contract for the school to sign and return. Include details of any charges that will apply should the school cancel their booking after a particular date. You can also send an invoice at this stage, if applicable.
- When you have received the signed contract and payment send the school a final letter of confirmation (see Appendix 2 for a sample letter). If you are holding a pre-visit briefing session (see Educational support section on page 14) you could also remind the school about this.
- You could also include a sheet asking the school for details such as the number of coaches, mobile numbers and a photo consent form (see Appendix 3 and the Use of photography section on page 20). Ask them to fax back the Booking confirmation sheet before the briefing session with any blanks filled in.





## 3. Financial considerations

### Cost of event

- How are you going to finance your event? This is a fundamental consideration and will have a major bearing on the scale of the event you run.
- You must know your budget and work within it.
- You could consider seeking sponsorship from local businesses or explore the possibilities of private finance.
- Consider seeking funding from Charitable Trusts, Agricultural Societies, supermarkets, etc.
- Have you checked with your insurance company to ensure that you are fully covered to host your event, particularly if children are involved? (See Health & Safety section on page 18.)
- If you don't have the necessary level of cover, how much will this additional insurance cost?
- How much will it cost to promote your event? (See Advance publicity and marketing section on page 13.)

### Cost to schools

Transport will be a major cost for schools visiting the event. Coaches are very expensive to hire, even for the shortest trip.

- Is finance available for the full or partial cost of transporting the children by coach?
- Is sponsorship an option?
- Will there be a charge for schools to attend the event?
- Will there be a charge if they cancel their booking at the last minute?

### Exhibitors

- If you have to pay for exhibitors to attend, what will this cost?
- Try to achieve a balance between those that are paid and those that attend for free.
- Are you going to charge exhibitors for floor space, hire of any tentage or equipment, use of electricity, etc?



## 4. Supporting learning

Pupils will gain an educational benefit from almost any new experience, however to make sure they fully understand the story you and your exhibitors have to tell, try to engage their curiosity and imagination. Vivid imagery, posters or photographs can be effective, as can 'hands-on' exhibits which pupils can study safely. Games, quizzes and challenges will help children think about subjects in different ways and the chance to talk to people with first-hand experience will allow pupils to pose their own questions. Activities can be simple but they should have a clear focus.

Encourage your exhibitors to build bridges between what happens in school and what happens in the countryside. It might help to think about:

- how best to tell the story of what they do – how, where, with what, etc.
- the language/concepts/ideas/images they can use in telling the story
- how certain aspects of their activity might link to particular subjects (science, geography, history, design and technology, citizenship, etc.)
- the knowledge, skills and values they apply in their work.

Enjoyment and learning often go hand in hand. Help pupils get as much as possible out of the day and they will leave with a better understanding of the countryside and a positive view of the opportunities it offers.

### Individual skills training

It is essential that the staff running the activity are happy and confident working with groups of children. It is well worth spending time on staff training before the event. Points to consider include:

- managing sensitive/difficult questions
- putting across messages using appropriate language
- explaining things without using jargon
- not swearing or using inappropriate terms
- providing an appropriate level of information for the age group you are working with
- adapting to the different abilities of the group
- ensuring that what you are talking about is what the young people want to find out about.





## 5. Organisational support

### Support

You can't do this alone – you will need help both with the organisation and running of the event.

- Do you have contacts that could assist you in setting up the event? CFE or FACE can put you in touch with organisations who will be able to help (see the Sponsors section for contact details).
- How many people will you need to help you, and what will their individual roles and responsibilities be?
- Do you have employees or friends and family that could help on the day?
- Remember that it is important that everyone who exhibits or helps at the event is carefully selected. It is helpful if the people are known to you or recommended by someone whose judgement you can trust.
- It is even more beneficial if the people who help you have either a good knowledge of the theme of the event or have some prior experience with helping at events of your type.
- As you are dealing with children, it will also help if they have Criminal Records Bureau (CRB) clearance. (See Child protection section on page 20.)
- It would be helpful to provide a list of local hotels and B&Bs for staff/helpers and exhibitors not from the local area.



## 6. Advance publicity and marketing

An event is a great opportunity to gain some publicity. You should consider early in the planning process whom you are going to target and how you are going to advertise/market your event.

### Target audience

- Are you targeting primary or secondary schools? It is crucial to design your promotional materials with your target audience in mind.
- Which schools are to be invited?
- Make your event appeal to teachers by demonstrating relevant links with the National Curriculum. See Appendix 4, [www.curriculumonline.gov.uk](http://www.curriculumonline.gov.uk) and the FACE website catalogue of resources at [www.face-online.org.uk](http://www.face-online.org.uk) for information and ideas.
- You could advertise in local media, and/or local/regional press.
- Education Business Partnerships can also be a great way to spread the word about your event. (See [www.nebpn.org](http://www.nebpn.org))

### Budget

- Set a budget for promotional activity and stick to it.
- Consider the cost of preparing and printing materials such as invitations and booking forms for schools and exhibitors.
- Are any of the exhibitors willing to take part in this and contribute towards the cost?

### Contacting schools

- Schools may be contacted through the relevant LA. Most have websites on which they would promote your event.
- Are they to be approached individually or is the event to be advertised so that schools respond themselves?
- Details of the event should be sent to an LA Adviser who will sanction it accordingly.
- Send your information well ahead of the event. (See Timing section on page 8.)
- When contacting schools by letter or e-mail, always write to a named person or refer to a specific job title, e.g. Head Teacher, Science Co-ordinator, Head of Year. Open letters rarely reach the right teacher. See Appendix 2 for a sample letter.



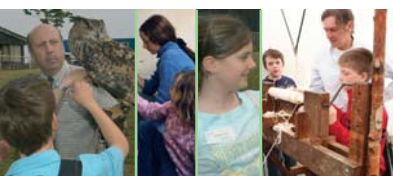


## 7. Educational support

### Pre-visit briefing – schools

It is vital to hold a pre-visit briefing for teachers.

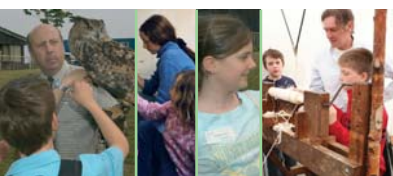
- Have you made provision for this in your timetable? It may be a half-day training session or a twilight meeting after school.
- A teacher representative should be present from each school due to attend the event.
- Are you clear on the teachers' reasons for visiting the event and what they hope the children will get out of the experience?
- The session should be scheduled to give teachers time to prepare the pupils for their visit.
- Curriculum links should be emphasised and educational resources relevant to the event can be given out. See Appendix 4, [www.curriculumonline.gov.uk](http://www.curriculumonline.gov.uk) and the FACE website catalogue of resources at [www.face-online.org.uk](http://www.face-online.org.uk) for information and ideas.
- You could prepare a handbook for teachers (see Appendix 5). You could also include Health & Safety and risk assessment information. One copy per school should suffice. They can then use this when carrying out their own risk assessment. For more information about Health & Safety see page 18. For sample risk assessments see Appendix 6.
- You could also distribute your school evaluation sheets at this session (see the Evaluation section on page 25 and Appendix 7). Provide one copy for each class.
- Will you provide refreshments?





A typical training session may cover:

- Timing of event
- Arrival/departure
- Responsibilities of teachers/assistants/parent helpers
- Health & Safety, including use of photographs
- Emergency procedures
- Contact telephone numbers
- Exhibitors (you could ask them to attend)
- Timed sessions
- Booked activities
- Demonstrations
- Plan of site
- Event booklet for each teacher
- Tour of site – this is important as it will allow teachers to carry out their risk assessment.





# The venue

## 1. Practical assessment of venue

To some extent, the type of event you are able to plan will be based on the facilities that are available. There are many things to think about, but special consideration should be given to the following:

### Access

- Do you have sufficient parking facilities?
- Can you accommodate coaches?
- Are roads/tracks suitable for motor vehicles after heavy rain?
- Are roads/tracks wide enough for vehicles to enter and exit at the same time?
- Is the parking of coaches/cars in an area that is away from visitors?
- Are you stopping all movement of vehicles on site whilst the event is in progress?
- Can emergency vehicles gain immediate access/exit without any delay?

### Facilities

- Can you offer a safe environment for school children/visitors?
- How many adults/children can be accommodated?
- Could you still run the event if the weather is inclement?
- Do you need to hire tentage/marquees?
- Do you have sufficient tables and chairs?
- Have you got a room/undercover facility where bags can be left safely and where packed lunches could be eaten if required?
- Are hand-washing/toilet facilities available/suitable? (See Hygiene section on page 21.) Are they adequate for the number of people attending the event or will they have to be hired?
- Is there drinking water on site? Is it available at more than one site?
- Do you require temporary fencing?
- Is there access to water and electricity for exhibitors on site?
- Do you have sufficient electricity points if a number of exhibitors require it?
- Some exhibitors send boxes/equipment in advance of the event. Do you have a safe storage place for this?





- If some exhibitors wish to set up the day before the event, will their property be secure on site?
- Where will exhibitors and visitors put their rubbish and how will you dispose of it?
- Do you need to provide catering for the exhibitors?
- Are there resources on site for educational activities such as hedgerows and historic buildings?

### Environmental management

Environmental management seeks to identify and minimise the potential impact of an activity on the environment before, during and after the event. You should take steps to ensure that your event has a minimal impact on the environment.

- Education for Sustainable Development (ESD) features in many aspects of the curriculum. It would be helpful for the children to see first-hand how events (and farming and countryside activities in general) manage the impacts of their social and economic activities on the environment, and to be able to explore some of the issues that arise.
- Topics include ecology, biodiversity and nature conservation; energy sources and efficiency; materials and sources (fairtrade, etc.); waste disposal and recycling; and carbon/ecological footprints.
- For more information visit the Institute of Environmental Management and Assessment at [www.iema.net](http://www.iema.net)

### Animals

- If animals are attending from different sources (or from only one source but animals are present on the land) you will need to apply for a DEFRA animal gathering licence from the local State Veterinary Service office. First you should apply for a County Parish Holding (CPH) Number from your local Rural Payments Agency, as this number is required on the DEFRA forms. (See [www.defra.gov.uk/corporate/regulat/forms/Ahealth/index.htm](http://www.defra.gov.uk/corporate/regulat/forms/Ahealth/index.htm) and [www.rpa.gov.uk](http://www.rpa.gov.uk))
- If there are animals on the land they must be excluded from any picnic or camping areas 28 days prior to the event.
- If animals are to be on site, do you have safe stalls/pens for all of them? Equally, are the pens safe for the children to touch?
- Can you cater for the welfare of animals around the entire site by providing adequate food, water and shelter?



## 2. Health & Safety

All parties involved in the event need to pay close attention to Health & Safety issues as part of planning an enjoyable and educational day. As the host it is your responsibility overall – if anything goes wrong, you could be liable so it must be taken very seriously. Health & Safety information should be sent to:

- Each participating school
- Exhibitors
- Stewards/helpers
- Anyone else involved with the event.

### Insurance

- You will need public liability insurance to cover you and the people helping you on the day. Have you checked with your insurance company to ensure that you are fully covered to host your event, particularly as children are involved?
- You should write to your insurer giving precise details of the nature of the event.
- It is vital to have written evidence back from them stating that your insurance adequately covers the event.
- Also check the insurance cover of each of your exhibitors.

### Risk assessment and management

- Carry out a full risk assessment of the site to be used for the event. Although this may sound daunting, remember that risk assessment is something you do every day (such as wearing a hat in the summer or deciding where to cross the road); the only difference is that you don't write it down. A risk assessment is simply an opportunity to identify the main hazards of the event and to see how this can be managed to avoid an accident, or to make it less likely that an accident will happen. By writing it down you are able to share the information with others, and if something does go wrong you can prove that sensible precautions were taken.
- There are many ways to write a risk assessment, and you will need to find a style that suits your needs. If you haven't written one before the HSE website has useful guidance and advice ([www.hse.gov.uk](http://www.hse.gov.uk)). Also see Appendix 6 for sample risk assessments.
- Risk assessment and management should be an ongoing process throughout the day so you will need to have a firm strategy in place.





- Try to restrict yourself to listing the risks that you may realistically encounter and that need assessing to make the event safe – this way you can focus your thoughts and make the risk assessment easy for others to read and implement.
- Send your risk assessment policy to every exhibitor so that they are aware of the risks – ask them to sign and return it so you know they have read it.
- Make sure that these are checked off as you receive them and follow up on any who have not replied.
- Ask each exhibitor to provide a copy of the risk assessment for their activity.

### **Emergency policy**

Have you planned an emergency policy so that everyone is aware of how to deal with any emergencies on the day? This should include the following:

1. Evacuation of site
  2. Containment/lockdown of area
  3. Individual accidents.
- You will need to have procedures for recording and notifying accidents. A sample emergency form is given in Appendix 8.
  - Make sure that all people involved in the event (including exhibitors and visitors) are aware of the emergency procedures.
  - You are advised to notify the Police and Fire Service of your event.
  - If you are organising a larger event, will a paramedic be on site?
  - Is your first aid provision adequate for the number of people expected on site?
  - Do you need to employ first aiders to cover the event? Speak to the Red Cross ([www.redcross.org.uk](http://www.redcross.org.uk)) or St. John Ambulance ([www.sja.org.uk](http://www.sja.org.uk)) for advice.
  - Is there a room that first aiders could use?
  - Ask schools if any of the children attending the event have any known allergies, and ensure that exhibitors are aware of this.
  - Have you got a mobile phone number that everyone knows, particularly in case of emergency?
  - Do you have fire extinguishers? If not, should they be hired?
  - Do you need on-site security?



## Child protection

No person, whether helper or exhibitor, should ever be in a position where they are on their own with a child/children at any time. It is important that visiting groups have a high enough ratio of adult supervisors to pupils on any visit.

- Some LAs set their own levels of supervision for off-site visits to which their schools must adhere. Schools will make decisions taking into account factors such as the age of the group and nature of the activities.
- A minimum of one teacher must be in charge while the rest can be parents/volunteers who have been carefully selected and never left in sole charge of pupils without a Criminal Records Bureau (CRB) check.
- The CRB helps organisations make safer recruitment decisions. By providing wider access to criminal record information, it helps employers in the public, private and voluntary sectors identify candidates who may be unsuitable for certain work, especially that involving contact with children. The CRB provides a Disclosure Service offering access to records held by the police, together with those held by the Department of Health (DH) and the Department for Education and Skills (DfES).
- Most Local Authorities (LAs) will require you, as the main organiser, to apply for an enhanced disclosure and we would recommend that you do so. This needs to be considered well in advance. Guidance notes can be obtained from the CRB. There is a charge to cover the cost of processing a disclosure application form. You need to have your disclosure application countersigned and you may know of a local organisation that will do this for you. For more information on disclosure see [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

## Use of photography

While you are at the event, you, the press, exhibitors or teachers may want to take photographs of the children.

- If you are planning to use photographs taken at the event you must notify schools that photographs will be used for publicity and/or advertising purposes and obtain written permission for this. Keep a record of those schools that have given consent.
- It is the school's responsibility to ensure children have permission from parents/carers to be photographed.
- It is your responsibility to check that a photographer has permission to photograph specific children.





### Disability Discrimination Act

Due to the nature and location of countryside events, there may not be ideal access arrangements for those with disabilities. It is vital to give this due consideration as part of your planning.

- You should discuss this in your early contact with schools as you may be able to make alterations.
- You should inform them of arrangements you have made to cater for groups with special needs.
- You will need to provide toilets with access for the disabled. (See [www.direct.gov.uk/disability](http://www.direct.gov.uk/disability))

### Hygiene

The risk of infection is very small, but disease caused by an infection could be serious. By following simple guidelines, similar to everyday basic hygiene recommendations, the risk can be easily minimised.

- Are your hand-washing facilities suitable/adequate, particularly if animals are on site?
- Sanitizers can be used for temporary hand cleaning but warm running water and soap is a prerequisite by the Health & Safety Executive to kill off E Coli. Can you provide these washing facilities?
- The Health & Safety Executive has produced guidelines, HSE sheet AIS23 – Avoiding ill health at open farms – Advice to farmers. The supplement to AIS23 advises teachers and others who organise farm visits on controlling the risk of infection from animals which the children may have contact with during their visit. See [www.hsebooks.co.uk](http://www.hsebooks.co.uk)



# STEP 3

## The event

### 1. Organisation

Once you have established how you want your event to be set up, you will need to consider a number of issues which will be vital for the day to run smoothly.

#### Communication

- Are you appointing stewards/helpers? (See Child protection section on page 20.)
- Are you having parking attendants?
- Do you require guides for school groups?
- If so, how will you communicate with them across the event?
- Do you need to hire radio hand sets?
- Do you need a PA system/commentary box?
- Do you have enough people to help with the event so that each area is covered and visitors can get help/advice quickly and easily? Likewise, so that your helpers can see problems and report back to you?
- How are visitors to recognise stewards/helpers? Will they wear uniforms or badges?

#### Maps/signage

- Have you prepared a map of the area and directions?
- Will there be road signage to direct coaches/cars?
- Will there be signs to direct visitors around the site?
- Do you have a site layout plan?
- Are you preparing a booklet for visitors to identify where exhibitors are and what they are doing?





### Registration point

Schools will inevitably arrive/leave at different times. At larger events, hundreds of children, teachers and assistants can arrive at the same time – are you prepared for this? This can cause major congestion if it is not managed correctly.

- Will you have a registration point?
- If so, how many people will be manning this area?

What should be available at the registration point?

- A list of all schools with numbers of children attending the event
- Details of teachers and assistants with a mobile number to call in case of emergency
- List of emergency procedures – copies should have already been given to teachers/group leaders
- The time of arrival/departure of each school
- List of exhibitors and the position of their exhibition stand on site
- Mobile phone numbers of all exhibitors in case of emergency
- Map of event
- Booked activities timetable
- Time of demonstrations.





## 2. Structure of the day

### Timetable

- It is advisable to construct a timetable for the day so that everyone knows what they should be doing and when they should be doing it. This saves confusion and ensures that the day runs to time, particularly if schools have coaches booked, as they will not wait if you are running an hour late.
- Has every person at the venue been briefed about the event, even if they are not directly involved?
- Are they clear about their roles and responsibilities?

### Exhibitors

- The exhibitors should be given a time by which they should be set up and have parked up their vehicles, well before the expected time of arrival of the first school/visitors.
- Make sure that you look after the exhibitors on the day; that they are happy and have everything they need to run their activities successfully.
- Exhibitors should not pack up their stand until the last school/visitor has left the event.

### Management of groups

Children benefit from being in smaller groups and it makes it easier for exhibitors, particularly for timed activities.

- Are children being divided into smaller groups?
- Are you arranging guided tours?
- Will there be booked activities? Bear in mind that it can be difficult to get school groups to stick to booked times for individual activities; one coach being delayed can put the whole programme out. Drop-in activities usually work much better and require less administration.
- Are there trails around the site for people to follow?
- Have you got contingency plans for schools that have booked activities but arrive late?
- Have you planned the day so that your visitors can comfortably see/do everything that they want to, and move round the site with relative ease? Careful planning will avoid situations where some exhibitors have no visitors and others are inundated and unable to cope with the numbers.
- Are your site maps and signage adequate? Are they clear and easy to follow?



## STEP 4

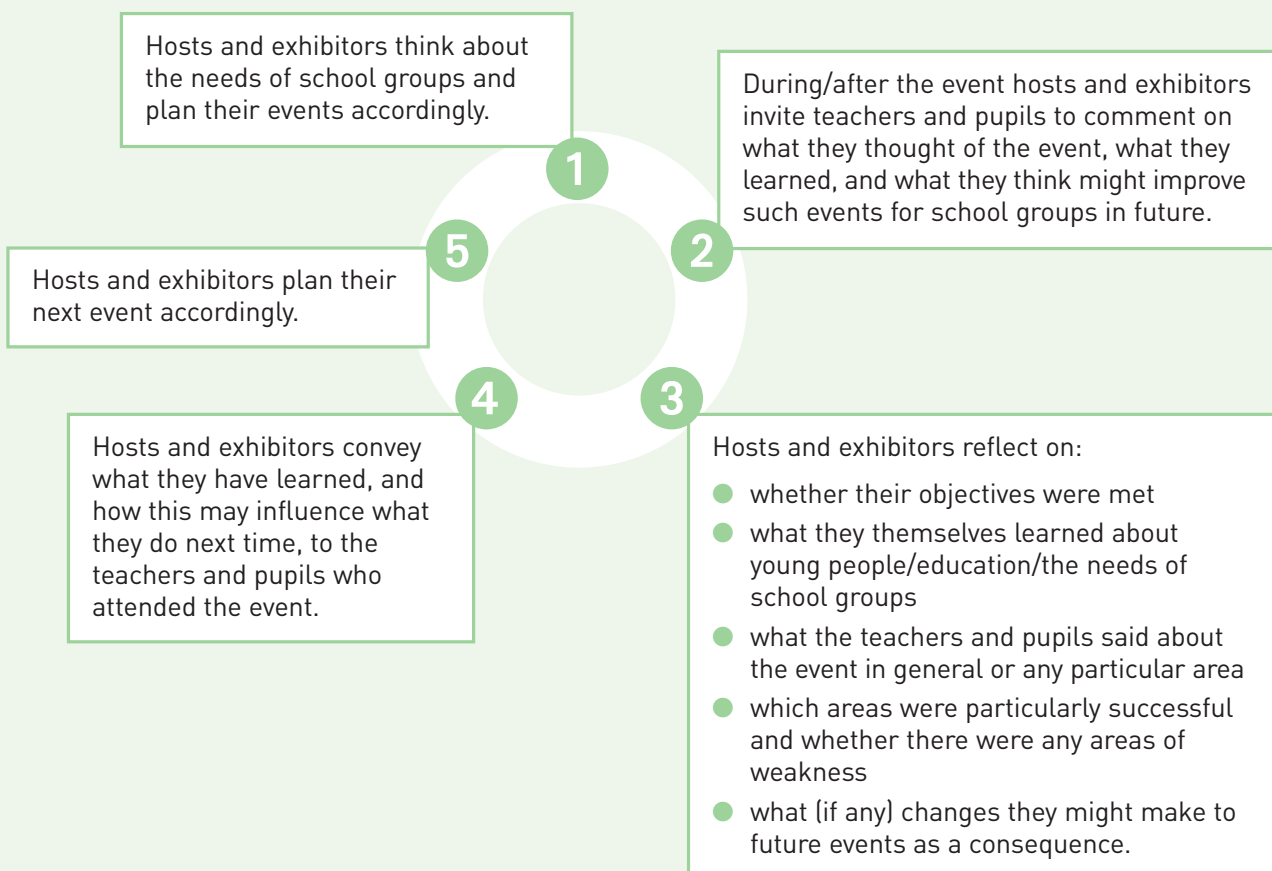
# Evaluation

It is essential to carry out a thorough evaluation of the event, which will in turn help you to plan future strategies and activities. CFE or FACE can put you in touch with organisations who will be able to help (see the Sponsors section for contact details).

To make this assessment you will need the help of:

- Teachers
- Pupils
- Exhibitors
- Stewards or other helpers
- Staff
- Relatives/friends.

A thorough evaluation is a cyclical rather than a one-way process; just as feedback from teachers and pupils is useful for exhibitors and hosts, then feedback from exhibitors and hosts may be useful to pupils and teachers. A typical cycle may run as follows:





## Questionnaire

One of the easiest methods of evaluation is to construct a simple evaluation questionnaire which can be given to all relevant parties. See Appendix 7 for a sample evaluation form.

- Please be aware that teachers in particular are short of time, so prepare something that is quick to complete.
- Rather than asking for long explanations, pose short concise questions.
- To help you measure the success of the event, ask people to give their response based on a number between 1 and 5, where 1 is poor and 5 is excellent.

Once you receive the evaluation sheets back, if they are to be of value it is important that you study and analyse them carefully.

- Inevitably you will not agree with all the observations but are they constructive?
- If so, take heed. There is always room for improvement no matter how successful an event is.

Remember to thank the exhibitors and all those who helped with the event, and to feed back the findings of your evaluation. Finally, give yourself a pat on the back. After all your hard work, it is very rewarding to receive thanks, particularly from children who will send you beautifully illustrated thank you letters. You know all the hard work, worry and stress has been worthwhile and you can begin planning your next event with confidence!



# Appendix 1

## Enquiry Form

Name	Address (postal and email)	Enquiry



## Appendix 2

«Title» «First Name» «Surname»

«School»

«Address 1»

«Address 2»

«Address 3»

«Postcode»

«Date: day month year»

Dear «Title» «First Name» «Surname»,

«Name of event» visit

Please find enclosed the letter of authority that will admit you to the showground. You will need to show the letter to the attendant at the gate. Please make sure you have it with you on the day, or you may be charged for entry to the show.

Once you have entered the showground, a member of staff must sign in at «**details of registration point**», as highlighted on the map.

We have enclosed a map but full colour maps can be collected on the day.

We use photographs of school parties for publicity purposes. It is the school's responsibility to ensure parental permission is obtained for this and if children are to be excluded from photograph sessions, the teacher must make this known when registering the children at the start of the day.

Having registered on the day of your visit, you will be free to explore the show using the education maps available from the «**details**» stand.

Should you need further assistance, please contact «**details**».

Yours sincerely,

«signature»

«Name»

«Organisation»



## Appendix 3

### Booking confirmation

Thank you for booking to attend our event. Please check that the following details are correct and complete any missing information.

**Please fax back to <<fax number>> by <<date>>. Thank you.**

Name of school:	
Date of visit:	
Time of arrival:	
Time of departure:	
Number of coaches:	
Number of children:	
Age range of children:	
Any special needs:	
Number of adults:	
Contact name:	
Contact mobile phone number(s):	
Photo consent status:	Confirmed/Outstanding/Denied
Outline programme:	(host to include details of pre-visit briefing)
Head teacher authorisation:	(Signature)

We look forward to your visit. Please contact me if you have any further questions.

Yours sincerely,



## Appendix 4

# CURRICULUM LINKS TO THE COUNTRYSIDE

There are many ways in which farming and growing can enrich the curriculum. Some examples have been provided by the Department for Education and Skills initiative called **Growing Schools**.

## Learning opportunities

### Art & Design

- Record from experience
- Collect visual and other information
- Design and make images and artefacts
- Investigate art, craft and design in the locality

### ICT

- Find, classify and check information
- Think about content and quality when communicating information
- Investigate and compare uses of ICT

### PE

- Follow trails in unfamiliar environments
- Physical activity is good for health and well-being

### PSHE & Citizenship

- Talk about and explain opinions, views and issues
- The range of jobs carried out
- Recognise the role of voluntary, community and pressure groups
- What makes a healthy lifestyle

### Food Technology

- Procedures for food safety and hygiene
- Design and make assignments using food
- Explore the sensory qualities of materials

### Geography

- Observe and record
- Use fieldwork skills
- Recognise changes in the environment
- Collect and record evidence
- Recognise physical and human processes

### History

- How to find out about the past
- Ask and answer questions about the past
- Investigate how an aspect in the local area has changed

### Drama & English

- Create, adapt and sustain different roles
- Use character, action and narrative
- Use dramatic techniques
- Ask questions to clarify understanding
- Take different views into account
- Qualify or justify what you think
- Review and comment

### Music

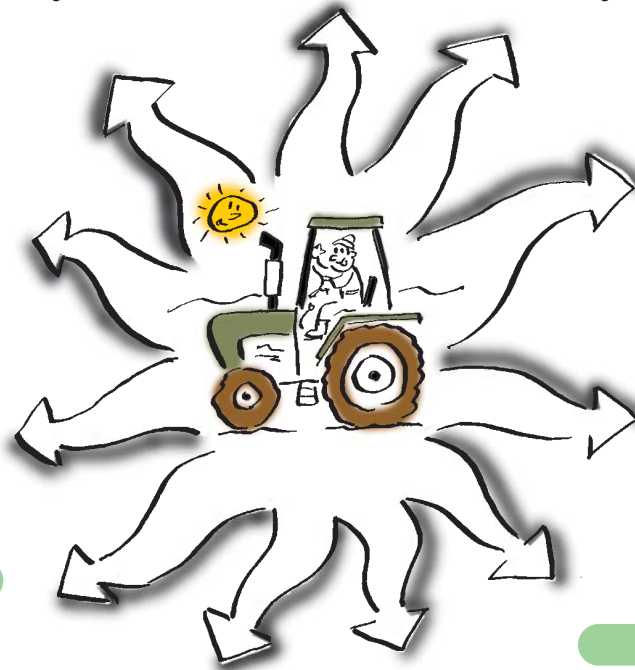
- Improvise material
- Explore and organise musical ideas
- How time and place can influence the way music is created

### Mathematics

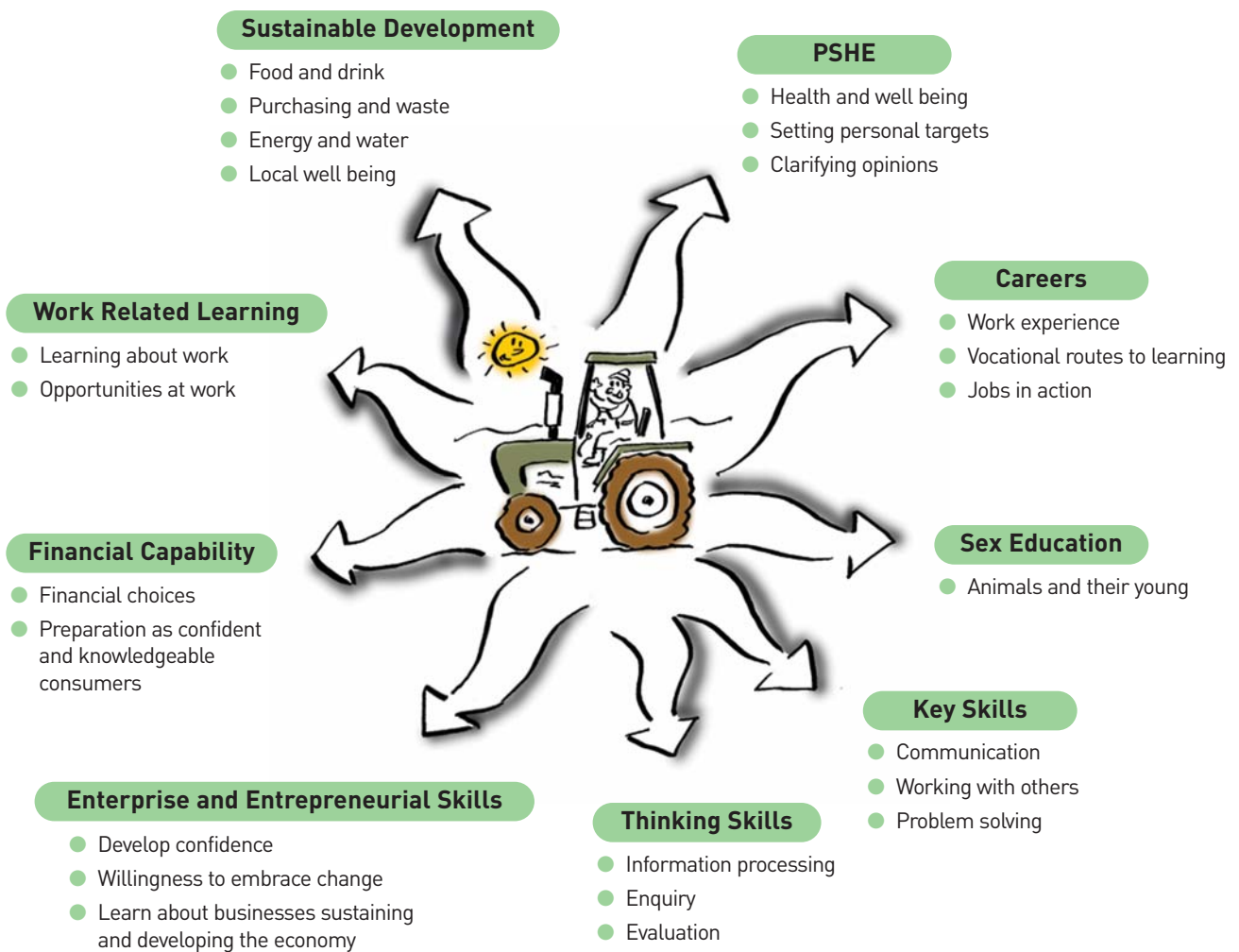
- Select and use handling data skills
- Select and use appropriate calculation skills
- Interpret tables, lists and charts
- Draw conclusions from statistics and graphs
- Apply measuring skills

### Science

- Life processes common to plants
- Life processes in familiar animals and plants
- Protection of living things and the environment
- Identify locally occurring animals and plants
- Use food chains
- Make systematic observations and measurements



## Other aspects of the school curriculum





## Appendix 5

# About the event

Welcome  
to

« **Name of event** »



## Venue information

### Contact details

Location: [Enter your details.](#)

Location address: [Enter your details.](#)

Contact person: [Enter your details.](#)

Contact address: [Only to be included if different from venue address.](#)

Postcode: [Enter your details.](#)

Tel no: [Enter your details.](#)

Mobile no: [Enter your details.](#)

Fax: [Enter your details.](#)

Email: [Enter your details.](#)

Grid reference: [Enter your details.](#)

## Booking a visit

In the first instance, please telephone the event organiser. Visits are free but you will need to organise and pay for transport.

[Amend if necessary.](#)

## Cancellation arrangements

If you are unable to carry out your visit, please let us know as soon as possible so that we can make alternative arrangements. Cancellation after [enter date](#) will incur a charge of £ [enter fee](#).

## How to get here

[Enter your details and provide a location map if possible.](#)

## On arrival

[Insert setting down and parking details, OR Coaches can set down, insert where etc.](#)

[Insert where group meets at start of visit.](#)



## What you can do at the event

### A typical visit includes:

include details...

### Activities we can provide at the event:

include details of activities you arrange such as observing milking, woodland trail and times of day when available.

### Areas available for your own investigations:

include details of any areas which groups could use for their own activities such as pond for pond dipping, woodland for tree studies, landscape for sketching.



## Facilities

**A covered area suitable as a meeting point, for packed lunches or for wet weather activities:**

insert where, etc...

**Picnic area:**

insert location.

**Toilets:**

insert location.

**Hand-washing facilities:**

insert location.

**Access for those with disabilities:**

insert details of, e.g., which parts of the farm are wheelchair-friendly.

**Meeting point if children get lost:**

insert where.

**Place to go if there is an emergency:**

insert where.

Delete facilities that are not available.

**Insert a map of the event** – a clear sketch map is sufficient.



## Appendix 6

### Risk assessment matrix

PROBABILITY/RISK Maximum possible loss	Very unlikely	Unlikely	Even chance	Probable	Very likely	Certain
No loss	1	2	3	4	5	6
First aid required/ short rest/recovery	2	4	5	6	7	8
Fracture of a major bone or mild temporary illness	3	5	6	7	8	9
Loss of limb, eye or permanent illness	4	6	7	8	9	10
Fatality	5	7	8	9	10	11

**Level of risk = Maximum possible loss x Probability (risk)**    Low = 1–4    Medium = 5    High = 6–11

### Sample risk assessment

Assessed by: <<insert name>>    Date: <<insert date>>

Hazard	Risk of	Risk to	Control measure	Severity x Likelihood = Risk Level
Large, unfamiliar crowded site	Becoming lost	Child	Supervision at all times. Ratio of adults to pupils no less than minimum standards set by Local Authority. Site maps distributed to schools. Lost child team in operation. Procedure provided to schools prior to visit. Registration point known to schools.	2 x 3 = Med

**continued on next page...**



Hazard	Risk of	Risk to	Control measure	Severity x Likelihood = Risk Level
Vehicle movement	Being run over	Child Adult	Vehicle movements restricted to emergency and essential support vehicles during event hours.	4 x 1 = Low
Livestock	Infectious disease	Child Adult	Hand-washing facilities available in livestock areas. Instruction to wash hands after touching animals/ pens etc. and before eating. Supervision essential.	3 x 2 = Med
River adjacent to site	Drowning	Child Adult	Supervision.	5 x 2 = Med
Fire	Burns Asphyxiation	Child Adult	Marquee fabrics meet current fire retardancy regulations. Fire points located throughout site.	3 x 1 = Low
Machinery exhibits	Entanglement Crushing Lacerations	Child Adult	Supervision. Barriers installed for working machinery. Appropriate guarding to dangerous parts. Explanation of dangers provided by supervising adults.	3 x 1 = Low
Sun exposure	Skin cancer Exhaustion Dehydration Sun burn	Child Adult	Schools/parents responsible for ensuring adequate protection.	2 x 1 = Low
Welfare	Lack of toilets Rest facilities Refreshments	Child Adult	Throughout the site there are numerous toilet blocks, rest areas and refreshment outlets.	1 x 1 = Low
First aid	First aid facilities are provided throughout the site.			
Child protection	Staff involved with child supervision have undergone a satisfactory CRB check.			



## Sample risk assessment: Weather

Establishment: \_\_\_\_\_ Assessment date: \_\_\_\_\_

Activity: \_\_\_\_\_ Completed by: \_\_\_\_\_

Date reviewed: \_\_\_\_\_ Reviewed by: \_\_\_\_\_

No of pupils: \_\_\_\_\_ No of staff: \_\_\_\_\_ Person in charge of the activity: \_\_\_\_\_

Hazard List significant hazards which may result in serious harm or affect several people.	Who may be affected	Control measures List existing controls or note where the information may be found. (e.g. Information, instruction, training, systems or procedures)	Any further action List the risks which are not adequately controlled and proposed action where it is reasonably practicable to do more.
Hypothermia	Staff and Pupils	<ul style="list-style-type: none"> <li>● Preliminary briefing: bring warm clothing.</li> <li>● Waterproofs. Unless provided, aware that pupils' waterproofs are inadequate.</li> <li>● Plan activity to ensure that plan 'B' is always achievable.</li> </ul>	Children's tolerance to cold varies. Monitor carefully.
Hyperthermia	As above	<ul style="list-style-type: none"> <li>● Plentiful supplies of drinking water.</li> <li>● Care over duration of exposure to heat.</li> <li>● Cover from direct sun (see below).</li> </ul>	
Sunburn	As above	<ul style="list-style-type: none"> <li>● Prepare pupils. Long sleeves/ tracksuit bottoms.</li> <li>● Sun hats.</li> <li>● Medical form 'provide appropriate sun block'; ask for any history of allergy.</li> <li>● Take and use hypo-allergic sun block.</li> </ul>	
Extreme weather: rain and wind Drowning	As above	<ul style="list-style-type: none"> <li>● Take heed of extreme weather conditions and adjust plans accordingly.</li> </ul>	Keep a flexible approach to plans, always have plan 'B' in mind.

What is your review procedure? **Annual Review of There and Back Again**



## Appendix 7

### Evaluation form

Activity name:

<<enter name>>

Which Key Stage made the visit?

1 2 3 4

Would you recommend this activity to others? **Yes / No**

**Please tick as appropriate:**

**A** Did management and organisation meet your needs?

Entirely  Very well  
 Partly  Not at all

**B** Did the pupils enjoy the programme?

Entirely  Very well  
 Partly  Not at all

**C** Did the visit impact on pupil progress?

Entirely  Very well  
 Partly  Not at all

**D** Has the activity met your original aims and objectives?

Entirely  Very well  
 Partly  Not at all

**E** Please tick areas of pupil progress

#### Knowledge and understanding

- Increased knowledge
- Increased vocabulary
- Improved understanding
- Developing concepts

#### Developing skills

- Practical skills
- Questioning skills
- Observation skills
- Listening skills
- Deduction skills
- Recording skills
- Ability to make comparisons
- Ability to follow instructions
- Application of previous knowledge

#### Social aspects

- Increased interest
- Increased enthusiasm
- Increased confidence
- Increased concentration
- Increased interpersonal skills
- Other

Please use the reverse of this form for other comments. Thank you.





## Appendix 8

### School Group Visit

#### Information in Case of Emergency

Please complete this form before you arrive at the <<**event name**>>.

Hand the completed form to <<**details**>>.

Name of Organisation: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Number of Children in Group: \_\_\_\_\_

Day of Visit: \_\_\_\_\_

Member of staff to be contacted in case of emergency: \_\_\_\_\_

\_\_\_\_\_

Mobile phone number if available: \_\_\_\_\_

Expected time of departure: \_\_\_\_\_



## Appendix 9

### CASE STUDY 1: raising the profile

#### The Dairy Event

The Royal Association of British Dairy Farmers (RABDF) runs a highly successful event for all those involved in the dairy industry from farmers to distributors. One of their concerns is the poor image of the dairy industry amongst young people and the lack of awareness of the job opportunities available. As a result, an event was organised for careers advisers with assistance from FACE and the Education Business Partnerships. The advisers were able to listen to presentations made by a range of young people about the work they do, their qualifications and career route. Jobs ranged from herdsman, to engineer to vet. The RABDF benefited by giving a positive picture of the industry and the qualifications required to those who influence young people's decisions. It also helped both sides to better understand their issues.





## CASE STUDY 2: building links

### Growing the Future

Growing the Future was a conference on organic and local food in schools, held in September 2005 at the National Botanic Garden of Wales. In the morning, speakers from local authority procurement, farming, education and government talked about different aspects of feeding and educating young people. This was followed by a Slow Food lunch, based on a Carmarthenshire school dinner menu and using local ingredients, many of them organic. During the lunch, there was a Ready Steady Cook event involving local school children who had just harvested vegetables which they had grown themselves at the Garden, which was filmed by the BBC and ITV. In the afternoon there was a choice of four workshops which looked at procurement for school meals, education about food production, farm visits, school gardens and healthy eating. The day was rounded off with a short plenary session at which a speaker from the Soil Association presented their Food for Life programme. This sets out a whole-school approach to improving school meals with targets for organic, local and unprocessed ingredients, followed by a discussion about the way forward. The conference brought together 100 delegates, representing local authority procurement and catering staff, teachers, Healthy School Scheme co-ordinators, community groups, farmers and growers, and others. It was a valuable event, especially as it built links between very different groups of people who had a common interest in feeding and educating children.

## CASE STUDY 3: building links with schools

### LEAF school visits

Farms are great places for children to learn about the world and how it works. They can bring core curriculum requirements to life and get children moving, talking and thinking!

Hertfordshire LEAF (Linking Environment And Farming) farmer, Ian Pigott has established close links with his local schools and regularly hosts visits for groups of school children.



'Food and farming hits many areas of the school curriculum' explains Ian. 'We often have groups of children visiting the farm and the questions they ask are quite amazing. Their interest and enthusiasm about what is going on around them is quite infectious!

One of the key lessons I've learnt from working with schools is to try and build up a close relationship with individual teachers. I will always try and meet with teachers beforehand and listen to their requirements and expectations from a farm visit. If a school can't bring a group to me then I will go into the classroom and speak to them first. I often find that they will then follow a talk up with a visit.

We are setting up our own educational centre on the farm and want to do more with children. They are future consumers and need to know how their food is produced and how farmers look after the environment.'

LEAF produces a booklet – Farmers' Guide to Successful Walks and Talks. To order a copy Tel 02476 413911 or email [enquiries@leafuk.org](mailto:enquiries@leafuk.org)

## CASE STUDY 4: raising awareness

### Boughton Estate Open Days for Schools

The Estate Open Days at Boughton House have been running since 1977. These educational days are administered by The Living Landscape Trust, in association with Buccleuch Estates. The Open Days provide a one-off annual opportunity for schools to view some of the day-to-day operations that take place on a traditional, but modern-run country estate. The Trust encourages schools to use these Open Days as samplers, where they can view displays of the work done by the various estate departments and get an overall view of activities that go to make the landscape a living, working environment. Students may return for more in-depth studies throughout the year to incorporate school project work with the outdoor, practical learning experience at Boughton.



## CASE STUDY 5: the importance of thorough planning

### The business of farming

Each year, the Holt and District Farmers' Club holds a sixth form day on a farm to illustrate how it is run as a business. The organisers arrange for a trail around the farm with a series of stopping points. At each point a local farmer or person working in services ancillary to agriculture has been briefed to explain their contribution to the business. The students learn about the farmer's role and the challenges facing the industry that influence business decisions. Key to this very successful event is the detailed planning which includes all those helping on the day. As a result, everyone understands the purpose of the event, their target audience and how the trail will be organised and presented on the day. This is followed by a social event to thank all those involved.

## CASE STUDY 6

### Yorkshire Agricultural Society's Countryside Days for Primary Schools

The concept for Countryside Days for Primary Schools was established in 2001. The aim of the event has always been to promote a better understanding and appreciation of the countryside, agriculture, the environment, rural issues, where the food on our plate comes from and how it is produced.

Schools which were within easy travelling distance of the Great Yorkshire Showground were invited by telephone to attend the first event. Exhibitors were also contacted by telephone. Staff from the agricultural society supported the event, with help from committee members. At short notice, 650 children from 16 local schools attended the inaugural event.

Each year thereafter the event grew with more exhibitors and schools attending from a wider area. A careful evaluation was carried out after each event in order to improve and build upon the previous event which, after two years, was extended to two days in order to accommodate more schools. The number of children is now held at just over five thousand so





that their experiences are valuable and enjoyable. Although many more visitors could be accommodated on the showground, it is felt that their experience would be greatly diminished and exhibitors would not be able to deliver such a high quality service and interactive event if more children attended.

In 2006 5,300 children will attend the Countryside Days. Letters and booking forms were sent to schools across Yorkshire and Humberside in October 2005. Within two weeks the event was fully subscribed with 105 schools booked in, and 1,500 children on a waiting list. There will be over 70 activities to capture the interest and imagination of the pupils.

Teachers like the event because it is held in a safe environment and is well managed. It encourages social interaction and young people can form opinions and judgements based on unbiased information and facts. Teachers can use the Countryside Days to put curriculum subjects such as Science, Geography, Literacy and Numeracy into a cohesive package. The Countryside Days encourage a 'hands-on' learning experience where children enjoy an action packed day when education is combined with fun.

The event has achieved a high level of success through the continued financial support and commitment of the Yorkshire Agricultural Society; it has been built up steadily over a number of years, with careful planning, attention to detail and strategy, and embracing changes in both agriculture and the curriculum. The event has also benefited from the continued support of volunteers, voluntary groups and exhibitors.



## CASE STUDY 7: the pre-visit session

### Myerscough College

Myerscough College is a land based college and each year it hosts school activity visits to its dairy and sheep farms for local primary and secondary schools.

The College has found that one of the most important aspects of organising such events for schools is the pre-visit session. This is an ideal opportunity for teachers from participating schools to visit the College and discuss items with the College staff which will ensure everyone has a safe and enjoyable day.

The pre-visit must be held well in advance of the visit to ensure all the necessary risk assessments can be processed by the school in line with the local authority's guidelines. During the pre-visit, much of the time is spent discussing with the teachers the programme for the day and the types of activities which have been planned. It is important to ensure that the activities relate directly to the school's objectives for the visit. At this point, it is also worth talking about alternative activities in case the weather affects the programme.

Following the discussion around activities, College staff take the teachers for a tour of the farms so that they are familiar with the layout and know the location of facilities such as toilets, coach parking and first aid. During the tour, College staff emphasise the need for the pupils (and adults) to be appropriately dressed. They also establish with the teachers if any members of the school group have any additional needs.

The teachers appreciate the time the College staff spend with them during the pre-visit and it is felt by both parties that this time is invaluable in ensuring that everyone has a really good day out.



## CASE STUDY 8: planning and organising

### Boughton Estate Open Days for Schools

Schools arrive on the day between 9–10.30am and depart between 2–3pm, depending on the distance to travel. At the pre-event briefing teachers are encouraged to use the day as a resource and to visit any or all of the attractions according to their needs. A suggested routing map and handout is provided for all groups at registration, duplicating and, if necessary, updating information provided at the briefing meeting. A wide variety of activities is available on the day encompassing the work that goes on at the Estate – it is considered very important to restrict the exhibitors to those that are actually involved with this work and avoid any ‘fun fair’ aspect to the day. Represented are our administration, educational, farms, forestry, game, gardens and works departments, as well as groups such as the NFU and Countryside Alliance.







## CASE STUDY 9: group management

### The Royal Show

With approximately 5,000 pupils visiting this public event over three days the management of groups is a vital part of the effective running of the days. There is a danger that without direction, particular exhibits will be missed while others will be inundated. As a result, each year a theme is chosen such as Healthy Living for primary schools. Relevant exhibits are identified and interactive activities are highlighted as part of a trail. This information is sent to schools in advance so that they can plan their own route and programme around the suggested trail to suit individual needs. Activities are 'drop-in', thus avoiding excessive administration and other drawbacks associated with timed, planned programmes.



## CASE STUDY 10: Estate Open Days from a host's perspective

### Aims

The Devonshire Estates run open days on both their Bolton Abbey and Chatsworth Estates in Yorkshire and Derbyshire. The days are organised for local primary schools, who are invited through the local Education Business Partnerships for each estate. Each of the days accommodates several hundred children. Working with the Education Business Partnerships dramatically reduces the administrative burden on the estate and gives the days credibility with the schools.

The aim of the days is to educate both children and adults about the running of a modern estate specifically and the management of the countryside more generally.

### Organisational support

All the outdoor departments on both estates are involved, and provide demonstrations throughout the day that children move around with their teachers. Where possible the demonstrations are given in situ, so that the staff are surrounded by 'props' that they can use in their presentations. These range from different farming demonstrations, forestry management, the game and fishery departments putting on different displays about their work, the gardens in both amenity and food producing roles, to the history of the built environment on the estates. We have found that whilst many of the staff are nervous or reluctant to start with, once they realise that they have knowledge which teachers and children are fascinated by, they almost always enjoy the experience and gain a lot of personal confidence and enjoyment from it.

### Pre-event planning

By putting on these open days at a specific time each year, for a specific period, it is much easier to involve all outdoor departments. It limits the amount of staff time required and they have plenty of notice. If it is necessary to hire in equipment such as portable toilets, the limited time period keeps costs to a minimum. The numbers of children that this structured approach makes it possible to accommodate means that the days are very cost effective but have a big impact locally.



## On the day

Schools have to choose which displays they will attend, and will cover perhaps two areas on the day. We have found that the temptation is to try to cram too much in, resulting in the groups of children being chivvied around. Don't forget that moving children around the site takes much longer than you imagine; for the children to learn they need time to adapt to the new environment and absorb the atmosphere. The schools' reliance on transport and the need, generally, to leave and return to school during a normal school day means that the days are necessarily short (say 10am to 2pm).

Teachers are given handbooks, photocopied and produced in-house, which contain maps, all housekeeping instructions for the day and facts and background information about the various enterprises on the estate. Whilst care is taken to avoid jargon within the handbook, they are not teaching manuals or work sheets; they are written by estate staff and designed to give teachers enough background knowledge to make their own background links.

## The pre-visit briefing

A pre-visit briefing is offered for teachers, which lasts about an hour and is run after school (around 4pm). This gives teachers the opportunity to come and perform their own risk assessments and familiarise themselves with the area. It gives the opportunity to point out any potential hazards or access problems, such as bridges too low or gateways too narrow for coaches to fit under. When giving the briefing, remember that possibly the teacher and almost certainly some of their students will not be used to being outside for long periods of time; it is worth reminding them about wet weather clothing and footwear and/or sun hats and sun screen. At Bolton Abbey, where the gamekeeping demonstrations are given on the moorland, we remind them that the weather will be much more severe than where they are coming from.

From a teacher's point of view, the days give an opportunity for a structured visit to the countryside. The opportunity for children to meet and question employees, who have jobs and lives that are frequently very different from their own experience, is very valuable and broadens their horizons. The fact that schools have to choose a limited number of demonstrations means that they can return in consecutive years, even if they have mixed year classes, because they can choose different options in subsequent years.



## CASE STUDY 11: evaluation

### Farm in the City

Farm in the City was run by FACE for Year 8 Gifted and Talented pupils from Wolverhampton schools. The programme consisted of farm visits and a food and farming event for all the pupils. The evaluation of the event was seen as a vital part of the process and a form that consisted of two parts was developed. The first part focused on personal reflection with questions such as 'I learnt about...' and 'I needed help to...' while the second part asked about their views on the countryside such as 'Why do we need the countryside?' and 'How could your actions influence life in the countryside?' The evidence was particularly valuable in demonstrating the benefits of the experiences by asking the pupils their thoughts and opinions rather than the teachers. Further similar events have been held as a result of the questionnaire findings.

