



## Friends of MINSTEAD STUDY CENTRE

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### **Annual funding report for The Nineveh Charitable Trust**

In October 2018 The Nineveh Charitable Trust made a very generous donation to the Friends of Minstead Study Centre to help fund our part time Education Officer.

This report covers the period from September 2018 to August 2019 and gives details about how Jayne Godden, our Education Officer has delivered – and also expanded her role.

Sessions I have taught this year include:

#### **Muck movers:**

Children have learnt the journey of waste to plate. Starting at our bins, we have looked at the kind of waste we produce and how it can be reduced, reused, recycle and how we can refuse waste... such as plastic. I ask the children to make a pledge for how they can change their choices at home and school in order to reduce waste. We have been focusing on plastic waste and how they can start composting at school.

We make compost with the children and visiting teachers, showing the process involved and how they could do this at school. A food tasting session follows the composting process to show where food comes from, to experience new tastes and to give ideas as to what can be grown back at school or at home for a more sustainable future.

#### **Creature Comforts:**

Children meet our chickens and sheep, focusing on the food and farming aspects of this session. We discuss the needs of these creatures and what we then take from them when farming. Children meet and feed the animals. Children discuss their views on the different types of farming connected to chickens (free range, barn and caged) and sheep and the implications these have on our environment. There is also a focus on everyone listening to each other's opinions and how to express themselves whilst being aware of others' views.

Quite often, the children will make a product from the wool to take home, such as a felt planet which consolidates their learning of the farming session.

#### **Stream dipping**

This has been a great activity for developing children's curiosity of natural habitats.

Exploring the diversity of life in a stream by collecting and observing their finds has led to a greater understanding of adaptation. Classification keys have further advanced children's skills of exploring their outdoor world and habitats.

### **Village study**

Having the opportunity to stay in a rural village such as Minstead on a residential, has provided comparisons between their own communities and Minstead's to be made. We walk from the centre through a stream, down a track, a footpath, through kissing gates, down a village road to the centre green at Minstead. We listen to the sounds we hear, collect items of interest, complete a traffic survey (to be repeated back at school) and visit the stunning church on our way back. We discuss the history and the importance of a community.

### **The Romans**

Children become Romans for a session. We look at a recipe from Roman times, and follow it to make bread, shaped into mice. We cook them in the pizza oven. We then have a role play session, including food tasting with our mice bread, honey, olives. We wash each other's feet using herbs from our herb garden. Children are given different roles within the roman society at a Banquet where they empathise with how they may have felt within their particular roles as a leader, a servant, a soldier.... a wide range are included.

I have also delivered many day visits ranging from nursery children to recently- year 8 where we stomp, squelch, crunch and scrunch our way through woods or have a stomp through our dinosaur land, make herby potions and tell stories in our roundhouse around a fire. This provides a taster for the wonderful experiences we can provide at Minstead, offering environmental, outdoor and a sustainable way of living!

In addition, I have developed new sessions to expand upon our current programme.

### **Seed bombs**

This can be included within our composting sessions. I take children around our garden to find a range of seeds that can be dispersed in a range of ways. (Teachers have commented on how well this fits in to their teaching objectives and how children, especially the more challenging ones, have become completely absorbed by this activity.)

The seeds are taken and combined into balls of clay. Children take one home and one back to school, allowing wild meadows to be grown. Schools have been very excited by this and have started planning areas of development with their colleagues during the activity.

### **Natural dying.**

Using our natural environment, I have demonstrated to groups how they can change the colour of wool by selecting natural materials from our garden and vegetable patch. The excitement from children and adults alike as they explore, investigate and trial different ways of dying wool has been a delight to be part of. The children have felt proud of their achievements. I linked this to a Viking them and compared this to how clothes are dyed now.

In terms of numbers, 1,650 children from 49 schools visited the Centre. 31 of these schools were repeat bookings.

We have found it difficult to track how teachers and children have taken the lessons learnt here at Minstead and applied them back at home and school. In a separate project, we are working with 8 local schools who have been on residential courses here and who are setting up their own school gardens. Jayne also delivered assemblies on eliminating and reducing plastic waste to 10 local schools over the last year.

