



MILESTONES PROJECT

**Research Review for Wiltshire Wildlife Trust:
short course evaluations,
longitudinal project,
mentoring course**

2020

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1) Introduction

The Institute of Education, University of Reading has worked with the Wiltshire Wildlife Trust (WWT) over a period of years, from May 2016 to December 2020, to explore the impact of outdoor learning on nature reserves on adolescents and young adults (11-24 years) from disadvantaged backgrounds.

Short-term courses are frequently run by WWT for schools and young people, particularly for those with personal difficulties. These courses vary in length, perhaps one short session, or a day a week for a period of time, with participants asked on course completion to give feedback on an Evaluation Form. From the completed forms received (n.967), researchers entered the data on spreadsheets and counted the statistics for each question where boxes on likert scales were ticked for Strongly Agree, Agree, Neither Agree or Disagree, Disagree and Strongly Disagree. One question was open, asking for comments on how the participant felt while outdoors on nature reserves. This exercise was purely evaluation as none of the participants became involved in research.

Alongside these annual short course programmes, WWT ran a bigger project for several boys from Swindon Academy which lasted four years and involved much deeper in-depth qualitative research. The research methods used were survey questionnaires, participant observation and one-to-one annual interviews held with each participant at the end of each academic year, usually during June or July. Annual in-depth reports were produced in December each year for WWT.

Following on from the longitudinal study, four boys were invited to become mentors to a new group of year 7 boys in the same school, commencing in September 2019. They were to go out once every two weeks for a morning. However due to the coronavirus pandemic and lockdown in March 2020 this programme came to a halt after only six months. Short-course programmes similarly came to an abrupt end with only 34 young people participating. The boys selected for the mentor programme had been delighted to be asked to take on a role of trust and responsibility; they knew the researcher well after participating in the longitudinal study and were happy and willing to be interviewed on their mentoring experiences for research purposes. Thus, although only half the course was covered, interviews took place in October 2020 and a report produced for WWT at year end.

2) Outcomes of Research for WWT - May 2016 to December 2020

There were several emerging themes from the short courses programme evaluations, that blended and connected with the four-year longitudinal research study and the mentoring study. There are clarified below.

i) Summary of themes from Evaluation Reports 2016-2020

Responses to the evaluations on the short-courses were overwhelmingly positive. There was a strong sense of an enjoyment of the activities undertaken, an appreciation and greater knowledge of nature and with many of the responses suggesting a real interest in going into nature more often. Clearly, this was not true for everyone and many students expressed a belief that they had little control or input into the activities but, on the whole, the predominant themes from the short course evaluations were extremely affirming.

Below are examples of positive reactions from statements, where 1 = Strongly Agree, 2 = Agree, 3 = unsure, 4 = Disagree and 5 = Strongly Disagree :

Short Courses Feedback Forms	1	2	3	4	5
I now have more knowledge about nature and the environment	42%	43%	11%	3%	1%
I now have more skills connected with working outside with nature and the environment	46%	39.5%	10%	4%	0.5%
I will tell others about my time spent out in nature and the environment	46%	35%	12%	5%	2%
I will go out into nature more on my own in future	35%	33%	21%	8%	3%
I will take more care of nature and the environment	55%	31%	10%	3%	1%
I appreciate nature and the environment more now	50%	36%	11%	2%	1%
I like the time and space that being in nature provides	57%	33%	6%	3%	1%
Being outside makes me feel different to being inside the classroom or workplace	74%	16%	7%	2%	1%
Before the project started I really looked forward to being a participant	49%	29%	15%	5%	2%
After my first visit I was really looking forward to going again	63%	28%	6%	2%	1%
I love the activities I was involved in	67%	25.5%	6%	1%	0.5%
I wanted to try more activities	60%	28.5%	8%	3%	0.5%
I have a choice about what happens on the project	34%	41%	18%	5%	2%
I found time on the project passed quickly	52%	29%	12%	5%	2%
I wished I could have had more time on the project	63%	23%	9%	4%	2%
When the project finished, I will miss it	55%	28%	12%	3%	2%
I would love to be involved in another project in the future	69%	23%	5%	2%	1%

As the participants on the short-courses were not researched or interviewed, their backgrounds were unknown, for instance, although 68% would, after the course, venture out into nature more, we cannot know if the 21% who were unsure and the 11% who disagreed, already spent much time outdoors. It is clear, however, that 92% of participants would love to be involved again and time passed quickly for 89%, all very positive.

Moreover, the open-ended comments on the evaluation forms indicated an extremely positive experience for nearly all of the students that took part. The words students used nearly all connected to the feelings they experienced, for example:

- Peaceful, Calm, Less Anxious, Camouflaged

- Time to think, Feeling different
- Energetic, Motivated
- More Confident, Feeling Adventurous
- Time with Friends
- Feeling Free, Fresh 'I can breathe'
- Connected, Space, Awed
- Safe, Healthy

Other comments related to the factors that impacted on the experiences of the skills acquired:

- Time went too quickly
- Weather
- New Skills
- Knowledgeable
- Want to do it again - this was the key theme for most of the students.

ii) Outcome Similarities with Longitudinal Research Project

Although these were mainly one off, short-courses, the themes and comments made by the participants, dovetail with the thoughts and feelings of the participants on the four-year, much deeper, longitudinal study. Venturing outdoors on nature reserves, for boys from disadvantaged backgrounds who were struggling in school, they felt similarly saying that being out in nature: -

- reduced their anxieties and stresses, helped them to relax, to think, to feel peace and calm
- made them feel energetic and motivated, found enjoyment and fun, loved team working with friends, improved their social skills
- felt free, loving the space, the woods, the lakes, and discovering a connection to the natural world.
- enjoyed learning about wildlife; names of trees, animals and insects and developed an appreciation for nature and the environment.
- felt proud of their efforts learning to use tools, making objects, and grew in confidence and self-esteem
- felt safe, healthier and enjoyed exercise

Thus the longitudinal study findings on participants' feelings blend and connect with findings for participants on the short-course programmes. These boys also felt time passed too quickly outdoors, they enjoyed all their experiences and only mentioned bad weather occasionally. Indeed they looked forward to the WWT trips.

Clearly the participants on the short-courses did not have time to become bored and the majority enjoyed almost every moment of new discovery outdoors. In the final year of the longitudinal study, however, some boys did become bored; they became too familiar with tasks, found the routine a little repetitious and some began to misbehave. This brought the course to an early close which disappointed the participants who all declared regret for their lack of co-operation. They had learned a valuable lesson: one must accept the consequences of their actions. For four boys who had participated well and who were equally disappointed when the longitudinal programme came to an end, they were asked to be involved with WWT for another year in a mentor-role.

iii) Mentoring Course

The four boys, all of whom suffered with severe anxiety, became mentors to a new group of year 7 pupils from 2019-2020 and the Mentor Report illustrates that the boys felt delighted to continue with WWT, considering themselves leaders.

Having an opportunity to mentor, further developed the character of the selected boys. Outcomes in the Mentor Report showed:

- Mentoring proved to be a positive experience.
- Mentoring training and programme structure around a series of AQAs and John Muir Award was good pre-planning by WWT.
- Each boy's confidence and self-esteem was boosted just by being asked to become a WWT mentor.
- For boys who previously felt they had nothing to be proud of, mentoring made them feel very proud.
- Being offered the role made each feel that others believed in them, trusted them with responsibility
- Each boy felt keen and motivated to pass on his knowledge and outdoor learning skills to younger pupils.
- Working in pairs initially as mentors, helped each boy settle into the mentor role
- Each boy felt secure in the mentor role, knowing leaders were on hand if needed.
- Each boy spoke of demonstrating skills - tree cutting, cooking, coppicing - to their mentees and felt proud to be leading others.
- The mentors managed the younger pupils well; felt liked and respected by their group.
- Social interaction and communication abilities improved when leading younger pupils.
- Anxieties and stress diminished, happiness levels increased as they relaxed, felt calm and enjoyed their mentor role.
- Academic outcomes small but improved attitudes and sense of responsibility led to better school and study connectedness.
- Non academic outcomes achieved: social and emotional skills improved, empathy for mentees was shown, social communications improved, self-esteem heightened, attitudes more responsible and behaviour improved
- The boys wanted to earn their AQAs on completion and felt disappointed the course ended prematurely due to Covid and lockdown, but they intended to add the mentor role to their future CV.

As the findings above show, feeling worthy, having others place trust in them, made for more responsible individuals, willing to guide and help younger pupils. In helping others they developed better social communication and interaction skills, a sense of responsible behaviour and importantly, by reflecting upon their own past difficulties and sufferings they were able to demonstrate empathy and understanding with their younger mentees. They displayed a willingness to guide and support in a kindly fashion, wanting to emulate the help and encouragement they had received from leaders when they were group participants. Moreover, the outdoor mentor role appeared to lead to the boys taking a more responsible attitude, and in a calmer demeanour, to their school work and GCSE study.

3) Lessons Learned from Researching WWT Programmes:

i) Short Courses

- Ensure one participant completes one evaluation; multiple participants filling in the tick boxes on the likert-scale or one volunteer asking participants together how they would respond and filling in for the pupils, is detrimental to the research as adolescents can be

influenced by each other. A single form for a single person, completed separately has more chance of valid responses,

ii) Longitudinal Project

- A clearer programme infrastructure would be advantageous to successful outcomes, negate participants becoming over-familiar with tasks and routine over time.
- Teachers, parents, volunteers, participating alongside participants should always remain calm and patient in order to build trust and bond with course participants.
- Having a trusted school teacher joining his or her pupils helps build trust with course leaders and assists successful outcomes.
- Ensure the same people are kept in the same group as far as is possible; same participants, same adults, teachers and volunteers; promotes relationship building and trust.
- Know the background of participants by discussing with school prior to course to understand their individual personal needs, reactions and feelings; helps avoid drop out.
- Gain some understanding of participants conditions before they join a programme: Autism, Sensory Processing Disorder (SPD), Attention Deficit Hyperactivity Disorder (ADHD), anxiety and panic attacks to appreciate how elements such as sudden change, broken routines, loud noises, can impact participants
- Incentivise the participants - perhaps small rewards, chocolate bars and/or certificates for task completion to make pupils proud, culminating on final course completion certificate
- Have a progression plan each year; stages of work to be accomplished, in groups, pairs, individually.
- Each year ensure new challenges are in place to retain learning motivation
- To improve academic outcomes ensure an interactive curriculum bringing subject learning and outdoor learning together; needs school support and time.
- To reinforce learning encourage boys to write-up in a Wildlife Journal what they felt and learned in each session, what they achieved.

iii) Mentor Project

- School staff and WWT interactive discussion needed on boys situations, both personal and academic, before deciding which pupils should be offered a mentor role.
- Pairings of boys needs consideration by school and WWT to assess risk of drop out.
- To reinforce learning, boys could have been asked to be reflective after each fortnightly session and write up thoughts, feelings, observations and achievements in a mentoring journal.

4) Conclusion

Short courses for young people run by WWT, introducing them to nature and the environment have been very successful and the majority of participants have wanted to repeat the experience or try a longer course. Evaluations forms as shown above were very positive. Equally boys participating on the four-year longitudinal programme were enthusiastic and shared many of the same feelings, using similar words to describe their experiences. Thereafter when boys were invited to join a further programme, taking on a mentor-role to younger pupils, they did not hesitate. To the boys invited to become mentors, for a further year, it seemed they had reached a pinnacle in outdoor learning, describing themselves proudly as leaders which boosted their self-esteem.

Clearly lessons can be learned from the longitudinal study as aforementioned, but for all the participants on that course, it was enjoyable, their social and emotional learning improved as social relationships were made; health improved as they calmed, relaxed and anxieties diminished; physical exercise helped fitness and well-being; confidence and self-esteem developed as social communication improved and trust was built in their peers and the leaders and volunteers. Behaviour

in school appeared to improve with fewer detentions earned but familiarity with outdoor tasks led to misconduct by some boys in year 3 of the course. Yet all boys said they felt lucky, privileged even, to have the outdoor learning opportunity, realising that many boys and girls of similar age did not get to experience the joy of nature reserves.

The research for WWT shows all their courses to be very popular and effective in many ways, particularly non-academic outcomes. There is clearly a shortage of research studies on outdoor learning programmes on nature reserves, particularly longitudinal studies and equally little on cross-age peer mentoring where pupils guide and help younger pupils in cross-age peer mentoring. Each of the longitudinal study reports (Reynolds: Nos.1-4: 2016-2019) for WWT contained literature reviews.

The studies explored in the literature reviews (academic papers, children's charities, government agencies) looked at outside learning in different environments but found similar outcomes, academic and non-academic personal benefits, to the findings in this research for WWT. For example:

- Wellbeing Outcomes: Included improved physical and mental development (Fiortoft, 2001, O'Brien and Murray, 2007, McCurdy; 2010; Children's Society: 2014); improved happiness levels (Capaldi, Dopko and Zelenski (2014); outdoor learning augments social and emotional learning (SEL) skills for adolescents with social, emotional and behaviour difficulties (Price, 2018) similar outcomes from Duriak, Wissberg, Dymnicki et al: 2011) who found SEL improvements led to better well-being and behaviour, better relationships with adults and peers; Symptoms of conditions like ADHD were found to be alleviated (Taylor & Kuo, 2001, 2008)
- Mental Health Outcomes: Barnardo's (2018), Mental Health Foundation (2018), Public Health England and Children's Society (2018) all advocated outdoor learning for 'at risk' children from poor backgrounds, seeing positive outcomes in sense of belonging to family, school and community, learning coping mechanisms, feeling trusted and loved and improved physical activity. Education Policy Institute (EPI, 2018) Report showed that 55,000+ children (more, as many mental health providers fail to send data to CAMHS England for collating) are refused mental health treatment due to funding shortages, thus outdoor relaxation with nature helps fill this gap
- Studies on diminishing time spent outdoors as children shift from nature to screens; iPads, iPhones, laptops, impacting their health (Flom, Johnson, Hubbard, Reiss (2011); fieldwork in secondary schools diminishing according to Field Studies Council Review after reviewing 150 research studies (Dillon, 2006)
- Green spaces Outcomes: health status of children positively correlated with proximity of living quarters to green spaces, those living away more likely to be ill; anxious and depressed, strong connection found between people and nature (Johnson et al, 2011); Dept for Food and Rural Affairs (2011).
- Education context: looking at learning woodland crafts, enjoying freedom and play, academic performance improvements, better school attendance, emotional resilience developed (McCree, Cutting, Sherwin (2018).
- Cognitive benefits particularly for those from poor disadvantaged backgrounds, improved school learning outcomes (Heras Medir and Salazar, 2019; O'Brien, 2009), better conversational ability (Waller, 2007)
- Connection with Nature Outcomes: Children who connected to nature were found to benefit personally and became pro-environment and pro-nature (Richardson, 2015); children's emotions formed outdoors with nature were positive memories of their experiences (Hera et al, 2019)
- Forest School Outcomes: cognitive benefits such as improved motivation and concentration in school, ability to sustain conversations better, and improved relationships

(O'Brien, 2009; Mass, 2009, Hubbard and Reid, 2011); 3 year study showed positive effect on social relationships (Mygind, 2009, Price, 2019)

Moreover, the literature Review in Mentoring Research Report found that:

- a clear programme infrastructure with 'fidelity of implementation' alongside support, and training greatly influences the effectiveness of a programme (NMRC,2017).
- Pairings are important; drop-outs impact research; building trust with leaders, school teachers, volunteers on programme paramount (EEF, 2021)
- Some academic outcomes found: mainly an impact for pupils from disadvantaged backgrounds but more non-academic personal outcomes found: improved self-esteem, confidence, pride, social skills, communication skills, attitudes and motivation, empathy, resilience, happiness, nature appreciation (NMRC, 2017, EEC 2021,Ng, UCLA)
- Mentoring programmes provide a double impact; positives for mentees and mentors but most studies focus on outcomes for mentees (NMRC, 2017), differing from this report focused on mentors.

As these literature reviews illustrated, there are many aspects to various types of outdoor learning and more research is required, particularly replication of programmes for fuller evidence of outcomes; academic and non-academic.

There can be little doubt that the programmes run by WWT are very popular, much needed and very beneficial for disadvantaged young people. Moreover nature reserves benefit when more people are introduced to wildlife and the natural environment and develop an understanding, a passion even, for the natural world; many people in urban areas miss out. Clearly, If the recommendations in the research reports are considered and programmes further enhanced, then WWT outdoor programmes will continue to make an important societal contribution for young people from disadvantaged backgrounds while promoting the importance of human-care in sustaining our natural environments.

5) References:

WWT Milestones Report No. 1 (Dec. 2016), 'Literature Review', p.1, Reynolds: IoE, University of Reading

WWT Milestones Report No. 2 (Dec. 2017), 'Literature Review', p.4, Reynolds: IoE, University of Reading

WWT Milestones Report No. 3 (Dec. 2018), 'Literature Review', p.4-7, Reynolds: IoE, University of Reading

WWT Milestones Report No. 4 (Dec. 2019), 'Literature Review', p.4-7, Reynolds: IoE, University of Reading

Mentor Report (Dec. 2020), 'Literature Review', p.4-6, Reynolds: IoE, University of Reading



1. After participating on the Programme: (please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I now have more knowledge about nature and the environment	6 40%	6 40%	3 20%		
I now have more skills connected with working outside with nature and the environment	4 27%	7 46%	4 27%		
I will tell other people about my time spent with nature and the environment	3 20%	9 60%	3 20%		
I now go/will go out into nature more in my own time	6 40%	6 40%	3 20%		
I will take more care of nature and the environment	8 54%	7 46%			
I appreciate nature and the environment more now	9 60%	3 20%	3 20%		
I like the time and space that being amongst nature provides	8 54%	7 46%			
Being outside makes me feel different to being inside the classroom/workplace	13 87%	1 6.5%	1 6.5%		

1.a

I feel the wind and cold, I feel glad

Relaxed and happy

Really calm and happy, sometimes it feels exciting

I like it

I go out a lot, I love it

Contented, peaceful

Calm

Happy

Relief

Relaxed and calm

It's okay

2. Your Involvement with the Programme: (Please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Before the project started I really looked forward to being a participant	7 47%	6 40%	2 13%		
After my first visit, I was really looking forward to going again	9 60%	6 40%			
I love the activities I am/was involved with	12 80%	3 20%			
I wanted to try more activities	12 80%	3 20%			
I have a choice about what happens on the project	3 20%	7 47%	5 33%		
I found the time on the project went quickly	9 60%	5 33%	1 7%		
I wished I could have had more time on the project	9 60%	5 33%	1 7%		
When the project finishes/finished I will miss it	4 27%	8 53%	3 20%		
I would love to be involved on another project in the future	12 80%	3 20%			



1. After participating on the Programme: (please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I now have more knowledge about nature and the environment	2 50%	2 50%			
I now have more skills connected with working outside with nature and the environment	1 25%	3 75%			
I will tell other people about my time spent with nature and the environment		2 50%	2 50%		
I now go/will go out into nature more in my own time		1 25%	1 25%	2 50%	
I will take more care of nature and the environment	2 50%	1 25%		1 25%	
I appreciate nature and the environment more now	1 25%	2 50%	1 25%		
I like the time and space that being amongst nature provides	1 25%	3 75%			
Being outside makes me feel different to being inside the classroom/workplace	2 50%	1 25%	1 25%		

1.a

Cold x3
Enthusiastic
Calm x3
Happy x2
Confident
Thoughtful

2. Your Involvement with the Programme: (Please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Before the project started I really looked forward to being a participant	2 50%	2 50%			
After my first visit, I was really looking forward to going again	3 75%	1 25%			
I love the activities I am/was involved with	2 50%	2 50%			
I wanted to try more activities	2 50%	1 25%	1 25%		
I have a choice about what happens on the project		2 50%	1 25%	1 25%	
I found the time on the project went quickly	2 50%	2 50%			
I wished I could have had more time on the project	2 50%	2 50%			
When the project finishes/finished I will miss it	2 50%	1 25%	1 25%		
I would love to be involved on another project in the future	3 75%	1 25%			

1. After participating on the Programme: (please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I now have more knowledge about nature and the environment	1				
I now have more skills connected with working outside with nature and the environment	1				
I will tell other people about my time spent with nature and the environment	1				
I now go/will go out into nature more in my own time		1			
I will take more care of nature and the environment	1				
I appreciate nature and the environment more now	1				
I like the time and space that being amongst nature provides	1				
Being outside makes me feel different to being inside the classroom/workplace	1				

1.a

Happy when making fires

Cold

It wakes me up

2. Your Involvement with the Programme: (Please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Before the project started I really looked forward to being a participant	1				
After my first visit, I was really looking forward to going again			1		
I love the activities I am/was involved with	1				
I wanted to try more activities	1				
I have a choice about what happens on the project	1				
I found the time on the project went quickly	1				
I wished I could have had more time on the project	1				
When the project finishes/finished I will miss it	1				
I would love to be involved on another project in the future	1				



1. After participating on the Programme: (please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
I now have more knowledge about nature and the environment	5 71%	2 29%			
I now have more skills connected with working outside with nature and the environment	6 86%	1 14%			
I will tell other people about my time spent with nature and the environment	2 29%	3 42%	2 29%		
I now go/will go out into nature more in my own time	4 57%	1 14.33%		1 14.33%	1 14.33%
I will take more care of nature and the environment	5 71%	2 29%			
I appreciate nature and the environment more now	5 71%	2 29%			
I like the time and space that being amongst nature provides	5 71%	2 29%			
Being outside makes me feel different to being inside the classroom/workplace	4 57%	1 14%	2 29%		

1.a

*Excited, joyful**Amazed and happy**Free**I feel confused but having the best time ever**Glee**Less worried and fun**Makes me feel happy*

2. Your Involvement with the Programme: (Please tick one box per line)

	Percentage of responses				
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Before the project started I really looked forward to being a participant	7 100%				
After my first visit, I was really looking forward to going again	7 100%				
I love the activities I am/was involved with	7 100%				
I wanted to try more activities	5 71%	1 14.5%	1 14.5%		
I have a choice about what happens on the project	1 14.5%	5 71%	1 14.5%		
I found the time on the project went quickly	4 57%		2 29%	1 14%	
I wished I could have had more time on the project	6 86%	1 14%			
When the project finishes/finished I will miss it	6 86%	1 14%			
I would love to be involved on another project in the future	7 100%				

MILESTONES PROJECT

Report No. 4 - December 2019

Longitudinal Study - Swindon Academy

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ACKNOWLEDGEMENTS:

The researcher and author of this fourth report wishes to thank Ms. Rachel Bush, the Milestones Programme Manager at Wiltshire Wildlife Trust (WWT) and the school teacher at Swindon Academy who accompanied the boys' on their trips out with WWT to the nature reserves (for confidentiality referred to in this report with the pseudonym Mr. Smith), for their help in arranging interview dates and appointments, plus kindly supplying a private room to ensure researcher and each research participant had privacy to engage in a natural discussion in a quiet space.

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INTRODUCTION:

The Milestone Project, run by Wiltshire Wildlife Trust (WWT) is a longitudinal research study which began in 2016 and is being conducted with pupils in Swindon Academy; socially disadvantaged boys struggling in the classroom who are taken out onto nature reserves for outdoor learning. The aim of the research was to explore how, over time, the outdoor learning programme bringing individuals closer to nature and the environment, might or might not, increase each participant's personal confidence and self-esteem, improve their social emotional learning (SEL) and social, emotional and behavioural development (SEBD) and to explore the outdoor impact on learning in the classroom.

Seven boys have participated in the research since 2016 when they started in year seven at Swindon Academy. Three other boys who started with them left the research a year later (boys 'F', 'G' and 'H') and three new boys agreed to participate in 2018 when they were in year 9. Interviews took place in 2017 and 2018. This year, 2019, all ten boys were again interviewed; this is their final year of participation in the project.

Since May 2016, when researcher participation and surveys took place, the research has built considerably. The first interviews which occurred in July 2017 revealed positive responses to outdoor learning; the boys described their feelings with phrases such as: 'it makes me feel good', 'good to have freedom and fresh air', 'I feel really special', 'I just love it' and more (Report 2, Dec 2017, p9-19). Yet they also spoke of the negatives, their personal feelings of stress, anxiety, shyness, insecurity, low self-esteem and their tendency to earn detentions in school. When interviewed again in 2018 seven boys were still much enjoying their outdoor trips with WWT, were proud of learning outdoor skills, had acquired practical skills and improved their social interactions with their peers and adults, but, knowing the researcher better, the boys expressed more profoundly, their personal anxieties, stresses and in some cases, opened up about their medical diagnoses and family difficulties. The three new boys, who had only joined the project in 2018, tended to be reticent in conversation with the researcher, appeared depressed, anxious and ambivalent about the trips (Report No.3, Dec.2018). Yet by July 2019 these three boys spoke well of their outdoor learning experiences and their social interactions and were disappointed to see the project come to an end. In contra-distinction, the seven boys who had participated in the project from 2016, who had praised the outdoor learning, were now viewing the outings through a different lens; their satisfaction levels had diminished, yet all expressed annoyance that the WWT project had finished.

While this fourth report is the final report for the longitudinal study, four boys out of the ten have been selected to act as mentors on WWT outdoor learning, helping with pupils coming into the school in academic year September 2019-2020, to start year seven. The four boys seemed delighted to be given this position of responsibility, a boost to their self-esteem, and therefore in 2020 it is hoped that each will agree to one more interview to enable a case study on each mentor.

LITERATURE REVIEW

Report No. 1 (Reynolds: Dec. 2016) included a short review of scholarly literature on outdoor learning research. It highlighted the perceived personal benefits (physical and mental) of engaging school children from different backgrounds with outdoor learning and noted that previous research had focused mainly on short studies rather than longer projects. In Report No. 2 (Reynolds: Dec. 2017) the literature review suggested that longer outdoor learning programmes, including residential, are more beneficial than short courses; they have been shown to be more advantageous, yet outdoor field work in secondary schools was diminishing (Dillon, 2006). Report No. 3 (Reynolds: Dec. 2018) explored scholarly literature on outdoor learning environments linked to mental health; academic research, mental health charities and government reports were discussed. In this fourth report, additional studies are explored below, considering how education in a nature-based setting might, or might not, benefit adolescents in terms of their physical, psychological, social, cognitive and emotional development.

The Department for Environment, Food and Rural Affairs (2011) highlighted in a government White paper, the need for a stronger connection between people and nature and called, explicitly, for each and every child in England to have the opportunity to experience and learn about the natural environment. The White Paper covers a report by King's College, London, which states that outdoor learning affords huge benefits to children, yet much research shows many are losing connection to the natural environment; those in urban environments are particularly disadvantaged. Only ten per cent of children interact with the natural environment compared to forty per cent of adults when young, thus there is an 'extinction of experience' forming a detrimental impact on environmental attitudes and behaviours (2011).

A Natural England Report (EIN018) states that most studies exploring time spent in the natural environment show this to be associated with positive outcomes for 'attention, anger, fatigue and sadness' and lower levels of negative affects on mood and emotions and physiological stress. There is, they state: 'generally positive evidence relating to the impacts of activities in the natural environment on children's mental health and their cognitive emotional and behavioural functioning'. The report suggests that using the natural environment as a setting for the prevention, or betterment, of poor mental health might help with specific conditions and significantly, that longer term programmes appear to be more effective than short ones (Natural England: EIN018; p.3).

While the majority of outdoor programmes are short courses, a three-year mixed-methods study, was carried out by McCree, Cutting and Sherwin (2018) with eleven primary school children aged 5-7, all disadvantaged in various ways, socially, economically and behaviourally and on free school meals (FSM), who attended a weekly Forest school for outdoor learning sessions. The children visited the same local woodland weekly, having extra full days during holidays at other Wildlife Trust reserves where time was spent on creative crafts, shelter building, tree climbing, making bird boxes, foraging, conservation activities like coppicing, campfire cooking, willow sculpture and playful games. Children made different choices in activities reflecting their different characters and needs and, at times, behaviour was challenging in their second year resulting in exclusions from a session or two. This was due to their relations with other children but eventually the outings became their safe space to play out their emotions, manage social conflicts and learn what was socially acceptable. Tensions tended to rise as sessions ended and when returning in the minibus in years 2 and 3, suggesting that participants had liked the time to unwind from their difficult lives and disliked it ending. It appears that outdoors the children had felt nurtured, with hot meals and drinks as they sat around the camp fire on cold days and by year 3 the children appeared to have complete trust in session leaders, the place, friends and in themselves, all very positive. Back in school it appears there was a significant cultural change with outdoor learning being championed, for the head teacher, half-way through the programme, commented on his own observations and the academic results that showed the programme was working well for both participants and school. Significantly, the children were encouraged to share their newfound learning and skills with their non-participating peers, becoming 'wild experts' making them feel proud. Thus, after exploring the impact on the pupils' academic attainment, their wellbeing and their connection to nature, the outcomes were that attendance, as well as academic performance, improved compared to their non-participating school peers, and that social free play and relationships in a particular space help establish emotional resilience, even self-regulation as they managed their behaviours. The regular outdoor sessions with trained practitioners, supported the pupils social and emotional development and well being (McCree, et al, 2018). At the end of the three-year programme they were only 8-10 years old.

Older children were explored by Heras, Medir and Salazar (2019) who conducted a small-scale qualitative research in Catalonia with 22 children aged 11-12 years, (12 girls, 10 boys), using analysis of focus group discussions and an interpretive paradigm. Their aim was to establish what students felt about the field trips and what perceptions they held about the activities. Other researchers they stated (Orion 2003; Braund and Reiss, 2004) had noted that cognitive benefits arise from field trips based in scientific education which require concrete experience, contact with materials or phenomena, helping to achieve specific levels of cognition at abstract levels and, according to Morag and Tal, (2012) this facilitates understanding of concepts and impacts positive, long-term memory. Indeed O'Brien (2009) also found cognitive benefits in outdoor learning; it brought improved motivation and concentration and better relationships with teachers while Waller (2007) found an increase in participants' conversational ability (Reynolds, Report No. 3, 2018). Field trips appeared to provide psychological benefits as they have a positive impact on the

children's long-term memory; they remember the activity and the place; they also improve social skills, strengthen 'the bond between affective and cognitive domains with each influencing the other' creating meaningful learning (Hera et al, 2019).

In their study, Hera et al (2019) found that the children's emotions were mainly positive memories of their outdoor experience. When asked what they have learned the participants tried to recall facts, technical words, names of animals, plants or trees. Mistakes were made, yet the children claimed they had learned much from their experience; they simply struggled to articulate their feelings. Significantly, the findings illustrated that 'the cognitive level is secondary to the fact of having positive experiences in the natural environment on an emotional level' (Hera et al, 2019: 9). Emotionally the pupils became attached to their environmental surroundings and were motivated to revisit. These scholars referred to Mygind (2009), whose three-year study on primary pupils receiving weekly learning in a forest setting, found that the experience had a very positive effect on social relationships for students worked together in their outdoor experience.

Price (2018) advocates outdoor learning particularly for pupils' social and emotional learning (SEL) and for those with social emotional behavioural difficulties (SEBD); pupils who find conforming to the social constructs of school very challenging. He defined SEL skills as the ability to understand and manage emotions, developing care and concern for others, establishing positive relationships, making responsible decisions, and managing challenging situations. These are skills that enable children to replace their anger with calmness, to make friends, and manage conflict resolution. His study focused on SEL intervention for pupils attending a special school, aged 12-13, set within an outdoor learning context and using a qualitative Action Research Approach with constant comparative analysis. The one-year study involved one afternoon outdoors a week and in the research findings participants had developed the social-emotional skills of: agreement, problem-solving, coping with difficult situations, responsibility and viewing from alternative perspectives.

Developing these SEL skills is important in school referral units. When troubled pupils are excluded from mainstream school, and transferred into a Referral Unit, they can partake in an alternative curriculum, designed for students to learn in a more practical setting; that is using local facilities to enhance a student's educational experience. According to the Bridge Education Centre (BEC) in Hampshire, this needs to be planned and well implemented for outdoor learning tends to be 'most successful when an integral element of long-term curriculum planning, and linked closely to classroom activities' (BEC Website: 2019). Outdoor activities often include engaging students in creating market gardens, visits to country parks, adventure activity centres and tuition in golf and other sports. The BEC Referral Unit sets aside a budget to cover the outdoor adventure activities, and can therefore probably do more than mainstream schools or Wildlife Trusts, but the point made here is that BEC found that 'learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development'. Learning was often incentivised by offering progression certificates, at national level if possible. When working in a community project for a local market garden, students might undertake Royal Horticultural Society qualifications, or GCSE physical education when using local sports facilities (BEC website, 2019)

Certainly, enabling pupils an opportunity to engage in outdoor learning can add a new perspective to their lives, introducing them to nature and the environment away from iPhone, laptops, electronic gaming, i.e. screen time (ST), as discussed in the 2018 literature review on school counsellors (Flom, Johnson, Hubbard, Reid (2011). Mutza et al (2019) also conducted a study on the increasing use of screen time (ST), as children in Western societies watch more television, use computers and play video games increasingly, from 3-6 hours daily, with youths from low socio-economic backgrounds engaging more than others and boys more than girls. Excessive use, they argued, impacts health leading to sleep disturbances and impacting negatively on mental health as ST is associated with depressive symptoms. Their research covered 108 adolescents from age 13, divided into groups, in a short ten-day outdoor adventure programme and showed that excessive ST in young people has detrimental effects particularly on their psychosocial health. These scholars argue that structured outdoor programmes often serve as an antidote to the negative health impacts of ST. Perhaps unsurprisingly, their quantitative research using the Perceived Stress Questionnaire (Levenstein et al, 1993) looking at 'worry', 'tension' under which subsets of sorrow, inner conflict, anxiety and fears and more, were explored, illustrated that those who gained most from the outdoor sports were youths with the highest level of daily ST. Moreover, changing the youths' lifestyle into active, healthy outdoor interests away from leisure time ST,

during the programme duration, yields the potential for youth to reflect and change their habits. This reflection should be part of the course to 'facilitate the transference of lessons learned, to very different context and settings' as Deane and Harre, 2013, recommended (Mutza et al, 2019). Having youths reflect on changes to their thinking when on, and after, their outdoor programmes and on their perceptions of their connections and the strong bonds formed as they learned to trust others, can be translated back into school, improving attainment. If pupils believe they are learning and progressing, then they do; 'self-identity in education is 'key to educational attitudes and aspirations' (Fuller 2009, 2012).

Indeed Fuller, Powell and Fox (2017) conducted a case study using mixed-methods research. In exploring socially disadvantaged adolescents' participating in outdoor experiences at a residential centre, they suggested that the visits made a huge impact on students' own sense of efficacy and personal confidence, even showing a statistically significant impact on school examination results. One of the salient points made by these scholars referred to the government's introduction, in 2011, of Pupil Premium (PP) an additional funding payment made to schools to assist in tackling disadvantage, to help the most needy young people, those on free school meals, to attain and aspire educationally in line with their peers. Having autonomy on how best they use PP funding, schools are free to decide how to assist needy children. There are numerous ways, including extra tutorial support, more equipment, or extra-curricular activities including outdoor learning. However, the government is adamant about accountability with schools required to demonstrate attainment progress in PP pupils. Thus while Bandura (1995: 7) discussed 'mastery experiences', and how PP funded extra-curricular opportunities could potentially lead to development of personal confidence, to date benefits for this are unclear and therefore investing PP in this way is considered somewhat risky by many schools. However, as Fuller et al noted, a number of studies (Hirsch, 2007; Standford, Armoura and Warnington, 2006) have linked outdoor learning experiences not only with increases in self-confidence but with improved social and educational behaviour, others (Randall, 2013) have shown positive consequences in attainment. Thus using PP for outdoor activities could be beneficial.

In their findings Fuller et al (2017), reported that repeated visits (in their study two student visits a year, Friday to Sunday, over three years), with the same group of students, enabled positive outcomes from the outdoor experiences. While one-off visits can, and do, offer positive outcomes, learning embedded through frequent visits reinforces knowledge and translates back into the classroom due to promotion of changes in attitudes, confidence and behaviour.

Clearly there appears to be much positive research on outdoor learning, whether residential, adventure activities, Forest Schools or Wildlife Trust experiences, yet much is short-term. Significantly though, considering the above, together with the previous literature reviews and particularly last year's discussion on mental health charities, it is clear that children with very special needs, troubled and exhibiting poor behaviour need interventions and many do not receive help when referred to specialist mental health services. At least 55,000 plus are refused treatment, the figures probably much higher as some mental health providers fail to send data to CAMHS England (Reynolds: Report 3, 2018). Thus schools that organise outdoor experiences for disadvantaged pupils appear to be filling a gap.

RESEARCH METHODS AND APPROACH

The main research question throughout this study has been: 'What affects do regular visits out with nature and the environment have on boys from low socio-economic backgrounds, those struggling in school. Sub-questions considered: 'what affects, if any, do outdoor experiences have on i) self-confidence, ii) self-esteem, iii) to attitudes and behaviours in the classroom and iv) how do the boys perceive outcomes of their time with nature and the environment. The research approach is fully qualitative and sociologically framed deploying interpretative symbolic interactionism; that is paying close attention to the detail of interpersonal interaction to make sense of what others do and say in the context of their daily lives. The aim was therefore to capture and understand the boys' perspectives, how they viewed their world, giving them a voice. It had been hoped to collate school data to ascertain how this compared with boys comments on their academic performance, but this was confidential to the school, so unavailable to the researcher, thus a weakness of the study.

Research methods were triangulated to overcome intrinsic bias resulting from a single method, thus the methods included: participant observation in October 2016 and January 2017; field notes; survey questionnaires completed by boys as they began outings with WWT; and semi-structured, in-depth interviews, annually, over three years (2017-2019). Each interview was held in a private, quiet space, to ensure privacy and confidentiality and digitally recorded with each boy's agreement.

As stated in Reports No. 2 and 3 (Reynolds: 2017; 2018)) each boy's survey responses paved the way for further exploration during their first interview. Initially similar questions were asked of each boy, for example, what would you like to do after your GCSE examinations? Where the boys had changed their minds since completing their questionnaire, this was discussed. Each boy had selected three future life choices most important to them against question 5 on the survey form and in the first interview they were asked the reasons for their choices. This engaged the boys in conversing freely and easily, expressing their hopes and desires. There had been five likert scales on the survey form and some of the negative responses were picked up and the question put again in interview to see if the response differed. During the first interview discussion also included each participant's school work and performance, and their social interactions with others. The boys were asked to describe how they thought others viewed them; that is their friends, teachers and parents, and even how each boy, himself, would describe his own character; this was designed to explore self-esteem. Finally, each boy was asked to discuss, in his own words, in his own time, his outdoor experiences with the WWT; what they liked and disliked, what they had made and learned. Interviews in following years expanded on previous discussions, digging deeper, enabling continuity and changes to be identified and additionally, this year included discussions on why the boys thought the outings had been stopped early.

All interviews were transcribed and coded under four main categories; confidence, self-esteem, connectivity to nature and background influences. Each of these had numerous sub-categories which were broken down into further sub-sets. Using a large spreadsheet the students names were entered in cells horizontally and the codes and sub-codes entered vertically in column one. From the transcripts, the words and text applicable to each code were entered for each boy vertically in the cells. On completion, this enabled analysis by reading across and down the spreadsheet. Further interviews had similar spreadsheets and each boy's vertical column was cross-referenced into individual worksheets for a year by year compilation for each boy.

Themes used in previous reports have been repeated with one or two changes as this is the final report on this group's visits to nature reserves. Last year's 'Changes over time' sections are now incorporated into other themes to highlight how each boy has progressed, or otherwise, since the research began, while 'confidence in different things' has merged with Confidence; rise and falls. Nature connectivity now appears as 'nature: connection and disconnection' to discuss why the outings ended a year early for these boys. Next year, 2020, it is intended to interview only four of the boys again; boys 'A', 'D', 'L' and 'M' who have been invited by WWT to act as mentors to a new year seven group. Thus the December 2020 report will consist of four case studies.

In this report, therefore, the voices of the research participants are heard under the themes of i) Confidence: rises and falls; ii) Self-Esteem, iii) Outdoor Impact on Classroom and iv) Nature: Connection and Disconnection. Under each theme, each boy is discussed in turn with key previous analysis brought forward, building the picture of continuity or change over time. Each theme will then be followed by a summary of key points and similarities and differences between the boys.

Ethical considerations:

The University Ethics committee approved the Information sheets sent to parents together with invitation letters and consent forms for their child to participate in the research. Each year parents were sent new letters and new consent forms to ensure they were happy for their child to continue in the research. Agreement for student voices to be recorded was requested and received.

SWINDON ACADEMY: Longitudinal study

DISCUSSION:

i) Confidence: Rise and Falls

For the purpose of this research, we define confidence as: undoubting (the state of feeling certain), about conviction, positiveness, self-assurance that arises from knowing one's capabilities and qualities, and also about reliability, about having trust, belief, prepared to rely on and depend on others, for example teachers in school, instructors in sports, peers in group work, family members in the home. If pupils feel high levels of confidence then their self-efficacy is often heightened and impacts their sense of self in positive ways, for example how they view themselves as learners (Fuller, et al 2017).

When the participants joined the research all were lacking confidence in learning, and in various other ways. We therefore discuss each boy below to ascertain if levels increased, oscillated, or decreased.

'A' Initially boy 'A' was extremely shy, full of self-doubt when he started secondary school. He struggled with getting to know teachers and other pupils, felt uncertain where to go and worried about appearing stupid. Transition from primary to secondary had been a difficult experience it seems, but gradually he settled and determined to try hard, already aspiring to gaining high grades in his year eleven examinations. Learning success seemed very important to this boy, but his confidence was impacted by panic attacks which often took him out of the classroom. He worried one might occur during his year eleven examinations affecting his future aspirations to enter sixth-form college; this worry he only revealed to the researcher in 2018.

Yet boy 'A's confidence received a boost when he was put into a higher set in year 8 because he felt certain hard work had earned this achievement. As with year seven however, he took time to settle, often unable to override his nerves and anxiety to ask new teachers a question in class. With shyness inhibiting him, boy 'A' was finding his lessons in the higher set difficult but said, almost apologetically: 'I think I try my best at all of them to be honest with you'. Subjects where he felt he had ability were music and PE: these gave him a feel-good factor as he enjoyed playing ukulele and exercise. However by 2019, boy 'A' had been put back down a set as he was not coping, yet curiously, although a little disappointed, this had not affected him adversely. Indeed in interview his confidence was high. Boy 'A' attributed this to the interventions put in place by others to support him for he stated:

...my anxiety...that was really bad in year 7 and I lost quite a lot of confidence then, but I seem to have constantly built up and built up my confidence..so, I started off with Wiltshire Wildlife...then it went to going out each week and I've been speaking to the school nurse in school.

Chatty and exuberant boy 'A' asked:

Do you know what I did in March?...I went to the Houses of Parliament for the WWT... to speak to the MPs about having time out in nature for the children.

This outing, making boy 'A' feel like an ambassador for his peers, was clearly the biggest boost his confidence could have received. Having placed huge trust in those willing to help him, he found it paid dividends for he was given new responsibilities; made a school prefect, selected to visit parliament to converse with MPs and offered the responsibility of becoming a WWT mentor in 2019-2020 academic year. Now he seemed to feel self-assured; that he possessed other capabilities and qualities and with hard work he could achieve better in his school learning.

‘B’

Rises in confidence were not continual for boy ‘B’ as they had been for boy ‘A’. Confidence fluctuated depending on his mood and due to difficulties with relationships; he regarded the other boys as annoying in class, especially when feeling very tired.

When interviewed in 2017, boy ‘B’ considered his confidence in school work was rising, but felt he performed better when working on his own rather than with others in the class. He liked English and maths, yet a year later English was just ‘okay’ for his confidence reduced when a supply teacher stepped in; he felt uncomfortable with strangers. In 2018 it was music lessons that made him feel more confident, while he disliked science, a subject he said in which he struggled and lacked confidence. He liked art, but this was spoilt as he did not gel with the art teacher.

From 2016-2019 boy B” considered schooling important and all through the years he determined to go to sixth-form college but by 2019 his confidence in school had diminished. He stated:

In some classes I get frustrated so then I just start like being in a bit of a mood...I get really moody.

This happens mostly in maths, English and science, subjects in which teachers ought to explain more fully he insisted. He would not ask for help because he thought they would say to him: ‘look back yourself’. Pre-empting the teacher’s response seemed to be a way of masking his lack of confidence in asking for assistance.

With GCSE’s approaching he worried that, in examinations, he tended to get stressed, for he explained: “because it’s in a room with loads of people and they start, like, false coughing and make a lot of noise’. Coughing he considered was deliberate, stating:

Because when one person coughs, the next one does, and then the person coughs again and then they cough over and over.

Consequently boy ‘B’ who cannot abide noise, now worries about GCSEs and lacks confidence. Feeling insecure, this boy might, possibly, benefit from sitting his examinations away from other pupils, enabling him to relax and focus in total silence.

Interestingly, boy ‘B’ has a tendency to want to appear confident, for example, he talked confidently of his intentions to travel the world on his own, feels confident he can have any job he chooses (this has changed from working with animals, possibly a vet, to a vegetarian chef, to working for himself by setting up a business); he was planning to take GCSE business studies to help him decide what type of business to run, but the attraction was to work for himself, as working alone he feels more confident and secure.

Undoubtedly his confidence in class lessons oscillated, yet age brought a perceived confidence advantage for in 2019, when in year 9, he explained:

I think it’s just the fact that, in year seven, it was like more people and they, like, look down on you and when you’re here like, you’re in the middle, so you’re like in between, like, everyone looking down on you or looking up to you’.

Clearly becoming more mature and moving through school, no longer considered the youngest, boosted his need for higher status making him feel more secure. Yet despite his claim to newfound confidence, boy ‘B’ still feels nervous and panics if singled out. For instance, after the 2019 interview he said he had to go to English lesson, and the pulled a face saying:

I have to give a speech...write it all out and then we go in turn and then like speak in front of everyone.

Asked if he felt he would cope, he said: 'yeah but I just panic, because they're all really intimidating, really are, so nothing I can do'. Boy 'B' wanted to be confident yet his anxiety levels escalated in social situations impacting everything he tried to do and achieve.

'C'

This boy claimed to be confident and did not appear to worry like boys 'A' and 'B'. In 2017 he found school boring, disliked most school subjects, apart from sports, but was confident his teachers were happy with his progress and that he was well liked. Yet for all his proclaimed self-assurance, boy 'C' was often hesitant in asking teachers questions, revealing self-doubt. When asked about GCSEs, he would do 'really well' he said, after which he would leave school. His only aspiration was to become a footballer; if that failed then a plumber like his father.

In 2018, knowing the researcher better, and perhaps wanting to impress, boy 'C' confessed that in year 7 he had received almost a detention a day, but this year (year 8) he had only received 3-4 detentions. He was confident that he had improved, not only in behaviour, but in mathematics, English and science because, he said, he revised hard and was concentrating more, stating: 'I ain't getting off-task like as much as I did'. He remained confident about forthcoming GCSEs, felt more confident about asking questions in class and school work only stressed him, he said: 'a little'. Boy 'C' then divulged that he had an underlying problem with SPD. If boy 'C' has been diagnosed with neurological SPD (Sensory Processing Disorder) where the sensory information that the individual perceives results in abnormal responses, then he was very aware of his difference and the impact on his ability to concentrate; this may well have determined his responses to the researcher, trying to portray an image of self-confidence to mask his poor sense of self-identity.

However, In 2019 boy 'C' still professed to doing well in school, even though he said he disliked school more. Confidently he claimed: 'I'm cleverer than them' when referring to classmates, yet he still earns detentions and when asked how he felt about GCSEs he seemed not to care, just wanting to leave school. This boy also has trust issues for he claims that he is, he said: 'targeted by teachers, taking blame when others misbehave' and at times, feeling disliked, he would feel angered, answer teachers back, earn another detention, feel more unloved, simply increasing his anger. It appears that his health syndrome produces an insecurity in learning that is masked by self-promotion. When listening to this boy, the Hawthorne Effect, a type of reactivity whereby individuals modify aspects of their behaviour due to being observed, and wanting to feel they belong to a community, i.e. in this case wanting the researcher to think him clever and that his SPD made no difference, seemed to apply.

Boy 'C' boosts his confidence by playing football and working in a public house collecting glasses and telling people he earns, he said; '£15 per hour' three evenings a week. Social life, social interaction as out with WWT, increases his personal confidence.

'D'

Confidence was low in boy 'D'. In 2017 he said he was shy with strangers but quite confident in his mathematics ability and in PE lessons. He felt his confidence in school was increasing but found difficulty in expressing himself when talking to teachers. While he expected to do well in year eleven examinations he did not see the need for GCSEs when he wanted to become a professional footballer. He said: 'my behaviour isn't that good' and he earned detentions for being disruptive in class. Unfortunately, in 2018 boy 'D' was absent from school on interview day so he did not converse with the researcher further until 2019. Again he missed his interview appointment, yet made a surprise appearance later in the day by joining a friend (boy 'I') for a joint interview. Clearly boy 'D' needed a support pillar to feel confident enough to talk to a researcher he had not seen since 2017.

During the interview, It transpired that boy 'D' enjoyed school even less now. He said:

In our Easter exams I got put down a set because I was off school ill and they didn't let me do my English exam.

This disturbed him as he was no longer mixing with people he knew, saying: 'I don't feel comfortable around people that I don't really know' and he felt, he said: 'a little bit upset'. It seems to have impacted his confidence. Although this boy likes PE best, he feels confident in his mathematics and English lessons yet, at times, lacks confidence to ask teachers for help. Examinations cause him stress and he will find GCSEs 'a little bit scary' he said, but he wishes to leave school thereafter and, if he does not make it as a professional footballer, he will work with his father.

Sport, particularly football, helps boost this boy's confidence as he believes in his sporting talent. Similarly, the WWT outdoor experiences he feels have given him confidence due to social interaction with other boys, working together in groups, and having to converse with, and get to know, strangers; the leaders and volunteers.

'E'

In 2017 boy 'E' had low confidence in his academic ability; he struggled in year 7, tried hard, but said he always received low marks. Yet later he was proud to reveal he had been put in a higher set at the start of the new academic year. This, he felt, was due to his hard work, helped and encouraged by his homework advisor. By putting trust in a support system, the homework advisor, his self-efficacy in learning improved and success boosted his self-confidence. Yet he still had difficulty in asking teachers for help, preferring to ask the person he sat next to in class. In year 8, he enjoyed school more and felt confident he would gain good grades in GCSE English, science and maths and then enter sixth form college; he was even hopeful for university. He was confident he could do the examinations saying you have to have a plan or, he said: 'you'll be out there in the cold'. However, by year 9, he said 'I'm struggling' and did not enjoy school for he was receiving detentions from teachers over equipment and homework misunderstandings. Consequently, his confidence diminished because he felt his needs were misunderstood and he had lost belief in his ability.

Asked if he felt he had gained any confidence as he matured he said; 'I think I've been losing it' which he attributed to his inability to socialise and feeling others were 'mean' to him. He gave an example of trying to join in with a football club but, he said: most of the people say they don't want me to go' and when he does get to play, he said:

I'm normally like sat out, waiting to play or I'm in goal...and I don't like that cos I usually like the people passing to me, but they don't.

Feeling excluded, disliked by his peers similarly to boy 'B', impacted his confidence, but again, like boy 'B' his confidence fluctuated along with his mood swings and aspirations. He was filled with uncertainty. In 2016 he had wanted to work in an iPhone shop but by 2017 he had decided to join the police or army, then in 2018 he aspired higher to becoming a lawyer. Yet, rather than the core subjects, boy 'E' felt more confident in school subjects like drama, dancing, acting, PE and science in 2018, then by 2019 he disliked all subjects. Nonetheless, he said of GCSEs getting closer: 'I don't really mind...as long as you don't think that you're going to do bad, then you can do good'. This boy knew he was struggling in the classroom in year 9 and therefore chose to speak positively knowing he had two years to progress. However, he believed that the WWT outdoor experiences had helped his confidence. Once the outings ceased, however, his behaviour became worse in class for he said:

My behaviour has had a massive spike since I left the WWT and yes, it's getting worse...because I'm having more lash outs and AST meltdowns.

Back in the classroom, restricted in space unlike the vast open outdoors, and being unable to chat as he had with others while working outdoors, he again felt unhappy.

'I'

This boy is not shy, happy to speak out in front of the class, and had confidence in his maths ability in year 7, but he lacked confidence in other subjects particularly English. In

year 7 he said he enjoyed school more than he had previously and realised education was important. By year 8 he enjoyed school even more but found work was getting harder. He had dropped to set two but this made him feel more confident he said: 'in myself and in my lessons', yet his confidence would diminish rapidly, mainly when he thought he had answered a question correctly then found it was incorrect, which caused him stress. In year 9, this pattern continued for he stated:

I think that I could get most of it right and I put the answer down, and then, it's not, like, the right answer.

Although teachers had explained his errors, he said this did not help his marks and going down a set had been a big disappointment because he said: I thought, like, I could do better...I wished I could do the exams again'. Consequently, realising he was not performing as well as he had assumed, future examinations, including the forthcoming GCSEs, worried him. He has therefore chosen PE as an 'O' level option, feeling more confident about gaining a GCSE in that subject. Socially, with the other boys, he had much confidence in asserting himself. Indeed boy 'D, too nervous to face his own interview, could only summon confidence to attend along with boy 'I', knowing his friend would lead and encourage him to join in the conversation. Yet when speaking in interview, boy 'I', despite his friendly disposition and wanting to chat, found it difficult to articulate his thoughts, searching for the right words which impacted his confidence.

Confidence for boy 'I' was at its highest when playing sport. He excelled at ice-hockey and football playing in teams outside of school, and unsurprisingly, perhaps, he aspires to work as a professional ice hockey player after GCSEs and has no aim to try to access university.

'J'

Confidence was not overly high in boy 'J'. Interviewed for the first time in 2018, having been on vacation during interviews in 2017, boy 'J' enjoyed school most days with his favourite lessons being PE, maths, English, science and technology. He was confident that he was performing as well as others in his class; he considered education to be important and was confident his behaviour had improved since year 7 when he earned constant detentions for fighting with other boys. He claimed to have been defending himself against racist abuse and that teachers had not understood how offensive it was to him when his peers made comments about the colour of his skin

In year 8 boy 'J' still felt very shy with strangers, lacked confidence speaking out in class but took his work seriously, feeling he had been in a low position but was moving upwards, improving his English considerably, and he aspired to do well when GCSEs arrived; he was confident he would enter sixth-form college and hoped to go to Bath university

By 2019 boy 'J' told the researcher that school was, he said:

Going good, this year's got, like, more challenging...but I'm dealing with it...I try my hardest in everything'.

He was confident in class stating: 'I'm probably like middle to top' and was conscientious about homework as he still aspired to achieve good A-levels after GCSEs and to access Bath University because of their sport facilities, yet confessed that, on occasions, he still behaved like the class clown stating: 'I still do it...it's got a bit better from year 7 ...but on the odd occasion I still do it'. Although he felt confident that his behaviour had continued to improve, he spoke honestly about school exclusions, one for two days, the other lasting one week, stating:

One of them I got because I had a fight and one of them was for not listening to the rules...I was excluded for the whole week again, yeah, and then, like, I come back and I had a meeting'

The meeting, he said 'made me think about what I need to do better to not get one' and he added:

I think.. oh, I am going to miss my lessons because obviously I don't...when I get home it's not like I get to keep my stuff, I have all my stuff taken off me and I'm just sat there bored, during nothing'.

Boy 'J' had the ability to be self-reflexive, becoming aware of the impact on his learning. Thus he had similarities with boys 'A' and 'D' whereby all aspired to do well, wanted to progress through education yet were extremely shy and suffered from anxiety, impacting their confidence.

Boy 'J' had most confidence in his football ability, spurred on by his father who wanted him to make it as a professional player and encouraged him to 'keep going and trying'. During his 2019 interview boy 'J' stated:

I'm getting more confident as I get older, like, because normally I don't like standing up in front of people, like, but now I'm getting to, like, slightly manage it.

He gave an example, saying:

A couple of weeks back we had this, like, talk-talk thing where we was all mixed up in different groups...if I know people then I don't mind a bit, but when I don't really know them that well, then I start to get a bit nervous and avoid them.

Boy 'J' feels he is gradually overcoming his nervousness and improving his social skills and confidence. Hence for this boy confidence has been gradually increasing since 2017, though like boy 'B' he suffers anxiety when singled out.

'L'

New to the research in 2018, boy 'L' had said in his first interview that he was a confident person, yet contradicted this when he said he could not bring himself to read out aloud or speak in front of the class and could only speak to a teacher quietly, alone. He did not enjoy school, or lessons, felt he was an average student who performed best in mathematics and PE, but had not performed well overall as most subjects bored him. This boy spoke of having been disruptive in class, not listening to the teachers and earning numerous detentions and often placed in isolation.

Consequently, although on his survey form he indicated that he would do well in year eleven examinations, during interview he was not confident that he could do well in GCSEs, aware he had wasted valuable educational time. Boy 'L' explained that in 2018 he was often in a bad mood in class and then did not work because he was depressed, but this no longer happens although he still suffers with anxiety. Whereas in 2018 he only had confidence to speak to one or two teachers, in 2019, he said: 'it's alright now' he could confidently ask questions in class in front of other pupils. Moreover, he is keen to enter sixth-form after GCSEs but has no thoughts, as yet, about career choice; he just knows he aspires to obtain good qualifications.

During second interview in 2019, mentioning school, he said: 'well it's got better, my behaviour's got so much better', and he claimed that he had been given around eighty detentions or warnings this year which was an improvement on the hundred he had received in 2018. If these figures were true or exaggerated, at least he was inferring that he was on a better pathway. Certainly his confidence seemed much improved for he was keen to chat; having met the researcher before, he seemed more at ease. In mathematics he had confidence too, saying: 'I can do it, I'm good at it'. Feeling that, feeling competent, was good for his confidence.

'M'

Boy 'M', also new to the study in 2018, possessed no self-confidence and exhibited chronic anxiety. During his first interview he bowed his head, mumbling down to the floor, taking time to relax and make eye contact with the researcher. Initially he had stated on his

questionnaire that he did as well as others in his class, yet he contradicted himself, displaying his lack of confidence, saying he felt he performed worse than others and struggled in school. He had been excluded from school, he claimed, for not paying attention and earning many detentions, but he was clearly relieved to have been given a second chance and was receiving two hours schooling per day. He liked maths and science but disliked subjects requiring much reading and writing due to being dyslexic.

Interviewed again in 2019 he was happier to communicate during interview but his confidence was low because, he said: school for him was 'getting poorer'. He stated:

I don't really have a class, I just do two hours a day...but it should be finished when I reach year eleven.

As he was approaching GCSEs, about to enter year 11 in September 2019, he was cognisant of having lost valuable education and was keen to return to full-time learning. He still liked mathematics best and disliked subjects requiring reading and writing but feels the school has given him much support. Now he has more confidence to speak to teachers, to ask for help and said in year eleven he would do English, maths, science and PE. He said he didn't mind the GCSEs and felt confident about taking them, but he indicated that he was still a quiet person and still had anxiety issues. Asked what he did at home it seems he did little except help his mother.

If his confidence in school was low, then similar to the other boys, boy 'M' had a particular outdoor sport that boosted his confidence. Following a family tradition, boy 'M' had inherited a love of motorbikes from his father, his grandfather, and Uncles. This was one area where he excelled and had great confidence for he stated: 'I'm basically born to ride motor bikes' and hence he desired to become a mechanic wanting to be, he said: 'a motor GP for someone who races motorbikes. This boy also played 'Friday football' after school with other boys; in 2019 he now had friends who were not associated with the gangs he had worried about a year earlier and he stated 'I don't really know what they're going to do [the gangs]...I don't really mind that any more'. His anxiety seemed to have waned in that particular area as his confidence increased a little over the year due to the prospect of returning soon to full-time education.

'N'

The third boy to join the research in 2018 was boy 'N'. He had indicated on his survey form that he performed as well as his classmates, yet during interview in 2018 he contradicted himself, saying his work was poor compared to others. This boy, lacking in self-confidence, adopted a defiant attitude when meeting the researcher, saying crossly that he disliked everything about school, struggled with lessons, wanted to leave after GCSEs then contradicted himself again saying he would 'probably stay on'. Boy 'N' disliked reading books saying: 'I hate them' and said he wanted to 'escape from school' inferring that he was lazy and had bad behaviour, adding: 'I don't care to be honest'. Boy 'N' had seemed full of unhappy self-loathing and wanted to isolate himself in his room at home.

It was clear that this boy regarded an interview with a stranger as something to be tolerated, to get through, and initially uttered one word responses to questions. He had little confidence and seemed disinclined to think about anything. Yet in 2019, having met the researcher the year before, boy 'N' was much more amenable to discussion. He was more open, talking readily about school saying he liked PE, art, and design and technology, while maths was just 'okay'. Boy 'N' even showed confidence in his maths ability saying he thought he was good at the subject and his teachers, he said: 'definitely' think I am good at maths'. He even thought now he might like to be a scientist saying: 'I'm into, like, fusion and stuff...like chemicals and like practicals...it's not my favourite, it's like, alright I'd say'. Whereas in the previous year he possessed no confidence in anything, this year confidence had risen a little. Boy 'N' said he had not given much thought to GCSEs but when the time came he would feel 'a bit confident about them', he said.

Again, as with all the other boys, sport was the source of his confidence building. He loved attending boxing classes and hobby class after school plus he belonged to a cadet group

attending one evening a week. Boy 'N' enjoyed social interactions with other boys but did not worry himself unduly if he could not get along with some.

Summary:

For boy A, confidence levels climbed year by year from 2016-2019, but he was the exception. The confidence of boy 'A' had soared due to the feeling that others trusted in him, gave him opportunities to take responsibility, offered him chances he could never have imagined. With higher levels of confidence he was able to consider his schoolwork with more reason and less anxiety resulting in panic attacks diminishing from frequent to one every five months he estimated.

For boys B and E confidence would rise and fall, depending on their class performance, on how many detentions they earned, but specifically due to their difficulties with social relationships, interacting with adults and peers and when they felt teachers did not understand their personal needs. In the latter the boys' lost trust impacting their self-efficacy in learning and lowering their aspirations. Both felt WWT increased their confidence a little, but this evaporated when the trips finished.

Other boys, "D" and 'J' for example, felt extremely shy and 'D' was only confident when he had a trusted friend as a support pillar, while 'J' had experienced comments he perceived as racist which undermined his confidence, leading him into fights with boys. Yet confidence was seen to be gradually improving for these two boys.

While boys who were not shy, 'C' and 'I' exhibited confidence on the surface, academically they were not confident; they gained their confidence from outdoor sport activities such as ice hockey, football and evening work to earn money.

For the boys who had joined the research in 2018, 'L', 'M' and 'N', their confidence had been extremely low initially, but had risen considerably in 2019. Depressive talk uttered in 2018 was replaced by more positivity in their conversations showing some aspirations for the future.

The boys, with the exception of boy 'A', all considered themselves to have reputations which they felt made the teachers biased, blaming them, often unfairly. When they were put in detention for poor behaviour this appears to have created deep resentment, not least because the boys would have to tell their parents. Feeling different and 'bad' in the eyes of others undermined their confidence and often produced defensive behaviours. Yet several, boys, had their confidence increased due to the support they received from teachers for example boys, 'A' 'D' 'L' 'J' and 'M' and it was clear this help was appreciated. Even boy 'E' appreciated support from the homework adviser.

It is clear that all the boys, with the exception of 'B' felt most confident when playing sport. Every boy mentioned loving PE, all wanted to take the subject at GCSE, and football and ice hockey, even motor-bike racing, were favourite sports that made the boys feel good, helping to promote their self-esteem and feelings of wellbeing. Moreover, every boy felt the outdoor experiences with WWT had helped their confidence, as it released stress, anxiety and helped their self-esteem.

ii) Self-Esteem: Rise and Falls

Self-esteem is defined in various ways, but for this study with adolescents the researcher defines thus:

To have high self-esteem one feels confident, thus believes in oneself, in one's personal ability, feeling secure, liked, self-assured, able to communicate and interact well with others, determined to achieve, often has high levels of social and cultural capital. Low self-esteem conversely is defined by a lack of all these, often feeling unlovable or incompetent, disliked, being sensitive to criticism, having poor self-identity; it is often linked to social anxiety, depression and poor health (Rosenberg and Owens, 2009). Social capital was also linked to health and self-esteem by Putnam:

Of all the domains in which I have traced the consequences of social capital, in none, is the importance of social connectedness so well established, as in the case of health and wellbeing (Putnam in Halpern 2005: 73)

Sociologists, like Putnam in his quote above, often highlight the role that social support has in relation to health, physical and mental, and the role that an individual's social network has in buffering them from various adversities in their lives (Halpern, 2005). Without social interaction, without support networks building trust, an individual's confidence and self-esteem can be affected.

The research participants all suffered from neurological conditions which made them feel different, for example, boy 'E' confirmed he had been diagnosed with autism, others suffered from chronic anxiety and stress (boy A, B, D, J, L, M and N), asthma (boy A), Sensory Processing Disorder (boy 'C') dyslexia (M). Others chose not to disclose if they had been diagnosed with any syndrome, but clearly had problems, for example boy 'B' had trust issues, disliked noise, found social relationships very difficult. These are symptoms of people on the autistic spectrum but no condition was ever mentioned in interview by boy 'B' and unless the boys volunteered health information this was not probed by the researcher who aimed for sensitivity. Clearly, these health issues, together with their awareness of belonging to disadvantaged and low socio-economic families, in some cases dysfunctional families (for example boy 'J' and 'M') impact their self-esteem; they are cognisant of feeling different and family problems often exacerbate inherent stress and anxiety. Thus a stable home life, support from schools and bonding in social groups can make a huge difference to an adolescence struggling in school.

Again each boy will be discussed in turn, in relation to their levels of personal self-esteem over the period that they participated in the research.

'A' Self-esteem was initially very low for boy 'A'. Words he used to describe himself were: 'feeling stupid', 'worried', 'shy', 'anxious' and 'panic'. His communication skills were better than the other boys but he spoke in an unassured manner, as if worried about responses to his words.

In 2017, boy 'A' chose not to disclose that his shyness and anxiety, his asthma, led him to suffer regular panic attacks in the classroom. This was only divulged in his second interview in 2018, when clearly he felt he knew the researcher sufficiently to share this personal piece of information. He stated:

The tears start coming out because obviously you get all shaky...and then in class they say to go down to R12...just five minutes...to have a drink and calm down.

His self-esteem was diminished by his fear of panic attacks and asthma. After the death from asthma of a close friend, boy 'A' felt vulnerable; the death affected his own ontological security. Yet the panic attacks were already reducing for he stated: 'lately I haven't been that bad...last year [2017] I kept having panic attacks'. Yet these attacks affected his feelings of self-worth as acute anxiety impacted his learning in class.

During his third interview in 2019, he revealed that, in year 7 he used to have panic attacks once per week but in year 9 it happened, he said, 'not very often...once every five months I reckon'. He is happy they are reducing as he grows in confidence due to support from teachers, who permit him to leave the classroom to recover when an attack consumes him. Self-esteem has also increased from year 7 to 9 as his shyness has diminished, due to interacting with other boys and adults out with WWT.

Boy 'A' is also fortunate in having a close supportive and happy family background; the bonds of a loving grandmother and parents who have involved themselves, and their son and daughter, in community work trying to fundraise to re-establish a Forest School. This has helped shape boy 'A's attitude to the importance of community belonging, further boosting his self-esteem.

‘B’

Boy ‘B’ lacked self-esteem in school and initially when out on the WWT trips in 2016. Tiredness seemed a constant and he spoke of himself as being ‘slow’ in everything he undertook. During interview in 2018, boy ‘B’ mentioned his stress, his mood swings, his lack of memory, anxiety caused by the ‘loudness’ from teachers or pupils shouting, and his preference was to be alone, to sit at the back of the class in the corner out of sight; he chose to describe his isolation as being ‘independent’ and felt happier that way. For boy ‘B’, being placed at the front of the class increased his anxiety making him feel exposed. He confessed ‘I don’t really get on with anyone’ and seemed to feel like a fish out of water, he had poor-self identity, sure he was disliked by others who called him ‘annoying’.

In 2019 boy ‘B’ still believed his peers considered him ‘annoying’, he still preferred his own company but his self-esteem had grown a little; he feels he now gets on with some of the other boys. However, this self-esteem plummets when he has to speak on his own in class; this he finds intimidating and it leads to anxiety and feelings of panic. It appears that his self-esteem rose when interacting in group work outdoors with other boys, but retracted when he felt singled out, isolated and vulnerable in school. This boy felt the WWT visits had built him up, only for him to regress once they ended. He had learned to enjoy interacting with other boys outside, improving his social skills and self-esteem, but could not translate this into the classroom.

This boy had as a tendency to blame others for the worries, stresses, and academic disappointments he has experienced. Clearly he had social anxieties from 2016 and was a loner, all his dreams such as wanting to travel the world alone, and start his own business, supported his declarations that he prefers to be independent in all things. He copes with his anxiety, he said, by having a bath, saying: ‘I go into a hot tub and just relax...relax myself’ thus he looks to himself for remedies rather than seek help from others as he appears to find it difficult to trust others.

Boy ‘B’ came from a larger family having three sisters and two brothers, his father is in his sixties and a retired chef which stimulated his interest in cooking. His mother supported him by accompanying him to the gym but boy ‘B’ said this had to stop as his mother works hard all week and ‘is very tired on Saturdays’. There were no social clubs or activities for this boy outside of school, he had strong family bonds, even enjoying having two dogs, but there was no social bridging, little interaction with others after school; he was not gaining any cultural capital to help build his self-esteem.

‘C’

Interestingly this boy went to great lengths to assure the researcher that he was a happy confident person as discussed in the previous section. But low self-esteem was very evident. While he had proclaimed that, when it came to learning, he was cleverer than others in his class, he believed that his much older brother and sister, in their thirties, were cleverer than he was and in general he believed girls were much smarter than boys. Possibly, being the youngest by far, these beliefs had been instilled in him by his siblings. He had low expectations of himself particularly as he felt his SPD led him to outbursts of intense anger, This seemed to deeply concern him; his facial expression was very sad as he opened up to the researcher about his disorder.

In each interview boy ‘C’ appeared very tired, rubbing eyes and yawning before he spoke. Asked why he was tired in his 2019 interview he revealed that he had a job in a pub collecting glasses, proud that he worked Saturday, Sunday and Monday evenings till late; the money he earned and the socialising boosted his self-esteem. He enjoyed social interaction, and feeling he was talented at football also boosted his feelings of self-worth. Although he felt self-assured that he met his parents expectations, feeling secure that his parents were proud of him, his home life was noisy. According to boy ‘C’, his brother and sister, he said, made much noise in the house, while the dog would bark preventing him from sleeping. It seems this boy’s sister was, like him, also prone to sudden anger outbursts, for boy ‘C’ stated: ‘I’m the same as my sister here, when she is angry, she will try to throw things or, like, punches him [her boyfriend]’. The behaviour exemplified by his much older sister in the home was emulated by boy ‘C’ but his own anger outbursts earned

him detentions in class, serving to increase his feelings of 'difference', of uselessness and lowering his self-esteem. However in 2019 because he felt his detentions were reducing, his behaviour improving, his self-esteem had received a small boost only to fall again when the WWT outdoor experiences he loved, interacting with other boys in a group, came to an end.

'D'

Boy 'D' lacked self-esteem in year 7 and this has continued. When it comes to socialising with people, he said, this year:

I wouldn't really speak to anyone, unless they speak to me...like, if they're not people I mix with...I just choose who I speak to.

Boy 'D' was so shy and anxious, that he needed the security of a friend, boy 'I', in the interview room this year, 2019, as he had not seen the researcher since 2017, having been absent from school on his previous interview date. He revealed:

I'd probably be, like, a little bit more shy...but, because I've got a friend here, I...you know, it just makes me feel more comfortable.

Yet once in the room, he relaxed quickly and chatted easily. He confessed to feeling upset at having been put down a class set, and looked to blame others, stating:

It was because I was off school ill and they didn't let me do my English exam and then I got put down a set...I was in set two and now with none of my friends...I don't feel comfortable around people that I don't really know.

Difficulty with social-interaction contributed to lower self-esteem. Often he felt unable to ask a teacher for help and consequently does not enjoy school. He confessed to earning detentions for misbehaving saying:

I'm not trying to get out of trouble, but sometimes it's not my fault, but they blame me...I don't think they do it on purpose, but they blame me.

This boy seemed very self-reflexive, his first eight words in that sentence anticipated what others might think of him, displaying anxiety, but he was proud that in school his detentions were reducing, applying a boost to his self-esteem,

Boy 'D' lives with his parents and his 'real' sister but also has a step-brother and two step-sisters; he seemed close to his father through their love of football. If he suffered from lack of self-worth, there were three things that made him feel good and proud, increasing his self-esteem. One was his ability to keep his room at home meticulously clean and tidy saying: 'I don't like anything messy', the other was his football ability leading to dreams of becoming a professional and the third was being asked to take on the responsible task of becoming a WWT mentor in 2019-2010 for a new year seven group.

'E'

Self-esteem was also lacking in boy 'E' throughout his school years due to academic struggles and health issues. In 2017 he claimed he was being, 'bullied' by other boys but in 2018 he was coping with it, he said: 'by making a stand' Latterly he felt teachers did not understand his needs and he felt other boys' behaviour in being 'mean' to him, undermined his feelings.

In his third interview he explained that he was autistic and the school had put special arrangements in place. Yet he bemoaned misunderstandings saying:

The school arranged for me to go to Miss...and grab my homework out of the drawer but...teachers keep saying that's meant to be in the lesson...to go to the

drawer when I'm in the lesson, but they don't let me, so they just forget about it... that was what was arranged with me.

He added 'I do tell the teacher I'm allowed, but she just says I'm not'. As autistic pupils tend to wish to get something for themselves rather than ask for it, boy 'E' preferred to collect his homework from an empty room, rather than in full view of the class. Consequently, non-access to homework led to detentions which further demoralised him. In addition he used to have traffic light cards but that routine has ended. He said: 'I had those to go to when it comes to asking things'. He seemed to feel his autistic needs were now being overlooked for he stated:

What my mum finds out is that I do work hard, it's just when people threaten me, because once I'm doing my work then the teacher comes over saying I'm alright and that....but it's very distracting...there's also things where they want me to watch the You Tube videos and that, on the work, but...with my little brother and me...since he has ADHD and I have autism, we don't have to look at it to take it in cos, when we look like we're not paying attention, we are, we're taking it in by not looking at it... but we're listening...we have to be personally active otherwise we can't concentrate enough.

His autism made him feel very different and he wanted others to understand. He explained: 'I like to be by myself but it don't help when I'm sat, like, at the front of the class, because I like being in the corners'. He finds it difficult to converse with people saying:

With autism, socialising is very difficult ...I do get very frustrated if I think that people are staring at me and that...I don't like being around lots of people in one room.

He claimed people said mean things about him. Asked why he thought that, he said with emphasis: 'well some mates...they're saying it to me' and he copes, he said by mostly talking to himself, saying: 'I just make an imaginary voice in my head and talk to them instead'. Here, boy 'E' exemplifies the autistic trait of social imagination, developing fixed routines to cope with life's complexities, in this case feeling isolated and unloved.

Much of his thinking seemed to be influenced by his mother for he said:

She only has one friend, that's her best friend, she says it is not everyone you can trust...that's why mum is, er, slowly introducing people to herself as well, because we don't want to make friends with the wrong people.

Trust was a huge issue for boy 'E' preventing social interaction with others. In preferring to isolate himself, having lost trust in those he perceived as having an inability to understand his 'difference', he was cutting off the bio-psychosocial pathways that act in personal relationships to protect health. These include the 'cognitive effects, i.e. changing perceptions and responses to stress and the physiological effects, i.e. confiding in friends improves the immune system functions (Halpern 2: 110). However, as boy 'E' took outings with WWT, over the years he participated in group activity, he began to improve his social interactions and his self-esteem began to increase, only to fall away, he believed, when the trips ended, for his behaviour regressed and he is experiencing more AST meltdowns in the classroom.

'I'

Boy 'I' appeared to lack self-esteem due to poor academic ability, although he felt competent in mathematics. He was disappointed but philosophical about being put down a class set in 2018, saying it helped him feel more confident in himself and in lessons but his self-worth diminished when he received poor marks for work and examinations. Yet with help and support from a trusted teacher, Mr Smith, with whom boy 'I' felt he had a bond, and with a three week programme put in place to assist his learning, his self-esteem increased.

In 2019 he felt good that he had only earned 'five or six detentions' and explained some of his poor behaviour stating:

Sometimes it's just silliness, like...some teacher, like, they'll tell you to put your drink away because, like, you open it and then, like....if it spills...like a little drop, then they moan at you and it's, like, oh, put your bottle away and you're like, what, I was only just having drink!...then, for backchatting they [teachers] say I'm going to give you a warning.

He felt he was often blamed by teachers, due to having a reputation, for he stated: 'once you get a name for yourself, then, like, you're the one that gets the blame and it's not always you'. These feelings of being judged did little for self-esteem and he explained: '

Some of the time I can be behaved and then, like, some of the time I like, switch off and then don't know what we're doing and then misbehave.

Sometimes he felt ignored when he needed help. He stated:

With some teachers...you ask them, then they say wait a minute and then someone else will put their hand up and then they go to them...then you put your hand up and they're like, oh, why are you putting your hand up...and then you're like, because I need help and they say wait.

Clearly he was sensitive and felt insecure, being overlooked did not help his self-esteem. Yet while his concentration in school often lapsed, out of school he played ice-hockey which promoted his self-esteem; he nurtured dreams of playing professionally and he loved football playing with Swindon Town Football Community Trust. Being involved in sports groups, interacting with others improved his well-being, reducing stress.

Boy 'I' seemed to have a happy home life with his parents, and being the youngest of two brothers and a sister, he stated: 'it is important to being, like, supportive to parents, to like, care for people around the family... to be caring for people', so he felt a strong family bond. This caring attitude was demonstrated in the way he encouraged boy 'D' to accompany him for a joint interview this year, knowing boy 'D' was shy and anxious. In helping a friend, he was also increasing his own self-esteem.

'J'

For boy 'J' his feelings of self-worth had been poor, but by 2019 they appeared to have risen. He knew his behaviour in year 7 had been bad, but during year 8, even though it had improved considerably, he felt teachers continued to dislike him; his reputation for bad behaviour continued in their minds he felt. Racist remarks from others in his class about his skin colour added to his lack of self-esteem as did his home situation. Boy 'J' endured a difficult and unhappy situation with his mother's boyfriend, leading to his half-brother and sister being taken into care and him moving out with his sister to live with his father; the situation had been stressful but once with his father, who encouraged his football skills, the stress reduced. Although boy 'J' coped better with racist comments in year 8, being able to rationalise that it was the racist's problem not his, stress arising from so many directions had impacted his self-esteem.

Yet during interview in 2019 the self-esteem of boy 'J' seemed higher. He stated: 'I don't really get racist comments any more' and attributed this to all the boys having grown up. A fight that earned him a two-day exclusion in 2019 was not over racism as in earlier years, but over a girl, for he stated:

A boy... well one of his girlfriends liked me, and then he, like, come up to me and tried to punch me in the face.

His self-esteem having risen, made him feel he could be liked, rather than disliked, as in previous years. He was confident that, in the main, he got on well with other boys and girls in the classroom and outdoors when with WWT, for he said:

I can now control my temper, but if, say, someone comes up and just hits me, then I just hit back...my problem is that I just will never back out of a fight'

That he could control his temper, even analysing his problem of hitting back in defence, suggests boy 'J' felt more secure in himself; he was thinking things through, reflecting on his behaviour, rather than simply reacting.

Such was his increase in self-esteem that he now felt that some teachers would say some good things about him, particularly when he concentrated on his work, but he still thought his friends would describe him, he said: 'probably as a class clown...they wouldn't describe me as bad, probably a joker'. His parents would call him 'caring' because of the way he looks after his siblings, but his father, while proud of his football skills, disliked him getting into fights. Boy 'J' said: 'when I'm doing well in school, then he's happier with me'. Perhaps living with his father, wanting his approval, having his support, assisted boy 'J' in his attempts at behaviour management.

'L'

As with the other boys self-esteem was low for boy 'L' who joined the research project in 2018. His completed survey form illustrated that he did not like school and neither liked, respected or felt happy with himself; he felt there was nothing good about him, he had nothing to be proud of, getting things wrong and feeling useless. During interview boy 'L' felt he was too 'talkative' to friends in class and he said: 'if I'm in a bad mood then I won't do any work' but subsequent poor performance did not help his feelings of self-worth when he ruminated on his character and became depressed. His low self-esteem was also apparent during second interview, when he spoke of his anxiety attacks and mood swings. Anxiety would keep him awake at night until 4 am; both his mother and doctor said he suffered with anxiety but he does not understand why. He takes no medication, simply calls his mother when an anxiety attack occurs and she helps calm him. His stress is heightened by his worries for his little brother. When asked if he talked to his younger brother about his experiences out with WWT and nature, he responded: 'he's got autism and everything, so he doesn't understand it'. These issues, together with sleep deprivation, impacted his daily life and reduced his self-esteem.

When interviewed in 2019, after having been out with WWT for a year, boy 'L' appeared happier and was more conversational. School was better for him and he appreciated the support system put in place; if he felt anxiety rising, he could go to see teacher Mr. Smith. However, like other boys in this research, he assumed his reputation went before him, for he stated:

When I went into my maths class, like for the first time in there, um, the teacher thought I was gonna be bad, because that's what she'd heard about me...but actually I've not been bad.

He seemed pleased to have surprised her with diligence in his work, but he emphasised:

I don't like the school system, but I like the school...it's just the bad behaviour system...I think it's too strict'.

Clearly this conclusion arose from the numerous detentions he had received, but they were reducing and he also felt his anxiety levels diminishing. His mother, he said, was pleased that he was working harder and he thought his parents viewed him as a 'confident and caring' person. Certainly he appeared to be a happier person from the previous year and although his self-esteem was not high, for instance he struggled to make eye-contact with the researcher for the first half of his interview, this received a boost when he was given the opportunity by WWT of becoming a mentor in academic year 2019-20 for the new year seven pupils. To be selected, to feel others are prepared to place trust in him to be a responsible mentor, pleased boy 'L'.

‘M’

On his survey form boy ‘M’ indicated that he was happy with himself, felt he did as well as others in his class and enjoyed school, yet he did not think he possessed any good qualities, sometimes he felt useless and had nothing to feel proud about, indicating he had low self-esteem. Having dyslexia was one reason as it created difficulty for boy ‘M’ in subjects where more reading and writing was required, but he also harboured feelings of persecution, convinced no one liked him and certain he had no academic ability when interviewed in 2018. He believed he was disliked by other boys due to having facial spots and wearing cheap shoes, because he was poor. He tended to pull the hood on his jacket as far forward as possible to hide. In his 2018 interview, it was evident that he was very unhappy, but he felt pleased to have been given a second chance in school. His self-esteem was extremely low, he seemed to feel ashamed of his school exclusion, but he brightened considerably when talking about his outdoor interest of riding motorbikes; he clearly felt proud to have such a skill at his age and this was a boost to his self-esteem.

This boy had, he said, three brothers and six sisters, some had different mothers and did not live in his house; he did not speak to some. He wanted to move out due to arguments with his mother’s boyfriends; some had hit him, pushed him downstairs, he said, and it was difficult as he became scared very easily, plus he spoke of his fears, in 2018, of local gangs in his neighbourhood with guns and machetes. Whether his claims were imagination, exaggeration or true, they were undoubtedly very real to him and created acute anxiety. Clearly, his home life, anxieties and emotional difficulties, leading to sleep deprivation, did not build self-esteem and lack of it seemed to have impacted not only his school learning but every aspect of his life. By 2019 boy ‘M’ still suffered for he stated: ‘I still got like, anxiety, quite a bit of anxiety.’ and he gave an example:

Like when my mum, like, if she’s gone to the shop and she said she’d be like an hour, or half an hour, and she doesn’t come back for three hours...if I’m at my house alone and er, no one comes back like, for ages, and I’m just sat there, like doing nothing, then I think there’s probably someone in the garden...yeah...I have to make sure all the doors are locked.

He also spoke of being scared if he went into the woods alone when out with WWT on nature reserves. Aside from all this, feeling that, as he said: ‘my mum’s not really proud of me’ because he only had two hours of schooling a day added to his low self-esteem, but he acknowledged that she is happier now he is returning, he said: ‘to ordinary lessons’. Returning to full-time education he seemed to feel would make him feel normal again and this would boost his feelings of self-esteem.

‘N’

In 2018 boy ‘N’ exhibited extremely low self-esteem and unhappiness during interview saying: ‘I hate myself, I’d like to kill myself actually’. He thought others, friends and teachers, regarded him as annoying, naughty and evil and he believed this to be an accurate description of his character for teachers, he said, had seen him beating up other boys. Teachers regarded him, he said: ‘as an annoying little rat’. The language he used when talking of himself, was self-discriminating and belittling, as if personal verbal assault was a way of punishing himself.

In 2019, self-esteem for boy ‘N’ was still low although he was a much more willing interviewee and instead of being ultra self-critical, now transferred blame to others. For example, when it came to discussing his bad behaviour and detentions in 2019, boy ‘N’ claimed his teachers treated him unfairly, and he found this annoying, stating:

Cos, if it comes from my direction and people I know, like, sometimes lean across me, and then Sir thinks sometimes it’s me and speaks to me.

He felt he got on with teachers sometimes but he said:

Only if they’re not annoying...it’s when teachers are shouting at me or, like, having a go at me and all that, it gets me annoyed.

Heartfelt annoyance led him to answer back, to walk away, then he would suffer upset at receiving a detention knowing he had to tell his parents who wanted him to be good, for, with italics showing his emphasis, he said with feeling:

My Dad doesn't say nothing...but it's normally my mother says, like, well... what did you get *'that'* one for?

His parents worry because, he said: 'they think I'll probably get sent home or I'm not going to be here' in school when they both have jobs. Hence each time the pattern repeated it increased his feelings of despair and anxiety. He said:

If I get warned and I get really angry I just get up from the table and just swear at the teachers, then I walk off and find I'm in a grumpy mood'

He felt convinced that his friends all considered him 'annoying' but could not say why. He now thought teachers would describe him as a hard working student and independent, someone who, he said: 'gets on with all the work that he can handle'. Adding those last three words to his sentence appears to be a personal acknowledgement of feeling unable to handle elements of his school work.

Of his home life in 2018, with parents and an older brother and two sisters at home, boy 'N' had stated that he wanted to: 'stay in my room for the rest of my life, saying his siblings were no happier than he was and his mother did not care 'if I jump off a cliff', such was his low state of mind. Asked this year, how he felt, he answered that he felt 'a bit happy and a bit miserable' because he still suffers from anxiety. Boy 'N' kept rubbing eyes and yawning saying he was tired because, he stated "I stayed up and watched a movie'. He had gone to bed at around half past eleven but usually he said it was 3 am, early in the morning, as he cannot sleep. Fatigue did not help his levels of self-esteem.

Summary:

Clearly health issues impacted all the boys' self-esteem; fatigue was a commonality they all shared due to chronic anxiety, autism, dyslexia, SPD, and other health conditions, plus in some cases, noise in dysfunctional family homes. Unable to sleep, the temptation to watch TV, play on mobile phones, exacerbated sleep deprivation. We also saw how boy "E" complained that his friends were technology obsessed playing games like 'Fortnight' after school, when he felt they needed to be outdoors. All this made coping in school difficult, produced poor behaviour which earned them bad reputations and consequently, all felt like sinners, reducing any self-esteem they might have had. It was noticeable that seven of the boys were sensitive to criticism; when in trouble they denied they were to blame, considered the teacher was being unfair, and felt persecuted. Such claims are symptomatic of low self-esteem.

For boys' 'B' and 'E' self esteem had fluctuated in school, but risen by going outdoors with WWT, but in 2019, knowing the trips had finished, these boys, one autistic ('E') and one possibly autistic, who only spoke of tiredness, hating noise and having bad mood swings ('B') regressed. The outings had become routine for these boys. Both had improved emotionally in social interactions as they learned to trust others, now psychologically they again felt isolated and unable to communicate with others. Self-Esteem had risen then fallen.

The three boys who joined the research in 2018 when extremely depressed, had improved in demeanour and self-esteem over the last year. In interview, unlike the previous year, the boys had improved their social conversational skills and appeared happier, although boy 'N' less so compared to boys 'L' and 'M'. All three had relaxed more after going out with WWT.

For all the other boys who had been outdoors with WWT since 2016, self esteem had risen in varying degrees because they were improving their behaviour and all were reducing their detentions in class, feeling happier as they developed heightened self-awareness; that is an ability to recognise how their emotions and thoughts influence their behaviour.

It was clear that after-school activities like football, ice-hockey, boxing, motor bike racing, boosted self-esteem as the boys interacted in team sports; boys 'C', 'D', 'J', 'I', 'M' and 'N' are good examples. Where self-esteem in school work was particularly low, (boys 'C' and 'I') self-worth was raised by their social interactions in outdoor after-school activities and outdoors with WWT.

Moreover, four boys, A, 'D', 'L' and 'M' had received a boost to their self-esteem when invited by WWT to become mentors in the next academic year; the feeling of being trusted, given responsibility to lead younger others, even to tell their parents, made them feel proud.

iii) Outdoor Impact on Inside Classroom

Clearly the biggest impact outdoor learning had on the boys was on their social and emotional learning (SEL) and psychological needs. The outdoor experiences had a very positive affect on the adolescent's long-term memory as they recalled various activities and different farms and nature reserves. However, this year, a negative affect sullied feelings as the WWT days came to an abrupt end. It appears that, just as low self-esteem had shown itself with the boys believing that teachers blamed them unjustly in class, equally the boys, sensitive to criticism that made them feel disliked, felt others were responsible for the demise of the group and the trips; only two boys ('D' and 'J') reflexively considered how their own actions and behaviour contributed to WWTs decision.

There is no doubt that the boys felt happier, more relaxed and less stressed outdoors than when in the classroom, as small group work offered lessons and practice in co-operating with others, managing conflict by recognising and managing their own feelings, building resilience, making new friends and overcoming shyness by having their confidence and self-esteem boosted.

If we reflect back on Report No. 2 (2017, pp.10-11) this highlighted that the WWT day was the favourite day of the week for all the boys. Boy B, who preferred his own company to that of others, felt relieved not to be reading or writing sentences, felt 'free and more relaxed' outdoors, for while using his hands to make an object, he could simultaneously chatter and interact with those he regarded as friends. For those he regarded as, and wanted to retain as, non-friends, those he did not trust, he learned to use breathing tactics, to take deep breaths to remain calm when in their presence. In the classroom he was unable to choose his own space, or those he would prefer to have in close proximity and felt unable to isolate himself when feeling a need to be alone. In contrast, when a need for isolation occurred outdoors, he could move to the fire pit to do the group cooking, acquiring a sense of satisfaction at looking after the others in this way. This boy, like the others, developed a softer, caring aspect of their characters as their interest was drawn to nature and wildlife.

Report No. 3 (2018, pp.11, 19-20) illustrated that for new research participant boy 'M', mixing with other boys in outdoor learning activities helped improve his social skills, although his anxiety remained high, while for new boy 'L, keeping fit and eating healthily, visiting the gym, like boy 'B' became important. For boys in their third year with WWT in 2018, behaviour in the classroom appeared to have improved, for each claimed to be receiving fewer detentions. In part this can be attributed to the maturation affect, as the boys gradually realised that poor behaviour wasted valuable learning time and GCSEs were looming ever nearer, but equally it was due to the boys feeling that the outdoor programme was increasing their confidence and well-being.

The previous reports also established that small links relating the outside to subjects inside the classroom could be noted, for instance descriptive writing in English lessons gave one opportunity to describe their experiences outdoors with WWT, plus vocabulary had widened as the boys became familiar with names of outdoor tools and tasks like coppicing. Learning about fire-making, wildlife, dissecting dead owls, trees and plants, hard and soft woods, aroused interest in science, and their activities of making mallets, stools, fences, gates, from wood linked with design and technology (Report 3: 2018, pp.19-20). Asked what varieties of trees and plants they could identify, the boys struggled to recall names and facts, but psychologically, they retained sharp memories of a sense of place and space in their minds. Clearly, this shows a bonding of the affective and cognitive domains as they strengthened and influenced each other and created more meaningful learning.

This year, 2019, as in previous years, interviews again highlighted that the major impact of the outdoors was on the boys social emotional side as together in group work, they interacted with nature, the environment and wildlife, simultaneously enhancing bonding and emotional skills. Boy 'A' had, by his third interview, gained confidence from social interaction, stating:

I've gained a lot of friendship skills, so some people I didn't know, I can definitely say when I've gone out I've got to know them...and the same, like, speaking to adults, which I used to be quite nervous about.

For shy individuals like boys 'A' and boy 'J', who were nervous and internalised their problems, the social interaction had a very positive effect, helping develop inter-personal skills. Boy 'J' surprised himself in 2018 as he had stated;

It's made me gain more confidence around people, like, cos when I was meeting new people...I was telling them about my life...how everything's been.

Discussing his personal life with others was not something boy 'J' had ever done before, for normally, he said:

I don't like to speak to people about... like... what's happened in my past, butbut if I trust them then I will tell them a bit.

He attributed this to feeling more relaxed and confident around people for he stated: 'I got to know them because we were always out every week with each other' and consequently trust had been established. Social interaction, bonding in a group and building trust, became very enjoyable to all boys, if only slightly for boy 'B' who was the most cautious.

With boy 'A's confidence and self-esteem improving, this boy was also fascinated by the animals outdoors, for example, the different types of cows, and caring for them, stating: 'it definitely gives you an eye opener of what there is out there to be able to do'. Similarly, boy 'M' had really liked working with the cows but some boys did not, for he said:

cos...cleaning up their pens, when we were on the farm, they didn't really like that...I didn't really mind it because my Dad...he brought me up to do it, cos my Dad used to work on a farm.

For boy 'M' with his acute anxiety, being able to tackle a situation others wanted to shun, gave him a sense of achievement and crucially, all the boys were learning that responsibility had to be shouldered for any living creature to survive in life.

With outdoor learning, behaviour back in the classroom seemingly improved as the boys earned fewer detentions and tried harder to concentrate on their work. Only boy 'N' earned more detentions in 2019 but he was a year younger than the other boys, being in year eight, and had only joined the project in 2018. When boys did earn detentions in class, often if they felt wrongly targeted, resentment brewed. Boy 'C' described how when he answered his design and technology teacher back, he was dismissed and sent to an isolation room where he would ruminate miserably on the perceived injustice until he fell asleep. For boy 'N' and 'L' detentions would increase their anxiety, knowing their parents would be displeased. Outdoors, without the possibility of detentions, the boys' anxiety diminished and helped them to relax.

All spoke of feeling less stress, less pressure and more relaxed and calm outdoors, yet behaviour and concentration on outdoor tasks seems to have diminished in 2019. Considering that boy 'I' in 2018 felt he could, he had said: 'let out what I need to let out' and if he used a saw to cut trees he could saw fast because: 'it just feels to me like I could take my anger out on them', the outdoors became an outlet for venting emotions in a way not possible in the classroom and increasingly in 2019 behaviour outdoors seemed to deteriorate. Boy 'D' during interview, feeling contrite, said that he now realised that rules apply not just in the classroom, but also when outdoors with WWT but he had come to associate outdoor learning with total relaxation and doing his own thing. This applied mainly to boys who were in their fourth year of going out with WWT, who had enjoyed the

various nature reserves and outdoor activities over time, while the three boys who joined the project in 2018 were still fairly new to the outdoor experiences.

Summary:

WWT visits to nature reserves had most impact on the pupils psychological and social and emotional skills as they discovered various wildlife, animals and plants. Bonding of affective and cognitive domains strengthened, making learning more meaningful as science phenomena were discussed; fire-making, dissecting of a dead owl, for example, and listening to the correct way to saw trees and about types of wood. Cognitively, the boys were more motivated and concentration improved outdoors while behaviour improved in the classroom as detentions seemed to have reduced. There was also a huge benefit to each boy in gaining confidence and self-esteem from team work and social interaction, learning to trust others when working together in the natural environment. Their feelings of self-worth increased as the outdoors enhanced their sense of well-being, reducing stress and anxiety levels. Certainly all the boys developed a strong feeling for nature and the environment and were aware how they would miss WWT.

iv) Nature Connection and Disconnection

In 2017 the outdoor visits to nature reserves occurred weekly for the boys taking part in this study. In 2018 the visits occurred fortnightly and eventually became half-a day in 2019, with boys sometimes moving from one group to another and new boys coming in. In this section we explore each boy's connection with nature and the environment, from the time they joined the project, followed by their disconnection as the WWT outings ended earlier than anticipated.

NATURE CONNECTION:

'A' Boy A' took immediately to the outdoor WWT trips from 2017 enjoying all activities. He loved the cooking, making camp fires, dens, bows and arrows, using outdoor tools and enjoyed the company of the other boys. Interestingly, panic attacks did not occur outdoors because it was, he said: 'good and nice...its just nice to be out somewhere new, rather than stuck in a building' (Report 3, 2018: 17). Clearly anxiety was dispelled outdoors.

This year in interview, boy 'A' had, he said, 'gained a lot of new skills' saying he was:

...able to do stuff that I never knew I used to be able to do...cutting down trees, I never knew how actually to do it properly. Like you see people just using chain saws and just going straight through it, but you don't know what actually happens. And I learned all the different breeds of animals which...it's nice to have someone here to actually say what is that over there, what type of cow it is, then they explain it all... I do remember it all, so I learn.

He had found all the leaders very helpful on the trips saying: 'if you needed someone to talk to they were always there to help'. He mentioned one of the volunteers:

He's an old man but he always comes over to talk to me, I think we've got quite a good bond going but I always speak to him about things...he seems to know lots of stuff.

There had been an unexpected highlight for boy 'A'. With WWT outings, he said enthusiastically: 'you can do once in a lifetime experiences like going to the Houses of Parliament...I was in the newspaper and all'. He stated proudly that he had met, he said:

...four Swindon MPs and one of them got to help me make a once in a lifetime experience, I went down to the police dog handling team because that's my dream job....the Chief said he's gonna sign me up for the Police Cadets and there's a space free.

Boy 'A' was very proud of this day out at the Houses of Parliament and the Police Dog Academy. He mentioned the words 'police' and 'dogs' eleven times in conversation. He explained about Wildlife Trusts, '*Our Bright Future*' and said:

There are five asks and one is about us going out in nature...so we went and asked and held up the sign and that whilst taking photos, just to see that they support it..some of them [MPs] thought it was a good idea, but it's about getting...speaking to everyone about it to see if they'll actually listen'.

The day had clearly been a meaningful occurrence, especially as his parents accompanied him with the WWT leaders. Four months after the event he was still very proud, full of exuberance and thrilled about the visit as he related details to the researcher. This trip, together with being made a school prefect, an ambassador for a WWT group, and being asked to be a WWT mentor for new group 7 pupils in 2020, seemed to have given him a new sense of purpose, and a huge boost to his confidence and self-esteem as his panic attacks reduced. He stated with delight:

I'm not even joking, since I started Wiltshire Wildlife Trust and with the support of members of staff in the school, it's [panic attacks] gone right down...before I started Wiltshire Wildlife Trust, with my anxiety I constantly had anxiety attacks, but I think it was just out in a different place, nice and peaceful out there which helped.

'B'

As with boy 'A', being outside made boy 'B' feel relaxed and calm, particularly as a trusted school teacher accompanied the group. He felt calmer he said: 'because I'm out of school'. He preferred to work with his hands rather than sit in a classroom writing. A natural loner, boy 'B' was learning to get along with one or two of the other boys on the trips and enjoyed doing the cooking for the group. The outdoors made him rethink his diet and fitness leading him to become vegetarian and joining a gym (Report 3, 2018: 18). Interviewed again in 2019, boy 'B' affirmed that he felt peaceful and calm when outdoors with WWT. He felt he had gained some patience, stating: 'I'm patient about the tasks, but impatient with other people'. Although he felt his social skills had improved outdoors, he did not like asking any one individual for help. He preferred, he said: 'to speak in general', to those present. Asked what he had enjoyed learning, he stated: 'how to carve...make spoons, knives...how to make a bow and arrow...a shelter'. He liked the creativity, enjoyed the outdoor group games, and considered the trips were 'fun' until the final year. What he did not like about nature were the unexpected dangers, and he gave an example:

When I was running, then like, I didn't see a tree stump on the floor and I tripped over it and then went smack into the log.

Boy 'B' felt year 8 was better than year 7 out with WWT, because he said: 'in year 7 we used to like, just go to the same reserve, but now we go to lots of different ones'. He liked to see more open natural spaces.

'C'

Boy 'C' would rather be on WWT outings than in the classroom because he said in 2017 'I just love it' and 'I feel really special...free, special, happy'. He enjoyed the apple picking, and going to find animals and feeling free. Asked what he had learned on the trips, he could not recall names of any species; he just felt an attachment to the countryside. A year later he was disappointed that the trips were now only fortnightly, although he did not mind a new mix of companions, for he said:

I do like it...we're all together...just random people...I don't know how to say it...it's a lot of respiration and like concentration...so like, if I found one little thing, yeah, and then my mate calls me I'll...cos in year 7, I would have walked straight up to him and just left what I was doing, but now I would be like, wait a minute, let me just finish this and then I'll come to you.

Clearly boy 'C' felt he concentrated on tasks more, for when making wooden reindeer and chairs, he was less likely to be distracted. He also felt the trips had made him fitter, saying: 'I'm fitter because me, I'm just lazy, I just lay in bed' and his mum he said: 'she just gave up', but in 2018 he recalled the activities he had enjoyed, saying he liked most 'helping nature...I like making things but mostly with my friends' in teamwork'. Together they made shelters, fences and gates on the farm but also making chocolate bars called 'rocky road' fascinated him.

In 2019 boy 'C' was not so forthcoming, he was tired, saying he wanted to go home and go back to bed but he did say there was nothing he did not like about the trips or activities. Asked what he would recall in the future, if telling others about WWT experiences, he replied: 'It was good, you should get the experience' saying he would recommend outdoor visits to nature reserves. The outings boosted boy 'C's confidence and self-esteem, because he said in his final interview: 'we have to talk, like, to all different people...anyone' and he felt it had boosted his social skills. Being outdoors he had felt relaxed, he had enjoyed everything on the trips.

'D' Similarly, being outdoors for boy 'D' in 2017 made him feel relaxed, calm and happy and he considered that when outside, he said: 'I don't have to, like, do as much rules and I can do what I want to'. He felt very fortunate to have the outdoor opportunity, stating reflexively:

People don't have the chance to go outside and they don't have the opportunity to go outside and do what we do, and we go to school four times a week and we can do that [WWT] once, so I prefer it...the WWT teaches me a lot.

This shy boy felt inspired by building and designing shelters, making fires and learning about animals and plants, and loved the social interaction saying: 'it makes me feel alright because it is nice and fresh' and WWT days were the best day of the school week. Being outdoors with WWT was, for Boy 'D', 'enjoyable' and he said: 'I learnt to be more respectful, like, around the environment'. Now the group outings had finished, he feels delighted to have been chosen to be a mentor with WWT in 2019-2020 academic year helping younger boys.

'E' I enjoy it' it's fun, we get teamwork and I really like making dens' boy 'E' stated in 2017 when asked about his outdoor experiences with WWT. He enjoyed cutting down trees and using handsaws, coppicing, and enjoyed teamwork, the community spirit, for this boy had not previously spent much time outdoors. The only negative for boy 'E' was that he did not like the cold days saying:

Last winter, oh that was terrible, I like going there...I would prefer we did something indoors instead...er...not in the classroom but like in that little room near...at the start of Little Moor Farm.

His self-esteem increased when the WWT leader told him he was really good at making dens and he said: 'When everyone else is doing other things, I'm over in the corner building my own den'. Being autistic, the outdoors enabled him his own space within a vast open space. He thought he only had one 'proper friend' because he said: 'I stay in the shadow..I just er, don't like being trapped with other people, to speak to them' yet he was learning to like teamwork.

After going out with WWT, boy 'E' feels, he stated: less cheeky and less talkative' and thinks his behaviour is better when outdoors where he feels more relaxed, than when in class where he feels stressed. Boy 'E' appreciated the support the WWT leaders and volunteers gave him saying they have 'been helping me loads'. But disappointment was displayed when in 2018 he revealed that he only went out with WWT every two weeks now,

protesting that: 'year 11 should be off it, because they're going anyway soon', meaning leaving after GCSEs. Clearly he felt squeezed out.

During his second year he was comparing the environment to technological addiction saying he had told his friends: 'that they 'should learn more about what there is, in life, in the real world, not a computer world'. He explained to the researcher:

I go out a lot, other people, I go round their places and they say no, I'm playing games and I'm playing Fortnite, but guess what, I searched it up and I ended up disappointing the whole school because Fortnite is at risk of being shut down, so my prayers have been answered.

Boy 'E' preferred being outdoors cycling rather than indoors playing computer games and going out with WWT to nature reserves improved his well-being. However, unlike others he had no laptop or computer at home, so no technological attraction. His mother was not well off and he worried about her finding money to pay for his scout trips. Consequently WWT were offering opportunities that this boy would never otherwise have experienced being from a low socio-economic family of mother and three boys.

In 2019 asked if he felt his confidence was higher he said: 'I think I've been losing it' because the trips with WWT had finished. His confidence had been he said: 'built on the outside of the school with other people, but not in the school'.

'I'

I'm an outside person' said boy 'I' in 2017. He liked to have fun, enjoy freedom, relax and breathe fresh air. He liked, he said: 'teamwork, it's quite good, we get to build things together' and he loved the team games, stating: 'I haven't got four or five days at school...I can have like a good day, like days when I can burn off steam'. Whereas in school he said:

I find that ...literally, you've got to just change to lesson to lesson, then break, then another lesson, then lunch, then like another two lessons'.

He found it difficult to cope with the rigidity of the school routine. Outdoors he could learn to build shelters, find a dead owl and work out what it had eaten by dissecting it. He had enjoyed making mallets, stools, shelters where he said: 'you have to do the correct measurements' and he liked fishing. He continued to enjoy the WWT outdoor trips in 2018, when he made deer fences and gates and even walking sticks from wood. Asked if he could name types of trees he could picture them in his head but not remember particular names.

Boy 'I' was very pleased Mr Smith accompanied them as he felt a bond with this teacher, but he voiced disappointment that the trips were now fortnightly saying when outdoors he could 'let out what I need to let out', referring to his feelings of internal anger. He was now mixing with different boys but was okay with that. In 2019 he was disappointed WWT had finished saying:

I found that it was like helping me and like, it was splitting up my week a little bit, like, every so often, cos, I could...instead of being stressed in school where the teachers want you to do everything you at least get time to think.

In school, clearly he felt the pressure of learning, outdoors he relaxed and enjoyed the social interaction with other boys. Certainly his conversational skills had improved over time.

'J'

In 2018 boy 'J' said he loved the nature reserves where he learned about different plants and birds, he felt it enhanced his social skills, in getting to know new people and reduced his stress levels. He stated: 'it's helped me through school'. Asked in what way, he responded: 'since I've been doing this it's like helped me being gooder (sic) at school, yeah,

behaviour at school' and he considered he was now more confident as 'I know I can actually talk to people and without being shy'. Asked if he had learned to reason with people he said:

Well that's mainly why I used to get detentions because like, where I'm like coloured and stuff, people used to call me, like, horrible words and I used to always be fighting them...and then I used to get excluded a lot before for that.

Boy 'J' felt teachers did not understand how he had felt and he was blamed, but in 2019 racism was no longer a problem; the outings had helped him cope in social interactions. Sometimes he did not like the weather when, he said: 'it was pouring down with rain' and he still had to go out with WWT, but he still enjoyed going and said:

I felt more relaxed and confident around them [other boys] because I got to know them because we were always out every week with each other...the trips made me a bit happier and more confident, helped quite a bit.

Being with other boys outdoors boosted his confidence because he learned to push himself, outside of his comfort zone. For instance, he disliked, he said: 'cow shovelling...I didn't like doing that', but he tried the task, encouraged by others, saying: 'I did it a little bit, but I didn't do it a lot'. Within the outdoor group, he gained trust and courage.

'L'

When interviewed in 2018 this boy, a new research participant, had not been visiting nature reserves for long. With the researcher being a stranger he was reticent about engaging fully in conversation but he did say he enjoyed the WWT days. The only downside for boy 'L', was having to sit in the minibus with other boys who tended to be really loud and this he disliked. The noise irritation was not dissimilar to boys 'B' and 'E'. Yet on arrival at the nature reserves, he loved the outdoors, learned to appreciate nature more than he had, he particularly liked cutting wood, building items and doing outdoor cooking. The outings became better for boy 'L' as time went on and he said in 2019 that he found the trips: 'relaxing, yeah relaxing, fun and skilful' plus he felt he said: 'more confident and less stressed, less anxiety'. He explained how he felt about going out into nature:

If I woke up and something bad happened, in the morning, then usually it would cheer me up before the end of the day, but if I woke up happy, then I go on it, then I'm just more happy.

In other words, the outings served to enhance his mood and even when other boys displayed boredom this year, boy 'L' said 'I haven't lost interest' and he appreciated the support he received from a teacher and volunteer helper, stating:

When he was working with me, he first of all showed me how to do it, like up close, and then he let me get on with it and if I needed something and I had to stop doing that to go and get it, he would go and get it for me to help.

This seemed to surprise boy 'L', but the personal help and instruction was appreciated and trust was being built as he learned outdoor skills.

'M'

Boy 'M' enjoyed the WWT days. Yet it depended, he said: 'on how I'm feeling that day'. His mood varies and if he was told he was not going out with WWT any more he would say: 'I don't care'. He did not get on very well with the other boys in 2018, saying he had 'some' friends but, he said:

Most people don't like me because of the way I look...cos i've got lots of spots... that's the reason why no one likes me.

In addition to feeling self-conscious about his looks, he was ashamed of his 'cheap shoes', the only ones his mother could afford 'because she's struggling with money'. He was shy and reticent in 2018 and would not relate what he did outdoors on nature reserves, only that he cooked sausages and refused to comment on how he felt about the activities. He would only say his distress and anxiety were the same as before, stating: 'because I don't know who could be, like, in the woods, like, around there' and he said he found it hard to tell teachers of his worries,

In his second interview, in 2019, he appeared to have enjoyed visiting nature reserves with WWT but said: 'I still got like...anxiety, quite a bit of anxiety' although he had found the WWT leaders helpful and 'understanding'. Asked what he felt he might have gained from the outings he said;

Well they've made me feel more confident,...because I'm out with other people, like, doing jobs, they're doing it too...I learnt how to look after animals, and like take care of plants properly, and I got, like my step-dad a chilli plant. It's only got leaves on it...but it's growing though'.

He felt he really appreciated nature more now and enjoyed all the activities, saying there were none he disliked and he felt proud he cleaning out the cows pens when other boys refrained. Clearly the outdoors had bought out a softer caring side of boy 'M' and the social interaction had given him confidence to converse easily with the researcher, unafraid to make eye contact this time. After a successful 2019, he was disappointed the WWT days were finished but was delighted to have been given the opportunity to become a mentor to a new group in 2019/2020 academic year. For a boy previously excluded from school, on a short educational timetable, to feel others wanted him and trusted him, seemed to have elevated his self-esteem.

'N'

Like boys 'L' and 'M', boy 'N' only joined the research in 2018 and was interviewed soon after his WWT days began. In his initial interview he said of outdoor outings, 'they're good' but he said he only looked forward to them 'sometimes'. He was very depressed and a reluctant interviewee, but he did say he had learned that nature and the environment had been 'created' and 'I should keep it that way'. If he had learnt to respect the natural world, when asked what he liked or disliked about the outings, and activities, he replied: 'no clue' and 'it was boring crap stuff'.

In 2019 his demeanour was happier, more confident, Although he said: 'I wanted to go out to miss lessons' he also said he liked going out because he went with the WWT leader. With adult support alongside, he enjoyed the outings, particularly making outdoor fires and learning coppicing and he was getting on well with some of the other boys, although not all. Now though, the WWT days were finished and boy 'N' felt he would miss going outdoors with his peers.

Asked if, in the future, when talking to people about the WWT days, what he would say, he responded: 'I'd tell them what the fun stuff, that when coming out, we did'. Clearly he associated the trips with fun, yet when asked if he felt much happier than last year, he said he felt 'a bit happy and a bit miserable' because he still suffers from bad anxiety and the outdoor trips had helped him he said: 'to concentrate a bit more'.

He was asked whether nature and the environment was important to him or not, and he responded: '

Yeah, very important...I would go out into nature if I was at home now, I would... still... go out,...even if it was with Wiltshire Wildlife Trust, or not.

This was expressed in an annoyed, assertive manner, elongating words, as if refusing to acknowledge the support he had received from others, as if he would have done it all on his own anyway. Thus it seems the trust that had been built had subsided after he had been told the outdoor experience had finished.

SUMMARY:

The boys all connected well with nature and the environment, even on cold wet days they were still keen to participate. For boys from low socio-economic families the experience given of outdoor activities is not one they would have otherwise been able to enjoy. While all the boys were aware of this, boys 'D', 'E' and 'M' make mention above and it was clear that the boys really liked having a trusted teacher, Mr. Smith accompany them on their trips. The leaders were well liked by the boys and their help and support seemed appreciated.

Nature offered the boys opportunity for group social-interaction which all enjoyed, even boys 'B' and 'E' who found social relationships difficult. Each talked of the activities they carried out, coppicing, cutting trees, making shelters, fences, gates, dens, fires, spoons, bows and arrows, mallets, stools, and enjoyed apple picking, cooking, fishing and the wildlife; bird, owls, cows, trees and plants. Nature inspired them and appealed to their sensitive side.

The outdoor team games were much enjoyed where they had to use imagination, as in obstacle courses to be built with 'under', 'over' 'through' and 'around' challenges. The only activity some did not like was cleaning the cow sheds. The group work enabled bonding and trust to be built between the boys and their leaders, confidence rose, shyness diminished amongst trusted new friends as they undertook challenges in groups. Outdoors boys found themselves motivated, more likely to cognitively concentrate on tasks (mentioned in particular by boy 'C' and 'N') as they learned new skills, feeling proud of what they made, which boosted their feelings of self-worth. Making deer fences and gates, cleaning cow sheds, studying birds and trees made them all appreciate the natural environment and improved their social emotional skills. This in turn helped ameliorate stress and anxiety, even preventing boy 'A's panic attacks from occurring when outdoors; thus their well being improved.

NATURE DISCONNECTION:

Clearly the WWT outdoor activities had worked well from 2016-2018 yet in 2019, although the boys still loved going out, some seemed to disconnect themselves from nature. When the boys were asked why the WWT days had stopped, what, if anything, went wrong, some of the above was contradicted as shown in the following section. Again we listen to the voice of each boy in turn.

'A' For boy 'A' the WWT trips ending made him feel 'a bit annoyed' because he said:

There was certain people that ruined it for everyone else...that's the reason why they started shortening down the days...I don't know if we've really been told the reason fully.

He was emphatic using the words 'ruin' and 'ruined' seven times in relation to boys misbehaving. Some were misbehaving, he said:

Very badly, like chucking cameras in piles of poo, one of them did.. and just messing around and swearing on the Care Farm and that, where all the people with learning difficulties were...they ran around shouting and that.

He thought it was mainly just a couple in the group, and said:

As it went on I really did enjoy it, but then, people started acting more stupidly as the year's gone on...which meant that, it went down shorter to every other week which was a bit annoying for everyone, and then it went to being half a day which is even more annoying and then to completely quit...I'm still disappointed.

He added: 'well obviously some of us, we're working okay, but it's just some people ruin it for others really'.

Asked if he thought some boys treated it as a play-day, he responded:

I think a lot of them did. They started off working well in the mornings but by the afternoons they started messing around so that's why they cut it to half a day.

Boy 'A' had enjoyed year 7 and 8 out with WWT but in year 9 he felt it had, he said: 'started going downhill' due to others bad behaviour.

'B' Boy 'B' had enjoyed the WWT trips because they had, he said: 'got better year by year... it went and crashed down this year'. In year 9 he felt less enthusiastic stating:

It's, like, trying to get out of the situation, of like, waking up and being, like, oh my god, I've got WWT today, and like, it seems to have been going on like, for ages.

Asked why that was, he responded: 'I don't know...just that there was too many people, there was like two groups and there was like nine in each group'. Yet boy 'B' now feels disappointed that the trips have reached an end.

Although disappointed he would no longer be engaging in WWT trips to nature reserves, boy 'B' described his feelings, saying:

It was a bit annoying because they said it was finishing because of peoples' behaviour...um, like three, or two, but they could of, at least like, cut the groups down...like, put the two people out and, like, put the people who were good in, and like wanting to do it.

Boy 'B' explained further, stating that:

Every fortnight there was, like, a different group, so therefore you got like more behaviour issues, um like...disobeying the rules...they were just doing their own thing.

Asked if he counted himself in with those behaving or misbehaving he stated:

I can be bad or good...I did have some bad times, but it was probably like because of, like, tiredness, but the rest...I had probably been okay...I wouldn't put myself as really good because I wasn't...I would really, just like, take my time to do something, like, take my time, like, literally, so that's probably it'.

Moreover, boy 'B' believed there was unfairness on the trips saying:

They didn't really, like, treat people fairly...it was just the teachers... and a new teacher...who comes along...she goes on, like, my group and I think she didn't really treat us fairly because when there's someone was misbehaving she wouldn't really tell them off, then when another person was misbehaving she would tell them off...I thought it was just a bit of favouritism.

Boy 'B' had enjoyed the trips until this year when people, he said: 'started getting out of hand so then it got cut down', and he blamed other boys, particularly boy 'I', feeling that they had become bored when the tasks were repetitive. Additionally, the leaders he said: 'still put all the rules in, even though like a school, so it was just like a school but in nature'.

Although boy B' had felt calm and relaxed, enjoying the trips to nature reserves, it appears he had not viewed the trips as educational learning, viewing it more as a social and de-stressing opportunity.

'C' 'Boy 'C' said of the WWT trips ending: 'I don't mind...well I'm annoyed'. Asked why he thought they had finished he replied: 'because they ran out of money'. He had loved the

WWT outings until half-way through year eight, but then claimed that trips had become 'boring...because we'd done so much of it'. Asked if he had wanted them to stop at that point, he sat up keenly and said: 'but, like, I wanted to visit more, like, nature reserves'. The group had visited three reserves only he claimed, but said 'I enjoyed it....felt happy' out in the woodlands and by the lakes. He did not think he, or any of the other boys, had misbehaved, he did not think they had not followed rules it was simply that WWT had run out of money to fund more outings.

'D' - Asked what he felt about the WWT trips finishing, boy 'D' felt, he said:

A little bit disappointed because it was fun going out and I did like going...it broke up the week and I felt that it did help us a lot because like, in year 7, we used to be like, really naughty and now, it's just a one-off if we're naughty.

He reflected on his three years with WWT stating:

At the start I found it fine, like, as we were going out every week, um... like, it was alright, but then it went to like, once a fortnight, and then it was like, half-a-day...it was just gradually coming away from us and um...and um...sometimes, like, I'd even mess about and I admit it but... I have misbehaved before on it...but...the people who misbehave I think they should be given, like, two chances and if they, like, keep misbehaving then they should, like, get kicked off the project because people have been kicked off the course before.

Claiming that the trips became repetitive boy 'D' gave an example. he said: 'sometimes... we might just do, like, the same activity that, like, we've been doing, like coppicing'. This boy was very honest about his behaviour saying: 'it was just silliness really' as he didn't always listen and he stated:

Cos once, me and my mate was just stood on this thing and he [a leader] told us to get off and then he pushed us off...he just like pushed us away from it and...I stepped down and thought that the right thing at least, like, tell us again or something.

Being quite sensitive, boy 'D' takes the actions and behaviours of others seriously, often feels guilty and regretful of his own actions, but also analyses how others could act and behave differently. He was delighted that he had been asked to mentor a new group seven out with WWT in 2020 saying 'I think, like...we will just be there to help them and because we've already learnt, we learnt everything the past three years, and they're coming on it new, not knowing anything about anything'. He was proud to think he would be the 'experienced' person.

'E' As with other boys, boy 'E' felt annoyed at the trips finishing, even claiming that they had been cheated, stating:

Each group only had three weeks and they said we would have four, so this week should be out last, but they actually put it as last week though.

He had enjoyed participating on the trips with WWT since year 7. He had found the first two years 'good' but, he said; 'then it started changing more and more...we was getting less days and that, less time'. He repeated: 'teachers cut down our days and we're not going any more' and he was disappointed. Asked why he thought that was, he responded: 'a few of the boys was mean and mostly to me' and he considered that some of the boys saw the trips as a day off school to play. Asked if he thought that he responded: 'no not that much'. He did not find any of the WWT trips boring but did feel some of the activities were repeated at times.

For Boy 'E' the trips finishing led he said to 'AST meltdowns and lashouts' back in class; the social integration he had begun to manage outdoors now reverted to him wishing to socially isolate himself once more.

'I'

For boy 'I' the outdoor outings had been enjoyable, reducing the pressure he felt in school. But as the years passed, repetition unsettled him. He stated: 'I liked coppicing at first, but then when the years got on, like, I got a bit fed up doing it in the end'.

Asked how he felt that WWT trips to the nature reserve were ending, boy 'I' said:

I feel... like, annoyed, cos, like, I found that it was, like, helping me and, like, it was splitting up my week a little bit, like, every so often, cos I...I could then let my... instead of being stressed in school where the teachers want you to do everything, you, at least get time to think.

He felt the arrangements became a bit confused. He explained:

There were a lot of groups but there was, like, a lot of years all mixed together, because like, Thursday group had, like, year seven's and year eight's in their group, but like there used to be year 11 because they said there would be five years, like to year 11, and there was other people that were joining and they were in the Thursday group and like they moved it all to, like, the Tuesday group, for whichever skills you needed.

He also felt his reputation went before him for outdoors he felt he was blamed unfairly at times. He spoke of having a teacher accompany them outdoors in year 7 and stated:

I didn't really get on with her because like, every time I used to do something, and I only did it once and you'd have to...like...someone else who did it like a couple of times, she would just pick on me and be like, oh, stop doing that and like, some of the times it wasn't even me but just because I was stood next to that person she thought it was me.

This spoilt his enjoyment because he found this teacher unreasonable, stating: 'you couldn't [disagree], she'd like, just speak over you, she just would have a go at you for no reason' and he said 'you wouldn't be able to get your point across to her, she...didn't care what we would say, but like Mr. Smith and [another] they would be like, more understanding and that.

Yet boy 'I' had overall really enjoyed the WWT visits to nature reserves, learning coppicing, which he eventually found boring, and learning to make tools, such as wooden mallets. He stated:

When like, we kept on going out through the years, like....I was getting annoyed because I could see, like, it was slowly going to be going away because we'll be going into year 10, because like, it was like, once every fortnight because the groups had to change and then...it was half-days...then they said they went to half-day because like, some people were like misbehaving and then like, in the afternoon, and like, wouldn't do stuff. I said that if they're not going to do stuff, why don't you just take them off the project and leave the ones that are, like, wanting to do the stuff...and if they continue not to do what they're told then they should come off it as well as the others.

Boy 'I' felt he and boy 'D' were thought, by others, to have misbehaved and he said:

We were getting like, agitated or a little bit bored because we wanted to get on with the stuff but we would just start, like talking'

However, the abrupt ending of the trips had taught boy 'I' a new lesson for he said;

I would say WWT is a good project, but like, you have to like, show respect and not, like, do what you want to do'.

In hindsight he had realised that he should have listened to the leaders more, that rules apply not just in the classroom but also when out learning in nature and the environment; respect for nature and respect for the leaders.

‘J’

Asked why WWT had ended the trips out to nature reserve, boy ‘J’ responded: ‘Well I’m not very happy but it has to happen definitely’. Asked why, he responded: ‘we haven’t been acting too good on it...I would include myself...well I do mess around when I’m on it sometimes’. Boy ‘J’ is honest and self-assesses his own behaviour for he stated:

Yeah, like, obviously it can’t just be me, like, others were doing it, but I do regret what I’ve done in the past on it...like, I didn’t do bad, bad things, I was just like, not listening, not doing what I was supposed to do.

And:

It wasn’t all of the boys, like there was like a couple of the boys that wouldn’t get into it, but there was, like, certain boys in the group what would.

He added: ‘I reckon some people used it for a day out of school...I do reckon that they used it for that’. Asked if he had thought of it that way or not, he stated: ‘No, I think I was actually using it to help me learn about nature’. He thought year 7 had been the best year, that had been ‘pretty good’ but then ‘it started going downhill’

He explained, stating:

In the first year, then it was pretty good, but then, like, as it got on and they started adding different people and groups and everything, then it just got worse and that, as it went on.

Asked to clarify this he said:

When we went, we kept going to the same nature reserves and doing the same things, then it started just getting a bit boring...most of the time, like, we would go to, like, different nature reserves but, like, we go to them, like, three times, something like that, then it just gets like boring and you already know what you’re gonna do, like Kelly Kettle or something like that.

Boy ‘J’ also mentioned one of the volunteers and explained his feelings saying:

When he was around, he was, like, a little bit miserable, like, if we had to do something and he was in your group, then you wouldn’t really be doing it, because you just got him and he was just doing everything for you and then you’re not doing anything.

He felt the volunteer took over because:

Cos if he was in your group, then you didn’t really get to do much, like he’d do everything and then he’d get you to do the odd bit that he didn’t really want to do and that’s no good...it started in, like, year 8 and then it started just not getting very good and then we started this year, and then, yeah, I started disliking him.

Boy ‘J’ said:

I was gonna quit it in year 8, I was going to stop it, but then I just carried on and tried to ignore it, but yeah, it didn’t work.

The other leaders he got on well with because he said: they actually showed you what to do', and he said:

They didn't just, like, take over and do everything for you, they showed you...but if you were badly behaved they would remind us of what we're doing'.

'L'

Asked how he felt about WWT trips finishing, boy 'L' replied proudly: 'yeah, but I'm going to be a mentor'; this would be for the new group 7 in 2019/2020 academic year and he would, he said: 'be helping out...like telling the kids what to do' and he was really looking forward to the responsibility.

Boy 'L' had been disappointed when he first heard that the trips were ending but rationalised this by saying: 'I wanted it to carry on but in year eleven and in year ten, like, [we have] GCSEs'. Appreciating the work involved in study, when asked if mentoring would interfere with his education, he responded that it would only be every other Tuesday morning and he would catch up with study. He stated: 'well that's what I've been doing this year and I've caught up a lot'. Here he was referring to his detentions and time spent in isolation.

He felt other boys had lost some interest in the WWT outings but he had not. He said of the others: 'they already knew what they were doing, or they've done it before, so they just got bored with it', probably because they had been going out since 2016, whereas boy 'L' only joined half-way through 2018. He particularly liked one of the volunteers on the trips, the very person that boy 'J' had criticised. For boy 'L' this volunteer helped him for he said:

When he was working with me, he first of all showed me how to do it, like up close, and then he let me get on with it and if I needed something and I had to stop doing that, to go and get it, he would go and get it for me to help.

Some boys, he considered, regarded the outings to nature reserves in 2019 as a play-day rather than a learning-day, tending to misbehave, for he said: one or two of them did...in my group...there was three' who misbehaved. He regretted that: 'the people who got on with it have to like, miss out now' but he and three others felt fortunate to be chosen as mentors for the next year.

This boy confided that he did not participate in any after-school activities and did not like football; he preferred to watch rugby. He stated: 'I don't even do anything outside of school other than just sitting in my house and writing stuff this year'. He was therefore, unable to acquire any cultural capital so was pleased to be included in the WWT visits to nature reserves.

'M'

Asked why he thought the WWT trips were ending, boy 'M' responded;

It's mainly because, year seven, like the new year seven's, are starting coming in... yeah it's like...when you get up to year ten the group finishes and it starts another group and then that goes on till year ten.

Asked if the boys all behaved on the outings, he did not think so and asked why, he responded: 'I guess mainly because they've been trying to fit in, like, with other people'. Asked did he think the boys found the activities repetitive or not, he stated:

I think they've been doing it...and they've enjoyed it and stuff, but they've been doing it mainly, like...sometimes it's the same stuff and they get annoyed about that...I mean...there has been activities but, um, most people got annoyed because we couldn't do it anymore.

He seemed to be saying that with the trips cut to half a day and then stopping, the boys had felt annoyed that they could no longer participate in outdoor activities.

Boy 'M' had enjoyed the trips more last year than this year but was pleased to be selected as a future mentor to others.

'N' Asked how he felt about the WWT trips finishing, boy 'N' said 'annoyed' and 'yeah, I'm disappointed'. He said it was finishing 'cos like, they've got to have room for the new year seven's. The trips had been once a week he explained:

Every week, so like...one group goes...like group A goes and then group B, like I was normally B....

He thought that 'this year was good, but last year was horrible'. He did not enjoy last year, asked why, he said: 'I hit my head on a hurdle'. This year had been better because they had been 'trying out new things, meeting new people'. He thought it had become boring just sometimes. He said: 'I enjoy some activities...boxing...making fire'. He thought the adult leaders were 'alright' and said Mr Smith helped. He thought leaders had done as much as they could and were helpful. He made no mention of bad behaviour from the other boys. Asked about his own personal behaviour, if he did as he was told when out with WWT, he said: 'sometimes' but 'sometimes I didn't carry things'.

Overall, despite being reluctant at the start, boy 'N' had enjoyed the WWT trips and was very disappointed that he would not be participating any more.

SUMMARY:

Clearly bad behaviour, breaking the rules, brought the WWT trips on nature reserves to a premature end. Yet what caused this lapse in behaviour in 2019, particularly when all the boys had gained so much in previous years, loved going out and wanted to continue?

Firstly, all the boys participating since 2016, said they were 'annoyed' that the trips had finished prematurely, and all, with the exception of boy 'C', attributed the demise to the bad behaviours of other boys. Boy 'C' was emphatic that no bad behaviour occurred, no rules had been broken. It was simply due to a shortage of money, no funding for the outings, in his opinion. Some boys apportioned blame to adults for ruining the experience: a teacher (B), a volunteer (J), a WWT leader (D) and they felt that their own bad reputation made them easy targets for blame (I). These defence mechanisms illustrate that although confidence and self-esteem had risen over time, in 2019 the boys were still sensitive to criticisms, unable to be self-reflexive and view from an alternative perspective. In short, the social emotional skills of accepting responsibility, finding mutual agreement, coping with difficult situations, was still lacking in some boys. Yet other SEL skills, caring for their friends, (for example, boy 'I' helping boy 'D'), caring for nature and wildlife had developed as shown under nature connection.

The three pupils who joined the study in 2018 held different perspectives on why WWT finished. Boys 'L' and 'M' attributed the reason to all moving into year 10 and 11; important years for focusing on GCSE study, while 'N' thought the group was ending to coincide with the start of a new group for year 7 pupils. These three boys, having had less time outdoors, had not been bored. However they did feel that the others boys, who had attended since 2016, had become restless and therefore some misbehaved. Certainly the long-term boys spoke of repetitious tasks and the boredom of only visiting the same three nature reserves. As boy 'C' had stated; 'I wanted to visit more nature reserves'. Seemingly, the boys had been in need of further stimulation.

Secondly, it appears that the group structure became, as boy 'I' described it, 'confused'. Several of the boys told how, in 2016, they went out a day per week, but this changed to fortnightly and eventually reduced to a half day. As boy 'D' said, they all felt that the trips were: 'gradually coming away from us' suggesting a feeling of insecurity about the routine. Boy 'I' explained that different years, different age groups, were mixed together as in Thursday group which comprised year 7

and 8 pupils, plus initially year 11 had been in the group, but that changed and others were joining, then all were moved into the Tuesday group, no matter what skills they needed he said. This boy's perspective rather implies that leaders of the two groups had planned different tasks and suddenly one group was trying to cover everything. Moreover, boy 'B' considered that two groups of nine participants was too many, and as every two weeks the group had different people, this spoilt the experience for him as boys' disobeyed rules, did their own thing. Boys "E" and J" seemed to concur, feeling that adding different people and groups changed the experience and not for the better. In year 9, boys 'E' 'J' and 'L' considered that some of the boys simply viewed the WWT trips as time off school, basically a-play-away-day.

Clearly for boys with serious neurological health issues to bond, they need to be with the same peers every outing, enabling a gradual solidarity to build between them and the adults over time as they learn to accept, trust and understand each other's differences. Constant change seems to have proven disruptive. Not all boys had been troublesome, and boy 'A' seemed appalled at some boys antics, relating the misdemeanours in graphic detail, while boy D ruminated on his own behaviour. Four boys will act as mentors next year so will still be involved with WWT; it was evident that these were the more self-reflexive boys, who had increased their self-awareness and who suffered chronic anxiety, namely 'A', 'D', 'L' and 'M'. Giving them responsibility could well increase further their confidence and self-esteem and diminish their anxiety.

CONCLUSION:

Being out in nature and experiencing the natural environment was an opportunity these disadvantaged boys, from low socio-economic backgrounds, would probably never have experienced had they not been included with the WWT trips to nature reserves; the boys knew this. All the pupils grew to love the WWT experiences from 2016, through each academic year, but in the last year, September 2018-July 2019, although each boy was still eager to continue the outdoor experience and in their words 'annoyed' that the outings had finished, enthusiasm for activities had, for some, waned and restlessness led to poor behaviour. Yet the outdoors had shown many positive benefits up until the final year.

From a psychological perspective, with the fresh air and open space, the freedom to explore, the physical exercise, these boys gained considerably in their health and well-being. No longer restricted in a classroom, boy A's panic attacks disappeared outdoors and anxiety and stress diminished, in varying degrees, for others, enabling increases in levels of confidence and self-esteem, although this fluctuated for boys B and E when mood swings consumed them. The outdoors also had a strong impact on long-term memory, which concurs with Hera et al (2019), for although when asked, boys could not necessarily recall names of insects or plants and trees, awareness of the natural environment had focused their minds. Memories had been implanted; the cow sheds, the fun games, the outdoor cooking, fire-making, bushcraft, items they made, even which other boys they liked or disliked. The positivity they felt was confirmed when boys were asked this year what they would tell others, in the future, about their outings to nature reserves and all felt they would recommend the experience to others.

Social and Emotional Learning (SEL) clearly improved insofar as social relationships made, trust established in close friends and some adults, in wanting to help others, and feelings of task achievement. Just knowing they were able to locate a comfortable space, particularly for boys who liked best their own company, instilled a calming affect, helping to reduce stress and anxiety levels and increase focus on tasks. Outdoors they found their sensitive caring side as they observed wildlife on ponds, participated in planting, and became interested in various leaves, berries, woods, birds, farm animals, which related abstractly to science and design and technology in school. In descriptive writing in English lessons boys chose to write about their outdoor experiences. Additionally, one or two boys, 'A' and 'M' for example, learned to accept social responsibility by tackling the unpleasant tasks as well as more likeable ones; their initiative encouraged others to go beyond their comfort zones, which demonstrated that leadership skills were being acquired. Indeed, as Obrien (2009) and Hera et al (2019) discussed, the intermingling of the cognitive and affective domains created meaningful learning for these boys, and back in the classroom their behaviour appeared to improve as all said they were receiving fewer warnings and detentions.

Yet one negative side to the boys' psychological and social, emotional learning in the classroom had not been culled when outdoors. It has been shown that all boys, except 'A' felt they had acquired reputations for bad behaviour which they could not shake off. In the classroom confidence was low from struggling in lessons and dipped more when self-esteem was impacted if they were reprimanded, and more so when given detentions. This increased anxieties and made the boys feel like sinners. We have seen how each boy suffered from fatigue due to neurological conditions and sleep deprivation, probably exacerbated by the temptation to engage with screen time, which Mutza et al. had found in their study (2019) and which clearly impacted mood swings and patience. Feeling unable to cope, feeling like eternal sinners, this made the boys ultra-sensitive to criticism, put them on the defensive, thus when outdoors, if reprimanded, anger sometimes arose. Certainly in the final year this was displayed in poor behaviour when group activity was disrupted by changes. Rather than reflect on their actions the boys' tended to be reactive, blaming the leaders, volunteers, other boys. Clearly, even though their low self-esteem increased due to the outdoors, it remained in need of further strengthening as the boys, in the main, did not try to view a situation from an alternative perspective, or to question themselves.

All the boys appear to have gained from engaging in regular outdoor social-interaction with the same peers, yet when and as, the groups and members changed, they did not have adequate coping mechanisms. These boys all had very different health needs and have everything to gain from one-to-one tuition, or working in two's or three's with boys they accompany outdoors on a regular basis. Routine is important, particularly to the boys on the autistic spectrum or with chronic anxiety. They need to learn to socially interact successfully and this takes time and requires building of reciprocal trust and learning how to manage their own emotions; different aged members coming and going seems to have been disruptive to their ontological security creating disturbance and restlessness and thus reducing focus and concentration leading to poor behaviour. This in turn reduced self-esteem and the boys became self-defensive once again when the outings ended; they again blamed adults and other boys.

Recommendations

In this section recommendations are put forward purely as possible solutions, in no particular order.

- 1) For trust to be established and maintained, start and finish the outings with the same weekday, same members, same cohort, same leaders, volunteers and school-teacher as far as possible as routine is important for these boys. This enables the participants to build relationships and deepen over time, assists personal and community belonging.
- 2) Having Mr. Smith, a trusted teacher accompany them, instilled trust and confidence in the boys who claimed they 'bonded' with him. Perhaps include another teacher fully trained in outdoor learning or reduce the group sizes from 9 boys to 4 or 5 - nine in a group appeared to be too many.
- 3) Being aware of each participant's background and complex neurological health issues and needs before the course begins, is paramount for successful individual learning. This group comprised children who were struggling in lessons due to serious underlying reasons; more understanding of autistic spectrum, SPD etc would benefit the boys.
- 4) Increase one-to-one instruction on tasks particularly for those with concentration issues (SPD, autism) and keep group activity mainly to team games, for play, physical exercise.
- 5) Try shorter programmes, maybe two or three years unless more activities can be included.
- 6) Incentivise the participants more with task progression learning levels, i.e. Kelly-Ketting, stage I - task carried out correctly by maximum of three boys; stage II - task conducted by two boys, stage III - task conducted by an individual without help. Or, making a small den, medium, then large, then naming types of materials used.
- 7) Incentivise the participants more with rewards; small chocolate bar for focus and concentration, good work, winning games.

- 8) Certification - as with the Referral Centre in the Literature Review, certificates for task completion instills a sense of accomplishment. These do not have to be national qualifications; simple printed WWT certificates confirming a task completed satisfactorily or to high level awarded at the end of each year with the boy's name might be an idea.
- 9) Strengthen links with the school classroom to enhance the cognitive with the social and emotional learning. Reflection, and repeated reflection, aids learning. Perhaps ask the boys to think about, write and illustrate in a nature diary, what they did and felt about the day outdoors, either at the end of the trip or on return to the school for 15 minutes before they resume lessons.
- 10) Ask each boy separately, to reflect on the day's experiences and say what he discovered and felt about that session. Away from the distractions of their peers, with personal attention they may well respond better, recall memories from the session and on reflection strengthen their understanding of what they did, how they did it and why.
- 11) Ask the school to entitle the boys 'wildlife experts' and ask them to either speak in class of their experiences individually or in groups if they wish, maybe putting information and the photographs they took on their mobile phones into a Powerpoint presentation; use of technology and confidence building.

Key Points - Positive

- Social and emotional learning (SEL) skills improved as boys learned of wildlife and natural environment.
- Psychological gain - boys relaxed, stress and anxiety reduced, and long-term distinct happy memories of place and activities were formed.
- Cognitive improvements - boys felt more motivated, more able to concentrate on tasks outdoors.
- Physical gain - exercise enjoyed, every boy mentioned loving PE.
- Confidence improved as well-being improved; anxiety and stress reduced outdoors.
- Back in the classroom, warnings and detentions earned for bad behaviour reduced year by year.
- Self-esteem improved through social interaction and through feeling proud of making things.
- Having a trusted teacher accompany the boys, with whom they felt a bond, was appreciated.
- All boys loved being outside, working with their hands, exploring nature.
- The boys' conversational skills with the researcher improved over the research period; they increasingly wanted to chat enthusiastically about their experiences,
- Four boys chosen as mentors were more reflexive; delighted to be given trust and responsibility.
- WWT nature reserve outings successful for three years.

Key Points - Negative

- Each boy had very different neurological syndromes, different needs, felt misunderstood.
- Boys self-esteem impacted by their historically poor reputation, felt like sinners.
- Boys sensitive to criticism so reactive, blame others, see no alternative perspective.
- Boys felt groups kept changing, new people, all ages, too many disruptive changes.
- Boys in their fourth WWT year had become restless, bored, same places, same tasks.
- All boys were annoyed and disappointed that the trips finished.
- Boys took for granted what they had, regretted their misbehaviour when outings stopped.
- Boys, 2 in particular, did not see the outdoors as a school rule zone.
- Some boys began to view the outings as play-away-days as they needed more stimulation.

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MLESTONES PROJECT

WWT Short Courses Evaluations

2019

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INTRODUCTION

Wiltshire Wildlife Trust, the Milestones Project, held a variety of day courses throughout the year and a short survey questionnaire was duly completed by each participant. Question 1 sought to explore how each individual felt about nature and the environment after participating on the programme, while question 2 explored how they felt about their involvement with the Milestones project. The survey consisted of two likert style tables, with statements as below. Participants ticked a box - either strongly agree, agree, neither agree or disagree, disagree or strongly disagree. Once completed, survey questionnaires were forwarded to the researcher at IoE, University of Reading, where the data was entered, as it was received, on spreadsheets for each short course. This enabled evaluation of each short programme and the information was carried forward into this report which has built throughout the year. At year end, figures were imported into an end-of year 2018 spreadsheet, with the courses placed in alphabetical order, to give overall totals and percentages for each statement under question 1 and 2.

After participating on the Milestones Programme:
Question 1

1.1	I now have more knowledge about nature and the environment
1.2	I now have more skills connected with working outside with nature and the environment
1.3	I will tell other people about my time spent with nature and the environment
1.4	I now go/will go out into nature more in my own time
1.5	I will take more care of nature and the environment
1.6	I appreciate nature and the environment more now
1.7	I like the time and space that being amongst nature provides
1.8	Being outside makes me feel different to being inside the classroom/workplace

Involvement with the project
Question 2

2.1	Before the project started I really looked forward to being a participant
2.2	After my first visit, I was really looking forward to going again
2.3	I love the activities I am/was involved with
2.4	I wanted to try more activities
2.5	I have a choice about what happens on the project
2.6	I found the time on the project went quickly
2.7	I wished I could have had more time on the project
2.8	When the project finishes/finished I will miss it
2.9	I would love to be involved on another project in the future

Question 1 had an open sub-question, 1a), asking the participants to comment on what they felt when outside amongst nature and the environment.

Evaluations are given below for each short programme. However responses to these surveys can only give counts and suggest the overall success and enjoyment of the courses and how the participants responded to being out in nature and the environment. What cannot be known from such short surveys is whether, or how much, the participants engaged with nature and the environment before they began their course. Thus, when some say they disagree that they will go out into nature more in their own time in the future, it may be that they were already spending time outdoors before the course. For others who say they will go out into nature more, after participating on their course, it might be that they have not engaged, or engaged little, with nature beforehand. Moreover, surveys are at risk that some participants might tick boxes down the same column in the tables for speed of completion, while some might erroneously tick more than one box in answer to a question. Several forms were invalidated in this way. However, the completed forms do give an overall picture of the course outcomes. For more in-depth understanding of the experiences of individuals, interviews would be required and it is for this reason that a four-year longitudinal study has been undertaken on a group from Swindon Academy; reported separately.

OUTDOOR PROGRAMMES - SHORT COURSE EVALUATIONS

Short survey questionnaires were completed after outdoor courses for each of the following short programmes. As the evaluation forms were received they were counted against each of the above questions and carried forward to a summary sheet attached at the end of this report. Q1 received positive responses Q.2 positive but with 6 unsure if they had a choice or not about what happens on the project. Q.1A descriptors of feelings: happy, good, amazing, relaxed, peaceful, calm, exciting.

HARDENHUIISH SCHOOL - Sept - Dec 2018

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	1		1	
Q.1.2	4	3			
Q.1.3	3	1	3		
Q.1.4	5	1	1		
Q.1.5	4	1	2		
Q.1.6	3	3	1		
Q.1.7	4	2	1		
Q.1.8	6	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	1	1		
Q.2.2	5	2			
Q.2.3	5	2			
Q.2.4	6	1			
Q.2.5	2	5			
Q.2.6	2	3	2		
Q.2.7	6	1			
Q.2.8	5	2			
Q.2.9	6	1			

SUMMARY:

Seven Participants on term time group Sept to Dec 2018. Q.1 - positive responses to statements with 6 having more knowledge about nature, and 7 with outdoor skills, Six felt they would go out more into nature and 5 appreciate nature more. Q.2 - Again positive responses with 6 looking forward to the project before it began and all 7 wanting to go again after the initial visit. Five loved the activities, two were unsure what they thought, and 5 felt time passed quickly and 7 would have liked more time on the project. All would love to do another project. Q.1a - positive feelings, relaxed, happy, free x 3, calms, peaceful,

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	1			
Q.1.2	4	2			
Q.1.3	4	2			
Q.1.4	5		1		
Q.1.5	5	1			
Q.1.6	5	1			
Q.1.7	5	1			
Q.1.8	6				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	6				
Q.2.2	6				
Q.2.3	5	1			
Q.2.4	4	2			
Q.2.5	3	2		1	
Q.2.6	6				
Q.2.7	6				
Q.2.8	6				
Q.2.9	6				

SUMMARY:

Short course with six participants. Q.1 - all very positive responses, with just one person unsure if they would go out into nature more after the course. Q.2 - Again very positive responses with only one person disagreeing that they had a choice about what happens on the project. All had looked forward to the project and loved the activities, time went quickly, and all would love to be involved on another future project. A.1a - Descriptors of feelings -were excited x 3, relaxed x 2, happy, fun.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2	3	1		
Q.1.2	2	2	2		
Q.1.3	2	2		2	
Q.1.4		3	3		
Q.1.5	3	2	1		
Q.1.6	3	2	1		
Q.1.7	3	2	1		
Q.1.8	3	2		1	

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1		4	1	1	
Q.2.2	3	3			
Q.2.3	1	5			
Q.2.4	2	2	2		
Q.2.5	1	5			
Q.2.6	3	3			
Q.2.7	1	3	2		
Q.2.8	3	2	1		
Q.2.9	2	2	2		

SUMMARY:

Six Participants on programme which ended December 2018 after 10 weeks. Q.1 - Five now have more knowledge of nature, 4 more outdoor skills and 5 will take more care and appreciate nature more. Five liked the time and space in nature and felt being outside the classroom made them feel different. Just one seemed unsure how to answer the statements but felt they disagreed that being outside made them feel different, Q.2 - If 4 had looked forward to the course being starting, then after the first visit all 6 looked forward to going again and loved the activities with 4 wanting to try more. All six thought time went quickly and 4 would like to be involved with another project. Only 2 were unsure whether they wanted to try more activities or if they would have liked more time on the project. Q.1a - Feelings were described as 'more lively', peaceful, time to think.

ROYAL WOOTTON BASSETT ACADEMY: - One Year Project

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	4		1	
Q.1.2	2	6	1		
Q.1.3	4	3	2		
Q.1.4	1	5	3		
Q.1.5	2	6	1		
Q.1.6	4	3	2		
Q.1.7	4	3	1	1	
Q.1.8	7	2			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	1	2	1	
Q.2.2	5	4			
Q.2.3	4	4	1		
Q.2.4	3	5	1		
Q.2.5	1	4	3	1	
Q.2.6	5	2	2		
Q.2.7	4	4			1
Q.2.8	4	2	3		
Q.2.9	7	2			

SUMMARY:

Nine Participants on a one year project - Q.1 - Eight felt they had more knowledge of nature and had learned new outdoor skills and 8 will take more care of nature while 7 felt they appreciated nature more. Just one participant had not liked the time and space nature provided. Q.2 - Six had looked forward to the project before it began, and after the first visit 9 were looking forward to going again, with 8 loving the activities and wanting to try more. Seven thought time passed quickly with 8 saying they would have liked more time on the project and all 9 staying they would love to be involved in a future project. Three felt they did not choose what happened with two unsure. Q.1a - Feelings were described as: peaceful x 3, free x 2, calm, and happy.

PART 1 QUESTIONS	STRONG LY .AGRE E	AGREE	NEUTRA L	DISAGRE E	STRONG LY DISAGRE E
Q.1.1	3	1			
Q.1.2	2	2			
Q.1.3	4				
Q.1.4	1	1	1	1	
Q.1.5	2	2			
Q.1.6	2	2			
Q.1.7	2	1	1		
Q.1.8	2	1		1	

PART 2 QUESTIONS	STRONG LY AGREE	AGREE	NEUTRA L	DISAGRE E	STRONG LY DISAGRE E
Q.2.1	1	2		1	
Q.2.2	4				
Q.2.3	3	1			
Q.2.4	3			1	
Q.2.5	2	1	1		
Q.2.6	2	1		1	
Q.2.7	2	2			
Q.2.8	3	1			
Q.2.9	2	2			

SUMMARY:

Only four participants on a one year project. Q.1 - Mainly positive responses with only one person saying they would not go into nature more than they did and they did not feel any different outside to being in the classroom. Q.2 - Three had looked forward to the programme before the start, then 4 looked forward to going again after the initial visit and 4 loved the activities with 3 wanting to do more. One person did not want to try more activities and did not think time passed quickly - it did for 3. Four will miss the project after completion and 4 would love to be involved on a future project, Q.1a - Two were not sure how they had felt, although one was struck by holding and releasing a bird, while another felt a full day would be nice.

PART 1 QUESTIONS	STRONG LY .AGRE E	AGREE	NEUTRA L	DISAGRE E	STRONG LY DISAGRE E
Q.1.1		4			
Q.1.2		1		3	
Q.1.3				4	
Q.1.4		1		3	
Q.1.5			4		
Q.1.6				4	
Q.1.7				4	
Q.1.8	4				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1		4			
Q.2.2		4			
Q.2.3		4			
Q.2.4		4			
Q.2.5			4		
Q.2.6	3	1			
Q.2.7	1	3			
Q.2.8			4		
Q.2.9		4			

SUMMARY:

Only four participants on a 3 month project. Q.1a - Negative responses as they did not appreciate nature and the environment or the time and space if provided. None felt they would tell others about it and 3 did not feel they have learned new skills. Q.2 - more positive responses as all 4 had looked forward to the course before it began, then to going again, and loved the activities wanting to try more. But all 4 felt unsure whether they had a choice in what they did, but all 4 found time passed quickly and would like to be involved on a future project. Q.1a - feelings seem to have been impacted by cold weather which seems to have affected their enjoyment as three commented on the cold, just one felt it was better being outside.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	1			
Q.1.2	2				
Q.1.3		1	1		
Q.1.4			2		
Q.1.5	1	1			
Q.1.6	2				
Q.1.7	2				
Q.1.8	2				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1		2			
Q.2.2	2				
Q.2.3	2				
Q.2.4	2				
Q.2.5	2				
Q.2.6	2				
Q.2.7	2				
Q.2.8	2				
Q.2.9	2				

SUMMARY:

Only two participants on this date, but positive responses. The only negative was that both felt they probably would not go out into nature more on their own after the course, but it is not known how much time they spent outside beforehand. Both felt they had more knowledge about nature and the environment after the course (1 strongly so) and both felt they had acquired new outdoors skills. Descriptors of their feelings included, that one could concentrate outdoors, do more and achieve more plus both felt more relaxed.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2	2			
Q.1.2	3	1			
Q.1.3	2	2			
Q.1.4		3	1		
Q.1.5	3	1			
Q.1.6	2	1	1		
Q.1.7	3	1			
Q.1.8	3		1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	2			
Q.2.2	4				
Q.2.3	4				
Q.2.4	2	2			
Q.2.5		3	1		
Q.2.6	3	1			
Q.2.7	4				
Q.2.8	3	1			
Q.2.9	4				

SUMMARY:

Short term course with four participants. Q.1 - generally positive responses with just one participant unsure if they would go out into nature more after the course, one unsure if they appreciated nature more and one participants unsure if being outside felt different to learning in the classroom. Q2 - all positive responses, except one feeling unsure as to whether they had a choice as to what happened on the course. Q.1a - Descriptors showed that participants felt they could do things, that others had belief in what they could do, one participant felt it was worth getting out of bed for, and they felt 'free' and 'happy'. No negative words used to describe feelings.

NESTON SCHOOL - Over 11's - 8 sessions

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	3			
Q.1.2	4	2			
Q.1.3	4	2			
Q.1.4	2	4			
Q.1.5	3	3			
Q.1.6		5	1		
Q.1.7	6				
Q.1.8	5	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	6				
Q.2.2	6				
Q.2.3	4	2			
Q.2.4	2	4			
Q.2.5		2	3	1	
Q.2.6	2	3			1
Q.2.7	5	1			
Q.2.8	5		1		
Q.2.9	4	2			

SUMMARY:

Six participants on 8 sessions responded positively. All six liked the time and space provided by nature and 6 felt different outside to being inside with 5 strongly agreeing and one agreeing with this statement. Before the project began all six had looked forward to going and after the first visit really wanted to go again. Two strongly agreed they would have liked to try more activities with four agreeing they would too. The only negative was that one person felt time on the project did not pass quickly. Descriptors of feelings showed they felt curious and adventurous, liked exploring felt cool, amazing and happy. No negative responses.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	3	3		
Q.1.2	6	1			
Q.1.3	3	3	1		
Q.1.4	2	4	1		
Q.1.5	6		1		
Q.1.6	3	4			
Q.1.7	5	2			
Q.1.8	6	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	7				
Q.2.2	7				
Q.2.3	7				
Q.2.4	7				
Q.2.5	2	5			
Q.2.6	5	2			
Q.2.7	7				
Q.2.8	7				
Q.2.9	7				

SUMMARY:

Short course with 7 participants. Q.1 - positive responses to statements apart from statement 1.1 where three did not feel they had acquired more knowledge about nature, but all felt they liked the time spent in nature and felt different to being in the classroom. Only 1 participant (the same person) would not tell others of the experience, go out into nature more or take more care of nature in the future. Q.2 - Very positive responses to statements with all seven participants looking forward to the project before it began, wanting to go again after the first visit, loving the activities and wanting to try more, would have liked more time on the project and all would want to be involved on another in the future. Q.1a - All felt more calm and peaceful, relaxed. Two felt that it stopped them worrying, cleared their minds. There were no negative words used to describe feelings.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	4	3	1	
Q.1.2	4	5	1	1	
Q.1.3	1	2	5	2	1
Q.1.4	3	2	2	3	1
Q.1.5	4	5		2	
Q.1.6	4	4	2	1	
Q.1.7	3	4	1	3	
Q.1.8	4	4	1	2	

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	5	3	1	
Q.2.2	4	5		2	
Q.2.3	4	3	4		
Q.2.4	2	4	3	2	
Q.2.5	1	1	7	2	
Q.2.6	2	7	1	1	
Q.2.7	6	1	1	3	
Q.2.8	3	2	4		2
Q.2.9	4	5		1	1

SUMMARY:

11 Participants: Q.1 - Mostly positive responses: 7 felt they had acquired more knowledge and 9 more outdoor skills, 9 will take more care of nature in the future, 7 like the time and space that being out in nature gave while 8 felt different outdoors to being in the classroom. However one participant disagreed with all the statements in question 1 apart from agreeing that he felt different outdoors to being inside. Nine participants were unsure or disagreed that they would talk to others about their outdoor experiences and two responded that they disagreed they felt any different outside Q.2 - again mostly positive but some negative responses. Seven had looked forward to the programme before the start and 9 looked forward to going again after the first visit, although two said they did not. Seven loved the activities while four were unsure, 7 wished they could have ore time on the project, one was unsure about this while three did not want more time, two participants felt strongly that they would not miss the outdoor project when it completed and while 9 of the 11 would love to go on another project two would not. Q.1a - Expression of feelings on the course were happy, free, calm x 6, relaxed with the three more negative response participants declaring 'normal':

LAWN MANOR ACADEMY: - Thursday - 2 Year Programme

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	3	1		
Q.1.2	3	5			
Q.1.3	2	4	1	1	
Q.1.4	2	2	1	2	1
Q.1.5	7		1		
Q.1.6	4	4			
Q.1.7	1	7			
Q.1.8	7			1	

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	6		1	
Q.2.2	5	3			
Q.2.3	5	2	1		
Q.2.4	4	4			
Q.2.5	1	3	2	1	1
Q.2.6	2	6			
Q.2.7	5	2		1	
Q.2.8	5	2	1		
Q.2.9	6	2			

SUMMARY:

8 Participants: Q.1 - Mostly positive responses. Only one participants did not feel any different being outdoors than in the classroom while 3 thought they would not go out into nature more (one strongly). One participant was unsure if they had acquired more knowledge, yet all eight appreciate nature and the environment more and liked the space nature provides. Q2 - One participant disagreed that he/she had looked forward to the course before it started, yet all 8 said they looked forward to going again after the first visit., One seemed unsure about loving the activities yet all participants said they wanted to try more activities. Two were unsure if they had choice of happenings with two feeling they did not. The majority 7, wanted more time on the project and felt they would miss it on completion, with all eight (6 strongly agreeing) they would love to be involved on another project in the future. Q.1a - Expressed feelings: The word 'calm' was mentioned three times, along with peaceful, happy, excited, fun, chilled out. One participant felt 'peaceful and at home' suggesting perhaps a feeling of relaxation, while another enjoyed 'being with my friends' placing importance on social interaction and relationships.

LAWN MANOR ACADEMY - Summer Thursday - One Year Project

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	5			
Q.1.2	5	4		1	
Q.1.3	3	4	1	2	
Q.1.4	2	4	4		
Q.1.5	3	6	1		
Q.1.6	8	2			
Q.1.7	5	5			
Q.1.8	9		1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3	2	4	1	
Q.2.2	6	3		1	
Q.2.3	7	2	1		
Q.2.4	5	3		2	
Q.2.5	2	6	2		
Q.2.6	7	3			
Q.2.7	8	1	1		
Q.2.8	8	1			1
Q.2.9	9			1	

SUMMARY:

Ten Participants on a One Year Project for Lawn Manor Academy. Q.1 - Positive responses to statements with 10 feeling they had more outdoor knowledge and 9 had more outdoor skills (1 said they did not). Six would go outdoors more, 9 would take care of nature more with all 10 appreciating nature more and 10 liking the time and space nature provides. Nine felt different outdoors, one was unsure. Q.2 - Only half had look forward to the programme before the start, but after the first visit 9 were looking forward to going again and 9 loved the activities with 8 wanting to try more. Eight felt they did have a choice of what happened and 9 felt time passed quickly and wish they had more time, 9 would miss the project on completion and 9 would love to be involved in a future project. Just one person said they would not miss it, did not want to be involved again and seemed not to enjoy it. Q.1a - feelings were all positive except two where one person felt 'sad' and one did not know how they felt.. The sad description was probably the person who appeared not to enjoy it. For the others words such as relaxed x 4, peaceful x 3, chilled, calm.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2	7	1		
Q.1.2	1	9			
Q.1.3	3	5	2		
Q.1.4	1	3	3	3	
Q.1.5	3	7			
Q.1.6	4	5	1		
Q.1.7	4	6			
Q.1.8	4	4	1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	5	3	1	
Q.2.2	4	3	2	1	
Q.2.3	5	2	1	2	
Q.2.4	3	3	2	2	
Q.2.5	2	2	3	3	
Q.2.6	4	3	2	1	
Q.2.7	7	2	1		
Q.2.8	5	4		1	
Q.2.9	4	4	1	1	

SUMMARY:

Ten participants on a one year project. Q.1 - Mainly positive responses with only 3 feeling they would not go out into nature any more than they did. Ten felt they have learned outdoor skills and would take more care of nature, 9 appreciate nature more, all 10 liked the time and space nature provided and 8 felt different being outside. Q.2 - 6 had looked forward to the programme before it began, and 7 looked forward to going again after their initial visit. Seven loved the activities, 2 did not, 6 wanted to try more activities. Three did not think they had a choice in what happened and 3 were unsure, but 9 wish they could have more time on the project and 9 will miss it with 8 wanting to be involved on a future programme. Q.1a - Feelings all positive responses - okay, happy, relaxed x 3, confident, knowledgeable.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1		1	1	3	1
Q.1.2		2		3	1
Q.1.3	1	4	1		
Q.1.4			2	4	
Q.1.5		3	2	1	
Q.1.6		2	3		1
Q.1.7	5		1		
Q.1.8	3		3		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1		3	2		1
Q.2.2		5	1		
Q.2.3		3	3		
Q.2.4		3	3		
Q.2.5			2	3	1
Q.2.6		2	3	1	
Q.2.7	3		1	2	
Q.2.8	1	1	3	1	
Q.2.9	3	1	2		

SUMMARY:

Six Participants: Less positive feedback which maybe due to the cold. Half felt they had acquired no more knowledge or skills after being out in nature with 4 stating they would not go out into nature more after the course. It is possible they already spent much time outdoors before commencing the course. One would not take more care of nature and the environment and disagreed that appreciation of nature was felt more after the course. Three would have liked more time on the project and to try more activities and four would love to be involved on another project, 3 strongly feeling this. Descriptors of feelings were positives of free and happy and one negative of feeling 'cold'.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	5			
Q.1.2	3	3			
Q.1.3		5		1	
Q.1.4	3	2		1	
Q.1.5	4	1			1
Q.1.6	1	3		1	1
Q.1.7	2	4			
Q.1.8	4			2	

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	4			
Q.2.2	3	3			
Q.2.3	2	4			
Q.2.4	2	4			
Q.2.5		4		1	
Q.2.6	1	4		1	
Q.2.7		4	1		1
Q.2.8	1	2		3	
Q.2.9	4	1	1		

SUMMARY:

Mainly positive feedback with 4 saying they felt different being outside than in the classroom - just 2 disagreed with that. Yet half of the 6 participants did not feel they would miss the outdoors when the project finished. However 5 said they would love to be involved on another future project (4 strongly) and 5 felt time had passed very quickly on this project. One participant disagreed that they would take any more care of nature or the environment or had any more appreciation of nature. This might have been the same participant that said they did not wish they had more time on the project. However as scores for all six participants were on one form, it cannot be known if just one person felt negative and ticked the disagree and strongly disagree boxes. Descriptors of feelings were very positive: feelings of being 'free', nice, good, amazing, happy.

SPLASH - WINTER SURVIVAL - Over 11's - 19.02.19

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	2	1		
Q.1.2	4	2			
Q.1.3	3	3			
Q.1.4	2	4			
Q.1.5	3	3			
Q.1.6	4	2			
Q.1.7	4	2			
Q.1.8	4	1	1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	4		1	
Q.2.2	5	1			
Q.2.3	4	2			
Q.2.4	6				
Q.2.5	3	3			
Q.2.6	2	4			
Q.2.7	6				
Q.2.8	3	3			
Q.2.9	3	3			

SUMMARY:

Feedback mainly positive with only one participant unsure if being outside felt any different. All liked the time and space that nature provided and 4 felt different being outside. All six wanted to try more activities and all 6 wished they had more time on the project. All six felt they would miss the course once completed and all 6 would like to be on another project in the future with half strongly agreeing. Q.1a - Descriptors of feelings were feeling free, happy, good, fresh, relaxed with the only negative feeling being cold feet.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	2			
Q.1.2	3	3			
Q.1.3	2	3	1		
Q.1.4	3	3			
Q.1.5	4	2			
Q.1.6	4	2			
Q.1.7	4	2			
Q.1.8	3	2	1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3	2	1		
Q.2.2	2	4			
Q.2.3	4	2			
Q.2.4	2	4			
Q.2.5	2	3	1		
Q.2.6	3	3			
Q.2.7	4	2			
Q.2.8	2	3	1		
Q.2.9	4	2			

SUMMARY:

Feedback all very positive. Only one was unsure if they felt any different being outside or if they would tell others of their experience. One person was unsure if they had looked forward to the course beforehand, or whether they would miss it when it finished. One was unsure if they had a choice of activities. This might have been one person but as the form was completed on behalf of six participants collectively, it is not known. All six said they would love to be involved on another project (4 felt this strongly) and five felt they would miss it on completion (2 strongly so). Q.1a - Descriptors of feelings were all positive, being amazing, good and awesome.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	6				
Q.1.2	6				
Q.1.3	6				
Q.1.4	4		2		
Q.1.5	5	1			
Q.1.6	6				
Q.1.7	6				
Q.1.8	5	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	4		2		
Q.2.2	4	1	1		
Q.2.3	6				
Q.2.4	6				
Q.2.5		3	3		
Q.2.6		3	3		
Q.2.7	4	1	1		
Q.2.8	3	2	1		
Q.2.9	5	1			

SUMMARY:

Overall very positive; Q.1 six participants felt acquired more knowledge and skills through being outdoors and were keen to tell others of their outdoor experience. All felt different being outside compared to being in the classroom. Q.2 - Four of the six had looked forward to being on the course before it started and five looked forward to going again after their first visit. All six love the activities and wanted to try more, with five wishing they had more time on the project and five feeling they would miss the experience when it finished. All six would love to be involved on another project in the future. Q.1a - A comment made 'I can breathe' to describe the feeling of being outside in open spaces.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	1			
Q.1.2	4	1			
Q.1.3	4	1			
Q.1.4	4		1		
Q.1.5	5				
Q.1.6	4	1			
Q.1.7	5				
Q.1.8	5				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5				
Q.2.2	5				
Q.2.3	5				
Q.2.4	5				
Q.2.5	5				
Q.2.6	4			1	
Q.2.7	5				
Q.2.8	4			1	
Q.2.9	5				

SUMMARY:

All very positive - Q.1 All five participants felt they had acquired more knowledge and outdoor skills, liked the outdoor space and felt different outdoors to inside the classroom. Q.2 - Again positive responses with exception of one out of five participants. One disagreed that the time passed quickly or that he/she would miss the project when it finished, yet still responded that they wished for more time on the project. All five had looked forward to the course before it started, really looked forward to going again after the first visit, loved the activities, wanted to try more and would love to be involved again in the future.

Q.1a - Expressed feelings were positives: 'breezy, happy, ecstatic, camouflaged', and one negative: 'sad'. Camouflaged rather suggests the participant felt they could blend in with nature and space, feel less noticeable than when in the classroom perhaps. The pupil who found time did not pass quickly probably responded with 'sad' to describe feelings, yet had wanted more time on the project.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	2	1		
Q.1.2	2	4			
Q.1.3	6				
Q.1.4	5	1			
Q.1.5	5	1			
Q.1.6	4	2			
Q.1.7	5	1			
Q.1.8	4	2			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	3		1	
Q.2.2	5	1			
Q.2.3	5		1		
Q.2.4	6				
Q.2.5	3		1	1	1
Q.2.6	6				
Q.2.7	6				
Q.2.8	5	1			
Q.2.9	6				

SUMMARY:

Six participants: Q.1 - very positive responses. All felt they had acquired more knowledge, more outdoor skills, wanted to tell others of their experiences, felt they would go outdoors more and take care of the environment more in future, with four strongly agreeing they felt different outside than in the classroom, the other two agreeing with the statement. No negative responses. Q. 2 - All six confirmed they wanted to try more activities, had wanted to go again after their first visit, but two disagreed that they had a choice of what happens on the project. Only had not looked forward to the course before it started but then, like the other five, wanted to be involved on another project in the future Q.1a - Expressed feelings while on the course 'muddy, jumping in mud, exploring, all suggested feelings of freedom. Other words used were happy x 3, relaxed, calm, fun, enjoy outside, peaceful, and, significantly 'not depressed' suggesting the outdoors helped stress and lightened mood.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	3			
Q.1.2	3	3			
Q.1.3	4	2			
Q.1.4	3	3			
Q.1.5	4	2			
Q.1.6	3	3			
Q.1.7	5	1			
Q.1.8	4	2			

PART 2 QUESTIONS	STRONGL Y AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	3	1		
Q.2.2	3	2	1		
Q.2.3	3	3			
Q.2.4	4	2			
Q.2.5	2	3	1		
Q.2.6	3	3			
Q.2.7	5	1			
Q.2.8	3	3			
Q.2.9	4	2			

SUMMARY:

Six Participants: Q.1 All positive responses - all felt they had acquired more knowledge outdoors and outdoor skills, four strongly agreed they would talk to others about their outdoor experiences, two also agreed with this, all will take more care of nature and the environment and appreciate nature more and all liked the time and space of nature (5 strongly agreed with this). Being outside the classroom 4 felt strongly made them feel different to being in the classroom while two also agreed. Q.2 Five had looked forward to the project before it began, one was unsure, equally five looked forward to going again after their first visit while one was unsure. All six loved the activities and wanted to try more, all found time passed quickly and wished for more time on the project, all would miss the course on completion and all would love to be involved on another project in the future.

Q.1a - descriptors of feelings: were positive with participants saying it was 'really fun' and that they 'feel good'.

SPLASH: - EASTER PROGRAMME 2019 - Over 11's

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	5	1	1	
Q.1.2	1	8	3		
Q.1.3	4	7	1		
Q.1.4	5	1	4	2	
Q.1.5	5	4	3		
Q.1.6	5	3	4		
Q.1.7	5	6	1		
Q.1.8	9	2		1	

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3	6		1	2
Q.2.2	6	6			
Q.2.3	5	7			
Q.2.4	7	4	1		
Q.2.5	3	7	2		
Q.2.6	2	9		1	
Q.2.7	3	7		2	
Q.2.8	3	6	3		
Q.2.9	8	4			

SUMMARY:

12 Participants: Q.1 - Overall positive responses, ten felt they had acquired knowledge about nature, and nine felt they now had new outdoor skills, while 11 wanted to tell others of their outdoor experience. Eleven also felt different outside to being in the classroom. One participant felt no different outside to inside, one disagreed they had acquired more knowledge about nature and four were unsure if they would now go out into nature more with two disagreeing that they would do this. Q.2 - Nine had looked forward to the course before it began, three disagreed this was the case for them, yet after the first visit six strongly agreed and six agreed (i.e. all participants) that they really looked forward to going again, with all 12 loving the activities and 11 wanting to try ore activities. Two participants were unsure whether they had any choices in what happened and one did not find the time passed quickly, two did not want any more time on the course. Yet all 12 participants would love to be involved on another future project. Q.1a - Expressions of feeling were all very positive, no negative words used. Happy was mentioned three times, and participants felt calm, free, good, excited.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2				
Q.1.2	2				
Q.1.3	2				
Q.1.4	2				
Q.1.5	2				
Q.1.6	2				2
Q.1.7	2				
Q.1.8	2				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2				
Q.2.2	2				
Q.2.3	2				
Q.2.4	2				
Q.2.5			2		
Q.2.6		2			
Q.2.7	2				
Q.2.8	2				
Q.2.9	2				

SUMMARY:

This was a one day course for two participants. Both strongly agreed with the statements on Q.1 and Q.2. Both neither agreed or disagreed that they had a choice about what happened on the project. Q1a - comments were feeling free and connected.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2	3			
Q.1.2	4	1			
Q.1.3	3	2			
Q.1.4	2	2	1		
Q.1.5	3	2			
Q.1.6	4	1			
Q.1.7	3	1	1		
Q.1.8	4	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	3	1		
Q.2.2	4	1			
Q.2.3	4	1			
Q.2.4	5				
Q.2.5	2	3			
Q.2.6	4	1			
Q.2.7	4	1			
Q.2.8	5				
Q.2.9	4	1			

SUMMARY:

Five participants only on a one day project. Q.1 - Positive responses with only one person saying they would not go into nature more and disagreed that they liked the time and space nature provides. Q.2 - Again positive responses, all five wanting to be involved again on another project, all loving the activities and wanting to try more and all feeling they had a choice in what happened. When the project completes all five will miss it. Q.1a - feelings were positive, calming, calmed, fresh air, open space, liked seeing different bugs.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1		6			
Q.1.2	1	3	2		
Q.1.3	3	2		1	
Q.1.4	2		4		
Q.1.5		1	5		
Q.1.6	1	5			
Q.1.7	2	2	1	1	
Q.1.8	4	2			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1		2	2	1	1
Q.2.2		5	1		
Q.2.3	1	3	2		
Q.2.4	1	1	4		
Q.2.5		2		2	2
Q.2.6			4	1	1
Q.2.7		1	4	1	
Q.2.8	1	1	2	1	1
Q.2.9	2	4			

SUMMARY:

Six participants on this one day course. Q.1 - All agreed they now had more knowledge about nature and the environment but only four agreed they had new outdoor skills. 5 will tell others about the programme while 4 liked the time and space outdoors with all 5 saying outside made them feel different to being in the classroom. Only 2 were sure they would go out into nature more in the future on their own, while 4 neither agreed or disagreed and 5 did not know if they would take more care of the natural environment in the future. Q.2 - It seems only 2 had looked forward to the project before they started although 5 agreed that after the first visit, they looked forward to going again. While 4 loved the activities, 2 were unsure and only 2 wanted to try more activities. They did not think they had a choice about what happened on the project and 4 were unsure if time went quickly while 2 felt it did not. Only one would have liked more time on the project but 2 felt they would miss it once completed. Yet 6 said they would love to be involved on another project. Q1a - All positive feelings, happy, comfortable, safe, calm, really nice were comments made.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	6	1		
Q.1.2	2	5	1		
Q.1.3	6	1	1		
Q.1.4		3	4	1	
Q.1.5	3	3	2		
Q.1.6	3	3	1	1	
Q.1.7	5	2	1		
Q.1.8	6	2			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	2	4		
Q.2.2	3	4	1		
Q.2.3	4	3		1	
Q.2.4	6		2		
Q.2.5		8			
Q.2.6	3	4			1
Q.2.7	6		1		1
Q.2.8	6	1		1	
Q.2.9	6	1	1		

SUMMARY:

Eight Participants on a one day project. Q.1 - Seven felt they had more knowledge about nature and that they had learned new skills. Six will take more care of nature now and appreciate it more and 7 liked the time and space nature provides and feel different when outside, Just one will not go out into nature more and does not appreciate nature any more. Q.2 - Just one person did not love the activities and will not miss the project on completion and one did not feel time passed quickly on the project or wanted more time. However 6 wanted to try more activities, 7 loved the activities, 7 looked forward to going again after their first visit and will miss the project after it finished while 7 would love to be involved on another project in the future. Q.1a - Feelings - words used were happy, relaxed, refreshing, love it, notice stuff, more aware and calm.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	4			
Q.1.2	1	4			
Q.1.3	1	3	1		
Q.1.4	4	1			
Q.1.5	4	1			
Q.1.6	3	2			
Q.1.7	2	3			
Q.1.8	2	2	1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	3			
Q.2.2	2	3			
Q.2.3	3	2			
Q.2.4	3	2			
Q.2.5	1	4			
Q.2.6	1	4			
Q.2.7	3	2			
Q.2.8	3	1	1		
Q.2.9	3	2			

SUMMARY:

Five participants on a one day project for Wonderful Wildlife. Q.1 - Positive responses with all five feeling they have more knowledge of nature, now have more outdoor skills, appreciate nature more and like the time and space nature brings, 4 felt different outside while one was unsure. Q.2 - Again very positive responses, with all five loving the activities, wanting to try more, wishing they had more time and would love to be involved on another future project. All felt they had a choice in what happened and that the time went quickly. Q.1a - Feelings were described as happy, free, excited, calm, peaceful, relaxing, all positive.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	2	1		
Q.1.2		7			
Q.1.3		6	1		
Q.1.4		2	5		
Q.1.5	5	2			
Q.1.6	3	2	2		
Q.1.7	1	3	1	2	
Q.1.8	7				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	4	1	2		
Q.2.2	6	1			
Q.2.3	6	1			
Q.2.4	4	3			
Q.2.5	6	1			
Q.2.6	6	1			
Q.2.7	5	1	1		
Q.2.8		2	5		
Q.2.9	6	1			

SUMMARY:

Seven participants on a one-day programme. Q.1 - all very positive. Seven said they felt different outdoors, 6 felt they had more knowledge about nature while 7 felt they had learnt outdoor skills. All said they will take more care of nature, with 5 saying they appreciate nature more. The only negative was that 2 disagreed over liking the time and space that nature provided. Q.2 - Again very positive responses. Five had looked forward to the course before it started and 7 wanted to go again after the fits visit and 7 loved the activities and wanted to try more. All found the time went quickly and 6 would have liked more time. Two would miss the project while 5 did not agree or disagree over missing it. But, 7 would love to be involved on another project. Q.1a - Positive responses about their feelings, calm, relaxed, sleepy, less uniformed, quiet, zen namasie.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5		1		
Q.1.2	5		1		
Q.1.3	2	4			
Q.1.4	1	4	1		
Q.1.5		6			
Q.1.6	5		1		
Q.1.7	2	2	2		
Q.1.8	5		1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	2	3		
Q.2.2	5			1	
Q.2.3	5		1		
Q.2.4	5		1		
Q.2.5	1		5		
Q.2.6		3	3		
Q.2.7	1	3	2		
Q.2.8		4	2		
Q.2.9	5			1	

SUMMARY:

Six Participants on a one day programme for Swindon Academy, Five felt they had more knowledge and skills, while all six would tell others about their day out in nature and all will take more care of nature in the future with five appreciating nature more. Five said being outside made them feel different while one was unsure. Q.2 - Only one had looked forward to going before the course but afterwards five looked forward to going again, one disagreed. Five loved the activities and wanted to try more and five would love to be involved on another future project. When it came to choice five did not agree or disagree. Just one person had not looked forward to going again after first visit and did not want to be involved on another project. Q.1a - positive feelings as two felt relaxed, one also relaxed as spacing out, and quiet and calm.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2	2	1	1	
Q.1.2		6			
Q.1.3	3	2		1	
Q.1.4	2	3	1		
Q.1.5	3	3			
Q.1.6	4	2			
Q.1.7	4	2			
Q.1.8	6				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	3	1	1	
Q.2.2	6				
Q.2.3	6				
Q.2.4	4	2			
Q.2.5	1	2	2	1	
Q.2.6	3	3			
Q.2.7	3	1	2		
Q.2.8	3	2	1		
Q.2.9	6				

STATEMENT:

Six Participants on a two month programme for Swindon College. Q.1 - All very positive responses. Only one seemed negative feeling they had no more knowledge but all said they had learned new skills. Five would go out into nature more while all 6 felt they would take more care of nature and appreciated it more, even liking the time and space nature provided. And all 6 said they felt different outside. Q.2 - Mostly positive responses again, with 5 having looked forward to the course before it began and 6 wanting to go again after the initial visit. Six loved the activities and wanted to try more but 2 were unsure they had any choice and one did not think they did. Time went quickly for 6, four would have liked more time with 2 unsure, but all 6 would love to be involved on another project in the future, Q.1a - Feelings were positive, calm, confident enjoy, comfortable, happy, relaxed.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	1			
Q.1.2	1	1			
Q.1.3	1	1			
Q.1.4	2				
Q.1.5	2				
Q.1.6	2				
Q.1.7	2				
Q.1.8	2				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	1			
Q.2.2	2				
Q.2.3	2				
Q.2.4	2				
Q.2.5		1	1		
Q.2.6	2				
Q.2.7	2				
Q.2.8	2				
Q.2.9	2				

SUMMARY:

Two participants only one one day project. Q.1 and !.2 all positive responses to statements. The only negative was that one was unsure whether they had a choice as to what happened on project. Q1a - Feelings were relaxed, calm, loved the birds tweeting.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	2	1		
Q.1.2	4	1	1		
Q.1.3	4	2			
Q.1.4	4			2	
Q.1.5	5	1			
Q.1.6	4	2			
Q.1.7	4	1	1		
Q.1.8	5			1	

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3	2			1
Q.2.2	3	2	1		
Q.2.3	6				
Q.2.4	4	1	1		
Q.2.5	2	4			
Q.2.6	4	1	1		
Q.2.7	4	1		1	
Q.2.8	4	2			
Q.2.9	4	1	1		

SUMMARY:

Six Participants over 11s on a one day project. Q.1 - mainly positive responses, only two people felt they disagreed that they would go out into nature more and one disagreed that being outside made them feel any different. One was unsure whether they had more knowledge or more skills outdoors or if they liked the time and space nature provided. However 5 felt different outdoors and like the time and space Five felt they had knowledge and outdoor skills with 4 saying they would go out into nature more and all 6 saying they would take more care of nature and appreciate it more, Q.2 - All positive responses apart from one person who had not looked forward to going on the programme and one saying they did not want more time on the project. On a positive note, 5 had looked forward to the course and wanted to go again, all 6 loved the activities and 5 wanted to try more, 5 felt time passed quickly and wanted more time and 5 would love to go on a future project. Q1.a - Feelings were positive ones, relaxed, special, refreshing, happy, different and calm.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	4	1		
Q.1.2		5		1	
Q.1.3	2	3	1		
Q.1.4		4	2		
Q.1.5	2	3	1		
Q.1.6	3	3			
Q.1.7	2	3	1		
Q.1.8	2	4			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	4	1	1		
Q.2.2	5	1			
Q.2.3	3	2	1		
Q.2.4	3	3			
Q.2.5		6			
Q.2.6	2	3	1		
Q.2.7	1	5			
Q.2.8	3	2	1		
Q.2.9	4	2			

SUMMARY:

Six participants on a One day Project. Q.1 - Five felt they had more knowledge on nature and outdoor skills learned. Four will go out into nature more and five will take more care of nature and appreciate it more, liking the time and space nature provides. All six felt different outside. Only one felt they had not learned more outdoor skills. Q.2 - All positive in the main with five having looked forward to the programme, loving the activities, all wanting to try more and 5 saying time passed quickly with one being unsure. All six would love to be involved on another project in the future. Q1.a - Feelings were positive described as happy, nice, time and space, not boring.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	2	1		
Q.1.2	4	1	1		
Q.1.3	4	1	1		
Q.1.4	4	1	1		
Q.1.5	4	2			
Q.1.6	3	2	1		
Q.1.7	3	2	1		
Q.1.8	6				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5			1	
Q.2.2	4	2			
Q.2.3	5	1			
Q.2.4	4	2			
Q.2.5	2	3	1		
Q.2.6	3	1		1	1
Q.2.7	5	1			
Q.2.8	4	1	1		
Q.2.9	4	2			

SUMMARY:

Six participants on a one day project for over 11's. Q.1 - All positive responses to statements by 5 with one seeming unsure if they agreed or disagreed with statements, but all 6 felt different outside to being inside. Q.2 - One person was negative saying they disagreed that they had looked forward to going on the programme or for 2, that the time went quickly. Mostly responses were positive, 5 looked forward to the day programme, 6 loved the activities and wanted to try more, 5 felt they had choice and 6 would love to be involved on a future programme. Q.1a - Feelings were all positive, from happy x 4, to excited, calm, quiet, fun.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1		1	1	1	3
Q.1.2	1		4	1	
Q.1.3		2	2	2	
Q.1.4		1	1		4
Q.1.5	5	1			
Q.1.6	2	1	2	1	
Q.1.7	1		1	1	3
Q.1.8	4			1	1

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2			4	
Q.2.2		3	3		
Q.2.3		5	1		
Q.2.4		3	2	1	
Q.2.5	1	4	1		
Q.2.6	1		3	1	1
Q.2.7		1		4	1
Q.2.8		3	3		
Q.2.9	1	4	1		

SUMMARY:

This was a one day project with six participants, Mixed responses, 6 will take more care of nature now and 3 appreciate it more and 4 felt different outside to inside. Three strongly disagreed that the day had given more knowledge about nature and only felt they had more outdoor skills with 3 disagreeing that they liked the time and space nature provides. Q.2 - Only 2 had looked forward to the programme starting, but 5 loved the activities and felt they had a choice, and 5 would love to be involved on another project in the future. Q.1a - Feelings mostly negative, feeling unsafe, fearful, scared, danger, but also good people involved.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3		2		
Q.1.2	4			1	
Q.1.3	3		1	1	
Q.1.4	1		2	1	1
Q.1.5	4	1			
Q.1.6	5				
Q.1.7	4	1			
Q.1.8	5				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3		1	1	
Q.2.2	5				
Q.2.3	5				
Q.2.4	5				
Q.2.5	2	2	1		
Q.2.6	5				
Q.2.7	5				
Q.2.8	5				
Q.2.9	5				

SUMMARY:

Five Participants on a one day project for over 11's. Q.1 - Five appreciate nature more now, liked the time and space outdoors and felt different to being in the classroom. Four felt they had more outdoor skills, 3 more knowledge about nature. Q.2 more positive responses. With 3 having looked forward to the programme before it began, 5 loved the activities, wanted to try more, felt the time went quickly and would have liked more time, said they would miss it on completion and all would love to be involved in another project in the future. Q1.a - Feelings were positive with descriptors such as, calmer, free, joyful, calm, happy, calmer.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	4	1		
Q.1.2	2		1	3	
Q.1.3		6			
Q.1.4		3	3		
Q.1.5	1	4	1		
Q.1.6	1	2	2	1	
Q.1.7	3	1	2		
Q.1.8	6				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	3	1		
Q.2.2		6			
Q.2.3	2	3	1		
Q.2.4	1	4	1		
Q.2.5		5			
Q.2.6		5	1		
Q.2.7	1	4	1		
Q.2.8		2	4		
Q.2.9	6				

SUMMARY:

Six Participants on a one day project for over 11's. Q.1 - All six said they felt different being outside and 4 liked the time and space outdoors. All agreed they would tell others about their time in nature, and 5 would take more care of nature . Only half, 3 said they appreciated nature more with 2 unsure and one did not appreciate it more, Q.2 - Five had looked forward to the programme, and loved the activities wanting to try more, 5 thought time went quickly, wished they had more time and 6 would love to go again. Q.1a - Feelings were of calm and peace, free, safe, happy, stress free, so all positive. The weather put one off after a time.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	1	1	1	
Q.1.2	1	4		1	
Q.1.3	1	2	2	1	
Q.1.4		4		1	1
Q.1.5	4	2			
Q.1.6	4	1	1		
Q.1.7	1	3		1	1
Q.1.8	3	2	1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	3	1		
Q.2.2	3	3			
Q.2.3	1	5			
Q.2.4		5		1	
Q.2.5		3	3		
Q.2.6	1	2	1	2	
Q.2.7	1	2	3		
Q.2.8	1	2	3		
Q.2.9	3	2	1		

SUMMARY:

Six participants on a one day project for over 11's. Q.1 - Four felt they now had more knowledge on nature and 5 had more skills. Four will go out into nature more but 2 disagreed that they would, one strongly. Six said they would take more care of nature while 5 appreciate it more, Q.2 - Five had looked forward to the programme and 6 loved the activities with 5 wanting to do more. Three thought time on the project passed quickly while one was unsure and two did not think it had. Five would like to be involved on another project. Q1.a - Feelings were feeling good, calmer, spaced out, a calm setting. Only one negative which was 'scared'.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	4	2		
Q.1.2	3	3	2	1	
Q.1.3	2	5		1	1
Q.1.4		3	5		1
Q.1.5	2	5	2		
Q.1.6	1	6	2		
Q.1.7	3	6			
Q.1.8	8				1

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	5	1	2	
Q.2.2	6	3			
Q.2.3	5	3		1	
Q.2.4	4	4		1	
Q.2.5	2	2	2	3	
Q.2.6	3	4	1	1	
Q.2.7	6	2	1		
Q.2.8	6	2	1		
Q.2.9	8		1		

SUMMARY:

Nine participants on a one day project for over 11's. Q.1 - Seven had more knowledge, 6 more nature skills, 7 would tell others about the programme and 7 would take care of nature and appreciated it more. nine liked the time and space in nature and 8 felt different being outside with one disagreeing. Q.2 6 had looked forward to the programme, 8 loved the activities and wanted more, 7 said time went quickly 8 would have liked more time and 8 would loved to be involved on another project. One person appeared not to enjoy being out in nature and 3 felt they had no choice in what they did.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	2			
Q.1.2	6				
Q.1.3	1	5			
Q.1.4	1	5			
Q.1.5	5	1			
Q.1.6	6				
Q.1.7	2	3	1		
Q.1.8	6				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	1			
Q.2.2	6				
Q.2.3	6				
Q.2.4	3	2		1	
Q.2.5	4	2			
Q.2.6	2	4			
Q.2.7	3	3			
Q.2.8	4	2			
Q.2.9	6				

SUMMARY:

Six Participants in a one day project for over 11's. Q.1 - all positive responses to statements with all 6 feeling they have more knowledge about nature and have more outdoor skills, will take more care of nature and appreciate it more, and all felt different outdoors. Q.2 - Again positive; 6 had looked forward to the programme and loved the activities, 5 wanted to try more activities, 6 found time passed quickly and would have liked more time and all 6 would love to be involved on another project in the future. Q.1a - Feelings were calm, safe, peaceful, immersive, healthier.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	2			
Q.1.2	1	1	1		
Q.1.3	2	1			
Q.1.4	1	1			1
Q.1.5	1	2			
Q.1.6	3				
Q.1.7	2		1		
Q.1.8	3				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	1	1		
Q.2.2	1	2			
Q.2.3	3				
Q.2.4	3				
Q.2.5	1	2			
Q.2.6	2	1			
Q.2.7	2	1			
Q.2.8	1	2			
Q.2.9	3				

SUMMARY:

Three participants on a one day project on 24.10.19. Q.1 - All positive responses to statements. All will take more care of nature now and appreciated it more, All felt different outdoors,. Q.2 - Positive responses with 3 saying time went quickly, wished they had more time, that they will miss it on completion and all would love to be involved in another project in the future, Q1.a - No comments have been made about feelings.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	2			
Q.1.2	3				
Q.1.3	1	2			
Q.1.4	1	1	1		
Q.1.5		3			
Q.1.6		3			
Q.1.7	1	2			
Q.1.8	3				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3				
Q.2.2	3				
Q.2.3	3				
Q.2.4	3				
Q.2.5	2	1			
Q.2.6	3				
Q.2.7	3				
Q.2.8	3				
Q.2.9	3				

SUMMARY:

Only three participants on a one day project. Q1 - All positive apart from one who was unsure if they would go out into nature more. Three felt they had more skills, would take more care of nature and appreciate it more and all felt different to being in the classroom. Q.2 - All positive responses, agreeing with all statements. Q1.a - Feelings included astonished, happy x 2, free.

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1		2	1		1
Q.1.2		3	1		
Q.1.3		4			
Q.1.4	2		1	1	
Q.1.5		3		1	
Q.1.6		3		1	
Q.1.7	1	3			
Q.1.8	1	3			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	3			
Q.2.2	1	2		1	
Q.2.3	2	1	1		
Q.2.4	1	3	1		
Q.2.5		3			1
Q.2.6		4			
Q.2.7	1	1	1	1	
Q.2.8		2	1	1	
Q.2.9	2	2			

SUMMARY:

Four Participants on a one day project. Q.1 - Mainly positive as all would tell others about the programme, 3 would take more care of nature and appreciate it more while 4 liked the time and space and felt different outside. Q.2 - One felt they did not have any choice in happenings, and one did not wish for more time on the project and would not miss it yet that person contradicted themselves because they also wanted to go on another course. All said they would love to be involved on another project in the future. Q.1a - Positive feelings being overwhelmed by beauty, feeling amazing, safe, happy, calm, excited and refreshed.

FORMS WITH NAMES OF INDIVIDUAL'S:

The Researcher was advised by WWT that individual names would be written on some questionnaires and that when these attendees completed forms again, we should compare responses to seek continuity or change in their responses. However, the only courses that had names on questionnaires were as below, and none of the names appeared more than once. Some forms only had forenames, not surnames but even these were not repeat individuals.

Devizes ST March 2019

Victoria West
Thalia Parker
Charles Plunts

Alpha order

Hardenhuish ST March 2019

Harry Aitchinson

Lawn Academy (Wed) 2 yr project

Zak Bromfield
Estelle Chew
Zenobia Hewington
Suranne Lockewheaton
Josh Miles
Tori Richardson
Sinead Richens
Alisha Tomlinson
Charlotte Walters
Rhys Eine-Davies
Kai Besant

Lawn Manor Academy (Thurs) 2 yr project

Ryan Benn-Johnson
Shania Bridger
Dana Brookes
Sammy Harris
Oliver Harding
Connor Lucas
Mason McRae
Connor Powell

Trowbridge College 24.06.19 1 yr project

Leah (no surnames provided)
Jack
Kye
David
Alex
Tem
Ashley
Ronnie
Tammy

Swindon College

Kobyn (no surnames provided)
Freddie
Dan
Flay
Rhailand

Aitchinson
Benn-Johnson
Besant
Bridger
Bromfied
Brookes
Chew
Eine-Davies
Harding
Harris
Hewington
Lockewheaton
Lucas
McRae
Miles
Parker
Plunts
Powell
Richardson
Richens
Tomlinson
Walters
West

Conclusion:

Short questionnaires are good for simple evaluation after a short course or longer-term programme is completed, and from the above pages it is clear that the WWT programmes are very enjoyable to those who participate. The majority love the time spent outdoors, feel they have learned more about nature and outdoor skills, appreciate the natural environment more and would love to participate in another outdoor project with WWT. Negative responses overall are few and seem mainly due to inclement weather conditions.

The attached spreadsheet with the grand totals for each statement under question 1 and question 2 evidence the positive responses under strongly agree and agree and the smaller percentages who disagreed or strongly disagreed with statements.

From the comments made by participants on how they felt about finding themselves outside amongst nature and the environment (question 1.a) it is clear the participants' psychological and social and emotional learning received a considerable boost. Cognitively many were able to concentrate and learn more.

Words that were uttered time and again to describe their feelings were: happy, calm, amazing, free, relaxed, peaceful, excited, fun, cool, and some of the longer comments are listed below:

- I feel like someone believes in me
- Confident to an extent
- Gives me an excuse to get up, gives me determination to get out of bed to enjoy myself
- I feel free and believe I can do things
- I can do more and achieve more
- I can concentrate
- I feel really amazing really doing cool stuff
- Happy, excited, experienced different things and learnt more
- Like the fresh air, makes me happy and calm
- Very much enjoying Thursdays
- Seeing animals and learning more about wildlife
- It makes me feel proud of the world around us
- I feel safe outside, if I have something on my mind, going outside clears my mind
- I've loved it so much
- Feels more calming and quiet before I go inside [which] makes me feel stressed and anxious
- Feel astonished about things
- Would love to have slept in our shelter
- You notice a lot of stuff, more aware
- I feel kind of calm and relaxed because you can hear birds tweeting and the sounds of crickets.
- Nice to see all the different bugs
- I feel relaxed, don't feel like I'm in a small room learning things repetitively.
- Little bit sad because my brother's in the house, it's more cramped
- Nice to get away from stresses
- I can breathe, I'm talking about being outside and the space it gives
- I feel more knowledgeable about nature now
- I feel more relaxed and like I don't have to worry
- I feel at one with myself
- I feel relaxed and a lot more confident
- I love being in the woods and not stuck in a classroom
- More personal space, you can let your mind be free
- I feel better when it's sunny
- Very effected by the weather
- Depends on the weather, if it's warm I'm calm, but if it's cold I'm moody
- I'd learn more outside than in the classroom
- Experienced different things and learnt more

Questionnaire Reliability:

A weakness of these questionnaires is that some sheets are filled in with more than one tick for each question, that is to say, the form is not being completed by one single participant but presumably by a WWT leader, or a school teacher, perhaps a volunteer, or by one form being passed around to several participants. This skews the research as participants will often copy what the person before has said or ticked.

An example of participants probably influencing each other can be seen in Splash, Mad Hatter over 11s programme. Six participants have completed just one form and Q.1a asking about feelings has received six descriptions relating to the same theme, i.e.

- when I'm in the woods I don't feel safe
- feel like everything is out to get me, because everything thinks I'm lunch
- I feel like I'm going to get attacked
- I have to use my 4G
- It depends where I am, if on my own scared, but with others okay
- I feel scared that something will jump out on me.

It seems feelings of being attacked, being unsafe, being scared and nervous applied to all the participants. The comments were hand-written on the questionnaire by one person and it is possible that as he/she asked each participant to comment, the participants followed each other. The Splash Mad Hatter course also appears to be the least successful programme with up to four participants disagreeing that they now have more knowledge about nature and the environment, they will not go out into nature more in future and they did not like the space time and nature provided. Five of the six also confirmed that they did not want to go on another project.

Another example of participants influencing each other can be seen in Splash, Greek Mythology, the over 11's programme for six participants. Again one form has been used for six participants and where one participant has disagreed with eight of the statements, we cannot tell if this is the same person or different people.

For reliability it is advised that one form for one participant is used, as happened originally. This way the individual hopefully thinks for himself/herself without being influenced by any other person. Having said that, some individuals cannot be bothered with questionnaires and will simply tick boxes down one vertical column or not give too much thought to where they put their ticks.

It is advisable therefore to hand forms out in class, and give the course participants five minutes to quietly sit and consider their responses after being told that their feedback is really important for WWT if they are to ensure the programmes are enjoyed by others in the future. If names can be added then, should a person attend again, comparison of responses can be made, but usually feedback forms are anonymous to help ensure that the person completing the form feels able to give honest feedback.

MILESTONES PROJECT

Report No. 3 - December 2018

Longitudinal Study - Swindon Academy

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ACKNOWLEDGEMENTS:

The researcher and author of this third report wishes to thank Ms. Rachel Bush, the Milestones Programme Manager at Wiltshire Wildlife Trust (WWT) and the school teacher at Swindon Academy who accompanied the boys' on their trips out with WWT to the nature reserves (for confidentiality referred to in this report with the pseudonym Mr, Smith), for their help in arranging interview dates and appointments, plus kindly supplying a private room to ensure researcher and each research participant had privacy to engage in a natural discussion in a quiet space.

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INTRODUCTION:

The Milestones Project, run by Wiltshire Wildlife Trust (WWT) is a 4-year longitudinal research study, which began in 2016, being conducted with pupils in Swindon Academy; boys who are struggling in the classroom and being taken out to nature reserves for outdoor learning. This year, three new boys joined the research along with six continuing participants. The aim of the research is to explore how, over time, the outdoor learning programme bringing individuals closer to nature and the environment, might or might not, increase the participants' personal confidence and self-esteem and add value to their social and emotional learning and classroom performances.

Report No.1 (Reynolds: Dec. 2016), included a review of scholarly literature on outdoor learning research. It highlighted the perceived personal benefits (physically and mentally) of engaging school children from different backgrounds with outdoor learning and noted that previous research has focused mainly on short studies rather than longer projects. Report No. 2 (Reynolds: Dec. 2017) highlighted that longer outdoor learning programmes, including residential, are more beneficial than short courses; they have been shown to be more advantageous, yet outdoor field work in secondary schools was diminishing (Dillon, 2006).

Quite simply, longitudinal studies enable deeper exploration, building on previous years' research observations and findings. The research participants in this study, during one-to-one in-depth interviews in 2017 revealed stress, anxiety, shyness, insecurity, low self-esteem and spoke of receiving numerous detentions in school. The boys were shown, however, to enjoy the outdoor trips with WWT and to be proud of learning outdoor skills; they had acquired practical skills as well as social interaction with their peers and adults, thus outside they felt calm and more relaxed. Interviewed again in 2018, the boys espoused to the researcher more profoundly their anxiety, stress, misery, panic attacks and often unhappy home situations and in some instances, medical conditions. In this current report therefore, Report No. 3, (Reynolds: Dec. 2018) some literature on outdoor learning environments linked to mental health - both academic papers and charity reports - have been explored.

LITERATURE REVIEW

Academic Research:

Flom, Johnson, Hubbard, Reid (2011) discussed school counsellors; those using nature to promote mental health in schools. They point out that educators and child development researchers across the globe, posit that adolescents are spending less time outdoors; a shift to 'screen time' by way of television, electronic games, iPads, computers has led to increased obesity, myopia and even diabetes. Yet research studies in the fields of health, medicine, social sciences and education, 'document specific outcomes' relating nature and the environment to healthy adolescent development (McCurdy et al: 2010). Interestingly, a large-scale study by Mass et al. (2009) encompassing 300,000 Dutch medical records, revealed that 'health status is positively correlated with proximity of living quarters to green spaces, especially for children (in Johnson, Hubbard and Reid: 2011). It was found that fifteen illnesses, physical and mental, were more prevalent in patients who lived far away from green spaces or parks. Significantly, the study's statistical relationships were strongest for children, adolescents and the poor; loss of green space created anxiety and depression (Johnson et al: 2011). Thus, school counsellors focusing on learning and the personal and social development of adolescents, acknowledge the impact of nature on young peoples' physical and mental health, learning, feelings, emotions and behaviours.

There are also cognitive benefits in outdoor learning. These authors highlight an investigation by O'Brien (2009) of Forest School outcomes that showed improvement in student motivation and concentration, plus enhanced relationships with teachers, while Waller (2007) noted that young people taking part in regular outdoor learning environments displayed an increase in ability to sustain conversations, even developing complex and

imaginative narratives (in Flom et al: 2011). Time spent outdoors 'has emerged as a vital protective factor in childhood health' (Flom et al: 2011).

Outdoor learning is also advocated by Price (2018) who argues that it augments social and emotional learning (SEL) skills for adolescents experiencing social, emotional and behavioural difficulties (SEBD). Learners with SEBD are defined as:

Children and young people who demonstrate features of emotional and behavioural difficulties, who are withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from other complex special needs.
(DfES, 2001, p.87 in Price: 2018).

Consequently, these young people have difficulty conforming to the social constructs of school and schooling which they find challenging. Unsurprisingly, they have low attainment levels and often experience difficulty in maintaining positive relationships. Clearly then, outdoor learning defined by the DES (1975) as...

An approach to learning that occurs predominantly outside of the classroom, encompasses a strong emphasis on working with others and includes practical activities that provide opportunities to learn about the self, others and the natural environment...a definition that acknowledges the importance of making sense of the social and physical world and the role of self and others within it.
(DES 1975 in Price: 2018)

...is an alternative to learning in the classroom and a promoter of both physical and mental well being. As Durlak, Weissberg, Dymnicki, Taylor & Schellinger, (2011) stated:

Increased social-emotional competencies are associated with greater well-being, better behaviour, improved school performance, better relationships between adults and peers and improved mental health (in Price: 2018)

Price's (2018) research involved seven young people 12-13 years of age, in school year eight, all with special educational needs, considered SEBD and taken outdoors every Tuesday for one academic year. Action research was used to implement plans and reflection, while qualitative data was gathered from semi-structured interviews and video recordings. The findings emphasised that the adolescents had augmented their SEL skills in relationship skills, responsible decision-making, self-management and social awareness, although the latter to a lesser extent. Outdoor learning had proved very beneficial to the research participants.

Mental Health Charities and Government Reports

Several charities advocate the impact of children and adolescents experiencing nature and the environment, The Barnardo's charity emphasizes that:

Many thousands of children and young people go through periods of mental ill health...it can be impossible for them to make and keep friends, manage at school and feel good about themselves.... many other children may not be diagnosed as having mental health problems but lack confidence and feel unhappy much of the time.

They also state that: "Young people who live in poverty or poor housing are more likely to have mental health problems (Barnardo's 2018). Thus pupils from lower socio-economic backgrounds are more at risk. Moreover, the Mental Health Foundation (MFH) (2018) stipulates that to maintain children and young peoples' good mental health, the following elements are necessary for emotional wellbeing:

- to have the time and the freedom to play both indoors and outdoors
- eating a balanced diet and getting regular exercise

- being part of a family that gets along well most of the time
- taking part in local activities for young people
- having a sense of belonging in their family, school and community
- feeling they have some control over their own life
- to have the ability to cope when something is wrong (resilience) and ability to solve problems
- feeling loved, trusted, understood, valued and safe
- being interested in life and having opportunities to enjoy themselves
- attending a school that looks after the wellbeing of all its pupils

Public Health England (PHE) similarly point out that poor diet, physical inactivity, poor housing, all lead to poor mental health (PHE, 2018). Interestingly PHE state:

Half of all mental health problems have been established by the age of 14, rising to 75% by age 24. One in ten children aged 5 to 16 has a diagnosable problem such as conduct disorder (6%), anxiety disorder (3%), attention deficit hyperactivity disorder (ADHD) (2%) or depression (2%). Children from low income families are at highest risk, three times that of those from the highest' (PHS: 2018).

If young people are to develop the resilience needed to cope with difficulties, with whatever might impact them on life's journey, then the points listed above are important to help each grow into a stable, healthy and well-rounded adult; one able to fulfil his potential (MHF: 2018). Some young people are clearly more at risk than others and the MHF (2018) lists factors that lead to mental health issues:-

- having a long-term physical illness
- having a parent who has had mental health problems, alcohol problems or who has been in trouble with the law
- experiencing the death of someone close to them
- having parents who separate or divorce
- having been severely bullied or physically or sexually abused
- living in poverty or being homeless
- experiencing discrimination, maybe due to race, sexuality or religion
- acting as a carer for a relative, taking on adult responsibilities
- having long-standing educational difficulties.

A report by the Children's Society (CS) (2014), entitled 'How to support your child's well-being' equally advocates outdoor activity and exercise to support young peoples' well-being; both physical and mental. Interestingly the report highlights that it is not only family that matters, for it states:

We know from our mentoring work, that sometimes having a trusted adult who perhaps isn't a relation to talk to...can really help children and young people when difficult times arise.

A researcher then, is often a person to whom young people will open up and disclose their fears and emotions, providing a kindly and friendly approach is used. Moreover, the CS report concurs with Flom et al (2011) for it considers young people's friendships, social contact outdoors rather than on social media, as vital to health and wellbeing. It states:

Around 7% of children who exercise most days or every day have low well-being. For those who never or hardly ever do so, this rises to 18%. Young people need a range of opportunities to be active, both in and outdoors. These can be as straightforward as walking, running, skipping, cycling or swimming, all of which are great at improving strength, balance, fitness and concentration. Group sports are also good for enhancing self-confidence and cooperation and can help support new friendships outside of school. Our evidence also shows that they both work well. (CS Report: 2018)

It seems that taking children out of school for outdoor activity improves physical and mental well-being, helps cognitive skills such as expression and conversation, improves self-confidence and relationships with others, self-awareness and awareness of the natural world. Significantly children who do not have time outdoors, in nature's green spaces, are considered more likely to suffer serious mental health problems; these start early in life and can be prevented by creating mentally healthy environments (PHE: 2018). Clearly the earlier young people are given help and support, the greater the chance of recovery (Barnardo's: 2018).

Yet, a recent Education Policy Institute Report (EPI, 2018)) revealed that young people's referrals to overstretched specialist mental health services has increased by 26% in the last 5 years and one in four are rejected; their problems deemed not serious enough. At least 55,000 children were refused treatment, (probably much higher as some children's mental health providers failed to send data to CAMHS England, with independent providers being exempt), thus identifying young people with learning and social problems early, in school, and giving them outdoor opportunities for learning in an open relaxing environment is essential for building a better future for these adolescents. Clearly, there is much to be gained and little to lose, by engaging with nature.

RESEARCH METHODS AND APPROACH

The research approach is fully qualitative and social constructionist while the methods have included participant observation in Oct 2016 and Jan 2017 with field notes; survey questionnaires completed in 2016; and to date, two rounds of semi-structured in-depth interviews, conducted on 3rd July 2017 and 5th June 2018, in the boys' school.

The survey questionnaire consisted of nine basic personal questions followed by five likert scales to explore confidence both in learning in school and confidence in different things, personal self esteem and coping levels and each individual's connectivity to nature and the environment. Each boy's questionnaire responses paved the way for further exploration during the 2017 interviews which, with each boy's permission, were digitally recorded. Similar questions were asked initially, for example, what would you like to do after GCSEs? Where the boys had changed their minds since completing the survey, this was discussed. The boys had selected three future life choices most important to them against question 5 on the survey form and they were asked the reasons for their choices. When it came to the five likert scales, some of the negative responses were picked out and the question put again to see if any change of heart had taken place. The boys were asked to describe how they thought others would describe them; that is their friends, teachers, parents, and how they saw themselves, before finally discussing their trips to the nature reserves. Essentially, the boys were given opportunity to discuss their feelings in their own words.

When it came to the 2018 interviews, three boys (identities F, G and H) had dropped out of the programme for various reasons, thus seven boys prepared to continue to a second interview although one did not turn up for his interview on the day. The six pupils having a second interview in June 2018 had the identities: A, B, C, E, I, J with pupil D absence from school on the day. It is hoped pupil D might be available for interview in 2019. Trying to maintain continuity with research participants over a period of years is often the downside of longitudinal research; participant's leave for various reasons. Six new boys volunteered to join the study in 2018 and were given interview appointments along with the six continuing boys. However only three new boys turned up for interview on the day and these pupils were given the identities of L, M and N.

The boys being interviewed for the second time had their previous discussions deepened. Using their 2017 interview transcripts to expand their conversations, enabled continuity and changes, contradictions to be identified. For the three new boys, their interview consisted of running through their survey questionnaire, completed prior to interview, and discussing deeper.

Both 2017 and 2018 interviews were transcribed and coded under four main categories: A) Confidence, B) Self-Esteem, C) Nature Connectivity and D) Background Influences. Each had numerous sub-categories which were broken down into further sub-sets. Using a large spreadsheet the students names were entered in cells horizontally and the codes and sub-codes entered vertically in column one. From the transcripts, the words and text applicable to each code were entered for each boy vertically in the cells. On completion, this enabled the interview analysis to be read across and down the spreadsheets.

SWINDON ACADEMY: PART ONE: 4 year longitudinal study

Nine boys were interviewed in total in 2018; six continuing pupils and three new boys. Firstly, the three new boys will be discussed and then the six continuing pupils. Each group will be discussed under the themes of i) confidence in school, ii) confidence in different things, iii) Self-esteem, iv) Nature connectivity, v) Outdoor impact on learning in the classroom and vi) change over time.

DISCUSSION: Three New boys Joined 2018: pupils L, M and N

Unlike the other boys, the three new boys had not engaged with the researcher on the WWT trips: no relationship had been built before the June 2018 interviews. This was a distinct disadvantage for it took much of the interview to win their confidence and trust. At pains to put each boy at ease, each was informed that it was a friendly private chat, but initially, all three responded to questions in monosyllabic words; boys 'M' and 'N' sat with their heads down, murmuring 'don't know' or 'nothing', yet half-way through, each began to open up deciding to trust and participate rather than obstruct and oppose. However, prompting them to converse about school and lessons, their relationships with others, and even WWT trips was difficult with boys 'M' and 'N'. These boys preferred to air their emotions, as if relieved to unload their personal anxieties in confidence to a total stranger. This was not a bad thing for background biographical information can highlight the risk factors that the boys might be subjected to outside of school; risks as mentioned in discussion of MHF (2018) on p.6 above.

Questionnaires:

On their survey forms, pupils 'L' and 'N' made clear they did not enjoy school, with boy 'L' indicating he neither liked, respected or felt happy with himself. He felt there was nothing good about him, for he had nothing to be proud of, often getting things wrong and feeling useless. Pupils 'M' and 'N' in contrast, indicated that they felt happy with themselves and could do as well as other people in class. Boy 'M' mostly enjoyed school yet indicated that he did not think he had any good qualities; he felt useless at times, and had little to be proud of. For boy 'N', he, paradoxically, enjoyed lessons but not school. Boy 'N' wanted to start work after GCSEs in year eleven examinations, but still thought he would go to university. Student 'M' was unsure what he would do after year 11 examinations, while pupil 'L' wanted to enter sixth-form but was unsure about university. All three boys indicated on their questionnaires that that they had performed 'not that well' in school to date, with boys 'L' and 'M' indicating that they performed much the same as others, while boy 'N' thought he did better than others. Boys 'M' and 'N' thought it was 'very important' to do well in school while boy 'L' thought doing well was 'quite important'. Certainly each boy appreciated that to achieve what was important to them - owning their own home, gaining good qualifications, a good job and plenty of money - was linked to school success. Job preferences at the questionnaire stage were night shift worker for boy 'M', an air ambulance worker for boy 'N' with boy 'L' having no idea of future career. Interviews revealed changes in several of their responses.

i) *Confidence in School*

All three boys clearly lacked confidence in their school performance and ability, particularly over the previous year. Boy 'L' considered himself a confident person, yet said he felt unable to read out aloud or speak in front of the class and could only speak to a teacher

quietly alone. He does not like school, does not enjoy lessons, only likes break times and evenings when he can forget school. He still felt he performed much the same as his classmates, was an average student, but had not done well in school over the last year. Apart from maths and PE, other lessons bored him and for that reason he said, he had been naughty, disruptive in class, not listening to the teacher and earning numerous detentions. He spoke, looking shamefaced, of being put on a reduced timetable and into isolation in year 7.

This boy had indicated on his questionnaire that he would probably do well in year 11 examinations and would go into sixth-form, but by the time of interview he was not confident. He realised he had wasted much time in year 7 in detentions. Boy 'L' was therefore making effort to reduce his detentions in year 8, saying he now receives less than one per week. He had realised that he needed to improve his behaviour if he wanted to continue education after GCSEs and enter sixth-form college. This boy felt confident that he could live up to the expectations of teachers and parents if, he said: 'I put my mind to it'. However often he could not focus because he would be, he said: 'in a bad mood'.

Boy 'M' thought his school performance was much worse than others saying: 'I struggle', yet on his survey form he had indicated he was doing as well as others. His marks were 'not good', he said, and he had been excluded from school for not paying attention and earning too many detentions. Such action had clearly impacted his confidence; he was struggling with work and felt very unhappy. Possibly he was stressing over whether he would be reinstated full-time but for now boy 'M' was having lessons just two hour per day. He said of school: 'I like it, it just can get boring', but he was confident he would do well in GCSE examinations in year 11. He liked science and maths, felt he was doing well in these subjects, but was unsure whether his teachers would agree with him. He particularly disliked the humanities as the subjects required reading and writing, difficult for him as he suffers with dyslexia. Thus, this condition was impacting boy 'M's self-confidence, plus he refrained from asking teachers for help when he needed it, for, after exclusion he now felt that teachers were often unreasonable. The dyslexia was one reason for lack of confidence in learning, but another reason was feeling persecuted; convinced no one liked him and certain he had no academic ability.

Similarly, boy 'N' had no confidence in his school ability saying he did not do as well as others. He stated: 'I dislike everything about school' and declared that he would never ask a teacher a question. He struggles with all lessons and said: 'I don't do reading of books, I hate them'. He would like to escape school but if he did, then he said, 'my mum and dad gets arrested when I escape'. The only aspect of school he likes is hobby club and boxing both held after school. He confessed that he did not work hard and had bad behaviour saying: 'I don't care to be honest' about lessons or examinations and added 'I just don't want to come to school every day, I always want to be at home'. Confidence was very low, he felt self-loathing and wanted to isolate himself.

ii) *Confidence in Different Things*

Confidence increased a little for boy 'L' on the WWT trips because he had learnt how to cut a tree correctly and how to build a deer fence from sticks, plus he had enjoyed learning to cook bacon. He feels more confident outside, because he said: 'I don't like being cooped up' in school. Outdoors he said he felt less stressed, more relaxed.

Confidence for boys 'M' and 'N' cannot be said to have derived from their WWT trips, but by participating in other social activities. For instance boy 'M' aspired to be a motorbike mechanic saying he wanted: 'to be like a moto GP, someone who races motorbikes...I'm basically born to ride motor bikes' he explained. This particular aspiration had arisen from his Uncle's friend, a bike rider, as well as his father and cousins who were also enthusiastic bike riders. Clearly boy 'M' had been introduced to riding bikes at a very young age, had become immersed in the sport and was very proud of this particular skill which gave him a sense of self-worth.

Sadly the only confidence boy 'N' possessed was in his fighting skills. He loved his boxing lessons but fought constantly with the other boys. He said: 'if people beat you up then you go around and beat them up'. Similarly boy 'M' felt confident at being able to defend himself, he could stand up to classmates or adults who treated him unfairly and could say no to others when necessary. Both boys 'M' and 'N' revealed unhappiness and insecurity but, to appear confident, asserted themselves, as a coping mechanism.

iii) *Self-Esteem*

While boy 'L' was confident with his peers, he was clearly anxious with adults and teachers in school. So low was his self-esteem that he felt there was nothing good about him, he often got things wrong, did not have much to be proud of and felt useless at times. He could do things if he put his mind to it, but too often, he said: 'it depends what mood I'm in'. He did not sleep very well, going to bed at 9.30 and lying awake until 4 am. His mother and doctor had told him that he suffers from 'anxiety' but he said despondently: 'I don't know why'. He did not take medication, he just called his mother during the night when an attack occurred and she would calm him. Boy 'L' visited the gym three times a week, thus exercise was clearly being used to help alleviate stress.

Boy M also suffered severe stress. For 15 minutes of his interview he hid his face under his hooded jacket refusing to look at the researcher or make eye contact and mumbling. When asked if the interview should end as he clearly did not want to converse, he sat up and tearfully said he had no confidence or self-esteem, did not like school, obtained poor marks and felt miserable. When asked if he got on well with the other boys, he responded 'not really' and stated:

Most people don't like me because of the way I look...cos I've got lots of spots... that's the reason why no one likes me... and like, these shoes here, they're Sketchers and everyone thinks they're rubbish and my mum can't really afford anything because she's struggling with money.

Clearly boy 'M' felt disadvantaged, excluded socially and economically and said he was very unhappy, unable to focus on anything, school or WWT. The source of his low mood and unhappiness appeared to emanate from his background for he stated: 'I want to move out of my house because I get into arguments with my mum's boyfriend' who, he said, had purposefully put his foot out and tripped him so that he fell down the stairs. He added 'I've had those experiences with other boyfriends as well...I've got hit by boyfriends' and he confessed: 'it's hard for me as well because I get scared easily'. He revealed that he had huge difficulty sleeping, suffers anxiety and is scared of the dark, worried who might be outside his bedroom. He said:

When I bring my bike to school, by myself, or do a shop by myself, I wonder what could happen, because I live in Pinehurst...there's a gang but this um Pinehurst gang and then you've got Penghill gang and town gang...like we've got people that like some have guns or some people have big machetes.

Boy 'M' told of incidents with rival gangs where police had been involved and neighbours had related gang stories which scared him. Asked if he had told his mother or his doctor of these mental anguishes, he said no, but he felt these anxieties caused his extreme tiredness because they prevented him sleeping. In addition to these problems, boy 'M' conveyed that he had 'three brothers and six sisters' but two had passed away and one brother and one sister were adopted; they had a different mother so he did not speak to them as they live in another house. Although his self-esteem was rock-bottom, boy 'M' did have one aspiration that boosted his feelings of self-worth; his ability to ride motor bikes.

Similarly boy 'N' had his boxing prowess to boost his feelings of achievement. However self-esteem was also very low for boy 'N' who claimed not to be shy or nervous but utterly miserable. He felt others thought of him as, he said: 'just an annoying kid' and 'evil' for teachers had seen him beating up other boys. He believed they were right, he was

annoying and evil. Asked why he fought other boys he responded: 'I just do it because I can...I have done boxing'. He said teachers regarded him just as, 'an annoying little rat' and handed him many detentions. He said he did not get on with people and did not know why he ended up fighting his friends. All he wanted he said, was to be at home, shut away in his bedroom for nothing made him happy. He stated: 'I hate myself and I'd like to kill myself'. Boy 'N' said he felt that way every day and when asked if he knew why he felt so miserable, he simply stated: 'cos I am'. Asked if he was happier when at home he stated: 'No I'd go home and I'd stay in my room for the rest of my life and just play on my iPhone all the time'; because he said: 'my mother doesn't care if I jump off a cliff'. If he did, he said, then his friends would say: 'oh well he's dead anyway'. This was alarming to hear yet if boy 'N' felt seriously depressed, he did gain some pleasure from outdoor activity.

iv) *Nature Connectivity*

The mention of WWT trips to nature reserves resulted in a little positivity from Boy 'N'. Of the trips, he said: 'oh they're good' but he only looks forward to going on them 'sometimes'. They only did 'boring crap stuff', he said, things he knew about before he went, things he did not care about, then he paused, seemingly regretting his assertive negative response and said sheepishly, 'well, no, I don't know everything' about nature'.

Boy 'L' also became more enthused and chatty when conversation turned to WWT. He loved going out, liked being with other boys, apart from two, and he liked, he said: 'building and cutting things'. Yet he disliked being in the bus on a long trip when the two boys he disliked were loud and noisy; this troubled him. When out with WWT he enjoyed building a deer fence, making a walking stick and learning to cook outdoors. For boy 'L', outside was preferable because, he stated: 'I don't like being cooped up all day'; outside he felt calmer, more relaxed. Open space made a great difference to this boy; even being in the bus felt uncomfortable. Boy 'L' now aspires to having a job outdoors and to keeping healthy, eating healthily and making regular visits to a gym.

Equally, boy 'M' much preferred being outdoors on the nature reserve trips rather than being inside school but said, if he was told that he was unable to go on the trips any more, he would not care. He admitted: 'it depends how I'm feeling that day' as his mood varies. A downside for boy 'M' was that he could feel nervous and stressed outdoors because he said: 'I don't know who could be, like, in the woods, like around there'. He had not mentioned these fears to any adults. On the positive side, he did say he tried hard and being out with WWT had enabled him to feel he could talk to classmates and teachers a little more, even when back in the school.

v) *Outdoor impact on learning in the classroom*

If boy 'M' felt conversational and social skills had improved, then boy 'L' had learned new words associated with nature, e.g. coppicing, and therefore felt this helped with his English vocabulary back in school. He did not think learning outdoors helped other subjects because, he said; 'we don't write stuff down' when outside. It did not help his maths, because he explained that when you measure wood you simply lay one piece against another and cut to the same size. He seemed unaware that he was learning to focus, to measure accurately and precisely. Sadly for boys 'M' and 'N' although both preferred being outdoors to indoors, their emotional turmoils and miseries were so entrenched, that this prevented them discussing what they had made or learned when on the trips. Any skills acquired, any benefits returned to the classroom, any amelioration in social and emotional difficulties, will become apparent in a year's time after they have experienced more days on the nature reserves.

vi) *Change over time*

It was clear that the self-esteem and confidence of these boys had fallen over the last year and some of the optimism indicated on their survey forms (completed a while before interview) had evaporated by the time of interview. Clearly taking them out of the classroom occasionally was a necessary move. For instance, boy 'L' had indicated on his

survey questionnaire that he would probably do well in year 11 examinations and would go into sixth-form study, but by the time of interview he was less confident. He had realised that he had wasted much time in year 7 in detentions and now rationalised, like boys 'M' and 'N', that he had to endeavour to improve behaviour and avoid detentions if he was to achieve.

Sadly for boy 'M', his misery had deepened over the last year and similarly boy 'N' said he was unhappier now than a year ago. Like boy 'L' both knew they had to improve in behaviour and study, but the misery of all three boys was such that it impacted their ontological security.

Conclusion:

Self-esteem appeared to plummet in each new boy between survey and the later interview. The three boys, all underperforming in school, suffered mental health difficulties such as stress, anxiety, dyslexia, depression, mood swings and sleep deprivation. Each boy spoke of many detentions, isolation or exclusion, all which increased their feelings of frustration, deepening their misery. If these school actions were intended to nip bad behaviour in the bud, for boys from low socio-economic backgrounds, and/or with chaotic family lifestyles, school is the only stability they may have in their lives, thus the action of separation removes that one vestige of normality (Barnardo's: 2018, p.26).

Certainly, situations outside of school had impacted these boys ontological security; instead of experiencing stable and positive emotions they encountered chaos and anxiety in their lives. There were social issues, dysfunctional family stresses and problems with neighbourhood gangs. These problems placed them at a distinct disadvantage when trying to focus in the school classroom. Clearly these boys typify the very young people PHS (2018) refer to on p.6, those at risk and in need of outside activities to alleviate their miseries; they are at the age where help and support is vital if they are to make progress in education and in their future lives

SWINDON ACADEMY: PART TWO - 4 Year Longitudinal Study

Five of the six boys who began participating in the research in 2016 were interviewed for the second time in June 2018, with the earlier discussions being deepened and expanded. For boy 'J' it was his first interview, but he knew the researcher from field trips and felt at ease to chat freely. From the interviews it was clear that each of the continuing research participants had gained in confidence and self-awareness over the last year. Each now understood the hindrance to their education of the numerous detentions they had received in year 7 and the need to improve behaviour. As with the new boys we discuss the findings in thematic order.

DISCUSSION: Six Continuing Boys: pupils A, B, C, E, I, J.

i) *Confidence in School*

Two boys received a confidence booster this year. Boys 'A' and 'E' proudly declared that they had been put in higher sets. One, boy 'I', had gone down a set, yet said: 'I feel more confident now in myself and in my lessons', mainly because he was doing well in maths lessons.

Boy 'A' had taken time to settle in year 7, but once he knew the teachers he felt less shy and stressed. This year the pattern repeated. Sometimes he managed to summon confidence to ask a question in class but he again felt shy with his new teachers. He was finding his lessons much harder in his higher set but said: 'I think I try my best at all of them to be honest with you'; music and PE were his favourite subjects where he played ukulele and enjoyed exercise. Unfortunately this boy's confidence in achieving was undermined by his tendency to experience asthma and panic attacks. He shared a

concern; he aspires to enter sixth-form college after GCSEs but worries that the year 11 examinations will induce a panic attack. He described how he copes. He said he sits quietly:

Then tears start coming out because obviously you get all shaky...and then in class they say to go down to R12...just five minutes to have a drink and to calm down.

He was aware that an attack could impair his chance of GCSE success. Yet this boy was having fewer panic attacks this year than in year 7. Possibly, as his confidence grew, if only a little, the panic attacks had reduced.

Boy 'B' certainly felt that he had gained some confidence since last year. He felt able to talk to teachers more and had improved in music where he was proud to have achieved a 'secure' status. Previously English had been his favourite subject but this year he felt English was reduced to a status of 'okay' because he disliked the literary text his class was studying, plus he felt unsettled due to his teacher having left and a supply teacher taking over; this seemed to impact his confidence. Equally he lacked confidence in science because he struggled with the subject. He worried that his music lessons would deteriorate in year 9 for he feared being asked to sing in front of others. He stated: 'I don't like singing in front of people, but they force you to do it, I don't like that' and if he had to play the piano in front others, then again he said: 'I don't really have the confidence to do that...some people get stressed over it and I'm just like that'. This clearly was a worry for him, some three months before he would enter year 9. Additionally, boy 'B' confessed that some days, if his mood was bad, he would decline from asking teachers for help, but he felt particularly pleased that he had not received any detentions in year 8. Not only had his behaviour in school improved but he spoke of managing his homework better on E-praise (an electronic App) with his parents checking his timetable and work. Moreover he feels confident currently that he will do well in GCSE examinations, but did state: 'I'm okay, it's just when you get to that point, you don't know, cos I might be put off by pressure'. Despite some self-doubt, his confidence is sufficient to aspire to study A-levels in sixth-form college.

If boy 'B' had a tendency to shyness, boy 'C' said he was not at all shy and feels confident in his school ability. This year he is proud that he has only received 3-4 detentions when he used to, he said: 'get one every day'. He is confident that he has particularly improved in maths and a little in English and science too because, he said: 'I revise hard' and 'I'm starting to concentrate more. He added: 'I'm not so interested in humanities, because it's like goddesses and about olden day stuff'. However, he said: 'I ain't getting off-task like as much as I did'. He stated:

I've got this problem in me...I don't think of just one thing, like if I'm in class here and they tell me to concentrate, I won't be just sat there like normal people who are like writing and like thinking about the work. I'll be like thinking what will we do at home, is my family going out, are we going out, what are we having for dinner...I think it's called SPD...it's serious, like a disorder thing.

In 2017 boy 'C' had been very withdrawn, told of injuries, hurting himself, but this year he appeared happier and more focused. He said he feels confident about asking teachers questions, asking for help if needed and stated:

When I have something to say then I just say it...but when I was in year seven I would be like, oh, shall I say it or shall I not'.

School stresses him, he said: 'a little' but he does not lose sleep as he feels he performs as well as his friends and is confident he is progressing well towards GCSEs.

Confidence had certainly grown in boy 'E'. He proudly stated: 'I'm in a higher set, yeah, set 3, since September 2017'. He feels he is coping very well and only getting the odd detention once every two months; a vast improvement. He still lacked confidence in asking teachers for help when needed, for he stated: 'I don't ask them, I just ask the

person next to me', but he was happier. Reminded that last year he said he was 'terrible at school stuff and struggled', he said he did not feel that now because "I've worked hard'. He attributes his success to a homework advisor helping with maths in the homework club and now thinks he is doing better than classmates. His favourite subjects are those where teachers tell him he is good, like performing arts; he enjoys drama, dancing, acting, PE and science but finds maths very hard and dislikes humanities and religious studies. A year ago he disliked school, but said: 'I'm enjoying it now'. This boy is confident he will gain good grades in English, science and maths at GCSE and aspires to enter college for A-levels and university. Moreover he talked of becoming a lawyer; previously joining the police or army had been his employment choice, but he was clearly considering his future.

Similarly to boy 'E', maths had also improved for boy 'I' who stated: 'I feel more confident now in myself and in my lessons' even though he had been put down a set. He has now realised the need to end his 'chatterbox' habit because he said: 'I can't keep on getting in trouble like that'. He is not proud of receiving the many detentions he was given in year 7. He realises this impacts his learning and thinks education is very important. However he is happier in the lower set and his favourite subjects are design and technology and PE. While he likes maths and English he says he struggles in these 'a little bit, until I get the hang of what we're doing, sometimes I don't know what we're doing', plus he finds Spanish hard but enjoyable. Although he feels confident at times, confidence can quickly subside. He said:

Sometimes because I think, like, I've got it, like, it could be a question and I've got like, the full marks, but then when I get my paper...it's not'.

Disappointment with performance stresses boy 'I', but he still hopes for good GCSE results and to enter sixth-form for A-level study. He said 'I like it [school] better than, um, last year, like teachers help me more, they explain it a bit more better', and he appreciated extra teacher help stating: 'I did a day with Mr. Smith who goes out on WWT... it means that I've got like a bond already with Mr. Smith which probably helps'.

Yet relationships with teachers were not so good for boy 'J'. Although he enjoyed most days at school and felt reasonably confident in his lessons, liking PE particularly and maths, English, science and design and technology, he had been, he said: 'naughty last year but not any more'. Consequently he feels that some teachers who remember him as naughty in year 7, continue to dislike him for his previous bad behaviour. Boy 'J' feels his behaviour has improved considerably and is confident that he is achieving higher than the previous year, mainly attributable to no longer receiving detentions. Detentions had made him unhappy. However boy 'J' can be very shy with people he does not know well and lacks confidence when it comes to speaking in front of the class in lessons or having to read aloud. He can ask for help but said: 'I don't do it very often'. However he takes his homework seriously and said he likes to exceed his father's expectations saying: 'at the start of school I was really low, but now I'm going up'; he was improving marks, especially in English. He now aspires to do well in GCSEs and enter sixth-form college thereafter, even saying attending Bath university appealed as he had friends there.

ii) *Confidence in Different Things*

Boy A is confident he will one day become a policeman or police dog handler and his family have emailed Wiltshire police about getting him into the police cadets, so this aspiration held a year ago, remains in his heart. This boy is proud of his work in the local community centre organising activities for younger children, which he described as: 'like games, running and art'. With his family he arranges community 'fun days' and he was proud to say that enough funds had been raised from these to enable a Forest school to be set up again. Moreover, he was delighted that, at age thirteen, he had been appointed a leader, a real boost to his confidence.

Self-confidence for boy 'B' had arisen from attending the gym on Saturday mornings, with his mother, soon after he began outdoor learning with WWT. He became diet conscious, turned vegetarian and enjoyed learning to cook healthy foods. He now aspires to a career

as a vegetarian chef whereas a year earlier he had wanted to find a job working with animals. This boy also dreamed of travelling to America and Japan stating: 'I want to travel around the world'. Asked if he had the confidence to fulfil this dream, he was certain he had. Boy 'C' also spoke of travel. While he did not appear to have interests outside of school he did gain personal confidence from family holidays. He spoke enthusiastically about having visited the same place in Portugal for three years running, where he loved, he said: to chill in the swimming pool' and visit the bar for burger and chips which he found relaxing.

For boy 'E' technology was an interest. He liked fixing electronics and emphatically stated: 'fixing it, not going on it' explaining: 'I only spend like sometimes on it when I have nothing to do because my mum ain't got no money...the electricity gets cut'. He did not possess a laptop or desktop at home and could only use computers in school; he did have a mobile phone. However, he had been able to build confidence by being in a scout group and going on outdoor camps.

Outdoor activity also inspired boy 'I' for it was sport that built his confidence. He was proud of his football skills saying he participated in half-term football courses with Swindon Town Football Community Trust and he was particularly proud of his ice hockey ability; proud of receiving recognition for his skills. He stated:

I was really happy...I'm at a level already, I'm like in the, um, under 15s [team] and I've been playing games and they said I'm quite good, so like, if I keep on going and get a bit more faster and I can like, get moved up'.

Sport was also a confidence booster for boy 'J' who loved football and aspires to become a professional player because he said: 'my dad wants me to make it in football, he wants me to keep going and trying'. Boy 'J' wants to go into sixth-form after GCSEs because, he stated:

They do a Swindon Schoolboys football for like... I just wanna do football, so like, when I get older...so I want to try and focus on getting to there'.

His father was boosting his confidence in his football ability but if professional football proved impossible he might become a bricklayer.

iii) *Self-Esteem*

Sadly, for boy 'A' his confidence and self-esteem was impacted by his fear of having asthma and panic attacks. He explained that a close friend of his, who also suffered from asthma, had died suddenly from an attack; this caused boy 'A' to fear for himself. He said his panic attacks began in year 7 but he stated: 'lately I haven't been that bad'. Yet, his accomplishments in Forest school and his sense of community belonging, running activities for children, increased his self-esteem. He was asked how teachers and friends would describe him, and boy 'A' thought teachers would say he had 'good concentration' and that he was 'constantly asking questions'. This was positive but contradicted his talk about self, when he previously said that he lacked confidence to ask teachers questions due to shyness. He had 'no idea' what friends would say about him for it had never occurred to him.

Boy 'B' loses self-esteem if he is forced to do something that causes stress and makes him uncomfortable. For example, he cannot force himself to sing or play piano in front of others. He feels other boys boss him around and are 'loud', consequently he tends to shy away. On friendships, he stated: 'Oh, I don't really get on with anyone to be honest' but he had one friend because she was, he said: 'quiet...I can't cope with loud'. His low self-esteem was evident on his first trip with WWT in 2016 when, realising he could neither run or climb as fast and efficiently as the other boys, he refrained from joining in and seemed miserable telling the researcher he was taller and bigger than the others. At the time he clearly felt like a fish out of water; less agile. This year, when asked how teachers would

describe him, boy 'B' did not know, but he thought classmates viewed him as 'annoying' while his parents would say he was 'hardworking' but also 'annoying' because he said:

I don't do as they ask, I don't like tend to do it quickly, I like slow down, like if they ask me to do something, I just like do it really slowly'

This was because, he said: 'I just don't like the work thing', and he claimed his memory was, he stated: 'one of the worst'. Boy 'C' also had doubts over his learning ability. Being the youngest child in his family, this boy appeared to have low self-esteem as he did not expect to do as well academically as his much older brother and sister; he believed they were cleverer and smarter. He commented on gender with strong conviction stating:

I think a girl's mind is actually better than a boy's mind...I think they're like more smarter than boys, we just know how to like, when we're like teenagers or kids, we just know how to play the Xbox'.

With this ingrained belief he felt he would go to college but probably not for A-levels but for technical, vocational learning. Yet boy 'C' also spoke of a personal problem. He gets on well with people, but said emotionally: "I get angry, like really quickly, yeah, like really quickly' and he attributed this to his sensory processing disorder. Thus he understood his anger outbursts and it was clear he did not want to be perceived as behaving badly; this concern clearly impacts his self-esteem. Asked how he thought others would describe him, he responded that teachers and friends would call him a 'chatterbox' but also hardworking.

Boy 'E' feels some teachers do not like him, but whereas before he was cheeky to them, now he said: 'they ignore me, so I'm ignoring them', but he spoke well about the teacher who helps him boost his maths performance. Asked how friends would describe him he stated: 'I only have one friend because I stay in the shadow...I just, er, don't like being trapped with other people, to speak to them'. Boy 'E' had spoken last year of being bullied and fighting back but now the bullying has stopped because he: 'makes a stand'. His mother, a single parent, would describe him as 'good' because he does a lot for her; he thinks he is her favourite child, the middle of three boys, because his brothers he said: 'never even spend time with her'. He sees himself as a 'hardworking individual'. His self-esteem is rising but he seems distrustful of people until he knows them well. Boy 'E' told how he suffers with anxiety; his mother has told him he takes it out on his little brother; his self-esteem still needs building.

Sport boosted self-esteem in boy 'I'. He felt very proud of his ice-hockey ability and football skills; gratified at being included in an ice hockey academy team. Boy 'I' considers himself talkative, thinks friends would call him talkative and funny because he enjoys a laugh with friends. He thought his parents would consider him intelligent and hardworking and sees himself as a caring, helpful and happy person. He considers his confidence is higher than a year ago, particularly in sports, so self-esteem is reasonably high for he is not shy but friendly and chatty. He does have the advantage of parental help, plus his sister's help, with homework.

Self-esteem for boy 'J' was boosted whenever he received his father's approval. For example he said: 'I live up to getting better than what my dad thinks'. When asked if he got on well with his friends, he explained:

Well that's mainly why I used to get detentions, because, like, where I'm like coloured and stuff, people used to call me, like, horrible words and I used to always be fighting them...and then I used to get excluded a lot before, for that'.

Asked if he had mentioned this to his teachers, emphatically he stated:

They knew, but they like...I don't think they, like, understand... how offensive it is when you are, like, my colour...and they say it...like I said, I don't think they understand how offensive it is...I would try not to fight them and I would ignore

them and try to walk away, but then... if when someone starts saying it to me, I'm just like....it kicks in, like I have to fight...but I don't know why I do it.

Having difference imposed on him, clearly diminished his self-esteem and he felt that some teachers still did not like him. Consequently this boy felt stressed when having to speak in front of the class; he could not bring himself to do, he said: 'reading to the class or in front of them'. Yet self esteem was rising, for now, rather than fight boys who are racist, he tries to reason that they are ignorant, not him. He did not know how teachers would describe him, but considers his father would say he was hard working, if noisy, and sporty, a boy who loves to be outside.

Self-esteem had clearly been impacted by home stress for he said:

Between me and my little brother and my sisters we've had a lot of stuff, like, my little brother and sister are in care now...yeah, like, I get quite stressed by a lot.

He added:

My mum...where she used to fight with her boyfriend, now they've took them away and that's where I used to... er... have fights with her boyfriend then, and they like stopped it.

The boyfriend had to leave and boy 'J' now lives with his father. Boy 'J' said:

The reason my dad was fighting for me as well was because me and my brother and my youngest sister, we have different dad's, so me and my ten year old sister have the same dad.

Boy 'J' is now happier saying of his father: 'we get on quite well' but of his mother he said 'I don't see her very often'. Thus with all this home stress and racism, his learning and behaviour had suffered and consequently his self-esteem. His only stress-free outlet had been outdoors, immersing himself in nature and the environment.

iv) *Nature Connectivity*

Having been out on the nature reserves since 2016, these boys delighted in chatting about their outdoor experiences, even boy 'B', initially a doubtful participant. The biggest disappointment for all was the reduction of the trips, fortnightly to weekly. How then, did they connect to nature and the environment?

Boy 'A', when asked what he liked or disliked when out with WWT said: 'there's nothing that I haven't enjoyed'. He particularly loved the cooking, making camp fires, dens and bows and arrows, using different tools and enjoyed the other boys' company. Reflectively he considered that the outdoor learning would be useful knowledge if he goes camping in the future, plus it makes him feel more self-sufficient. Moreover, the outdoor skills he was acquiring would be good on his CV when he applied to be a policeman or dog handler because such jobs entailed much outside work he reasoned. He felt much more aware of nature and the environment saying it was 'good and nice' to be outdoors. When asked if he suffered panic attacks when out on the WWT trips boy 'A' stated:

It's because we're walking about... no, I never have them [attacks] on the wildlife nature parks because it's just nice to be out somewhere new, rather than stuck in a building all the time.

Significantly, panic attacks had occurred in the classroom in year 7 and he began WWT trips a few months after the other boys. Yet the attacks diminished in school in year 8 and never occurred when he was outdoors with WWT.

Similarly, boy 'B' felt good when outside, stating: 'it's because I'm out of school' and he added:

It makes me feel calm a lot because you're not under pressure about doing all this work, you're not writing down' and 'I like to do handwork, I don't really like to write, sit down, copy words'

Having a trusted schoolteacher on the WWT trips enhanced enjoyment for boy 'B' and reduced his stress. Asked if he integrated with the other boys when outdoors, boy 'B' responded 'I get along with one or two of them, I'd say'. This was an improvement over the previous year when he was quite a loner. He felt the trips this year were much better because he had visited various nature reserves and subsequently he now appreciates nature more for he declared: 'I don't drop litter, I tend to like put it in my pocket if I'm outside'. He enjoyed going around the reserve and gathering leaves from particular trees in a 5-10 minute time period, then taking them back to a WWT person to see who had won. Games he found preferable to making things, but he does enjoy outdoor cooking and this has encouraged him to aspire to become a vegetarian chef. Connection with nature has made him cognizant of his need to visit a gym to gain agility and to eat healthily.

Describing his outings to the nature reserves, boy 'C' said: "I do like it...we're all together, just random people' which he enjoyed. Asked how he felt when outdoors, boy 'C' responded that it was difficult to explain. He felt, he said:

A lot of like respiration and like concentration, so like, if I found one little thing, yeah, and then my mate calls me...cos in year seven I would have walked straight up to him and just left what I was doing, but now, I would be like, wait a minute, let me just finish this and then I'll come to you.

It seems he became really engrossed in outdoor work, able to focus and avoid distractions. Being outdoors made him feel fitter, and he said: 'at peace'. This boy loved making chocolate bars, building things like fences and farm gates, making shelters and joining in all the activities; he particularly loved the teamwork involved, for boy 'C' loves company. As with the other boys, boy 'C' felt a bond with schoolteacher Mr. Smith participating on the WWT trips.

For boy 'E' the outdoors with WWT offers a sanctuary away from stress and anxieties. However he is not so keen on the trips when the weather is cold. He was critical of those using technology, perhaps because his mother was unable to afford home electronic devices and he said his friends: 'should learn more about what there is in life, in the real world, not a computer world' and then stated:

I go out a lot, but other people, I go round their places and they say, no I'm playing games and I'm playing Fortnite, but guess what, I searched it up and I ended up disappointing the whole school because Fortnite's at risk of being shut down, so my prayers have been answered'.

Boy 'E' was keen for friends to turn their backs on technology but out with WWT he had a feeling, he stated: 'of funniness'. He explained that he gives the other boys sensible advice, warnings about safety and the dangers of running too fast, but accidents happen because they all ignore him, they fall and and tears flow. If a little risk adverse, boy 'E' did have a personal connection to nature, for he stated:

I gain much more skills on nature..learning all different sorts of plants like Ash trees..the ones with the little black dots, there's also Hazel, Field Maple and Normal Maple and many others as well.

He was proud as he spoke of the trees.

The trips to nature reserves had imbued boy 'I' in 2016 with a desire to become a bush-crafter with WWT, but being passionate about sport he now wants to play ice hockey professionally. He is adamant that whatever job he does it will have to be outside rather

than inside work. Boy 'I' loved making deer fences and gates, ensuring equal lengths and strengths on sides, top and bottom plus, he had learned some cooking skills, made a spatula and walking stick which he used to climb a hill. He still talks of the mallet he made in year 7 and uses 'sawing fast' as a way of venting anger. Being outside with WWT, he said: 'makes me feel i can let out...I can have my freedom and let out what I need to let out', referring to pent-up anger.

Another who loves sport, particularly football, and being outdoors, is boy 'J'; he particularly liked going to different nature reserves, exploring different things, seeing different plants and different species of birds. He said:

I just learn, like, quite a lot outside, like, what I need to, like...respect the environment like, because I used to didn't, but now I respect it quite a lot.

The WWT trips he said, have been 'a really good help' because he has been learning to get to know and talk to new people; this has increased his confidence socially and reduced stress.

v) *Outdoor impact on learning in the classroom*

The outdoor trips have not made boy 'A' any more comfortable speaking to teachers or asking questions back in the classroom; they have not increased his confidence in that respect, but he does get on better now with others in the school. Asked what he had learned that might have been helpful back in the classroom, he told how he had needed to measure the lengths of branches. He said: 'I never knew how long like a foot was until I actually started the measuring'. Used to metric in the classroom he now realised that some people used different measures, different words. There was also appreciation of monetary value, for boy 'A' spoke of Lidl the supermarket and said:

We had like £8 I think it was, to go and get some food, oil and things like that and then cook it in saucepans.

The boys were learning responsible expenditure in catering for their outdoor cooking which proved an enjoyable way to improve their numeracy and possibly to increase their mathematical interest back in the classroom.

Boys 'A' and 'J', being in the same school class, felt they could bring their outdoor learning into the English classroom. They had been engaging in descriptive writing and boy 'A' stated"

Most of the photos are like in the forest and things like that...we obviously know, like, loads of different things to write down because we've actually been in those experiences, unlike a lot of people.

Clearly they enjoyed writing about their outside activities; it brought the outside, inside and made them feel advantaged. Vocabulary had been enhanced for boy 'A', who said, he now knew the names of many tools; this had surprised him as, he stated: 'I never knew them, I didn't know that half of them existed'. Moreover, he enjoyed using his iPhone to take photos of wildlife saying:

I took these red beetles and I looked them up and found out what he was and what they do and all that.

Such was his enthusiasm and interest for knowledge of the natural environment, that panic attacks did not arise, probably due to boy 'A' feeling unconstrained; relaxed and calm.

Little had been gained for boy 'B' who did not feel the outdoor trips contributed to anything he did in the classroom; he still felt he did not get along with many others and he still felt a lack of confidence. Yet his confidence and self-esteem had been increasing over the last year; he had been doing better in class. Interestingly, when boy 'C' was asked if

anything outdoors might have helped back in the classroom, he talked of having to measure lengths of string to 'make our stuff'. He said he would ask the WWT person with him, how long something had to be and if told 4 cm or 4 metres they would measure the length and this made him aware of the units of measure helping mathematics. He did not think he learned other things because of his SPD problem but he enjoyed the freedom of being outside and felt his concentration and behaviour in the classroom had improved.

Both boys 'E' and 'I' liked to learn the names of plants and trees and thought this could help in science lessons while boy 'J' thought the trips outdoors had helped him through school and improved his behaviour, making him calmer. He stated: since I've been doing this, it's, like, helped me being gooder (sic) at school, behaviour at school'. He said once back in the classroom he was more confident to talk to people without being shy.

Boy 'J' felt that his maths and woodwork in design and technology (D&T) is helped by doing practical things outside, measuring parts to get them equal and it helped 'a bit' with science because they discussed, he said: 'owl pellets...all like the bones and stuff like that'. Additionally he pointed out that: 'I've been making stuff and I've got experience from doing it in school [in D&T] and outside doing it, so woodwork helps'; he had learnt about hardwoods and softwoods when outside.

vi) *Changes over time*

Perhaps most significantly, all the boys have become more aware of the importance of education, cognizant of the time they missed in detentions the previous year, and therefore three have managed to stop receiving detentions, while three have vastly reduced the number received. Health issues have also shown improvement, such as reduction in levels of stress and panic attacks reducing in class, thus less impact on lessons. Each boy also displayed an increase in self-confidence, some more than others.

Boy A still had the same aims and ambitions as the previous year, and still remained shy and lacking in confidence in the classroom, yet he had been put up in a higher set and was working harder than ever. Outdoors, his confidence was increasing as he realised he was gaining new skills; in making various objects, in social skills with his peers, and as he gained a sense of personal achievement and because he was confident no panic attack would envelop him.

A year ago boy 'B' spoke of stress and anxiety when teachers shouted which threw his focus and concentration; he could not cope with 'loud' cross teachers. This year he backed away from 'loud' friends and chose to have one quieter friend. Thus he was still quite a loner, yet he was coping better, standing up to bullies, and not receiving detentions, so there was an improvement in his behaviour. When he began the WWT trips in 2016, his mother was inspired to take him to the gym with her on Saturday's to increase fitness. This has now stopped as his mother works during the week and is tired on weekends as she has three girls and two boys to look after, so boy 'B' has turned to walking more instead, appreciating the importance of exercise.

A year ago boy 'C' was reticent in his first interview but became animated when discussing the WWT trips this year. He was very chatty and friendly in his second interview, prepared to discuss his school lessons as well as his nature reserve trips. In 2017 he did not like school and disliked most school subjects, yet this year he was confident he was improving in school and proud not to be receiving numerous detentions. There was a definite maturing and sense of pride in his achievements.

Boy 'E' in 2017 had said 'I just struggle, pretty much with it all...I try hard but I never usually get like high marks'. A year on, he has moved up a set and was coping well, so a learning change for the better. However, he still could not integrate socially, preferring just one friend.

Certainly boy 'I' is more responsible in his attitude to learning. The bond he feels with Mr. Smith after receiving extra tuition from him in school, has boosted his confidence and self-esteem, especially as this teacher accompanied the boys on WWT trips.

Boy 'J' too has matured and become more self-aware. He recognises that education is important and he has coped better with racism by rationalising it as the racist's problem, not his. His home situation improving has also added to his sense of progress.

Conclusion: 6 continuing participants

The six continuing research participants had gained in confidence and self-esteem over the last year; some in their school like boys 'A' and boy 'E' having gone up a set, others in their sense of gradual improvement in several lessons. All loved their trips with WWT, even boy 'B' who a year ago had been slightly reticent, a reluctant participant, due to being heavier and less agile than the other five. The boys all spoke of feeling calmer, more relaxed, when outdoors enjoying the tasks, proud of the skills they acquired and loving the games and making friends. Concentration and focus improved, particularly for boy 'C' who was pleased to find himself not so easily distracted, but engrossed in his tasks. Significantly their health improved. The boys spoke of having asthma and panic attacks, mood swings, stress, sensory processing disorder, anxiety and sleep deprivation. Outdoors they felt less stress and anxiety, with boy 'A' suffering fewer panic attacks in the classroom this year and having no occurrences at all when outdoors on the nature reserves. Confidence in the classroom, had increased for all the boys although it is clear this needs to improve further.

Three of the boys were extremely proud that in 2018 they had received no detentions in the classroom, which raised their self-esteem, while the other three spoke proudly of having significantly reduced the number of detentions they received. All now realised that having detentions wasted valuable school learning and threatened their future success. It appeared to help considerably that a well liked and trusted school-teacher, someone who gave extra lessons when needed, also accompanied the boys on the WWT trips; the boys spoke of finding this bond helpful, it brought the inside to the outside.

Four of the six boys clearly loved PE lessons, one attended scout camps and another had a sense of community belonging in helping to set up a Forest school, thus these boys were outdoor oriented. Open space was important for these boys; being cooped up in the classroom, even in the bus for one boy when too close to loud companions, exacerbated stress and anxiety.

Self-esteem had been low in all the boys but was improving. It was clear that the boys came from lower socio-economic backgrounds, with talk of difficult home situations, lack of money, and complex, sometimes unpleasant relationships within the family or with their peers; bullying and racism for example. All the boys had been under-performing in school, yet getting close to nature introduced them to new ways of thinking and doing, of achieving and finding coping mechanisms through enhanced social and emotional learning. They learned vocabulary associated with nature and the outdoors, names of trees, insects and birds, felt making objects out of different woods helped with design and technology lessons and mathematical measurements, and they gained plenty of exercise. Consequently, the boys became more conscious of a healthy environment, healthy diets and healthy exercise; agility became important for the bigger of the six boys and he took to using the gym for a period and then walking more. Health awareness in these young people is paramount as obesity rates are high in the most deprived ten per cent of the population with poor diet and low levels of physical activity being the causal factors of excess weight (PHE, 2015).

Clearly the new boys and the continuing boys, fit the criteria of what the MHF (2018) - see p.6 - consider to be young people at risk and how detentions and exclusions deepen feelings of societal alienation. Outdoor learning on the nature reserves therefore seems an essential requisite if these boys are to have a bright rather than a blighted future.

KEY FINDINGS:

1. Panic attacks disappeared when outside and vastly reduced in the classroom
2. Anxiety and stress reduced as boys felt calmer and relaxed in an outdoor environment.
3. Boys became cognizant of healthy diet and regular exercise for well-being and combatting obesity. This concurs with Public Health England (2015) advocacies.
4. This research concurs with the findings of other academic research and of reports from mental health, government and children's charities (see p.6), that outdoor learning improves social and emotional well-being.
5. Behaviour improved in school as the boys' social and emotional competencies increased and their self-management; detentions considerably reduced in 3 boys, stopped in 3 others.
6. Social and emotional learning was enhanced; boys able to cope with life's difficulties a little better. For instance one boy standing up to bullies, another to those he felt were racist.
7. Concentration and motivation improved for these boys, outside and back in the classroom, as they all determined to reduce and stop receiving detentions, thus self-awareness improved.
8. Having a respected and trusted teacher accompany the boys on WWT trips combined inside with outside; the boys felt a bond.
9. Learning outdoors enhanced relationships with teachers, enabling some pupils to sustain better conversations
10. The pupils are from low socio-economic backgrounds, disadvantaged and often with dysfunctional families, young people under 14 years of age, low achievers in school with behaviour problems, thus at risk of blighted futures. Help is essential if they are to have a chance of a brighter, healthier future.
11. Detentions, isolation and exclusions from school, shown to deepen a young person's sense of despair and isolation, increasing their lack of self-esteem and societal alienation.
12. Young people excluded from school are at risk of being exploited by criminal gangs (Barnardo's 2018). This seems to be the case for new boy 'M' who was scared of neighbourhood gangs and knife crime.
13. Javed Khan, Barnardo's chief executive, urged the government to reduce exclusions from school and make alternative provisions (Barnardo's, 2018). The WWT trips offer an effective alternative to inside punishments that add to loss of self-esteem: i.e. detentions, isolation and exclusions
14. The three new boys were very unhappy, fairly fragmented characters and appear to have much to gain by going out with WWT considering physical and mental health has much improved for the continuing research participants.

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MLESTONES PROJECT

WWT Short Courses Evaluations

2018

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INTRODUCTION

Wiltshire Wildlife Trust, the Milestones Project, held a variety of day courses throughout the year and a short survey questionnaire was duly completed by each participant. Question 1 sought to explore how each individual felt about nature and the environment after participating on the programme, while question 2 explored how they felt about their involvement with the Milestones project. The survey consisted of two likert style tables, with statements as below. Participants ticked a box - either strongly agree, agree, neither agree or disagree, disagree or strongly disagree. Once completed, survey questionnaires were forwarded to the researcher at IoE, University of Reading, where the data was entered, as it was received, on spreadsheets for each short course. This enabled evaluation of each short programme and the information was carried forward into this report which has built throughout the year. At year end, figures were imported into an end-of year 2018 spreadsheet, with the courses placed in alphabetical order, to give overall totals and percentages for each statement under question 1 and 2.

Question 1 had an open sub-question, 1a), asking the participants to comment on what they felt when outside amongst nature and the environment.

2.1	Before the project started I really looked forward to being a participant
2.2	After my first visit, I was really looking forward to going again
2.3	I love the activities I am/was involved with
2.4	I wanted to try more activities
2.5	I have a choice about what happens on the project
2.6	I found the time on the project went quickly
2.7	I wished I could have had more time on the project
2.8	When the project finishes/finished I will miss it
2.9	I would love to be involved on another project in the future

OUTDOOR PROGRAMMES - SHORT COURSE EVALUATIONS

Short survey questionnaires were completed after outdoor courses for each of the following short programmes. As the evaluation forms were received they were counted against each of the above questions and carried forward to a summary sheet attached at the end of this report.

BUGS LIFE PROGRAMME - MAY 2018 - 9 participants

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	6	2	1		
Q.1.2	2	5	2		
Q.1.3	5	3	1		
Q.1.4	2	5	1	1	
Q.1.5	4	5			
Q.1.6	5	4			
Q.1.7	4	4	1		
Q.1.8	5	4			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	4			
Q.2.2	3	5	1		
Q.2.3	4	5			
Q.2.4	3	4	2		
Q.2.5		3	6		
Q.2.6	3	6			
Q.2.7	3	4	2		
Q.2.8	2	5	2		
Q.2.9	7	2			

Summary:

Q1 received positive responses Q.2 positive but with 6 unsure if they had a choice or not about what happens on the project. Q.1A descriptors of feelings: happy, good, amazing, relaxed, peaceful, calm, exciting.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	3	1		
Q.1.2	5	3	1		
Q.1.3	7	2			
Q.1.4	4	3	2		
Q.1.5	7	1	1		
Q.1.6	4	5			
Q.1.7	7	2			
Q.1.8	8	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	6	2	1		
Q.2.2	7	2			
Q.2.3	9				
Q.2.4	9				
Q.2.5	3	4	2		
Q.2.6	7		1	1	
Q.2.7	9				
Q.2.8	7	2			
Q.2.9	9				

DEVIZES COURSE January-April 2018

Summary:

Q.1 and Q.2 Positive responses overall. Q.1a on feelings, descriptors used were positive such as feeling free, nice, calm, happy, excited, active, stress free, playful and creative; no negative comments.

DEVIZES PROGRAMME JULY 2018

Summary:

Q.1 and Q.2 all positive, with Q.1A also positive about feelings - descriptors of relaxing, calm, less stressed, brilliant, peaceful, useful, experienced less rage. One found it exhausting but this shows participation. No negative comments received.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5				
Q.1.2	5				
Q.1.3	3	2			
Q.1.4	2	3			
Q.1.5	4		1		
Q.1.6	4	1			
Q.1.7	3	2			
Q.1.8	5				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5				
Q.2.2	5				
Q.2.3	4	1			
Q.2.4	5				
Q.2.5	3	2			
Q.2.6	4	1			
Q.2.7	5				
Q.2.8	5				
Q.2.9	5				

Summary:

Q.1 - Positive responses on question 1 although 4 seemed unsure if they would go out more into nature after

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	4			
Q.1.2	4	5			
Q.1.3	5	3	1		
Q.1.4	4	1	4		
Q.1.5	5	3	1		
Q.1.6	6	2	1		
Q.1.7	5	3	1		
Q.1.8	6	3			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	2	2		
Q.2.2	4	5			
Q.2.3	4	4	1		
Q.2.4	5	4			
Q.2.5	2	4	2	1	
Q.2.6	2	4	2	1	
Q.2.7	6	3			
Q.2.8	5	4			
Q.2.9	6	3			

the course. What is unknown is whether they already interacted with nature quite a bit before they began the course.

with only 3 feeling time did not pass quickly and two-thirds feeling they did not have a choice in what happened on the project.

descriptors, plus two liking the practical nature

Q 2 - again positive responses

Q.1A calm and relaxed the most used

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5				
Q.1.2	5				
Q.1.3	4		1		
Q.1.4	3		1	1	
Q.1.5	1	4			
Q.1.6	5				
Q.1.7	5				
Q.1.8	4	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	4			
Q.2.2	4	1			
Q.2.3	5				
Q.2.4	4	1			
Q.2.5		4	1		
Q.2.6	4	1			
Q.2.7	3	2			
Q.2.8	5				
Q.2.9	5				

Summary:

Q.1 Positive responses although mostly agree rather than strongly agree

Q.2 more positive with more strongly agreeing

Q.1A all positive feelings; descriptors relaxing used 3 times, calm used twice, plus peaceful, tranquil, happy.

LACKHAM COLLEGE January- March 2018

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	4			
Q.1.2	4	4			
Q.1.3	5	2		1	
Q.1.4	5		1	1	1
Q.1.5	6	2			
Q.1.6	6	1	1		
Q.1.7	5	2	1		
Q.1.8	7	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	4	3	1		
Q.2.2	5	3			
Q.2.3	5	2	1		
Q.2.4	6	1	1		
Q.2.5	3	4	1		
Q.2.6	4	3	1		
Q.2.7	4	2		1	1
Q.2.8	4	3		1	
Q.2.9	5	2	1		

Summary:

Q.1 - All positive with exception of 2 who will not go out into nature more since the programme, but might not need to increase what they did anyway,

Q.2 - 7 looked forward to the project before it began, 1 was unsure, only one was unsure if they felt time had passed quickly, for the others it had and 1 was unsure about desiring to be on another future project. The majority loved the activities, wanted to try more, would have liked more time and felt they would miss the project on completion.

Words used to describe feelings on project were, free, calm, relaxed, excited, happy, emotional, more awareness of surroundings.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	6	1			
Q.1.2	7				
Q.1.3	6	1			
Q.1.4	3	3	1		
Q.1.5	6	1			
Q.1.6	5	2			
Q.1.7	4	2	1		
Q.1.8	7				

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	1	1		
Q.2.2	5	1	1		
Q.2.3	6	1			
Q.2.4	5	1	1		
Q.2.5	4	1		2	
Q.2.6	5	2			
Q.2.7	5	2			
Q.2.8	6	1			
Q.2.9	5	2			

LACKHAM COLLEGE Summer 2018

Summary:

Q.1 and Q.2 all very positive responses with most strongly agreeing to statements. Only 2 out of the 7 participants thought they did not have a choice about what they did on the project. Q.1A on feelings, descriptors used were about feeling good when out in nature, relaxed, happy and free.

LAWN MANOR ACADEMY Summer 2018

Summary:

Q.1 All 11, with 7 strongly agreeing and 4 agreeing, that they would now take more care of nature and the environment. Six agreed they would now go out into nature more than before. Three participants were unsure if they would tell others of their experience out with nature with two confirming they would not.

Q.2 Seven participants thought (strongly agreed) that the time passed quickly and the other four agreed it had. Only two thought they did not have a choice of activities and two did not know if they had looked forward to the project before it started or not.

Q.1A on feelings,

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	5	1		
Q.1.2	3	8			
Q.1.3	4	2	3	1	1
Q.1.4	2	6	3		
Q.1.5	7	4			
Q.1.6	4	5	2		
Q.1.7	3	7	1		
Q.1.8	6	2	2		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	4	2		
Q.2.2	5	6			
Q.2.3	6	5			
Q.2.4	5	6			
Q.2.5	2	7	2		
Q.2.6	7	4			
Q.2.7	4	7			
Q.2.8	7	4			
Q.2.9	6	5			

descriptors were calm and relaxed. Eight of the eleven made no comment as to their feelings, suggesting they tended to follow each other. However a positive statement was made by one, saying after learning about nature and the environment they would now want to learn more about it.

ROYAL WOOTTON BASSETT ACADEMY 2018

Summary:

Q.1A Three consecutive forms each had the word 'normal' suggesting participants were perhaps working together on their comments, influencing each other. Descriptors of feelings were relaxed, calm, good, happy,

interested, team building. Relaxed was mentioned 4 times.

Although Q.1 and Q.2 responses were mainly positive with agrees and disagrees, with 11 out of 13

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	9			
Q.1.2	7	5		1	
Q.1.3	3	4	4	1	1
Q.1.4	2	3	7		1
Q.1.5	4	4	4	1	
Q.1.6	4	7	2		
Q.1.7	6	2	4	1	
Q.1.8	5	4	4		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	5	2	5	1	
Q.2.2	5	4	3	1	
Q.2.3	4	6	3		
Q.2.4	2	8	2	1	
Q.2.5	3	4	5	1	
Q.2.6	4	5	3	1	
Q.2.7	5	3	4	1	
Q.2.8	2	3	6	1	1
Q.2.9	3	3	4	2	1

participants saying they now had more outdoor nature skills (7 strongly agreed), and 11 appreciating nature more, there were higher than usual scores for neither agree or disagree. Perhaps participants were again copying each other or perhaps they were really unsure, i.e. 6 did not agree or disagree on whether they would miss the project on completion, and 5 could not decide on if they had a choice about what they did on the project.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	11	8	1	1	1
Q.1.2	10	9	3		
Q.1.3	12	5	3	2	
Q.1.4	8	8	4	2	
Q.1.5	16	2	3		1
Q.1.6	14	5	2	1	
Q.1.7	13	6	2		1
Q.1.8	17	3	2		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	11	5	6		
Q.2.2	12	6	3		1
Q.2.3	17	3	2		
Q.2.4	17	5			
Q.2.5	8	5	7	1	1
Q.2.6	11	6	3	1	1
Q.2.7	17	3	2		
Q.2.8	10	8	4		
Q.2.9	19	2	1		

Summary:

Q.1 - Positive on all sub-questions in the main. 4 unsure whether they will go out into nature more than they had done but the majority felt they had acquired more knowledge and outdoor skills, with 18 agreeing they would take more care of nature in future.

Q.2 - 6 were not sure if they had looked forward to the project before it began but only 3 were unsure if they wanted to go again (18 did). Twenty loved the activities (17 strongly agreed) and 17 wanted to try more activities. 19 strongly felt they would love to be involved on another future project with 2 agreeing they would.

Q.1a - Words used to describe their feelings when outdoors with WWT were: happy x 5, free, calm, peaceful, excited, space, better, joyful, relaxed

SPLASH COURSE EASTER 2018

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	7	13	5		
Q.1.2	7	14	4		
Q.1.3	13	10	1	1	
Q.1.4	5	11	8	1	
Q.1.5	9	15	1		
Q.1.6	5	20			
Q.1.7	17	7	1		
Q.1.8	17	6	2		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	8	10	6		1
Q.2.2	14	10	1		
Q.2.3	15	10			
Q.2.4	12	12	1		
Q.2.5	4	19	2		
Q.2.6	9	8	5	1	2
Q.2.7	11	8	5	1	
Q.2.8	9	13	3		
Q.2.9	17	8			

Summary:

25 Participants on the Easter Splash course. Q.1 and Q.2 received very positive responses with agree and strongly agree. 8 participants unsure whether they will go out into nature more, but it is unknown whether they were outdoor people a little or a lot before going on the programme. Only one had not looked forward to the project before it started, while 6 were unsure so had given it little thought. Time on the project passed quickly for the majority, only 3 participants thought time had not passed quickly. All participants would love to be involved on another project in the future. Q.1A on feelings - all very positive with descriptors of happy, calm, free, liking the space, peaceful, less tense with two liking teamwork and working with others.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	11	2	4	1
Q.1.2	7	11		3	
Q.1.3	11	9		1	
Q.1.4	1	12	5	3	
Q.1.5	6	14		1	
Q.1.6	1	14	4	2	
Q.1.7	15	6			
Q.1.8	15	6			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	11	6	3		1
Q.2.2	18	3			
Q.2.3	20	1			
Q.2.4	18	1	2		
Q.2.5	6	14		1	
Q.2.6	14	7			
Q.2.7	15	6			
Q.2.8	13	8			
Q.2.9	20	1			

SPLASH MAD HATTER'S TEA PARTY August 2018

Summary:

21 participants in total. Q.1 - Positive responses, mainly strongly agree and agree. Four students disagreed that they now have more knowledge of nature and the environment but the survey does not show how much knowledge they had before they started the course. This also applies to those who disagreed about having learned new skills or now going out into nature more on their own. Everyone starts from a different level, some are more acquainted with nature and the outdoors than others on the programme.

Q.2 - Again all positive with students mainly strongly agreeing with the statements. One person who was unsure if they had look forward to being a participant neither agreed or disagreed saying they just felt nervous about attending. Only one person felt there was no choice in what happens on the project

Q.1a - Feelings: The comment ‘ I feel confident, not worried about not knowing the answers’ indicates

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	8	3	4		
Q.1.2	9	6			
Q.1.3	8	3	1	3	
Q.1.4	2	7	5	1	
Q.1.5	9	1	3	2	
Q.1.6	9	2	2	1	1
Q.1.7	6	7	2		
Q.1.8	12	1	1	1	

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	6	5	4		
Q.2.2	8	6		1	
Q.2.3	11	3	1		
Q.2.4	7	8			
Q.2.5	13	1	1		
Q.2.6	11	2	2		
Q.2.7	10	3	2		
Q.2.8	9	2	4		
Q.2.9	11	2	2		

reduced stress levels, another felt more like ‘me’ indicating he/she could relax while another said ‘I feel like a flamingo’ suggesting flying and carefree. Descriptors of feelings were commonly, free, calm, happy, peaceful, even ‘loved’.

SPLASH NATURAL ARTS August 2018

Summary:

15 Participants: Q.1 - Twelve out of fifteen felt different being outside to inside the classroom. Eleven agreed, 8 strongly that they now had more knowledge of nature and 9 strongly agreed they will take and appreciate nature more in the future with 3 others agreeing. Q.2 - The majority, 13 felt they did have a choice of activities and 13 felt the time went quickly and would like to be involved on another project. One was not looking forward to going again after their first visit and two were unsure about being involved again. Q.1a Feelings - One commented that they really

liked the freedom and fewer boundaries, being able to do what they wanted. Another made comparison between city and country, how in nature away from cars the air is pure due to the trees; this shows appreciation of nature. Descriptive words for feelings: inspired, happy, beautiful, calm, pure, interesting, fun, excitement, enjoyment. No negative reactions.

SPLASH COURSE OVER 11's August 2018

Summary:

43 Participants: Twenty-five strongly agreed they would tell others of their experiences on WWT, plus 12 agreed, which leaves only 3 participants strongly disagreeing, 2 unsure, and one disagreeing. Twenty-five also strongly agreed they felt different outside the classroom with 8 also agreeing to this. 37 out of the 43 participants will now take more care of nature and 38 feel they have learnt new outdoor skills.

Q.2 - The majority, some 29, looked forward to the programme before it started while 8 were unsure, 5 disagreed and one strongly disagreed. Forty-one out of the 43 participants would love to be involved on

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	10	28	3	1	1
Q.1.2	9	20	7	6	1
Q.1.3	25	12	2	1	3
Q.1.4	14	15	5	8	1
Q.1.5	24	13	3	3	
Q.1.6	13	22	7	1	
Q.1.7	23	13	2	2	3
Q.1.8	25	8	6	1	3

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	17	12	8	5	1
Q.2.2	25	11	3	2	2
Q.2.3	29	9	1	2	2
Q.2.4	26	12	2	2	1
Q.2.5	12	17	10	4	
Q.2.6	16	13	8	5	1
Q.2.7	17	16	4	5	1
Q.2.8	18	18	2	3	2
Q.2.9	27	14			2

another project, just 2 strongly disagreed that they would. Overall the programme very positive as their comments show.

Q1a - Feelings: comments such as 'you can be yourself' show the individual relaxing, and the social aspect is conveyed with one individual saying how she is alone in the school playground but here she has company. Participants used descriptive words like happy, peaceful, freedom, calm. One individual said 'depressed' and 'miserable' but overall the feedback was very positive.

SPLASH COURSE ROBIN HOOD July 2018

Summary:

20 Participants: Q.1A - 16 individuals strongly agreed that they felt different to being in the classroom and

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	14	1	1	
Q.1.2	9	11			
Q.1.3	11	5	1	3	
Q.1.4	9	7	2	2	
Q.1.5	5	8	6	1	
Q.1.6	7	10	3		
Q.1.7	9	10	1		
Q.1.8	16	3	1		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	7	10	1	1	1
Q.2.2	12	6	2		
Q.2.3	10	10			
Q.2.4	13	6		1	
Q.2.5	2	11	5	2	
Q.2.6	10	6	2	2	
Q.2.7	11	7	1	1	
Q.2.8	9	9		2	
Q.2.9	14	4	2		

11 would want to tell others of their experiences. With 6 unsure if they would go out into nature more and 3 unsure if they would take more care really depends on how much or how little they went out into the countryside before the programme.

Q.2 - Five were unsure if they had a choice in the activities on the project and two felt they did not but 18 would like to take on another project with 19 wanting to try more activities. Only 2 felt time did not pass quickly and felt they would not miss the project after completion.

Q.1a - Feelings were described as calm, free, happy, and living in the forest feels a different reality.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	3	2	1	
Q.1.2	6	3		2	
Q.1.3	6	5			
Q.1.4	5	2	4		
Q.1.5	7	2	2		
Q.1.6	7	2	2		
Q.1.7	5	6			
Q.1.8	9	2			
PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	9	2			
Q.2.2	6	5			
Q.2.3	6	5			
Q.2.4	4	4	3		
Q.2.5	5	1	4	1	
Q.2.6	2	7	1	1	
Q.2.7	5	4	1	1	
Q.2.8	6	3	2		
Q.2.9	5	6			

Summary:

11 course participants. Q.1 - all very positive with 4 unsure if they would go out into nature more on their own, and just two unsure if they would care for or appreciate nature more. Seven of the eleven did feel they would take more care and appreciate nature more after their trips out with WWT.

Q.2: - Four seemed unsure if they had a choice of activities and just one person seemed to find time went slow and did not want more time on the project. Yet all eleven agreed, five strongly, that they would love to be involved on another project.

Q.1a - Feelings: The social aspect seemed important with two commenting that they like to make and be with new friends, it was more fun, being alone was 'boring', another commented on being able to relax and watch the wildlife. Descriptive words used commonly were: happy, calm, chilled, relaxed.

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	7	2		1	
Q.1.2	8	1		1	
Q.1.3	4	1	4	1	
Q.1.4	5	4	1		
Q.1.5	6	2	2		
Q.1.6	8	1	1		
Q.1.7	8	2			
Q.1.8	7	1	2		

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1		3	7		
Q.2.2	6	3	1		
Q.2.3	7	2	1		
Q.2.4	6	2	2		
Q.2.5		6	3	1	
Q.2.6	7	1	2		
Q.2.7	9		1		
Q.2.8	9		1		
Q.2.9	8	2			

TROWBRIDGE January-March 2018

Summary:

Q.1 - Positive responses in main. 4 felt they probably would not tell others of their experience. With Q2 it seems that 7 out of the ten had not particularly looked forward to the project before it began. Yet 9 agreed (6 strongly) that they wanted to go again with only one unsure. Q.1a Feelings - comments included: 'I feel more free and I like that. I'd love to do more hands on work like this. If it's cold you keep

working to warm up. Using the kelly kettle was great’, and also ‘Its better than being in class, doing this on a Monday helps me to wake up. Seeing the paper with words on you think ‘no it’s too early for this’. People

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	3			
Q.1.2	3	3			
Q.1.3		5	1		
Q.1.4	2	3		1	
Q.1.5	3	2	1		
Q.1.6	3	2	1		
Q.1.7	5	1			
Q.1.8	5	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3	2	1		
Q.2.2	3	2	1		
Q.2.3	5	1			
Q.2.4	4	1		1	
Q.2.5	3	2		1	
Q.2.6	5			1	
Q.2.7	2	2	1	1	
Q.2.8	2	3		1	
Q.2.9	2	3		1	

are more chilled and behave better’.

TROWBRIDGE June 2018

Summary:

Q.1 and Q.2 received mostly positive responses. Only one student appears to have disagreed assuming it is the same student who ticked the disagree box - without having individual forms from participants, having

only a summary form for the totals from WWT, it is difficult to know. Q.1A again positive descriptors of feelings, with free and freedom commonly used, plus happy, calm with one saying it helps with focus.

SPLASH APPLE DAY, RANGER DAY, HAPPY HALLOWEEN: OVER 11's October 2018

SUMMARY:

15 participants over 3 days: Appleday (1) , Ranger Day (1) and Happy Halloween(13). Q.1 - Mainly positive responses received. The participant on Ranger Day felt peaceful and nice when out in nature, saying it helped focus the mind, but voiced concerns over the dangers of woodland settings, getting stung, tripping over, having to be careful not to get hurt and therefore it is perhaps unsurprising that this person did not agree or disagree that they would take more care of nature, or go out into nature, more in the future; enjoyment seemed a little undermined by fear of risk. Of the 13 participating in Happy Halloween on 30th, one student expressed the same sentiment; that they felt 'excited but scared because there are lots of things than can hurt

you, e.g. bees or brambles’. However for the majority they strongly agreed or agreed that they felt different

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2	9	3	1	
Q.1.2	6	3	6		
Q.1.3	6	8		1	
Q.1.4	3	6	3	2	1
Q.1.5	6	5	3	1	
Q.1.6	5	8	2		
Q.1.7	7	7	1		
Q.1.8	11	3	1		
PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	6	4	3	2	
Q.2.2	8	5	2		
Q.2.3	8	5	2		
Q.2.4	7	4	4		
Q.2.5	5	8	2		
Q.2.6	8	2	5		
Q.2.7	6	4	3		2
Q.2.8	6	5	2	2	
Q.2.9	8	6	1		

outside than when in the classroom, that they wanted to tell others about their time spent outdoors, that they liked the time and space that nature offers. Q.2 - received very positive responses - only two participants strongly disagreed that they would wish for more time on the project but one explained that this was ‘because I have my PS 4 now’. 14 had looked forward to the project before it started, 13 looked forward to going again with 2 unsure and 13 loved the activities with 2 unsure. Q1.a - words used to describe feelings when out with nature, included positives such as happy, enjoyed, excited, calm, relaxed, chilled out. Calm was used six times, the only negative was ‘scared’, applied to the need to avoid injury.

Wiltshire Wildlife Trust

Wiltshire College (Trowbridge) Foundation Students - Northwick Trust Funded

Quotes from the Students during the Autumn Term 2017

- We are coming here again next week aren't we?
- Oh I know this one – it's got catkins and grows straight – hazel!
- You need to let the sunlight into the forest floor.
- I can't do this, I can't do this.....I've done it!! (making a stake for dead hedging)
- If you gave me this to do all day - I'd be happy. It's the best thing I've done.
- This is team work.
- My idea is to make wooden coasters with apples on - to sell with the juice.
- Look how much we've got already!
- I like using all the tools.
- Can I come out with you this afternoon? (from a past participant who met the tutor at college)
- I can sit on it – it's so stable! (stool he'd made)
- I've never used a drill before. (she went on to use it to make her stool)
- I've finished (making stool) can I do some coppicing now?
- I wish I could work here full-time. (whilst coppicing and stake making)
- This is the best thing I've ever made. (reindeer from wood)
- Can I make a pile of stakes? Where will you use them?
- I'm going to finish this bit here, then it's all done.



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Wiltshire Wildlife Trust

Feedback on the Apple Project

that formed part of the Northwick Trust Funded sessions

- It was great learning new skills.
- I find change hard – so it was really good to do repetitive tasks.
- Highlights for me were:
 - Scratting and using the equipment
 - Getting out of the classroom
 - Getting a sense of achievement, seeing the apple juice run from the press and fill up the jug
 - I felt proud because I was good at doing the jobs and using the tools – I was better at it than the others who call me names. That was a good feeling.
 - Starting to make a business.
 - Getting out and doing something new.
- Using the telescopic fruit pickers was fun – I learned something new.
- I love machines and learning how to use something new.
- I liked the repetitive work of pressing the apples.
- Collecting the apples with the apple picker was the best.
- It was fun being outside you didn't have to sit in the classroom.
- It's something new.
- Teachers don't keep nagging me.
- It stops me getting in trouble in class, it's a better environment here.
- New experiences – it takes your mind off your issues and it's something new to try that I wouldn't normally do at school.
- It helps with boredom.
- I enjoyed cutting up the apples, doing something over and over was good for my state of mind.
- It was great learning how to use the special tools.
- I felt excited when we went to the orchard.
- I enjoyed going to the orchard in Devizes because it's where I come from and it brought me happy feelings and memories.



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MILESTONES PROJECT

Report No. 2 - December 2017

Longitudinal Study - Swindon Academy

Dr. Rosemary Reynolds and Dr. Carol Fuller
Institute of Education, The University of Reading

ACKNOWLEDGEMENTS:

The authors of this second report wish to acknowledge the support of Dr Dean Sherwin and Ms. Rachel Bush and thank them for permitting participant observation to take place on two of the WWT trips to nature reserves in Wiltshire. This enabled the ten boys participating in the longitudinal study for Swindon Academy to recognise and accept the researcher, which helped them feel more relaxed when interviews were conducted at a later date. Thanks are also extended to the head of Swindon Academy and teaching staff for providing time slots for each pupil and access to a room to enable each boy involved on the longitudinal study to be interviewed on 3 July 2017.

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INTRODUCTION:

The Milestones Project run by the Wiltshire Wildlife Trust (WWT) runs short programmes and courses for young people aged between 11 and 24 years of age from various schools and societal groups. The courses are evaluated by means of a short survey questionnaire completed by participants on course completion and these have been discussed in a separate report entitled: 'WWT Short Courses Evaluations'.

For more in-depth understanding of what the WWT courses might provide for secondary school students struggling in the classroom, a four year longitudinal research study is being conducted with pupils in Swindon Academy and this is the second report covering 2017, which builds on the short 2016 report; the study began in 2016 when the boys were in year 7. The aim of the research is to explore how, over time, the outdoor learning programme bringing individuals closer to nature and the environment, might or might not, increase the participants' personal confidence and self-esteem and add value to their learning; both outdoors and inside the classroom.

SCHOLARLY WORKS

Report No.1 (Reynolds 2016), briefly discussed a review of scholarly research on outdoor learning. It highlighted the perceived personal benefits (physically and mentally) of engaging school children from different backgrounds with outdoor learning and noted that previous research has focused mainly on short studies rather than longer projects. Yet longer projects, including residential, have been shown to be advantageous (Dillon 2006, Fuller, 2015).

Dillon et al (2006) illustrated how longer outdoor learning programmes are more beneficial than short courses. These scholars summarised a review which had been commissioned by the Field Studies Council and their partner organisations, of 150 research studies on outdoor learning, from 1993-2003. They argued that fieldwork in secondary schools was diminishing yet stated that:

"fieldwork, properly conceived, adequately planned, well taught and effectively followed-up, offers learners opportunities to develop their knowledge and skills in ways that add value to their everyday experiences in the classroom".

Certainly longitudinal studies enable in-depth study of individual course participants and can note the continuities and changes over time.

RESEARCH METHODS AND APPROACH

The research methods have included participant observation in Oct 2016 and Jan 2017 with field notes; survey questionnaires completed in 2016; and to date, one round of semi-structured in-depth interviews, conducted on 3rd July 2017 in the boys' school. The survey questionnaire consisted of nine basic personal questions followed by five likert scales to explore confidence both in learning in school and confidence in different things, personal self esteem and coping levels and each individual's connectivity to nature and the environment.

Each boy's questionnaire responses paved the way for further exploration during the interviews which, with each boy's permission, were digitally recorded. Similar questions were asked initially, for example, what would you like to do after GCSEs? Where the boys had changed their minds since completing the survey, this was discussed. The boys had selected three future life choices most important to them against question 5 on the survey form and they were asked the reasons for their choices. This engaged the boys in talking freely, expressing their hopes and desires in their own words. When it came to the five likert scales, some of the negative responses were picked out and the question put again to see if any change of heart had taken place. The boys were asked to describe how they thought others would describe them; that is their friends, teachers, parents, and how they

saw themselves, before finally discussing their trips to the nature reserves. Essentially, the boys were given opportunity to discuss their feelings in their own words, to reveal their own thoughts about their experiences when learning inside and outside of the classroom and to say what they liked and disliked.

The interviews were transcribed and coded under four main categories: A) Confidence, B) Self-Esteem, C) Connectivity to Nature and D) Background Influences. Each of these had numerous sub-categories which were broken down into further sub-sets. Using a large spreadsheet the students names were entered in cells horizontally and the codes and sub-codes entered vertically in column one. From the transcripts, the words and text applicable to each code were entered for each boy vertically in the cells. On completion, this enabled the interview analysis to be read across and down the spreadsheet.

SWINDON ACADEMY:

Nine boys began as research participants when in year 7 (in 2016); one extra boy joined the research a few months later. Hence 10 boys now comprise the longitudinal four-year study. However, since this project began a few students in year 10 of Swindon Academy have been on outdoor trips with the WWT.

a) Year 10 - Survey only

Although not included in the longitudinal study, and therefore not participating in interviews, seven pupils from year 10 (3 boys, 3 girls, 1 transgender) in Swindon Academy undertook WWT programmes and completed survey questionnaires. Here we briefly report their responses.

Only 3 planned to aim for sixth-form college while 4 did not know at this stage what they would do after GCSEs. One pupil envisaged entering university. Three felt gaining a good job, and 1 felt owning his own home, was most important to them, while qualifications, a good job and owning a home was of second importance to 3 other pupils. Those who placed importance on good jobs, aspired to be a social worker, to work with horses, to become a sound technician and another a hairdresser. Only 1 pupil thought doing well at school was unimportant, while 5 considered that they did not do as well as others in school; that to date they had not done well. Four were confident that they would do well when it came to year 11 examinations, 3 felt they had done quite well to date and 1 thought he had done very well.

When it came to the likert scales, confidence in school was not high, with four only feeling that teachers knew how to get the best out of them, and only three feeling that teachers recognised their efforts. Yet confidence was higher when it came to different things; most liked trying new things and learning new skills. However self-esteem was low, with 5 saying they felt useless at times and finding it hard to ask for help. Unsurprisingly perhaps, most felt they could not easily live up to parents or teachers expectations. Yet when it came to nature connectivity pupils were positive. After visiting a nature reserve 6 agreed they had acquired knowledge and skills connected to the outdoors and would now take more care of the environment. Only one pupil commented that the trip was 'boring, I don't like being outside' while another commented that he felt 'extremely happy, best thing I have ever done in my entire life'. However survey questionnaires do not capture continuity and change in participants' attitudes and feelings over time and for this reason the four-year longitudinal study is important.

b) The 4 Year Longitudinal Study: Survey

To give a collective overview, we first summarise some of the survey responses from the 10 boys in the group; those who began the research participation in 2016, year seven. Interestingly 5 intended to enter sixth-form college, while four wanted to start work after their GCSE examinations; one boy was undecided. Only three boys had aspirations for higher education at this stage in their lives. When it came to desired jobs, three aspired to

becoming professional footballers, two boys wanted shop work, while others mentioned engineering, police, a job with animals, a paleontologist and a bushcrafter for WWT.

When they selected the life choice most important to them seven boys said 'a good job', one cited having good qualifications, another to be healthy and another wanted to have a good time. The second most important choice for 2 boys was to have children, while one wanted to look after his family, one to live somewhere where he felt part of the community, one wanted to keep healthy and another to gain good qualifications. The third most important choice for two boys was to get married, 1 to live close to family, another to own his own house, another to live as part of a community, and 3 others to have plenty of money, have a good time and be healthy while one wanted to live abroad. Thus it seems that after a 'good job' being their priority, family life, marriage, children living close to family, feeling they belonged to a community were important to several boys.

When it came to their feelings about school, 5 considered it very important and 2 quite important; 3 considered that it was not important for them. Six boys thought they did as well as others in school subjects, with 4 feeling they did not do as well as others in their class. Only 4 boys expected to do well in year 11 examinations, with 2 thinking they probably might do well. Three said they would not do well and one thought he probably would not do well.

As for enjoying school, 3 boys strongly agreed that they did enjoy it, while 7 felt strongly that they did not like school. Only 4 of the boys felt teachers knew how to get the best out of them, 3 said teachers did not. Four boys felt that their efforts were recognised by the teachers, while 4 felt they were not. The majority, 7 boys, were happy to ask questions in class, although only 3 felt confident to say what they thought in front of the class. Yet when it came to confidence in different things, 10 boys liked experiencing unfamiliar situations, and the majority liked to try and overcome fears and anxieties, enjoyed challenges thinking through solutions, liked learning new skills, trying new things and talking about their experiences with others.

Self-Esteem scored highly. 9 boys felt they got on well with most people, 8 felt there were a lot of good things about themselves. Did they feel they had much to be proud of? It seems 7 did with only 2 strongly feeling they did not have much to be proud of. The majority, 9 boys, felt happy with themselves and said they felt respected. However, eight felt they could not live up to teachers' expectations and five could not live up to parental expectations. When it came to nature connectivity, nine boys felt they had learned new outdoor skills and had acquired knowledge about nature and the environment, while 8 appreciated nature more and said they felt different to being in the classroom. One student who agreed he appreciated nature more, liking the time and space it provided, commented that 'I never go outside' why other comments included "I feel safe around people I know", 'I feel like I can do my own thing', 'I feel good'.

c) The 4 Year Longitudinal study: Interviews

During first interviews, two boys who had said on the survey form that they thought school was not important, now believed otherwise; since the survey they had realised that school was important for their future. Another student, who had said school was not important on his questionnaire, was away on holiday and therefore, it could not be ascertained whether he still held this view. Nine interviews instead of ten therefore took place.

These interviews were to build upon, and deepen, the information gathered from the survey forms. Being a longitudinal study, in 2018 further interviews will be held to expand upon the analysis of the first interviews and to seek any changes in attitudes and behaviours over time. Here we discuss the first interview data in relation to: i) confidence in school, ii) confidence in different things, iii) self-esteem, iv) nature connectivity and v) outdoor impact on learning in classroom. Rather than use each boy's name, pseudonyms have been used to preserve confidentiality and anonymity. The research participants are therefore referred to as A, B etc. through to J (with J missing his interview).

i) Confidence in School

In interviews all 9 boys stated that they felt school was very important. Six of the 9 boys felt reasonably confident that they were doing as well as the others in their class. Feeling the same level, feeling equal, was important to each boy and maintained their confidence in class.

Boy (A) enjoyed school and felt his confidence was growing. When he started secondary school he was shy; he feared being made to look stupid as he tried to find his way in an unfamiliar environment. Yet as he became acquainted with the teachers, as he felt more able to ask questions and speak up in class and ask for help when needed, and as he formed friendships with others, he felt increasingly at ease in the classroom. Aware of his lack of confidence he said "there are challenges now and then to try and get me a bit more confident", but he was happy for such challenges and especially that of the year 11 examinations, saying he definitely expects to do well and obtain high grades to achieve his future aspirations. If he has difficulty with his work, he could get extra help at home. Although he was growing in confidence, he said that he lacked confidence with adults he did not know and was nervous at being interviewed, yet he quickly put this fear aside and talked enthusiastically during interview, gaining confidence as the conversation progressed.

Similarly boy (B) felt his confidence in school increasing as his marks in tests were improving. Yet he felt more confident when working alone. He felt that when a teacher shouted at others in the class, it caused an anxiety that threw his focus and concentration. During interview he stated that he was aiming to get into high sets and work harder to learn more so he will be confident when Year 11 examinations occur. He has a supportive mother who, not only makes notes of his homework requirements and checks he is on track, but also accompanies him to regular gym sessions. His resultant weight loss seemed to have increased his confidence in school and socially.

Boy (C) did not like school finding it boring and dislikes most school subjects apart from sports but he said the comments of his teachers made him feel he was doing well and he was confident he would do 'really well' in year 11 examinations. He was confident he would achieve well in his GCSEs but would then leave school and either become a footballer or a plumber like his father. These were good jobs that paid good money in his view.

For boy (D) his confidence in school was low. He disliked school, finding it boring and he said he was shy with people he hardly knew. He seemed to feel confident with mathematics and in PE lessons and although shy, was now feeling he could ask for help when needed from teachers. Thus his shyness, at first prohibiting, was diminishing and he felt he was doing quite well in school. Yet he felt teachers did not listen to him, stating that when he says something, the teachers, "don't understand what I'm saying sometimes". When they just respond with "what" his confidence subsides? This boy had great difficulty in expressing himself and his feelings.

Boy (G) felt confident that he could do better than most people, but he did not like school. His confidence was highest in mathematics and music lessons. He told proudly how a report had stated that he was gifted and talented in these subjects, yet he bemoaned the fact that he was not listened to or taken seriously by teachers in the classroom; they kept giving him detentions. Feeling he could achieve in maths, he had decided to push himself by doing more maths work at home. He felt that In the previous September he would have said that he was not doing well in school because of detentions, but by July 2017 this had changed and he now aspires to do well in year 11 and sixth form college. Clearly doing well in maths increased his confidence and aspirations,

The boys who felt they were not performing as well as others (E), (F) and (H) based their judgement on the marks they received in their work and teachers comments.

Boy (E) seemed to gain his confidence by making his friends laugh in class, by being cheeky or sarcastic, and behaving badly; but he said "I'm working on my behaviour". His confidence in his academic ability was low. He said "I just struggle, pretty much with it all...I try hard but I never usually like get high marks". Yet he was thrilled that in an examination he received a mark of 18 out of 20. He was unable to get any help at home with his school work, but the homework club seemed to be helping his confidence. He had stated on the questionnaire that he wanted to work in an iPhone shop, but during interview he was confident he would join the Army. Having this aspiration led him to realise that he needed to do better, gain higher marks in school otherwise he feared the Army might not accept him.

Student (F) said on his questionnaire that he was not doing well in school and reiterated this in interview. Shyness inhibited this boy; he not only felt that he needed to know the teachers really well before he felt able to ask for help, but he had difficulty expressing himself and said he struggles in his English lessons. Clearly this does not encourage him to speak up in class for as he stated "I feel they're going to laugh at me" and unsurprisingly perhaps, he was not confident about success in year 11 examinations. Yet this boy did not dislike school, enjoyed D&T and mathematics and aspired to becoming an engineer. This was confirmed on his questionnaire and during interview, but whereas on his questionnaire he had said no to university, planning to go into sixth-form, he now felt that to be a mechanical engineer he would need to think of higher education. However, like three others, he also dreamt of becoming a professional footballer and earning good money via the sport.

Boy (H) similarly thought he would not do well in Year 11 examinations due to currently receiving poor marks in tests. He said he lacked confidence in talking in front of the class and thought it might be due to shyness. However, shyness was not a problem for boy (I). His confidence had been boosted by being put in a higher set. He stated, "I was really happy about it because I can learn more". He said he does not have much confidence in some subjects, but in mathematics he feels he does well and he is now much more confident in English, a subject in which he has improved. He has the confidence to put his hand up to ask questions. Whereas before he did not enjoy school at all, now he says "I think sometimes I do enjoy school now...it's not a great thing...but you need stuff to learn". He had begun to realise that success in learning can add value to his future and was now considering going into sixth-form.

ii) Confidence in Different Things

Most of the boys answered question 11 on the questionnaire with agree and strongly agree as if very confident in the different things indicated on the statements. Yet during interviews, several boys exhibited a lack of, or low, confidence.

For instance, pupil (B) on his questionnaire agreed strongly that he liked to experience unfamiliar situations and liked to overcome anxieties and fears, yet observation on a nature reserve visit by the researcher, suggested otherwise. He had to be coaxed to climb a steep hill and was an unwilling participant in activities, yet after repeated encouragement he was pleased at what he achieved. During interview, he expressed anxiety that others bossed him around and therefore he preferred to work and be alone, feeling unable to stand up for himself.

Boys (D-H) equally appeared confident on their survey questionnaire, but during interview they revealed how they found difficulty in talking to adults and teachers they hardly knew. Boy (F) also said he felt anxious and frustrated when trying new tasks through lack of confidence. Six boys, (A and C-G) all said they were shy and this seemed to inhibit confidence building. During interview boys (D) and (F) in particular seemed very keen to express themselves and describe their feelings to the researcher, yet both had great difficulty in articulating their thoughts, in finding the right words, to express themselves.

iii) Self-Esteem

All the boys displayed some lack of self-esteem. Boy (B) found it hard to make friends and to get on with people, yet he liked himself, saying in interview that he was an 'independent person'. He felt useless at times and found it hard to ask for help, yet he was happy in himself and had aspirations for overseas travel, alone, in the future. To date he felt he had little to be proud of, yet aspired to change that. His low confidence and self-esteem appeared to be due, in part, to being teased by other boys over his weight and build and his inability to run as fast. Yet his self-esteem at the time of interview appeared to be growing for he spoke of the importance of diet, eating fruit and vegetables and was proud that he and his mother were visiting the gym for weekly fitness sessions. He had lost weight and feeling physically fitter helped boost his self-esteem and confidence.

Self esteem was low in the boys who said they disagreed that they could do things as well as others. Boy (D) felt this and he did not particularly like or feel happy with himself, or feel respected. He said he exhibited 'bad behaviour' but like all the other boys who made this admission, with the exception of boy (H), he was aspiring to change his conduct, work harder and reduce the number of detentions he received. Detentions appeared to reduce boys' self-esteem.

One boy in particular, boy (H), appeared to have very low self-esteem. Like several of the other boys, he was aware that his behaviour was bad but, whereas the other boys all declared a belief that they were improving and trying to get fewer detentions, showing a desire to improve and do better in school, boy (H) simply accepted his 'bad' label. The teachers regarded him as 'bad' because, he said, 'I've got bad behaviour' and the teachers constantly gave him detentions. Boy (H) believed that no teacher would have anything good to say about him, particularly as he felt he did not do as well as others and his marks in tests were always poor. Asked how he thought his friends regarded him and might describe him, boy (H) said they would call him 'miserable' adding 'because I'm miserable, because I'm always shouting...always not very happy'. He thought his older siblings would say he was 'boring'. Asked if anyone would say any good positive things, boy (H) did not know and when asked how he saw himself, he responded, 'funny, active, clumsy'. He only brightened his demeanour when he talked of the possibility of beginning boxing lessons in the near future.

It seems that feeling able to defend themselves heightened boys' sense of self-esteem. For instance boy (E) said he would answer his teacher back when he felt unfairly reprimanded, leading to detentions for sarcasm. Yet if such a defence mechanism heightened his personal self-esteem, it was simultaneously reduced when the other boys in the class laughed. Boy (E) did not like being laughed at for defending himself; it was not funny to him and hurt his pride.

Boy (F) defended himself physically saying; "I get into fights with people, but I don't start it, I like trying to defend myself". He had difficulty with expressing himself in words and being shy and lacking confidence with people he hardly knows, he tried to maintain his self-esteem by using his fists. Boy (D) with similar English language difficulties, feeling teachers did not understand him when he asked questions, also revealed low self-esteem; he felt shy and useless when gaining detentions, did not like or feel happy with himself or feel respected.

iv) Nature Connectivity

Perhaps unsurprisingly each and every boy loved the outdoor trips with WWT to the nature reserves. Reasons given on their questionnaires included:

- it's good to have freedom and fresh air
- I feel safe around people I know
- It makes me feel good
- It makes me feel alright because it looks nice and fresh
- I feel really special

Whilst comments from interviews included:

- I like helping out, helping others, it makes me feel proud of myself
- I prefer being outside to being in a classroom
- I just love it
- I enjoy it and my proudest moment was building a shelter which I designed
- It's fun because I love teamwork, building dens and cutting down trees
- we learn about the whole world, like nature, the trees, the flowers, the insects
- it made one boy feel he said "fun, happy, relaxed, free"

Each and every boy interviewed clearly loved having the opportunity to be close to nature and the environment. Boy (C) said "I just love it...I like going and finding out new things". He spoke of enjoying apple picking, going to find animals and looking after them while enjoying the fresh air and feeling free. He declared that he felt happy and free on the trips but bored in the classroom. Appreciation for the WWT days was similarly voiced by boy (D) who was aware that many people do not have the opportunity to experience WWT trips, outings that taught him a lot, like building fires and making things. This boy spoke of his need for cleanliness and tidiness and he said he liked to apply this exactness to the items he made when outdoors with WWT. Boy (E) loved making dens, cutting trees, using handsaws, coppicing and mentioned enjoying the teamwork, the community spirit. Before starting with WWT, this boy had not spent much time outdoors. It seems he does the cooking at home to help his mother and little brother who rely upon him. Yet he said the WWT experience has now led to him riding his bicycle much more.

The WWT trips for Boy (F) made him feel good, happy, free and relaxed and he loved learning about the animals and the trees. He found that because all the boys were busy doing things, they all interacted really well, yet once back in the classroom the difficulty in expressing himself, finding the right words returned, the confidence he gained on the trips dissipated as relationships returned to normal; he no longer felt calm or relaxed. For boy (G), learning to make a mallet had been a joy. Before the WWT trips he had not spent much time with nature, but since the trips he had shown interest in his grandfather's garden and had started to grow his own tomato plants.

For the boy with very low self-esteem, boy (H), who felt miserable most of the time and thought others considered him that way, being outside with WWT and the other boys made him feel calmer and freer. He too had particularly enjoyed making a mallet and rather than seeking isolation he enjoyed impressing the others with his tree climbing ability and hardiness when he acquired cuts and bruises. Boy (I) also spoke of feeling free and said he loved making things outdoors, working hard at what he made. He had been very inspired by one of the WWT bushcraft volunteers who taught him how to catch a rabbit, to cook outside, to make shelters and more and he decided that he would love to work for WWT as a bush crafter in the future. This boy had difficulty expressing himself, finding words when talking about school, yet when discussing the WWT trips he became more fluent, using longer sentences in his keenest to reveal his outdoor experiences.

v) Outdoor impact on learning in classroom

Perhaps unsurprisingly all the boys regarded their WWT day as their favourite day of the week. Boy (B) claimed he did not have to 'think' on WWT days because there was no reading or writing of sentences as when in the classroom; he felt free and more relaxed for while making items with his hands, he could chat and interact with others. This was the boy who preferred to work alone when in school and could not stand up for himself against bossy others. He explained that he interacted on the WWT trips with the other boys, but those he had disliked before the outside activity, those who undermined him, remained people to ignore when back in the classroom. If and when they stressed him, he said he had learned to cope by using breathing tactics; taking deep breaths to try and remain calm.

This boy (B) loved learning about nature's wildlife creatures and plant life feeling it helped with his science learning back in school. He liked the fresh air and being able to wear outdoor clothes, rather than as he said, 'being stuck in a school blazer'. After initially being too embarrassed to run and join in games, with a tendency to opt for cooking on the camp fire with a WWT adult, boy (B) several months later had joined a gym, lost weight and said during interview in July 2017 that now, "I don't like to sit down much, I just like want to run around'. This was very different from the boy observed at Lower Moor Farm nature reserve in October 2016 who had been happier walking, rather than running, with the other boys along the country pathways and who had initially ambled around kicking the soil until his teacher had told him that unless he joined in there was little point in him being there. It seems the outside days had made him more aware of the importance of being fit and healthy and having undertaken a new diet and gym sessions he became more social and gained some confidence.

For the other boys too, witnessing the wildlife in the nature reserves seemed to bring out their softer caring side. Boy (A) was proud that he helped the wildlife creatures and proudly told how he helped a dragonfly by plucking it out of the water and placing on dry land. He felt proud to have made a fish out of willow and surprised himself at the things he could do and spoke about how he loved exploring, hearing the sounds of nature. Proudly he revealed that after his trips he was able, in his design and technology (D&T) class to name several different types of wood which he stuck on paper and made into a poster. He clearly felt proud of his efforts.

Boy (G) said that in the classroom he felt trapped in a corner of the room, but outdoors he felt free. He explained that when outdoors with WWT if he spoke then he was listened to, but when he spoke in the classroom he was not taken seriously. In his English lesson he was pleased to be given the opportunity to describe his outdoor experiences. Moreover, the WWT trips interacting with the other boys had, he said, increased his confidence with other people when back in school.

All the boys, without exception, spoke of finding the trips 'fun' and relaxing in contrast to feeling stressed when working in the classroom.

SUMMARY

Confidence and self esteem appeared low in the seven year 10 pupils and only 3 planned on entering sixth-form college, but this group only completed survey forms. In comparison five of the younger, longitudinal study boys, when nine were interviewed, said they planned to study in sixth form college, but clearly, GCSEs are further in the future for this group. Between completing their survey forms and interviews it was clear that some boys had begun to realise that school success was more important than they had previously realised; that it was the gateway to their job aspiration. A good job was the most frequently cited important life choice and in interviews it was clear that this was defined equally as good remuneration as well as something they would enjoy doing.

In school, it seems that the boys were happy as long as they felt they were doing as well, academically, as their classmates. Feeling equal to their peers kept their confidence levels up, but for pupils gaining poor marks and feeling inferior, confidence diminished with one pupil seeming to accept that everyone labelled him 'bad' in his classwork, marks and behaviour which made him feel very miserable. Apart from this boy, most of the others talked about their bad behaviour and getting detentions, and how they were now realising that to gain the job they wanted they needed to succeed in class; these boys spoke proudly of trying to improve their behaviour to avoid detentions. This could be due to a simple maturation affect from 2016-2017. Equally, it could be, perhaps, that having focused on tasks outdoors and having surprised themselves with what they had achieved, they felt keener to try and apply themselves in the classroom.

It was clear that for several pupils, talking to teachers and other adults they hardly knew caused stress and anxiety. Shyness and insecurity was a problem, but low

self-esteem escalated when achievements were low. Once outside on the WWT days, the ten boys found they got to know each other very well, they focused on the tasks they were set and became attached to the WWT adults, with one boy lamenting that he missed bushcraft Mike and wanted him back as he had inspired him with his outdoor skills and knowledge. Making mallets, building fires, shelters etc focussed the boys minds and each looked forward to their next visit, seeing it as the highlight of the school week. The boys all relaxed and felt calm and free comparing these feelings to those of being stuck behind a desk, or in a corner of a classroom, and having to think and write sentences. They liked wearing their outdoor clothes and abandoning school blazers. Outdoors they could express themselves freely.

Clearly at least one boy was more aware of physical activity and healthy diet, and looked and felt better in himself while the skills the boys acquired and the sense of achievement when they produced good work with their hands, boosted their morale. Moreover, the softer side of boys, who often spoke of getting into fights, emerged as they engaged with nature and caring and providing for wildlife creatures. Additionally, one boy who said he had previously rarely ventured outside, was now riding his bicycle more after school and another had begun to take an interest in his grandfather's garden, growing his own tomatoes.

Yet how far did outdoor learning impact in the classroom? Apart from an increased desire by the boys to behave better in class and to try and avoid detentions, one boy was pleased that he was able to name types of wood in his design and technology class. Another boy spoke of his pleasure in writing about his outdoor experiences in his English lesson while one boy felt learning how to build and light a fire had helped in science lessons. It was observed that the boys who had difficulty finding words during interview to express themselves, were much more articulate when they began talking about their time with nature on the WWT outings.

Research for 2018

Another set of interviews in 2018 is desirable to enlarge on the discussions held with the boys in 2017. It would be prudent to explore further their progress, in their view, of different subjects and how they feel about their marks and classroom performance. If school data could be obtained for comparison that might be helpful. Over time changes in behaviour might be more evident as well as any connections between outdoor learning and classroom performance.

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MILESTONES PROJECT

WWT Short Courses Evaluations

2017

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INTRODUCTION

Wiltshire Wildlife Trust, the Milestones Project, held a variety of day courses throughout the year and a short survey questionnaire was duly completed by each participant. Question 1 sought to explore how each individual felt about nature and the environment after participating on the programme, while question 2 explored how they felt about their involvement with the Milestones project. The survey consisted of two likert style tables, with statements as below. Participants ticked a box - either strongly agree, agree, neither agree or disagree, disagree or strongly disagree. Once completed, forms were forwarded to the researchers at IoE, University of Reading, where the data was entered on spreadsheets enabling evaluation of each short programme.

Question 1

After participating on the Milestones Programme:

1.1	I now have more knowledge about nature and the environment
1.2	I now have more skills connected with working outside with nature and the environment
1.3	I will tell other people about my time spent with nature and the environment
1.4	I now go/will go out into nature more in my own time
1.5	I will take more care of nature and the environment
1.6	I appreciate nature and the environment more now
1.7	I like the time and space that being amongst nature provides
1.8	Being outside makes me feel different to being inside the classroom/workplace

Question 2

Involvement with the project:

2.1	Before the project started I really looked forward to being a participant
2.2	After my first visit, I was really looking forward to going again
2.3	I love the activities I am/was involved with
2.4	I wanted to try more activities
2.5	I have a choice about what happens on the project
2.6	I found the time on the project went quickly
2.7	I wished I could have had more time on the project
2.8	When the project finishes/finished I will miss it
2.9	I would love to be involved on another project in the future

Question 1 had an open sub-question, 1a), asking the participants to comment on what they felt when outside amongst nature and the environment.

Evaluations are given below for each short programme. However responses to these surveys can only give counts and suggest the overall success and enjoyment of the courses and how the participants responded to being out in nature and the environment. What cannot be known from such short surveys is whether, or how much, the participants engaged with nature and the environment before they began their course. Thus, when some say they disagree that they will go out into nature more in their own time in the future, it may be that they were already spending time outdoors before the course. For others who say they will go out into nature more, after participating on their course, it might be that they have not engaged, or engaged little, with nature beforehand. Moreover, surveys are at risk that some participants might tick boxes down the same column in the tables for speed of completion, while some might erroneously tick more than one box in answer to a question. Several forms were invalidated in this way. However, the completed forms do give an overall picture of the course outcomes. For more in-depth understanding of the experiences of individuals, interviews would be required and it is for this reason that a four-year longitudinal study has been undertaken on a group from Swindon Academy; reported separately.

OUTDOOR PROGRAMMES - SHORT COURSE EVALUATIONS

Short survey questionnaires were completed after outdoor courses for Devizes School, Hardenhuish School, Wiltshire College, Royal Wootton Bassett Academy, and Splash Programmes. The ticks on the two likert scales were recorded on spreadsheets for each programme and it was clear that the majority of participants ticked the strongly agree and agree boxes against most of the questions. Negative responses were in the minority.

DEVIZES SCHOOL - Alternative Curriculum Group - (5 participants)

PART 1 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	2	3			
Q.1.2	2	3			
Q.1.3	2	3			
Q.1.4	2	1	2		
Q.1.5	1	4			
Q.1.6	1	3	1		
Q.1.7	1	4			
Q.1.8	4	1			

PART 2 QUESTIONS	STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3	2			
Q.2.2	5				
Q.2.3	3	2			
Q.2.4	2		1	2	
Q.2.5	1	4			
Q.2.6	4	1			
Q.2.7	4	1			
Q.2.8	4	1			
Q.2.9	5				

Only 5 participants but positive responses were given; 2 were unsure if they would or would not go out into nature more after their WWT course while 2 disagreed that they wanted to try more activities. Words used to describe individual's feelings after the course were 'calm', 'relaxed', and 'happy'.

HARDENHUISE SCHOOL - Alternative Curriculum, long-term - (4 participants)

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4				
Q.1.2	3	1			
Q.1.3	2	2			
Q.1.4	3	1			
Q.1.5	4				
Q.1.6	3	1			
Q.1.7	3	1			
Q.1.8	3	1			

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	1			
Q.2.2	2	2			2
Q.2.3	4				
Q.2.4	4				
Q.2.5	3	1			
Q.2.6	3	1			
Q.2.7	3	1			
Q.2.8	3	1			
Q.2.9	3	1			

Only 4 participants but positive responses were given.

2 participants said that before the project started they had not looked forward the course, but after their visit they looked forward to going again.

Words used by participants to describe their feelings after the course were 'happy', and it gave 'nice feelings'.

ROYAL WOOTTON BASSETT ACADEMY, YEAR 10 - 10 Participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	4	3	2	1	
Q.1.2	5	3	1	1	
Q.1.3	2	5	2		1
Q.1.4	1	3	4	1	1
Q.1.5	1	3	6		
Q.1.6	1	4	3	2	
Q.1.7	2	4	3	1	
Q.1.8	8	1			1

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	4	3		1
Q.2.2	2	6	1	1	
Q.2.3	2	5	3		
Q.2.4	2	5	1	2	
Q.2.5	5	1	1	1	2
Q.2.6	4	4	1	1	
Q.2.7	3	4	3		
Q.2.8		6	2	2	

Mainly positive responses from participants, with the majority feeling they now had more knowledge about nature and the environment, more outdoor skills and would tell others about their experiences. Four were unsure if they would go out into nature more after the course, but this possibly could be because they already spent time outdoors. One strongly disagreed finding the course as she stated 'too much effort for me'.

Words used to describe their feelings included 'free' used four times, 'calm', 'confident' 'feeling part of a group'. The only negative comments were that they felt too 'cold' or that it was 'too much effort'.

WILTSHIRE COLLEGE - Entry Level Foundation Students

Programme 1 - September 2017 - 3 Participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	2			
Q.1.2	2	1			
Q.1.3		2	1		
Q.1.4		3			
Q.1.5	2		1		
Q.1.6	1	2			
Q.1.7	1	2			
Q.1.8	3				

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	1	1		1	
Q.2.2	1	2			
Q.2.3	2	1			
Q.2.4	2	1			
Q.2.5	1		1	1	
Q.2.6	1		1	1	
Q.2.7	1	1	1		
Q.2.8	1	1	1		
Q.2.9		3			

Only 3 participants but positive responses to most statements. 1 participant was unsure about telling others about the course or taking care of nature more in the future, while one had not looked forward to the course before it occurred and did not find the time went quickly, making no comment on the form as to feelings about the course.

Two participants described feelings as - 'free', 'at ease' 'calmer' and 'happier' outside, one stating that 'I feel I belong outside, I feel calmer'.

WILTSHIRE COLLEGE Foundation Students

Programme 2 - 2017 - (Monday long-term) - (11 participants)

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	6	4	1		
Q.1.2	7	4			
Q.1.3	3	5	3		
Q.1.4	6	2	3		
Q.1.5	8	2	1		
Q.1.6	8	2	1		
Q.1.7	6	5			
Q.1.8	9	1		1	

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	4	1	6		
Q.2.2	6	3	1	1	
Q.2.3	8	2	1		
Q.2.4	6	4		1	
Q.2.5	3	4	4		
Q.2.6	8	2	1		
Q.2.7	8	2	1		
Q.2.8	8	1	2		
Q.2.9	5	4	2		

Mainly positive responses from the majority. Only one student disagreed that he/she felt any different being outside to inside the classroom and only one did not look forward to another visit or wanted to try more activities. Students words to describe their feelings were: calm/calmer, feeling free, relaxed, happy peaceful.

One student said he had bad thoughts when picking up the sharp tools but felt calm when putting them to good use; focusing on practical work seemed to alleviate anxious thoughts. Another said 'I'm always angry and stressed around people, but I can feel a bit calmer out of doors'. For another participant, making shelters was enjoyed but he/she really did not like the bugs and they wished to be back in college away from the flies. Another commented: 'I feel proud of myself, we've got to protect the world for future people' and participants mentioned kelly kettle, pond dipping, hearing the bird songs, as enjoyable experiences.

WILTSHIRE COLLEGE Foundation Students Course

Programme 3: 2017 - (Wednesday long-term) - 9 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5	3		1	
Q.1.2	7	1	1		
Q.1.3	6	2	1		
Q.1.4	2	4	3		
Q.1.5	4	4	1		
Q.1.6	5	3	1		
Q.1.7	5	4			
Q.1.8	8	1			

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2	4	2	1	
Q.2.2	7	1	1		
Q.2.3	5	3	1		
Q.2.4	4	3	2		
Q.2.5	5	3		1	
Q.2.6	6	2	1		
Q.2.7	5	3	1		
Q.2.8	5	2	2		
Q.2.9	4	3	2		

Out of 11 participants, the majority responded positively. One individual disagreed about having more knowledge about nature and the environment, and one had not looked forward to being a participant, while another felt there was no choice about what happens on the project.

Words used to describe feelings were 'proud', 'confident', feeling 'free', 'peaceful'. One participant felt he/she had undergone a change in attitude over dropping litter. Comments included: 'I am so proud of what we've done' after building a gate for a deer fence, saying 'I just thought it would fall apart, but it didn't, it was really strong, I'm very proud'. While another stated: "because of my work with Wiltshire Wildlife I've now got a place at Lackham College doing Land-based studies. I try not to litter as much as I used to. I had a friend and we thought it was cool to litter, but now I don't". Thus a change in attitude and values was acknowledged. No negative comments.

WILTSHIRE COLLEGE Foundation Students

Programme 4: (Friday long-term) - 10 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	7	3			
Q.1.2	8	2			
Q.1.3	6	3	1		
Q.1.4	6	3	1		
Q.1.5	7	3			
Q.1.6	6	3	1		
Q.1.7	8	1	1		
Q.1.8	9	1			

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	6	3	1		
Q.2.2	9	1			
Q.2.3	8	2			
Q.2.4	9	1			
Q.2.5	8	2	1		
Q.2.6	9	1			
Q.2.7	6	3	1		
Q.2.8	8	1	1		
Q.2.9	6	3	1		

When it came to their feelings the word 'happy' was used six times, 'relaxed' was mentioned four times as well as 'free'. One student said it was nice being outside but only if you were in a good mood. This rather suggests that if he/she was feeling low then nothing could shift that feeling. Overall the responses were very positive. No-one disagreed or strongly disagreed with any of the statements.

Comments included: 'I feel happy when I'm outside' plus, 'It makes me feel more relaxed', and, 'it de-stresses me'.

WILTSHIRE COLLEGE Foundation Students Course

Programme 5: (Monday short-term) 4 Participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1		3	1		
Q.1.2	1	2	1		
Q.1.3	1	3			
Q.1.4		2	2		
Q.1.5	1	3			
Q.1.6	1	3			
Q.1.7	2	2			
Q.1.8	1	1	2		

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	2		2		
Q.2.2	2		1	1	
Q.2.3	3	1			
Q.2.4	3		1		
Q.2.5		3	1		
Q.2.6	1	3			
Q.2.7	2	1	1		
Q.2.8	2	1	1		
Q.2.9	3		1		

Only four participants but mostly positive responses given. One disagreed that after the visit, they looked forward to going again and one was unsure, while two would look forward to going again.

Describing their feelings after the course, 2 felt 'calmer' when listening to the birds in the trees and 1 mentioned being able to see the sky, while the word 'chilled' described how one felt and 'happy' and 'calm' were other descriptors.

WILTSHIRE COUNCIL: YOUTH INCLUSION PROGRAMME NO. 1, 2016 - 5 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	5				
Q.1.2	3	2			
Q.1.3	2	2	1		
Q.1.4	2	1		2	
Q.1.5	3	2			
Q.1.6	3	2			
Q.1.7	5				
Q.1.8	5				

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	4			1	
Q.2.2	4	1			
Q.2.3	4	1			
Q.2.4	5				
Q.2.5	5				
Q.2.6	4	1			
Q.2.7	5				
Q.2.8	3		2		
Q.2.9	5				

Five only participants, but positive responses. Two did not find that the time passed quickly and one had not looked forward to the project before it started, but this person, and the others, all looked forward to going again after their first visit. Two disagreed that they would go out into nature more after the course, but it might be that they spent time outdoors normally and saw no need to increase their time outside.

Descriptors of feelings created on the course were, 'safe', 'happy', 'relaxed', 'freedom' and 'better than in school' - there were no negative feelings it seems.

WILTSHIRE COUNCIL: YOUTH INCLUSION PROGRAMME No. 2, 2017 - 3 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3				
Q.1.2	3				
Q.1.3	1		2		
Q.1.4	1		1	1	
Q.1.5	2		1		
Q.1.6	2	1			
Q.1.7	3				
Q.1.8	3				

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	3				
Q.2.2	3				
Q.2.3	3				
Q.2.4	3				
Q.2.5	2	1			
Q.2.6	3				
Q.2.7	3				
Q.2.8	3				
Q.2.9	3				

Three participants only, but mainly positive responses to statements. Two were unsure if they would tell others of their experiences on the programme and one was unsure whether he/she would go outside into nature more or if they would take more care of the environment. Yet all enjoyed the course.

Descriptors of feelings were feeling 'free' and 'happy' and one participant felt learning outside, being with nature helped with his/her geography study due to map reading, studying direction. Another commented that 'when I'm outside I feel I can be myself, and another 'I feel free and happy'.

SPLASH PROGRAMMES - Programme 1 - August 2016 - 52 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	17	26	9		
Q.1.2	21	23	8		
Q.1.3	24	16	9	1	2
Q.1.4	17	17	14	3	1
Q.1.5	28	14	9		1
Q.1.6	21	21	9	1	
Q.1.7	30	18	3		
Q.1.8	37	10	3	1	

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	28	12	4	4	4
Q.2.2	36	10	4	1	1
Q.2.3	34	13	4		
Q.2.4	34	11	5	1	
Q.2.5	22	18	8	2	1
Q.2.6	37	4	5	4	
Q.2.7	40	4	4	3	
Q.2.8	26	15	6	2	2
Q.2.9	37	13		1	

Out of 52 participants, 43, agreed (17 strongly) that the programme had given them more knowledge about nature and the environment and 44 felt they had acquired outdoor skills (21 felt this strongly). Participants, some 40, wanted to tell others about their time spent with nature while 34 wanted to spend more time in the natural environment after the course. 42 felt they would take more care of nature and the environment in the future and that they had acquired a greater appreciation for nature. All except 4, that is 48 (with 30 feeling strongly) liked the time and space provided by nature with 47 feeling (37 strongly) that working outdoors made them feel different to working inside.

The majority, some 40 participants, had looked forward to the project before it began (28 very much so) and 46 looked forward to a second attendance with 34 strongly loving the activities and 10 agreeing they loved the activities. The majority (45) felt they wanted to try more activities with 41 confirming that the time on the project went quickly; only 9 felt time did not go quickly. Most participants, some 44, wished they could have spent more time on the project with only 4 neither agreeing or disagreeing and 3 saying they disagreed they would have liked more time. It seems 41 felt they would miss the project on completion (26 strongly so) while 50 out of the 52 participants said they would love to be involved on another project in the future. Only one participant disagreed, not wanting to be involved in the future while 2 felt they would not miss the programme after completion. Words used to describe feelings were all positive; no one had any negative feelings - 17 stated 'happy', with 6 feeling good when with nature, 5 felt more 'free,' 4 felt 'calm', 3 felt 'excited', 6 felt more 'relaxed'. Other words were: great, alive, more energetic, active, adventurous, explore, roam, fresh air. One described his feelings as 'wow' and another as 'epic'.

SPLASH: Programme 2 - October 2016 - 31 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	11	15	5		
Q.1.2	19	7	4	1	
Q.1.3	20	9	2		
Q.1.4	14	10	5	2	
Q.1.5	21	9	1		
Q.1.6	19	12			
Q.1.7	21	10			
Q.1.8	24	4	2	1	

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	19	8	3	1	
Q.2.2	25	5	1		
Q.2.3	24	7			
Q.2.4	22	7	1	1	
Q.2.5	9	13	9		
Q.2.6	21	9	1		
Q.2.7	21	6	3	1	
Q.2.8	21	8	2		
Q.2.9	26	4	1		

26 of the 31 participants agreed, (11 strongly) that Splash gave them more knowledge of nature, while 5 were unsure. 25 felt they had acquired more outdoor skills while 4 were unsure and 1 disagreed. 29 would tell others about their nature trip, 20 definitely, 9 probably, 2 unsure. 24 felt they would now go out into nature on their own, with 14 strongly agreeing they would, 5 unsure and 2 disagreeing. All, except one who was unsure, would take more care of nature in the future and all appreciate nature more (19 strongly). All liked the time and space given by nature (21 strongly). The majority, 28 participants, felt being outside was different to being in the classroom, with 2 unsure and 1 disagreeing that they felt any different. When it came to question 2, the majority looked forward to the project before it began, (19 strongly), with 30 looking forward to going again. All loved the activities, just one was unsure about trying more and one did not want to try more activities. Most agreed that they had a choice of happenings, just 9 were unsure. For the majority time went quickly and most would have liked more time on the project. Only 1 would not want this. The majority said they would miss the project on completion while 2 were unsure. However 26 strongly wanted to be involved on another project and 4 agreed they would like this; just 1 felt unsure. Thus for the majority it seems the programme was popular and enjoyable, stimulating.

Words used to describe feelings were happy (11 times), 'great', 'good', 'excellent', 'amazing', 'cool', 'relaxed', 'free/freedom', 'calm', 'safe', 'fun'. Only one negative was given. One participant said it caused them to feel 'embarrassable'. For two participants they likened feelings to ascending to a higher level as in 'nature queen' while one felt like a 'boy scout'.

SPLASH: Programme 3 - December 2016 - 21 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	11	8	1	1	
Q.1.2	10	9	2		
Q.1.3	7	9	4	1	
Q.1.4	7	6	5	3	
Q.1.5	13	6	2		
Q.1.6	14	7			
Q.1.7	12	7	1	1	
Q.1.8	16	4	1		

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	13	6	2		
Q.2.2	13	4	4		
Q.2.3	12	6	2	1	
Q.2.4	15	5	1		
Q.2.5	12	5	3	1	
Q.2.6	11	7	2		1
Q.2.7	14	4	2		1
Q.2.8	14	4	3		
Q.2.9	13	6	2		

Of the 21 participants 19 said they had more knowledge about nature and the environment (11 strongly); only one participant disagreed he/she had any more knowledge. 19 participants felt they had more outdoor skills and 16 would want to tell other people about their nature experiences. 13 would (7 strongly) would go out into nature more on their own while 5 were unsure with 3 saying they disagreed they would. Yet 19 would take more care of nature and the environment and 21 have acquired a greater appreciation for nature and the environment, with 19 liking the time and space provided by nature; just one did not. All participants, except one who was unsure, felt that learning outside made them feel different to being in the classroom. Of the 21 participants, 19 looked forward to the project before it began (13 strongly), 2 were unsure. After the first visit, 17 participants wanted to go again, while 4 neither agreed or disagreed about another attendance. 18 really loved the activities (12 strongly), only one did not, while 20 wanted to try more activities (15 very keen). The majority (17) felt they had a choice about what happens on the project, 3 felt unsure, One disagreed they had choice, while time went quickly for the majority. Only one participant felt time did not pass quickly. While most would have liked more time on the project, just one felt strongly he would not. Most (17) felt they would miss the project on completion while 19 felt they would love to get involved on another project in the future.

Words used to describe feelings were 'happy' repeated 11 times, while other terms included feeling 'calm', 'peaceful', 'good', 'nice', 'fun' with one attributing feelings of happiness to working with animals.

SPLASH: Programme 4 - February 2017 - 22 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	13	3	3	1	2
Q.1.2	14	7			1
Q.1.3	14	1	5	1	1
Q.1.4	15	3	1	1	2
Q.1.5	17	2		1	2
Q.1.6	14	5	1	1	1
Q.1.7	16	5			1
Q.1.8	17	2	2		1

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	15	3		1	1
Q.2.2	17		1		2
Q.2.3	18	1			1
Q.2.4	17	2			1
Q.2.5	12	4	1		3
Q.2.6	11	3	2	2	2
Q.2.7	17	1		1	1
Q.2.8	15	4			1
Q.2.9	16	2	1		1

Of the 22 participants, 16 felt they had acquired more knowledge about nature and the environment; 2 disagreed, 1 strongly disagreed and 3 were unsure. All participants, except one, felt they had acquired more outdoor skills. A large number (15) would tell others about their experiences with nature and 18 felt they would go out into nature more with 19 feeling that they would take more care of nature. 21 confirmed they liked the time and space provided by nature.

Two students gave negative responses - they had not acquired knowledge of nature and one had not acquired outdoor skills. Two participants would not want to go out into nature more and would not take more care of nature or the environment. One participant strongly disagreed about liking the time and space provided by nature; the outside did not make him/her feel any different to being inside the classroom. 18 students had looked forward to the programme before it began; two had not. After their first visit 17 wanted to attend again, two did not, while 19 loved the activities and wanted to try more. 12 participants strongly felt they had choices in activities, 4 agreed while 3 strongly disagreed they had choice. Most (14) felt the time passed quickly, 4 did not 19 felt they would miss the programme after completion, 18 would love to be involved on another future project, while one would not miss it and did not want to be involved again. Words used to describe feelings were feeling 'free', 'amazing', 'peaceful', 'happy', 'fun', 'good', 'calm', 'peace'. Only two negatives were given by two participants: feeling cold, and feeling sad due to missing a brother.

SPLASH: Programme 5 - April 2017 - (EASTER) - 44 participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	18	16	10		
Q.1.2	19	17	7	1	
Q.1.3	22	12	7	2	1
Q.1.4	17	14	10	2	1
Q.1.5	32	9	3		
Q.1.6	30	9	5		
Q.1.7	29	12	2	1	
Q.1.8	30	9	4	1	

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	26	9	6	3	
Q.2.2	24	13	6	1	
Q.2.3	32	9	3		
Q.2.4	26	13	3		2
Q.2.5	17	13	13	1	
Q.2.6	19	10	8	4	3
Q.2.7	29	8	4	2	1
Q.2.8	27	10	5	2	
Q.2.9	30	9	3	1	1

Of 44 Participants, 34 felt they had accrued more knowledge of nature and the environment (18 strongly), with 37 saying they had accrued outdoor skills (19 strongly). Only one participant disagreed about new skills. 34 would tell others of their experiences with nature (22 strongly), two disagreed that they would, with one student strongly disagreeing he/she would tell others. All would take more care of nature and the environment more with 32 strongly believing this; only three felt unsure while one disagreed it would make any difference. 39 felt they appreciated nature and the environment more after the course, five were unsure and one disagreed. The majority, 41 out of 44, liked the time and space that nature gives with 39 (30 strongly) feeling that being outside made them feel different to being inside the classroom.

35 participants, (26 strongly so), had looked forward to the course before it began, three had not. 37 looked forward to going again, (24 strongly), one did not. The majority wanted to do more activities with the exception of two students. Most felt they had choice, one felt otherwise, 13 were unsure. Time passed quickly for 29, 7 disagreed. 37 students would have liked more time on the project and 37 would miss the project once completed. 39 (30 strongly) would like to be involved on another project. Words used to describe feelings after the course were 3 'awesomes', 15 'happy', 11 felt 'free', 12 mentioned feeling 'good', 'fine', 'relaxed' or 'calm', two felt 'braver' while 3 negative responses included 'weird', 'nervous', 'scared', with one saying the course was 'a little hard'. One participant who felt happier and healthier wrote in large capital letters: Thank you' showing appreciation, while another ticked the strongly agree box to wanting involvement with another project and wrote emphatically, 'VERY strongly agree'.

SPLASH: Programme 6 - Harry Potter Course 2017 - 9 Participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	3	5			1
Q.1.2	5	3	1		
Q.1.3	2	5	1		1
Q.1.4	5	3			1
Q.1.5	6	2			1
Q.1.6	4	4			1
Q.1.7	7	1			1
Q.1.8	7	1	1		

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	4	4	1		
Q.2.2	6	2	1		
Q.2.3	7	1		1	
Q.2.4	7	2			
Q.2.5	3	6			
Q.2.6	5	3		1	
Q.2.7	7	1			1
Q.2.8	6	2	1		
Q.2.9	7	1	1		

Positive responses from 8 out of 9 participants. One participant strongly disagreed with the statements in part one, and only agreed with 3 statements in part 2; namely that he/she wanted to try more activities, had a choice in what happened and found time passed quickly. However this participant commented in question 1a, that his/her feelings were of 'boredom'. The other 8 participants used words to describe how the course made them feel of - 'calm', 'relaxed', 'awesome', 'happy', 'free' with one commenting that they felt 'calm and not frantic in my mind'.

SPLASH: - Programme 7 - Mad Hatter's Tea Party - 2017 - 13 Participants

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	1	9	3		
Q.1.2	4	5	3	1	
Q.1.3	3	7	1	1	1
Q.1.4	2	9	1	1	
Q.1.5	3	9	1		
Q.1.6	3	7	3		
Q.1.7	5	7		1	
Q.1.8	8	3	1	1	

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	7	5		1	
Q.2.2	10	3			
Q.2.3	8	4	1		
Q.2.4	6	6	1		
Q.2.5	4	9			
Q.2.6	3	5	4	1	
Q.2.7	6	7			
Q.2.8	4	7	1		1
Q.2.9	9	4			

Positive responses in the main as the above indicates. Negative responses were one disagreeing that they had learned more skills, two would not tell others about the experience, one would not spend more time in nature from hereon. Another disagreed about liking the space nature provides and another did not feel different outside to inside the classroom. One had not looked forward to the project before it began, and one did not feel the time passed quickly or would miss the project.

Descriptions of feelings saw the word 'happy' used 7 times, with 'excited' 'free', 'calm' 'more energetic' being other feelings. Statements included feeling 'calm because I hear the birds sing' and 'you get to see what else is out in nature and seeing animals, having fun'.

SPLASH: Programme 8 - Various Summer courses 2017 - 132 participants in total

PART 1 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.1.1	66	45	13	7	1
Q.1.2	62	48	14	6	2
Q.1.3	76	32	13	5	6
Q.1.4	60	38	25	6	3
Q.1.5	86	27	8	4	7
Q.1.6	76	34	15	4	3
Q.1.7	80	37	11	2	2
Q.1.8	96	18	11	6	1

PART 2 QUESTIONS	STRONGLY .AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
Q.2.1	74	31	15	5	4
Q.2.2	84	29	9	5	2
Q.2.3	92	30	7	2	1
Q.2.4	78	37	12	1	2
Q.2.5	60	38	19	6	6
Q.2.6	74	30	12	11	2
Q.2.7	83	24	12	5	4
Q.2.8	80	30	10	4	3
Q.2.9	89	29	9		2

Total forms 132 - a few were invalidated due to too many ticks on each line. Some participants had not completed part two of their form. The majority of responses to the statements were very positive as shown above, with only 8 disagreeing (1 strongly) that they had more knowledge about nature and only 8 disagreeing (2 strongly) that they had acquired outdoor skills. Only 13 out of the 132 participants disagreed (2 strongly) that time passed quickly. The summer Splash seemed to have been enjoyed with the most frequent descriptors of participants feelings being: 'calm' (14 times), 'excited' (19), 'Free' (30), 'Happy' (60), 'Relaxed' (13), 'Fun' (8), 'Good' (6), 'Great' (3), 'Amazing' (3), 'enjoyable' (4), 'fresh' (4). Other descriptors used were: active, adventurous, awesome, contented, fabulous, fantastic, fine, wicked, excellent.

Comments included 'I feel like I am in a mythical place', 'free from problems', 'it clears my mind', 'problem-free and more of a doer than a thinker' and 'because of a session at Lower Moor Farm, I have now started volunteering at Oak Furrows Rescue Centre and hope to carry on helping and preserving wildlife' and 'I love it loads, especially forests and places with few people and lots of wildlife'.

SUMMARY:

The tables illustrate that most individuals regarded their participation on the WWT courses positively and, in the main, enjoyed their experiences outdoors. Feeling free, happy, calm and relaxed were common descriptors of feelings and many felt more focused when engaged with outside tasks; stress and anxiety appeared to be reduced. Moreover, from comments given under question 1a, it was clear that some students, after their experiences with WWT, were keen to volunteer with other organisations and continue to be involved with wildlife. Comments about listening to the bird songs, and helping wildlife creatures, perhaps demonstrates how captivated some individuals had become. Overall, the majority of course participants declared that they would love to be involved on another project in the future.