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Teachers Pack

A short Introduction into the Maya lifestyle, habitat and civilisation including culture and religion.

Examples of how a tour at Stratford Butterfly Farm can help your class learn more about the Maya.

Extra 'Lesson Plan' ideas to continue learning about the Maya in your classroom.



Written by Harriet Nelson

Education Officer

Index

Introduction - What is the link?	1
Maya – Where in the world?	2
Agriculture and Diet	5
Architecture	7
Social Systems	8
Religion	10
Ball Games	11
Clever Maya	13
Tour	18
Pricing and Availability	19
Leafcutter-Tunnels of Discovery	20

A book especially written for the Butterfly Farm by John Eames & illustrated by Nicola Dennis

Something to Note!

As well as a Maya based school tour, we also provide tours more focused on butterflies, minibeasts, lifecycles and the rainforest. For more information on these tours, please go to our website and download our 'Butterfly Education Pack'.

Introduction – What is the link?

All the butterflies you will see within our flight area are tropical species. We have connections with farms in the Philippines, Thailand, Kenya, Tanzania, Ecuador, Costa Rica, El Salvador, Suriname and Belize. These farms send us thousands of pupae every week, which fill 'Stratford Butterfly Farm' and are also destined for other butterfly farms throughout Europe and beyond.

Around one third of our butterflies are sent to us by our farm in Belize. 'Fallen Stones' was built in 1991 by the 'Stratford Butterfly Farm' owner Clive Farrell and colleague Ray Harberd. After searching for the perfect area to build the farm, a suitable location was found in the foothills of the Maya mountains in the Toledo District of Southern Belize. The farm itself employs 12 members of staff. Staff members are required to care for the butterflies and caterpillars by collecting food plants and maintaining a suitable environment. They then pack the pupae, which travel to Stratford Butterfly Farm and on to other butterfly houses throughout the world.

From the entrance of our Butterfly House in Belize, you can look out and see beautiful Maya temples and ruins. The closest temple is called Lubaantun which means Fallen Stones. It seemed fitting to name our farm after a great nearby temple. In the area, there are three other large temples;

- Xunantunich meaning 'Maiden of the Rock'
- Altun Ha meaning 'Jade Head'
- Canaa meaning 'Sky Place'

We wanted to bring the Maya culture back to the UK. Not only will you be able to see replica Maya statues, learn what the Maya ate, read Maya hieroglyphs, feel the heat of a Belizean summers day, you will also see the same butterflies that Maya people would have first admired over 2,300 years ago.

Maya – Where in the world?

The Maya culture slowly developed from around 2000 BC - 250 AD. Historians split the Maya culture between four periods.

- Pre-classic 2000 BC – 250 AD
- Classic 250 AD – 550 AD
- Late Classic 550 AD – 900 AD
- Post Classic 900 AD - 1697

During this time the Maya developed their architecture, social order, intellect and religion.

As keen hunters and eventually farmers the Maya settled in three main regions; the pacific coastal strip, the highlands and the lowlands. The difference in climate, habitat, lands and animals brought about varied life styles within the Maya people.

The ancient Maya lived in Guatemala (The word originates from the Mayan word meaning 'lots of trees'), Belize, Mexico, Honduras and El Salvador.



The Pacific Coastal Strip

The pacific area is a highly fertile area of land, Maya farmers would focus mainly on growing cotton and cacao (cocoa). In modern times these plantations have mainly been replaced with banana plants and sugar cane due to their high demand and economic benefit to the local area.

The Highlands

The highland area ranges from Mexico to Costa Rica, the habitats consist mainly of hills and mountains with high tectonic activity. Nine of Guatemala's largest volcanoes still pose a threat to surrounding areas. The benefits to living in this area was the cooler climate, as opposed to the hot humid zones of the lowland areas. The thick luscious flora vastly outweighed the dangers of nearby volcanic activity.

The Lowlands

Lowland areas consist of vast, flat limestone areas. The soil quality is poor, it is incredibly thin with a distinct lack of minerals. There is also a lack of large bodies of water which can make the lowlands a very difficult place to live. The climate is hot and humid.

Rainforest

Rainforests are home to just over 50% of the species in the world. Rainforests are split into four different layers. Each of these layers is a very different environment. Each different environment creates a specific habitat for a large variety of plants and animals.

The differences in the layers include

Climate

Temperature

Amount of sunlight

Humidity

Flora and Fauna

Below is a breakdown of each layer of the rainforest. This information will be very important when teaching the children about the life of the Maya, as it will help them to imagine what a rainforest is like and the types of landscapes the Maya will have seen.

Emergent Layer

The trees are taller than any other trees in the rainforest and can reach 60m. The emergent layer gets most of the sunlight and can be quite windy sometimes. Emergent trees are very top heavy and have almost no side branches below the canopy. Many birds, some monkeys and insects such as tropical butterflies live in the emergent Layer.

Canopy Layer

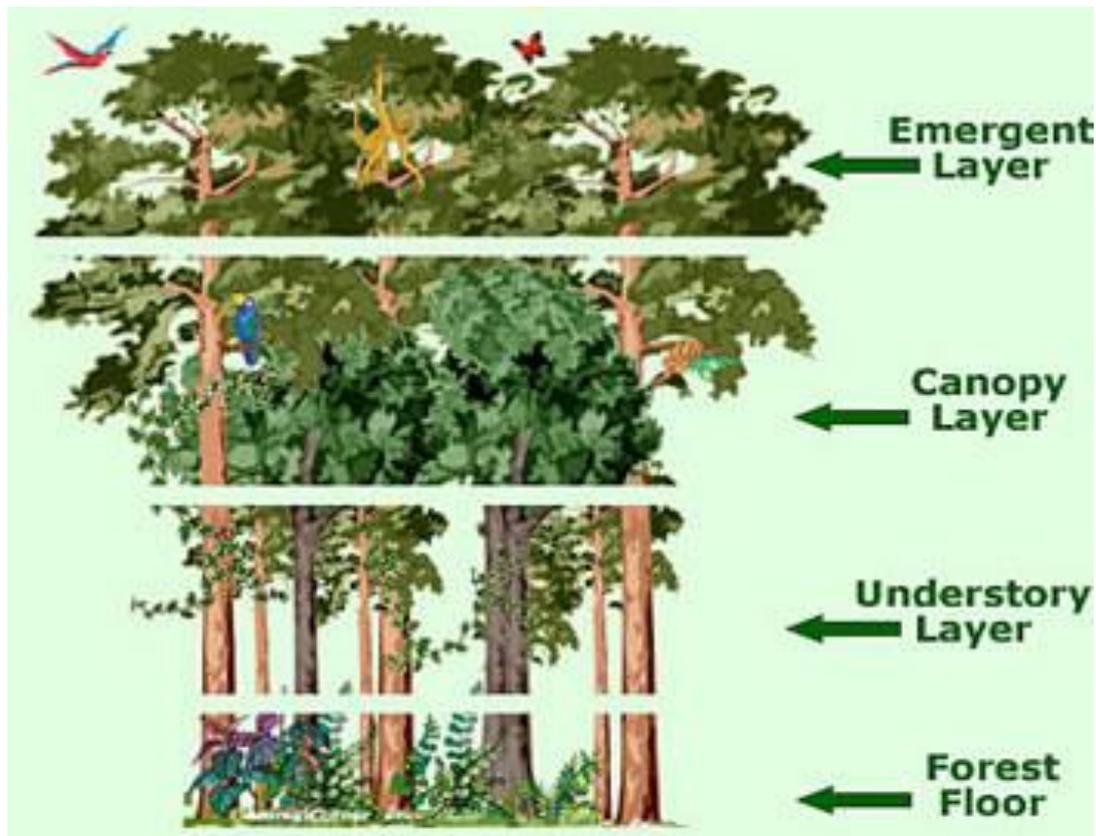
The trees in the canopy interweave and are covered by vines and creepers to make a very thick cover which is generally 18 – 40m above the ground. These thick branches and leaves block sunlight and rainfall to the lower levels. Most birds, insects, arachnids, reptiles and mammals live in this leafy environment. More than half the animals living in the rainforest live in this canopy.

Understory Layer

A dark cool environment that gets little sunlight and therefore has limited plant life. There are usually short, green, leafy shrubs, mostly non-flowering small trees, ferns and vines. The understory is home to animals that like the wet and the shade, animals like insects and amphibians

Forest Floor

This level has the highest humidity level of the rainforest. There is no grass here and the soil is hidden by a thin layer of rapidly rotting leaves and fruit, twigs and dead flowers. The work of decomposing this litter layer is carried out by plants, fungi and animals such as ants, millipedes, and cockroaches; all of which can be seen in our 'Minibeast Metropolis' area. The Maya will have walked and hunted within the forest floor.



Maya believed that the Gods created wild animals to help guard the rainforest.

*'What is the point of this silence?'
 'Why does nothing move between the bushes?'*

Alom and O'aholom

Alom and O'aholom were two of the thirteen Gods who participated in the creation of human beings.

Butterfly Farm

As we only house tropical butterflies, our green houses have been specifically designed to mimic the natural habitats of our butterflies. The ideal temperature of our farm is 26 degrees and around 80% humidity. This tropical temperature will inspire the children to immerse themselves fully into their surroundings. They will experience the environment of a tropical rainforest; feel the heat, hear bird calls and see beautiful butterflies as well as free roaming green iguanas.

Lesson Plan Idea

Pick a variety of animals that would be found in the various layers of the rainforest. Give the children a description of the animal, behaviour, social system, diet and habitat and ask the children to decide which layer that animal would live in. Note: Some animals can live in more than one layer, discuss with the class why the animals may choose to move through the layers.

Agriculture and Diet

The Maya were incredibly adept hunters and farmers. They lived from the land, by farming and foraging for roots and berries. Some food items were so important to them that they would worship for specific foods.

The four main foods they ate were squash, beans, maize and chili peppers. They would often add hunted meat or seafood as a high source of protein. Squash, beans and maize are often referred to as the "three sisters" because they provide all the necessary nutrients when eaten together. They would also grow many non-edible plants like cotton.

Farming Methods

Slash and Burn

The Maya had different methods for growing certain plants. A popular method was known as *milpa* which is essentially the slash and burn method. Old plants would be completely burnt prior to a fresh sowing. The Maya would have to 'read' the seasons. If burnt too early the winds would blow the ashes full of the nutrients away from the soil, if burnt too late the rain would create a lot of smoke and very little ash.

Silviculture

The Maya practiced 'Silviculture'. They would leave certain plants to grow naturally with no farming, to great effect. For example, the Ramon tree or bread nut tree was often cultivated this way as it grew best with little interference. The nut of the tree was a good source of fat. Today the Ramon nuts are used in Mexican cooking to make tortillas.

Kitchen Gardens

The Maya 'Kitchen Garden' was a method of growing certain plants near to their homes and cities. Mainly plants used for; seasoning, cooking and medicine. They are still found in the Americas today and are very similar to allotments in the UK.

Diet

The Maya could only eat what they grew or hunted. They would eat;

- Maize porridge flavoured with chilli peppers
- Tamales (Vegetables and sometimes meat wrapped and steamed in a banana leaf)
- Corn flat breads (similar to tortillas) also filled with vegetables, meat or fish.
- Stews
- Fruits, nuts, roots and berries
- They also used cocoa beans to make a very bitter hot chocolate drink.

Butterfly Farm

At Stratford Butterfly Farm our gardeners have been working hard to plant many different plants that the Maya would have grown. Inside the farm, you will find:

Maize	Pumpkin	Cocoa Plant
Peppers	Pineapple	
Chilli's	Papaya	
Avocado	Banana	
Sweet potato	Tomato	
Squash	Passion fruit	

Lesson Plan Idea

Create a cooking class with the children, give each child a tortilla wrap and get them to fill their wrap with a variety of delicious vegetables or fruits!

Vegetables you could use:

Pumpkins
Peppers
Tomatoes
Avocado
Sweetcorn
Salsa

Fruits you could use:

Banana
Passion fruit
Papaya
Pineapple
For extra Maya luxury cover in chocolate sauce

Finish off with a warm hot chocolate!

Architecture

The skills of Maya architecture are well known around the world. Buildings such as pyramids, temples and palaces would help fill the large and intricate cities. Town buildings were made using wooden supports and filled with clay. Whereas a home would be made from wooden supports, with palm leaves woven through to create walls and roofs. By 300 BC the Maya had formed nearly 50 cities, mainly in the Lowland areas of Guatemala.

In order to achieve their astounding buildings, thousands of workers would have been needed to help quarry, transport and build each pyramid, palace and even ball courts!

The Maya would have carried this out without the use of modern day tools, the wheel or pack animals! Once these monuments were erected, artists and stone masons were then enlisted to decorate. Most decorations were used to worship or honour the Gods.

The Maya would not only decorate their building but they would also paint them red. Red symbolises blood as they believed their buildings were alive. Palenque (The Red City), now Chiapas in Mexico, has many well-kept buildings, still covered in red paint.

Unfortunately, the Maya continued to build bigger and better cities. When they ran out of land they began to use farm land. This did not provide them with enough food to continue as a strong civilisation. However, Maya still live in Mesoamerica today and live very much like their ancestors.

Butterfly Farm

All of the Maya statues around the farm are replicas from real statues found on Maya sites. Inside 'Minibeast Metropolis' are many artistic designs and hieroglyphs dedicated to Maya Gods.

Lesson Plan Idea

Ask the children to research a Maya Temple. Using cardboard boxes, e.g. shoe boxes, cereal boxes and tissues boxes, ask them to build their own Maya Temple. They can research some of the Gods they would have worshipped. For example; The God of Wealth, Jaguar God and even the God of Chocolate. The children can find Maya hieroglyphs that depict them and paint or draw them on. Using a Maya syllable chart see if they can write their name to proudly display their Maya Temple (See pages 14 – 15).

Social Systems

Within every city/state there were very strict social systems in place. Where you were on the 'social ladder' depended on your job and your religious level. Not only were there social systems within the states but the states themselves had their own social system as well. For example, the Ruler of the smallest state would not have as much power over the Ruler of the largest state.

Within each city there was a standard social order:

1. Rulers

The King or Queen and their royal family ruled the land and were thought to be God like. This honour was passed down through families. In order to make their status known straight away rulers would wear large and elaborate head dresses. The larger the head dress the more important the rulers. Kings and Queens would often wear jaguar skins and beautiful bird feathers to display their power and wealth. They would live in large palaces in the city centres built by merchants and craftsmen. The King would be allowed as many wives as he wanted so as to increase the chances of having an heir. The future heir to the throne would be called the *bah ch'ok* (First Child) and they would have to prove they were fit to rule by performing certain rituals. Females were only allowed to be Queen if there were no males left in the family.

2. Priests

Priests were highly respected; they would carry out religious rituals and any sacrifices they felt were necessary to honour the Gods. They were thought to be able to speak between both the Gods and the people.

3. Nobles

These people could read and write and they didn't pay taxes. They made their riches by owning lands and selling their crops at the local markets.

4. Merchants and Craftsmen

They ran all the businesses in the cities, their main role was to make and sell crafts and other goods in the local markets. They were also enlisted to help build and decorate the pyramids.

5. Peasants

Peasants were grouped into farmers and servants. Although the Maya relied on farmers they were not very well respected. Servants often saw the wealth of others but would never experience it themselves.

6. Slaves

They were the least respected and were often used as human sacrifices.



Butterfly Farm

Meet our Queen of the farm, Lady K'abel (pictured left). She was considered one of the greatest rulers of her time, she ruled as Supreme Warrior over the *Wak* Kingdom. This gave her authority over her husband K'inich Bahlam. Lady K'abel ruled for over 20 years (672-692 AD). Her other names included Lady Water Lily Hand and Lady Snake Lord. Her tomb was discovered in October 2012, at the site of the ancient city of El Perú-Waka'. We commissioned a replica statue to grace our Butterfly Farm.

Lesson Plan Idea

Provide the children with arts and craft materials and ask the children to create their own head dress, take an anonymous vote on which head dress was the most elaborate, that child can then be the King or Queen for the rest of the day!

Religion

The Maya believed that by pleasing and worshipping the Gods they would have a more plentiful harvest. In order to pray to the Gods, they would build statues and sculptures and leave offerings.

As the Maya worshipped many Gods, scientists today are still deciphering who they were and why they were worshipped. Specialists are able to come to conclusions by breaking down the Glyphs of the Gods.

Maya religion was characterized by

- Hierarchy
- Worship of nature Gods (especially the Gods of sun, rain and maize)
- The importance of astronomy and astrology
- Rituals of human sacrifice
- The building of pyramid shaped temples

The supreme God was God Itzamna, the creator God, the God of fire and health.

The Maya believed science and religion were one and the same. The religious rituals and beliefs were strongly linked to their work in math's and astronomy. Religion was also the reason why cities were built. Each city would have a large temple where rituals would take place. This is one of the main differences between a Maya temple and an Egyptian temple. Egyptian temples were built some 2000 years earlier and were used as monuments for the dead and generally had quite different designs.

Although the Maya believed in heaven, heaven was mainly reserved for those that were sacrificed and women who died in childbirth. Most Maya believed their souls faced a dangerous voyage through the underworld. The underworld rulers were usually depicted as a jaguar, which was a symbol of the night.

Ball Games

The Maya are well known for their famous ball game known as 'Pitz'.

The game Pitz was well respected, young Maya children would grow up hoping to be a famous Pitz player. Religious leaders, and even Kings or Queens would attend. The crowd would be expected to sing sacred songs whilst the games were being played.

The Tale of the Maya ballgame

Two Brothers from the K'iche tribe began to play a game with a ball. The rulers of the underworld heard all the noise and decided to call the brothers down to the underworld to test their skills. This was a trick and the rulers of the underworld killed the brothers. They hung one of the brother's head on a tree in the world above to boast of their murder. A young girl called Xkik (women of blood) saw the head and approached it, it spat on her. After some time the young girl realised she was pregnant and fled for fear of what her family would say. Eventually she gave birth to twins. When the twins were older, they too began to play a game with the same ball their father had played with. The rulers of the underworld summoned them to test their skills, just as they had done to the other brothers. Unlike the first brothers Junajpu (Blowgun) and Xb'alanke (Young Jaguar) seemed to be able to conquer any task the rulers of the underworld set them. The brothers decided to play a trick on the rulers, Xb'alanke turned his brother's head into a pumpkin and invited the rulers to play a game of ball with his head. Using many other tricks to distract the rulers, Xb'alanke won the game. He retrieved Junajpu's head and restored his brother back to full health. During the tasks, the rulers saw that the brothers were able to bring animals back to life, they demanded that the brothers teach them their powers. The brothers refused and killed the rulers. They ascended into heaven as the Sun and Moon.



Rules

Two teams play against one another.

The aim of the game is to get the ball to pass through a ring on either side of the court.

Players are not allowed to touch the ball with their hands, feet or head; players must use their hips and elbows to hit the ball around the court.

The first team to score a goal wins.

If the ball drops to the floor the team with possession at the time loses the game.

Fun Facts

The largest ball court found was 459 feet by 114 feet, the court had walls that sloped inwards. The ball was made of rubber which was cured with the juice from Ipomene (Sweet Potato) and would weigh 7-18 pounds.

Some research suggests when the game was first created the winners were sacrificed to the Gods, until a religious leader realised that they were slowly losing their best players. After that the winners were treated as heroes and given a great feast. The penalty for losing a game was death. However, after reading the Tale of Junaipu and Xb'alanke, it would seem that the victor of the game may have wanted to go to the underworld to test their skills against the rulers as the brothers did, this may well be where the concept of killing the victor comes from.



Lesson Plan Idea

Take the children outside, split them into two teams and see if they can knock a sponge ball through a hula hoop without using their hands!

Clever Maya

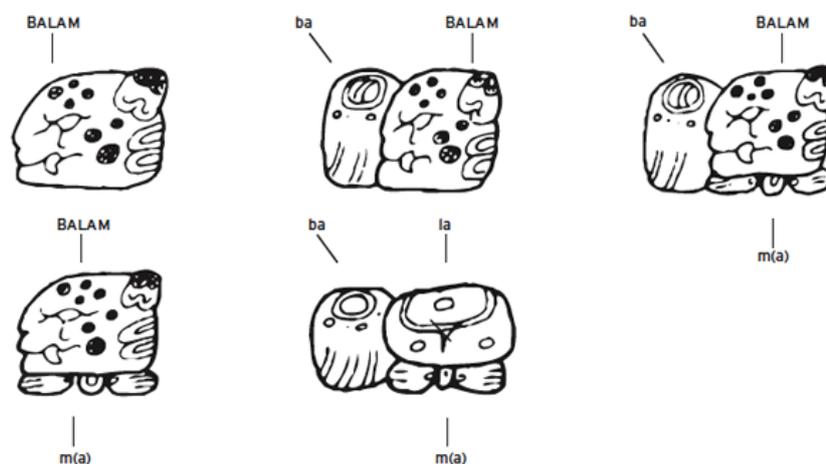
Hieroglyphics

The Maya formed their very own writing system known as hieroglyphics. They read from left to right, top to bottom and in paired columns. Only the very educated were able to read and write. Hieroglyphs would be used to decorate important building as well as keeping records such as the births, deaths, marriages and warfare of the city.

Although only four remain today, the Maya created many books by inking on bark paper and bounding the paper in jaguar skin. Unfortunately, when the Spanish conquered the country they burnt all but four books.

There are two types of glyphs, a syllable glyph which would represent a sound in the word, and a logo which would represent a whole word. It is therefore quite easy to use what historians have deciphered to write in hieroglyphs.

For example, the image below depicts five different ways of writing the word Jaguar



Each city would have their own glyph to depict both the qualities of their ruler and the qualities of the city itself.

Butterfly Farm

In our 'Minibeast Metropolis' area we have hieroglyphs and logos written on the walls, maybe as a class you can try and decipher what they mean.

Lesson Plan Idea

Using pages 14 – 15, ask your students to try and write their own name. As a class list the qualities of their head teacher and the children in the school. From that try to create your school's glyph.

For example, if your head teacher is a good listener, you could add a rock, mountain or tree. (These commonly represent listening). If your children are good at talking you could incorporate a parrot's head.

Mayan Alphabet

Writing in Mayan is a little tricky – below is a simple set of instructions to help your class learn how to write their name.

Firstly, not every letter in the English language is used in the Mayan language. So, in order to write some names, substitutions must be made.

Next – every consonant in a word (unless the word has, ch or tz in it) must have a vowel after it. So, you simply need to add a vowel when needed. This vowel will always be the same as the previous vowel in the name.

So, you must first break down the name in to syllable.

For example

Adam becomes A - DA – MA



A sits on his own

DA sit together

The M needs a vowel, the previous vowel in the name was A so MA

Rachel becomes RA CHE LE



RA sits together

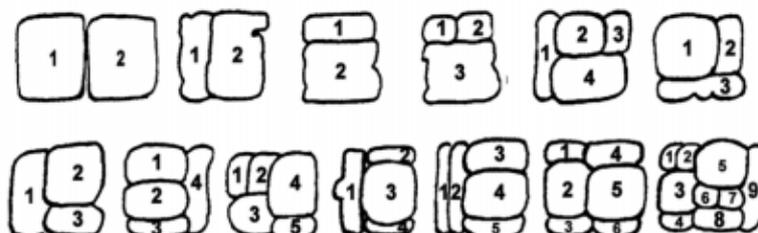
The C and the H are one of two consonants that can go together without adding a vowel. So, CHE

The L needs a vowel, the previous vowel in the name was E, so LE

Remember not all sounds existed in the Mayan alphabet so you may have to make some substitutions. Below are some examples of substitutions that can be made.

C	(soft as in Cinderella) use S + vowel	Ph	Use P + vowel
C	(hard as in Cathy) use K + vowel	Q	Use K' + W + vowel
D	Use T+ vowel	R	Use L + vowel
F	Use P + vowel	Sh	Use X + vowel
G	(soft as in George) use CH + vowel or T + vowel	St	Use X + vowel
G	(hard as in Gary) use K + vowel	V	Use W + vowel
J	Use CH + vowel or T + vowel	Z	Use TZ + vowel
H	Use CH + vowel or T + vowel		

Once you have chosen your syllable glyphs use the placements below to help you draw your name. If you have more than one option to choose from, simply choose the glyphs that best fits your placeme



Find your syllable glyph by selecting the correct consonant row and move along the columns until you find the right vowel. The top row is used for the when the syllable starts with a vowel.

	a	e	i	o	u
b'					
ch					
ch'					
j					
k					
k'					
l					
m					
	a	e	i	o	u
n					
p					
s					
t					
tz					
tz'					
w					
x					
y					

Calendars and Astronomy

Knowing the date was incredibly important to the Maya, as it would help them with their astronomy and harvests.

There are three Maya cycles.

Tzolk'in

This was the 'Sacred Year' and lasted 20 months and 13 days.

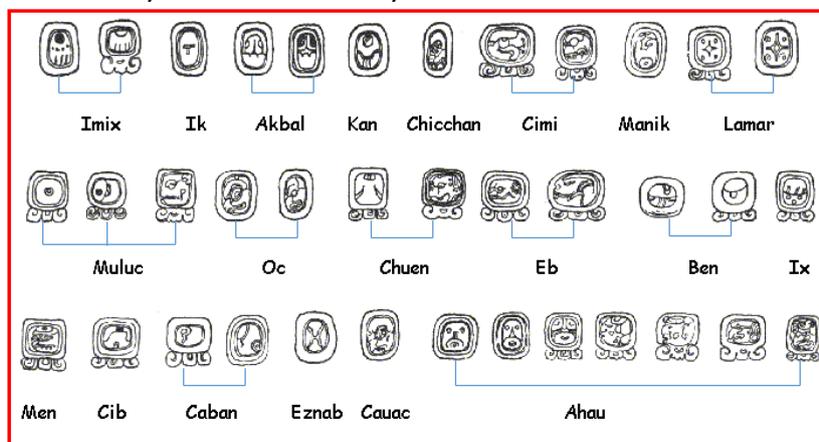
Haab

This was the 'Solar Year' of 365 days, this consisted of 18 months of 20 days each with 5 days added to the end.

Maya Long Count

The Maya Long Count was a cycle of 5,125 solar years. There is a common myth that the Maya believed the world would end on the 21st December 2012. This is not true, the Maya simply believed that a Long Count cycle ended on that date and a new cycle would begin.

Rather than the seven days we have the Maya had 20. Each with their own Glyph.



Maths

Instead of using a decimal system like ours, the Maya chose something very different. With a number base of 20, using just 3 symbols, the dot = 1, the bar = 5, and the shell = 0.

Each row contained dots and bars totalling up to 19 (our equivalent being numbers 1 - 9). The first and lowest row represented single units. The next row contained multiples of 20, which would include dots and bars totalling no more than 380 (19 x 20). The next row had dots and bars totalling up to 7600 (19 x 400) and so on. As you can imagine, the Maya could calculate extremely large numbers, unlike the ancient Greeks and Romans. Their number system helped them to make accurate astronomical predictions and they traced movements of the sun, moon, stars and even planets like Mars! Over 100 years later an Indian mathematician was the next man to develop the number zero.

Using the system as shown, the Maya were able to work out large sums.

Here are a few basic sums to help you understand:

$$\begin{array}{c} \bullet \\ \hline 6 \end{array} + \begin{array}{c} \bullet \bullet \\ \hline 7 \end{array} = \begin{array}{c} \bullet \bullet \bullet \\ \hline \hline 13 \end{array}$$

0 	1 •	2 ••	3 •••	4 ••••
5 <hr/>	6 • <hr/>	7 •• <hr/>	8 ••• <hr/>	9 •••• <hr/>
10 <hr/> <hr/>	11 • <hr/> <hr/>	12 •• <hr/> <hr/>	13 ••• <hr/> <hr/>	14 •••• <hr/> <hr/>
15 <hr/> <hr/> <hr/>	16 • <hr/> <hr/> <hr/>	17 •• <hr/> <hr/> <hr/>	18 ••• <hr/> <hr/> <hr/>	19 •••• <hr/> <hr/> <hr/>
20 • 	21 • •	22 • ••	23 • •••	24 • ••••
25 • <hr/>	26 • • <hr/>	27 •• • <hr/>	28 • ••• <hr/>	29 • •••• <hr/>

You can also use the system to write very large numbers

x8000	••	2x8000	16000
X400	•••	3x400	1200
X20		0x20	
X1		1x8	8
			17,208

After you've learnt how to do that you can then add large numbers together

	3600	+		1200	=		5200
	60			320			0
	7			19			6
		3667			1539		
						5206	

Tour

Tours can be booked between 10:00AM and 3:00PM – either on the hour or half hour depending on the size of the group.

Arrive at least 15 minutes prior to the start of your tour so that you are ready to start your tour on time.

Allow plenty of time to use the toilets, and to place children's coats, bags, jumpers, cardigans etc. in the drawers and cupboards provided. The children will then be ready to be greeted by their tour guide.

Guided tours last approximately 1 hour and 15 minutes.

If your numbers are too large to take around in one group, we will split them into smaller groups, each with their own guide. You do not need to book more than one time for this, and you will be informed of this when booking. Your guides will allow around a 5-minute gap in between each group to prevent the farm becoming overcrowded.

Please be aware that our farm is also open to the public. During the tour, guides will try to make sure members of public can still move around the farm easily. We will also expect the groups to keep noise levels to a minimum whilst in the farm, this will allow guides to be heard and allow other visitors to enjoy their experience.



Pricing and Availability

Opening Times: Open every day except Christmas Day

Summer: 10.00am – 6.00pm

Winter: 10.00am – dusk

Last admission 30 minutes before closing

2019 Admission Rates

Group Rates (10 people or more)

Children & Teachers

£5.25 (1 teacher free with every 10 children)

Group Visits: must be booked in advance by telephone or email. The guided tour is very popular, especially in the summer months, so early booking is advised. Tours can be booked on the hour from 10:00AM – 3:00PM. We do however suggest that if you are travelling a distance to book after the 10:00AM slot. If your tour is running late and we have other tours booked, you're your guide may not be available to accompany you on your tour

Toilets: There are onsite toilets and we do request that all children have been to the toilets before the start of the tour.

Cloakroom: In the Education Area, there are large draws and cupboards to store children's coats, bags and lunches whilst they are on their tour. We do not have onsite eating facilities, however there is a large gazebo in the wildflower garden and plenty of picnic tables that you may use. If the weather is bad on the day of your tour, we will do the best we can to provide a more suitable area. We do however, suggest planning alternative areas for your lunch before you arrive.

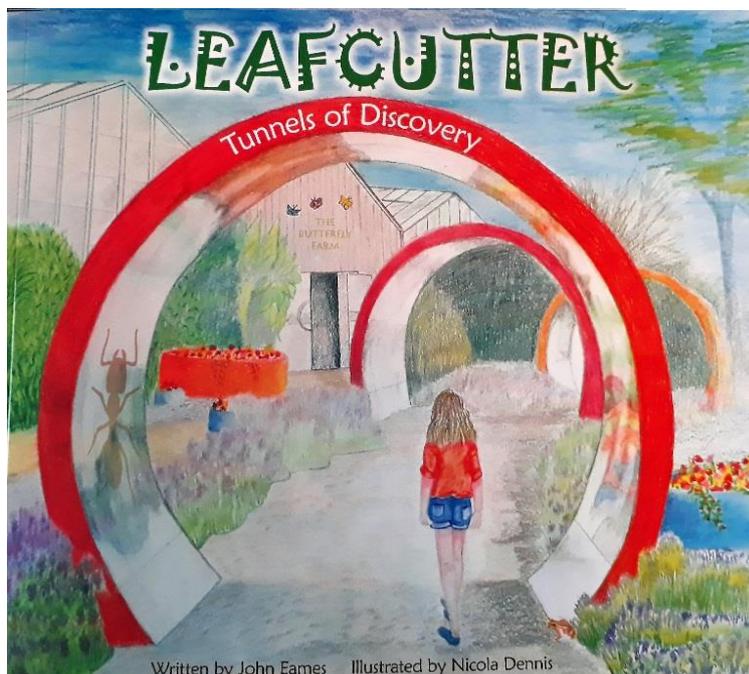
Disabled Access: All displays are fully accessible with carers having complimentary admission. We regret that we are unable to allow Guide Dogs into the farm as they cause distress to our animals. In addition, the climate inside the farm is distressing to the dogs themselves. Please read our access statement for more information:

<https://www.butterflyfarm.co.uk/attraction/access-statement>

How to find us: We are a five minutes' walk from the town centre, just over the River Avon footbridge, opposite the Royal Shakespeare Theatre. Our signs will take you from the footbridge to our entrance. Coaches may load and unload passengers outside our entrance. Coach Parking is available in the Coach Park behind the Leisure Centre. For car drivers, there is a large public car park outside our entrance. On-site parking facilities are for blue badge holders only.

Nature Inspired Gift Shop: offers a range of gifts, books, drinks, confectionary and ice-cream.

Leafcutter-Tunnels of Discovery, an exciting new book written especially for Stratford-upon-Avon Butterfly Farm by John Eames and illustrated by Nicola Dennis



To compliment your school visit to the Butterfly Farm **'Leafcutter-Tunnels of Discovery'** is available in the gift shop either individually at £5.99 or £5.00 each if bought as a school class set. Written especially for the Butterfly Farm as a fun and informative exploration of the amazing world of the Leafcutter Ants. It includes 3 double spread pullouts to make a **'Tapestry of Ant Life'** perfect for classroom walls.

Follow the link to see how your school can receive a **complimentary workshop** by the author, John Eames, upon purchase of a class set of the book title.

<https://www.nicoladennisart.com/workshops-for-schools-and-teacher-p>