

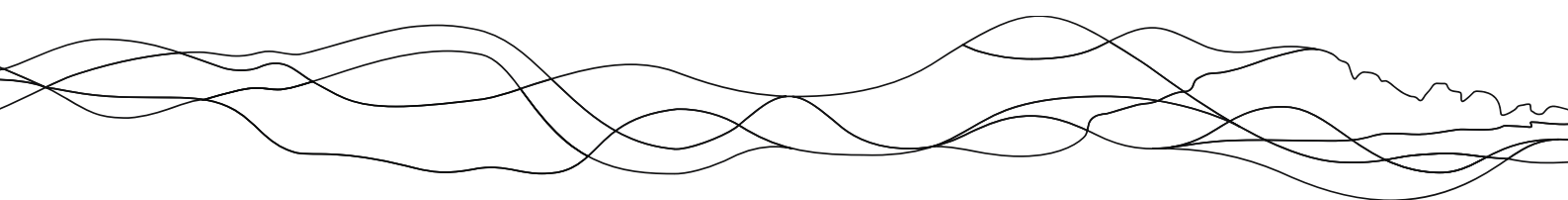


SOUTH DOWNS
NATIONAL PARK

Visit by Rail
Earthship Brighton, Falmer
Educational Visit Plan



LOW CARBON TRUST





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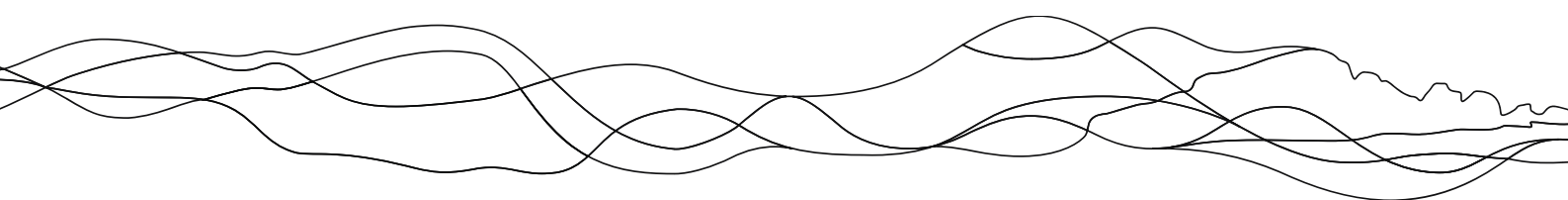
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Visit Introduction

This Education Visit Plan (EVP) has been developed to encourage schools to access the South Downs National Park and its outdoor learning opportunities using sustainable transport in the form of rail travel.

Earthship Brighton is an environmental education centre and after winning numerous awards is being showcased as one of the most progressive eco-buildings in Europe.

As such it is ideally placed to promote Visit by Rail as it is a 20-minute walk from Falmer station, set in the heart of Stanmer Country Park on the edge of the South Downs National Park.

Building the Earthship Brighton was one of the first projects for the Low Carbon Trust, which is a not-for-profit organisation that was formed in 2001 to set up, manage and promote environmental projects. Despite the name, the aim of this project was not to build a 'ship' in the conventional sense, but to construct a building that would be used to demonstrate how a low carbon and low waste future could look.

This pioneering demonstration project has evolved over the last ten years, providing jobs for local workers and enabling people to come and experience a cutting edge eco-build and be inspired to respond to climate change in their own ways back at home and work.

There were several drivers: delivering a sustainable community centre in response to a genuine local need, changing values in the construction industry and inspiring positive action in individuals to generate environmental change through modifying people's behaviour to less carbon intensive lifestyles.

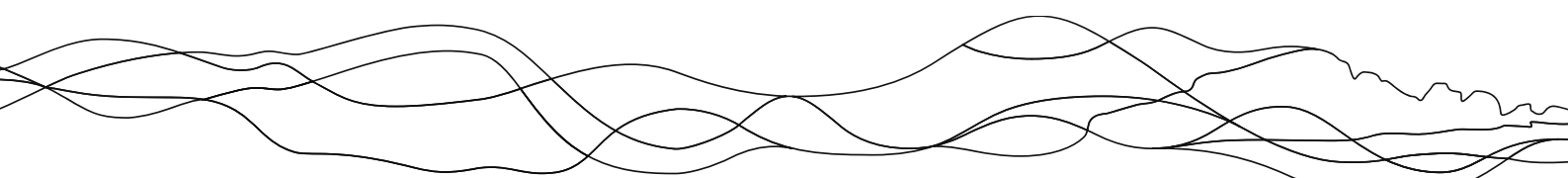
Throughout the project the focus has been spreading a positive message of climate change education and helping people to modify their behaviour to live with a lighter carbon footprint.

What are Earthships?

Earthships are cutting edge 'green' buildings, constructed using waste car tyres and other recycled materials. They use the planet's natural systems to provide all utilities - using the sun's energy and rain to provide heat, power and water. They are buildings that heat and cool themselves, harvest their own water and use plants to treat their sewage.

Earthships enjoy the weather, regardless of the season. If it's raining they catch free water, if it's windy they generate free power and if it's sunny they are capturing free heat and electricity. Apart from using all the resources immediately around them they also employ extensive energy efficiency and water conservation measures, ensuring that the rainwater and renewable energy they harvest goes as far as possible.

Earthships have evolved over the last thirty years from the pioneering work of Michael Reynolds, Earthship Biotecture and the residents of the three Earthship communities in Taos, New Mexico.





Visit Information

We offer Eco Education Days for schools and colleges, with a wide range of activities. Many areas of the curriculum are covered, particularly science, geography and citizenship. The days can be tailored to suit the needs of your school and could include making things with recycled materials, green wood-working, organic gardening or activities relating to the sustainability issues embodied in the Earthship Brighton project.

We have a Learning Outside the Classroom Quality Badge for our wide range of workshops including:

Earthship Brighton tour

Green concepts and technologies come to life in Earthship Brighton, an award winning and innovative pioneer eco-building. There's a lot to see, including renewable power sources, rainwater harvesting and the use of low impact materials in building construction.



The tour can be pitched at a level appropriate to any age group and seeks to encourage participants to consider how they might be able to incorporate these energy saving practices into their homes and schools. In encouraging children to identify how they might apply these best practices in their everyday environments, a sense of stewardship is engendered so that they come to see themselves as part of the bigger picture.

Organic food and biodiversity

This is a fun and interactive workshop which explores the place of humans in the history of the planet. We will discover the various sources of nutrition that humans have consumed throughout history; focusing on our impact on the environment as consumers and our changing relationship with nature.

The workshop will be analysing current farming methods in terms of sustainability and exploring potential solutions such as organic or bio-dynamic farming and a permaculture approach. It will be interspersed with exciting practical activities such as foraging for foods that either our ancestors may have utilised or those that could become the foods of our future!

Depending on the season we will be trying things you might never have even imagined were edible, ranging from tree crop leaves, a plant so lemony that you can't keep a straight face to raw stinging nettles. Participants will have the opportunity to experientially learn about a variety of methods of food growing, from organic growing to more unconventional systems such as forest gardening, harvesting tree crops and growing mushrooms out of dead wood.

The workshops will vary depending on seasons and be adapted to be age appropriate and inclusive, but please contact in advance with information about specific needs.

Green woodworking



At these workshops thousands of students aged 6-18 have been learning about the special properties of different trees, and the significance of green woodworking.

Students are first connected to their innate comprehension of trees, how they differ from plants, their part in the web of life and their many benefits and uses. Learning to safely and effectively use a saw is the main skills learning at this workshop.



Students then go on to fashion an object that they may take home with them and are encouraged to work further on it with completely safe arts and crafts type application, such as painting, dying, sanding etc.

The rustic woodland workshop setting is also a big part of the enjoyment for students who seem to really appreciate this time out of the classroom.

Hand-made books from recycled paper

Paper manufacture is the third largest user of fossil fuels worldwide. The workshop offers students the chance to think about recycling and what it means to them, both locally and globally.

We will be discussing the effects of over-logging (with nearly half of all wood harvest being used for paper manufacture) and the importance of trees to the environment. Students will learn some interesting facts about paper-waste and what can be done to prevent this.

This workshop gives you the opportunity to explore hand-made books using all sorts of recycled papers. These can include papers made from natural materials, newspapers, comics, magazines, envelopes, old wrapping papers etc. Students are encouraged to bring along any interesting recycled papers or packaging that they may have at home or have found.



Students will be able to make a totally unique and interesting hand-made book to use as a diary or notebook that is environmentally sound and aesthetically pleasing.

The workshop will be appropriate for different ages and abilities and is suitable for further development at school.

Tetra Pak crafts

Jo Lacey is a passionate environmentalist and has spent ten years working in the recycling industry.



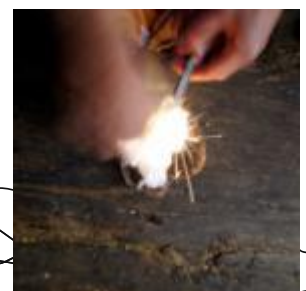
Jo leads a lively and interactive discussion looking at the planet's resources, how we use them, how we can re-use them and what happens to the materials we recycle. We also look at the energy that can be lost through recycling and which materials can be recycled most effectively.

Jo encourages participants to think about the resources they use, what happens to them when they don't need them anymore and why that's important.

Following the discussion there will be a demonstration of how to make a wallet or purse from a Tetra Pak (juice carton). Each participant will then have the opportunity to make their own wallet or purse. All materials are provided.

Fire making

This hands-on workshop session explores the wonder of fire from either the scientific perspective, as a chemical reaction of fuel, oxygen and heat; or from a historical context from Mesolithic to the present day, stopping at key times in the development of technology around fire, such as the Iron Age.



Choosing either session, students will be involved in practical fire lighting activities appropriate for their age and ability, and have the satisfaction of

managing to succeed in making a flame. Activities are thoroughly risk assessed and delivered by qualified and experienced forest school leaders. They always include clear health and safety instructions appropriate for the age of the group. Either session also lends itself to links with literacy as children describe the sensations of being around a campfire, or the skills needed in fire making.

Medicinal herbs

These workshops focus on teaching children about local herbs that have healing properties. Information is shared on how plants were used in the past, how they are used in present times and how they may be used in the future. After an introduction to the numerous uses of herbs beyond flavouring our food, children can get involved in concocting some healing potions!



There is plenty of opportunity to collect plants, feel, touch, smell and taste some herbs as well as a practical hands-on element of making your own medicine.

The plants used in the practical element depend on seasonal variations and what can be found growing nearby. Examples include using Lavender to make a sleeping potion, Rosemary for hair growth potion, Sage for toothpaste or St. John's Wort for a topical healing potion.

Workshops can be designed for all ages, for groups or individuals and tailored to meet specific needs.

Pollination

A fun and engaging workshop for Primary aged children that will teach the importance of pollination both for the natural environment as well as for human food sources.

The main focus of the workshop will involve the children hunting for relevant natural materials to create their own personalised visual learning resource that they will be able to take home. Throughout the practical element we will explore how an estimated 60% of our food relies on pollination and the impact of the decline in the bee population that we are currently experiencing on both a local and global scale. Children will discover the various different methods of pollination that nature uses.



This is a late Spring, Summer and Autumn workshop only! It is an inclusive workshop but please contact in advance with information about specific needs.

Mini-beast homes

Mini-beasts play an essential role within an ecosystem by breaking down waste matter and being a food source for larger creatures.

Mini-beast hunts provide fun interactive learning experiences for all children, and the creatures can easily be viewed close-up using magnifying glasses.



In this workshop, we will work in small groups to make our own mini-beast homes using sustainably-sourced local wood from native British trees and shrubs. Using simple household tools, we will whittle down greenwood sticks, which form the basis of the home.

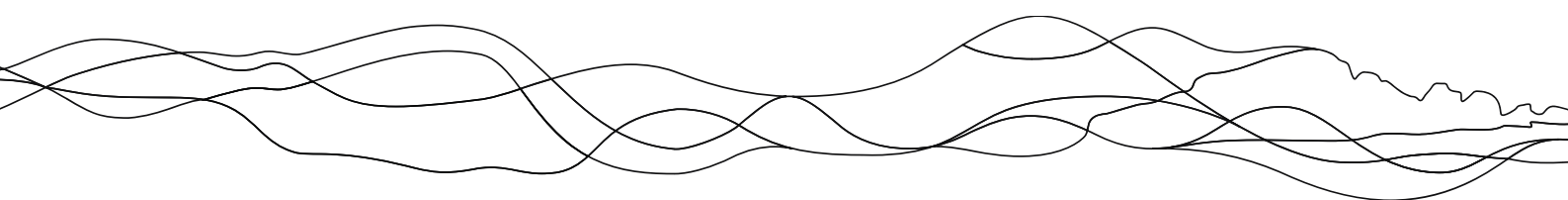
The workshop involves teamwork and safe tool handling, understanding of tree growth and ID, as well as providing a rich sensory experience from working with



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greenwood. The mini-beast homes provide a focal point for future mini-beast hunts and studies, as well as helping to increase species biodiversity.

This workshop can be adapted for a variety of ages and abilities, and examples can be given on how to further extend this activity when back at school if required.

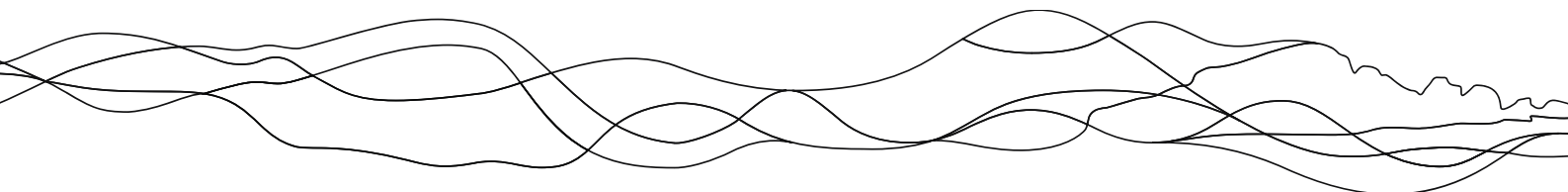




Itinerary

The following timings are only approximate depending on your specific train times. You will also have to factor in the walk from the school to the station.

Itinerary		
Time	Activity	Emergency Action
09.30	Arrive at Falmer station Earthship Brighton Education team will meet you	Inform Group Leader of issues
10.00	Arrive at Earthship Introduction	Inform Group Leader of issues
10.15	Activity 1	Inform Group Leader of issues
11.00	Activity 2	Inform Group Leader of issues
11.45	Lunch	Inform Group Leader of issues
12.15	Activity 3	Inform Group Leader of issues
1.00	Activity 4	Inform Group Leader of issues
13.45	Finish Gather together and return to Falmer station	Inform Group Leader of issues
14.30	Arrive back at Falmer station	Inform Group Leader of issues





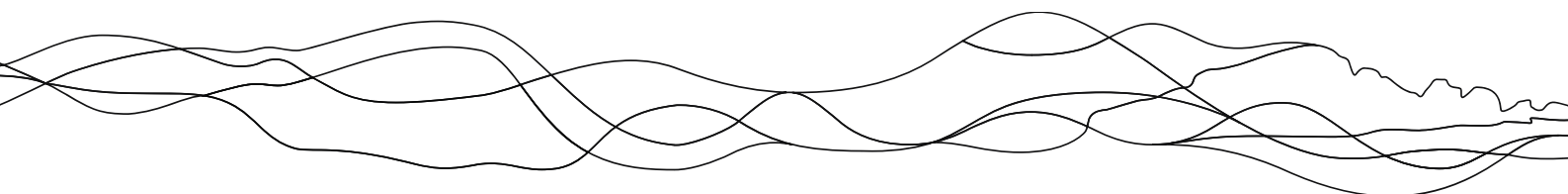
Booking

All bookings must be made directly by the Group Leader with the organisation listed; please follow the booking instructions carefully. Terms and conditions for each service provider are as stated by each organisation; please ask them for more details if required.

Learning Provider Information			
Organisation Name	Low Carbon Trust		
Contact Name	Jane Glenzinska		
Telephone	01273 766 631 during office hours (9 to 5) Monday to Friday.	Address	Brighton Eco Centre, 39-41 Surrey Street, Brighton, East Sussex,
Email	education@lowcarbon.co.uk		
Website	www.lowcarbon.co.uk	Postcode	BNI 3PB
Cost	Between £6 and £10 per head depending on number of students and number of workshops booked.		
Cancellation policy	If you cancel less than 14 days in advance you will be invoiced for the minimum charge. Should you need to change the date of your visit, please inform us as soon as possible and we will try to accommodate your new requirements. However, the Low Carbon Trust reserves the right to treat your change of date as a cancellation.		

Guidelines for Teachers

- We can take a maximum of 120 pupils per day.
- All activities are risk-assessed and designed to engage the visitor to learn through discussion and hands-on participation.
- Low Carbon Trust holds school staff responsible for the conduct of all members of their party at all times during the visit.
- Adults accompanying a party are welcome and encouraged to participate in the activities, and we appreciate their help.
- A number of activities are outside so appropriate clothing for the time of year is recommended. Sturdy footwear/trainers are recommended.
- We can offer some of the activities in French, Spanish, Italian or German.



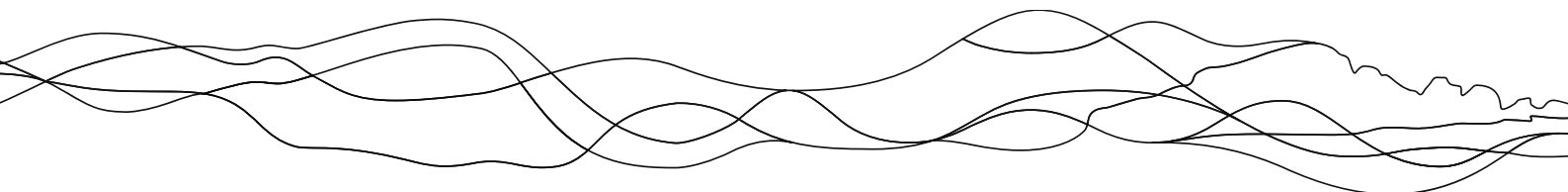


Travel Plan

This travel plan is a generic risk assessment aimed at facilitating risk assessment of a specific visit by rail prior to use with a group. Use it to form the actual risk assessment and **embolden the text** once complete. You may need to add in specific risks associated with your particular visit.

Sussex CRP School Train Travel - Risk Assessment							
Location: Stations and trains				Date:			
Task or Activity: Travel by train from				To: Falmer station			
Persons covered by this assessment: All pupils and staff							
Hazard:	Risks(s)	Persons who may be harmed	Existing Control Measures	Ranking with existing controls (L / S / R)	Additional Control Measures	Ranking with additional Controls (L / S / R)	Responsibility & Timescale
Walking to and from the station	Road traffic accident Falls & trips	All named above	Walking in pairs with teachers.	1 / 5 / 5		1 / 5 / 5	Teachers for all of trip.
At the station	Trips and falls Platform edge Members of the public	All named above	Safety briefing given to each pupil. Teachers to be with pupils at all times. Everyone to keep back from platform edges.	1/5/5	Children to be in small groups with a designated adult. No running. No mobile phones to be used.	1/5/5	Safety Briefing by teachers. Teachers to ensure for all of visit.
Travel by Train	Accident	All named above	Safety briefing given to each pupil. Everyone to keep back from platform edges. Pupils to be seated at all times on train. Each group to be with designated adult in one carriage.	1 / 5 / 5		1 / 5 / 5	Safety Briefing by teachers to pupils. Teachers to ensure pupils are seated.
Adverse weather	Falls & trips	All named above	Bad weather plan.	2 / 3 / 6	No trip is to be undertaken if the weather is really bad.	1 / 1 / 1	Safety Briefing by teachers to pupils.

Level of risk (**R**) is Likelihood (**L**) multiplied by Severity (**S**) and will be a number between 1 and 25. The grid below shows that 16 - 25 can be regarded as high risk, 9 - 15 as medium risk, and 1 - 8 as low risk.





		Severity				
		1	2	3	4	5
Likelihood	1	1	2	3	4	5
	2	2	4	6	8	10
	3	3	6	9	12	15
	4	4	8	12	16	20
	5	5	10	15	20	25

Likelihood	Severity
1 Nearly impossible	1 No injury
2 Possible under unfortunate circumstances	2 Minor injury requiring no more than first aid
3 Possible under normal circumstances	3 Minor injury requiring attendance at hospital or doctor's surgery
4 Probable	4 Major injury
5 Inevitable	5 Fatal

Ticket Information

To find out how much it will cost for your visit you can follow the link and complete the Group Travel Booking Form. The information will then be emailed to you directly.

www.southernrailway.com/tickets-and-fares/railcards-and-discounts/group-travel-booking-form

There are restrictions on some tickets so you need to check the train times to see if they are outside the restrictions.

Train Information

National Rail Enquiries is an excellent website that gives you live information about trains, tells you the next train you can take, the fastest train and helps you to plan your journey. There is also an 'app' which is very useful if you have a Smart phone.



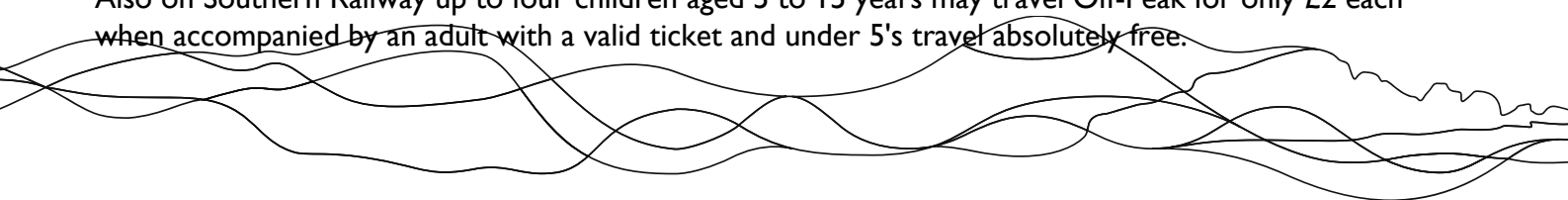
Hints & tips

Let all of the passengers getting off the train go first, then get a seat as quickly as possible once you are in the carriage. Get pupils to sit in next to the windows so that other passengers can sit down more easily.

Most stations and trains have toilets but this is not always the case so make sure that you make your students are aware of this before you travel. Where stations have toilet facilities the opening times will vary depending on the station.

GroupSave from Southern Railway, offers a 34% discount on the adult fare for between 3 and 9 people when travelling together.

Also on Southern Railway up to four children aged 5 to 15 years may travel Off-Peak for only £2 each when accompanied by an adult with a valid ticket and under 5's travel absolutely free.





Risk Management Plan

Each educational session or event requires an appropriate safety briefing. It is based on the risk assessment and forms the Risk Management Plan.

Pre-visit Briefing – delivered by the Group Leader prior to the visit to prepare the participants
This is a reminder of the key points to cover:

General

Emergency plan
Suitable attire and footwear
Weather appropriate protection
Emergency equipment, first aid
(are permission slips needed for emergency medication?)
Food and toilets
How accompanying/supporting adults will be deployed
Expectations
No headphones
Mobile phones kept in pockets or bags
Adults to have contact numbers for other adults on the visit

Walk

Footpaths
Traffic

Activities

Specific activity hazards

On Site Briefing – delivered by the Education Team on the day

Outline of the day and emergency actions.

A member of the Education Team will be with the group all day, any problems should be brought up as soon as possible to allow for us to seek solutions.

Some of the site is a public space and the group is expected to be courteous and polite.

At no point in the visit should headphones be used.

Group leader responsibilities

In loco parentis shall remain the duty of school/youth group staff at all times during the visit. Discipline & conduct of educational groups will be the responsibility of the person in charge of the group, as will the responsibility for pastoral care. Officers who regularly come into contact with young people and vulnerable adults as a main aspect of their role have been vetted via the DBS service.

Details of the Low Carbon Trust Child Protection statements are available on request.

Due to the nature of the environment it is essential that groups display appropriate behaviour at all times and it is within the discretion of the Education Team to curtail the visit should poor behaviour prove hazardous to the individual, group or staff.

It is the responsibility of the Group Leader to ensure that the correct Local Authority supervision ratios are maintained by the school staff, and that the Local Authority is notified of the educational visit as appropriate. **Learning Provider staff will be in addition to the minimum supervision ratios.**

It is recommended that you take out insurance to cover risks of accident, illness, loss of personal belongings or cancellation.

A decorative graphic at the bottom of the page consisting of several overlapping, wavy black lines that create a sense of movement and flow.



Risk Assessment

This generic risk assessment is a pick list aimed at facilitating risk assessment of a specific site prior to use with a group. Use it to form the actual risk assessment and **embolden the text** once complete.

Please add activity related risk assessment. It is the responsibility of Group Leaders to familiarise themselves with all risk assessments associated with the visit and update them accordingly.

Prior to the group arriving, the Education Team should carry out a daily site check to identify/minimise risks and inform safety briefing. A risk management plan must be completed based on the finalised risk assessment.

Hazard and Associated Risk	Initial Risk	People at Risk	Existing Ways of Reducing Risk	Measures to be taken, and by whom	PPE	COSHH	Risk Outcome
Open site and exposure to the elements leading to cold injury	Medium	Group	Suitable clothing needs to be worn for the weather conditions	Group Leader to inform group of the expected dress code for the expected weather conditions.			Low
Uneven ground resulting in slips, trips or falls, causing injury or contact with cow pats.	Medium	Group	Suitable footwear to be worn throughout the event. Keep to the designated footpath. Single file walking where appropriate.	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing.	Sturdy shoes		Low
Narrow pavements/no pavements resulting in slips, trips or falls into the road	High	Group	Single file walking where appropriate. Use pedestrian crossing	Group Leader to warn group of hazards when walking.			Low
General contact with vegetation resulting in minor injuries, scratches or allergic reactions.	Medium	Group	Site management to minimise risk. Schedule of work arranged to address issues. Keep to the designated footpath.	Education Team to assess site prior to group visit and identify significant hazards to the group during initial briefing. Group Leader to be aware of allergies in the group and have a suitable emergency plan.			Low
Steep drops, faces and slopes leading to falls and crush injuries.	High	Group	Appropriate barriers installed to minimise risk.	Education Team to make visiting groups aware of specific hazards. Education team to carry out daily site check prior to group arriving.			Low
Flowing river, deep water leading to drowning, health hazard or cold injury.	Medium	Group	Group educated in emergency procedures. Keep to the designated footpath. Single file walking where appropriate.	Education Team to identify boundaries and provide appropriate supervision where water approached	Throw rope or ring where appropriate		Low
Contact with insects resulting in bites and stings	Medium	Group	Long trousers and tops advised where insects are identified as a problem.	Group Leader to consider the use of insect repellent and be aware of any allergies in the group. Avoid known tick areas in high season.	Long trousers and tops where appropriate	Insect repellent	Low
Contact with animals/livestock resulting in injury	Low	Group	Group members prepared with a code of behaviour when near animals. Education Team will be present to reduce risk of contact with livestock.	Education Team to remind group what to do in the event of contact with animals. Education Team to liaise with handler of straying animals. Education Team to identify no-go areas where disturbance to animals is identified.			Low
Contact with members of the public resulting in abduction or abuse.	Low	Group	Group members prepared with a code of behaviour when near strangers	Group Leader to remind group what to do in the event of inappropriate contact with strangers. Group members to advise Group Leader of suspicious activity asap.			Low