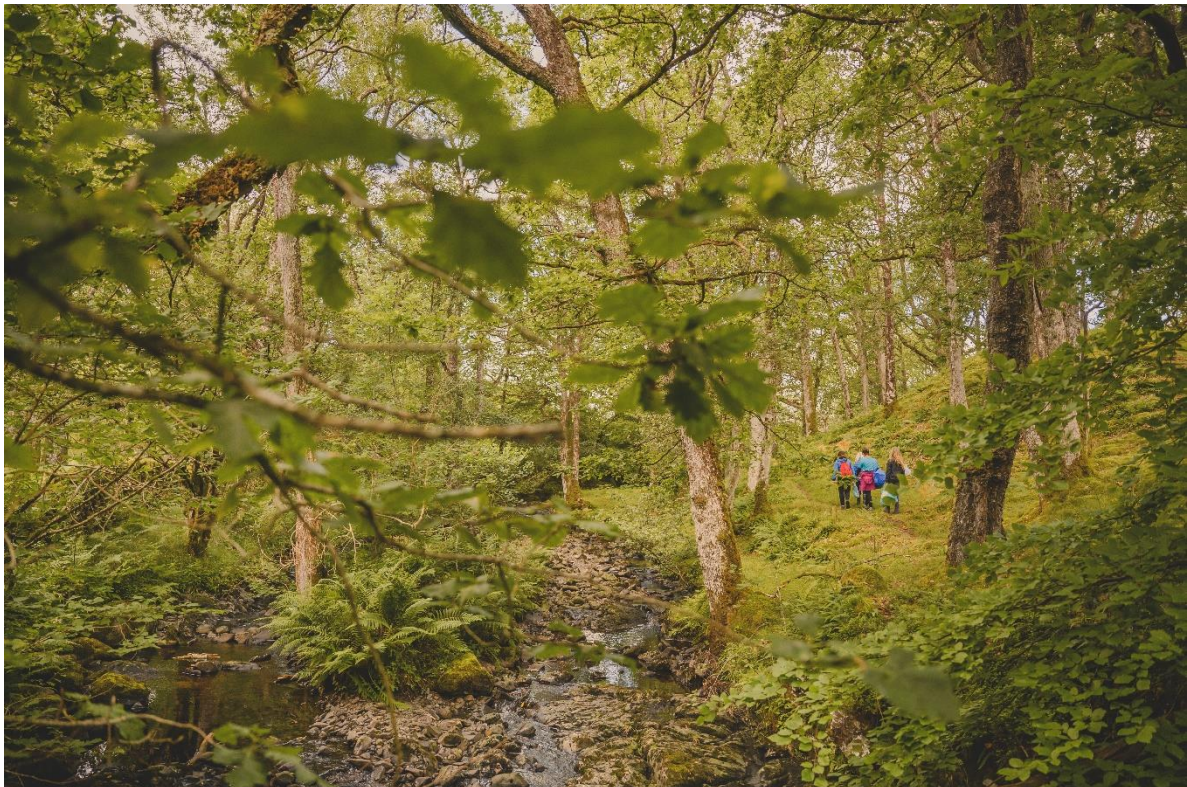




‘Go Wild’ Outdoor Summer Camps

Between 2019 and 2023, a series of ‘Go Wild’ Outdoor Summer Camps were led by the Galloway Glens Scheme. 120 P7 pupils completed a week-long camp with a focus on responsible access and giving young people the confidence to enjoy and connect with the Galloway outdoors. Participants qualified for a John Muir Trust Award. This report gives an overview of how the camps came about, how they were run, and the benefits delivered.

1. Why Go Wild?

- 1.1 The aim of *Go Wild* is to foster a deeper connection between children and their local natural environment, giving children the skills to enjoy and explore the great outdoors.
- 1.2 The *Go Wild* ethos is to provide a nurturing, responsive environment where every child is valued and included, with activities that children feel empowered and enabled to repeat for themselves without access to specialist equipment and resources.
- 1.3 *Go Wild's* approach is one of mutual respect, shared discovery and gratitude for the environment and each other, modelling constructive, engaged, respectful behaviour by the deliverers, and a focus on empowerment and self-esteem boosting.
- 1.4 We couldn't have predicted the covid pandemic but it meant that *Go Wild* became even more needed for our young people. After the Covid lockdowns many children were isolated from each other and living in an environment full of anxiety about the future. *Go Wild* became even more important to these children as a way for them to connect with the natural world to support their wellbeing and to be part of a team focused on working together and having fun again.
- 1.5 More than anything *Go Wild* is about fostering a life-long love of nature, wildlife and the great outdoors.
- 1.6 We have as part of the *Go Wild* Camps been delivering the John Muir Discovery Award. The aims and objectives of the award are in sync with the *Go Wild* ethos and it gives children a nationally recognised award to take forward as a valuable achievement through their career as they move through secondary school.



2. The Origins of Go Wild?

- 2.1 *Go Wild* was an idea conceived as part of the original Galloway Glens Landscape Partnership bid. It was then developed with partners and people experienced in outdoor education and passionate about reconnecting young people to nature.
- 2.2 Mary Smith was instrumental in the development of the ethos for *Go Wild* and Galloway Glens Education and Community Engagement Officer Helen Keron was a driving force behind developing a deliverable model. Mary trained as a teacher with an outdoor learning specialism and has over the years coordinated, delivered, and evaluated the *Go Wild* camps. Fortunately, Mary is now a ranger at NTS Threave so she is carrying on the great work she started with the “*Go Wild*” Camps.
- 2.3 Originally conceived to use outdoor activities to foster a deep connection between the child and their natural surroundings, *Go Wild* achieves this through learning to explore and conserve nature. The aim is to use as little brought-in equipment as possible and encouraging a child’s ownership and connection with countryside spaces.

3. Who is Go Wild for?

- 3.1 *Go Wild* targets children who would benefit from the experience of being in the great outdoors and connecting with nature.
- 3.2 A key part of the project is to target children who may, for whatever reason, particularly benefit from spending time in nature, or have less opportunity than most to do so, and to make it as accessible to them as possible. This involves liaising with schools to identify and reach these children, and actively removing barriers to participation.
- 3.3 Reasons for why *Go Wild* will benefit these young people vary, from, the children not normally simply getting the opportunity to play outside in nature, to benefitting their mental health and wellbeing, to building confidence and a group of friends prior to starting secondary school.
- 3.4 *Go Wild* has over the years worked with primary schools in the Ken/Dee valley area to identify children just finishing primary 7 before they start in first year at secondary school. Originally in 2019 and 2020, children participating in *Go Wild* had to come from primary schools in the geographic area that Galloway Glens covers. However, we began to realise that it was as important to look at the feeder primary schools (some outwith Galloway Glens) who send children to the secondary schools in the Galloway Glens area (Kirkcudbright Academy, Castle Douglas High School and Dalry Secondary School). The reason for this was that it was children from the smaller feeder schools, such as Palnackie, Auchencairn and Shawhead primaries, whose children were most anxious about going to the “big” school. *Go Wild* was a great opportunity to help them meet other children going to the “big” school after the summer and therefore make that transition much less scary for them.
- 3.5 *Go Wild* has supported over 100 children who may not normally have had the opportunity to connect with nature, learn outdoor skills, meet new friends ahead of secondary school and foster a life-long love of the countryside and nature. In addition, it has also allowed over 75 children achieve their John Muir Discovery Award, a valuable nationally recognised award which demonstrates a concern for conserving and looking after nature.

4. Working with Schools?

- 4.1 From the first year of Go Wild in 2019, we worked closely with primary schools to reach the children who might benefit the most from participating in *Go Wild*. Initially, we approached the Headteachers of the primary schools in the Galloway Glens Scheme area: Kirkcudbright, Castle Douglas, Crossmichael, Kells (New Galloway) and Dalry. However as *Go Wild* evolved we opened up opportunities to Primary Schools outwith the area who were feeder schools to Kirkcudbright Academy, Castle Douglas High School and Dalry Secondary School all in the Galloway Glens catchment.
- 4.2 Initially we broadened our primary school catchment for recruitment purposes because it was hard to reach children after 2020 and the 2021 Covid lockdowns. At this time schools were not able to have visitors in school and parents, teachers and children were still nervous about social contact against the context of the Covid epidemic.
- 4.3 In 2021 children were not able to visit secondary schools prior to starting. Parents from the smaller schools were particularly worried about the children struggling to make the transition into secondary schools with no prior visit. Therefore, when the opportunity was advertised for *Go Wild* Camps in 2021 parents asked if it would be possible for their children to take part even if the primary school was out with the Galloway Glens Area. This caused us to expand our catchment to include all the feeder schools for the secondary school in the Galloway Glens area.
- 4.4 We found early contact with head teachers was very important to the recruitment process. We tried a variety of ways to reach out to schools. In 2019, 2022 and 2023 We reached out to head teachers and went into schools and talking directly to the Primary 7 year olds about how fantastic *Go Wild* is. We also offered “*Go Wild*” taster days so the children who would benefit the most from taking part in the camps had an opportunity try out some of the activities. In 2021 weren’t able to do this due to Covid regulations in schools leaving a tight timescale for recruiting and delivery. So advertised directly to reach parents in communities via facebook and local newspapers.
- 4.5 April has proved to be the best time to start approaching schools. We suggest emailing the headteacher initially and then phoning to get a face to face meeting. We would advise being mindful about the school day and phoning at lunchtime or after 3.00pm. From there you can organise the *Go Wild* promotional sessions whether that be a presentation or a taster day. As the final term is incredibly busy for schools we found it was important to remind the schools to push the opportunity out to parents via letters (from the school and *Go Wild*) and a printed and an electronic poster for *Go Wild*.

- 4.6 We found that schools where our *Go Wild* deliverers worked were more engaged because deliverers were able to promote *Go Wild* in both the classroom and the staff room at lunchtime.
- 4.7 Schools often recommended to parents that it would be beneficial for their children to attend *Go Wild* but at the end of the day it was down to the parents to whether children attended *Go Wild* or not as its in the school holidays. We did discuss whether *Go Wild* should take place in school time but this wasn't possible due to the amount of curriculum work schools had to get through. Also, *Go Wild* has a freedom that schools don't have which gives children a more holistic type of outdoor experience within smaller groups and 1:5 ratio of deliverer to children.
- 4.8 The John Muir Discovery award is a great "carrot" for engaging with teachers and parents. It's a nationally recognised award which fosters a love of the natural world and inspires young people to explore, discovery and care for wild places.



5. Design of Go Wild (Locations, Deliverers, Activities and costs)

- 5.1 *Go Wild* has been a 5 day camp held in three different rural locations within the Galloway Glens area, the Garroch Estate in Glenkens, Threave National Nature Reserve, Barhill Wood at Kirkcudbright. The camps run from 10am – 3pm each day and free transport is provided. The children need to attend camp everyday to achieve their John Muir Discovery Award as well as their *Go Wild* Award.
- 5.2 **Location.** We needed time to build up a positive relationship with landowners and land managers prior to running a “Go Wild” camp. Galloway Glens was able to secure these three locations for the *Go Wild* camp because we had a good working relationship with the landscape owners.
- 5.3 There is always an anxiety when you first approach locations for *Go Wild* in relation to public liability etc. However once landowners understand the ethos of *Go Wild* being linked to encouraging the children to explore and conserve nature and “leave no trace”, they were happy to support. We alleviated any concerns about liability by asked deliverers to have their own public liability insurance and we provided a Risk assessment (please see Appendix Risk Assessment).
- 5.4 **Deliverers.** Over the four years of *Go Wild* we have had 11 different deliverers working on the camps. As their experience grew and the programme evolved we found that, rather than recruit every year, we would often work with the same pairs of deliverers. This has worked well as they know what works and doesn’t work and have built up expertise specific to *Go Wild*.
- 5.5 By 2023 all deliverers are either experienced countryside rangers with skills in education or they are trained teachers with a passion for connecting young people to the natural environment. We have learned that working with qualified teachers gives schools comfort in promoting the *Go Wild* opportunity to young people and parents. Its also means that the *Go Wild* Programme links to learning for sustainability and outdoor learning, both of which are becoming more valued within the school curriculum.
- 5.6 We have now built up a team of deliverers who are experienced and confident in delivering *Go Wild* and John Muir Discovery Award. The skills they have are special and fully supportive of the *Go Wild* ethos that its not education as delivered in school but the a holistic experience where learning, skills development are embedded into the *Go Wild* experience.
- 5.7 **Activities and Programme.** Activities have included: Group games, putting up a tarp, knife skills, whittling, making bows and arrows, talking sticks, den building, knots, exploring, fire

making and cooking, river walk, river stone stacking and nature art, learning about herbs and tea making, making bows and arrows, wildlife tracking, tree ID and meeting archaeologists.

- 5.8 Children are actively encouraged to take part in risk assessment and planning and supported to overcome challenges and giving them the skills for responsibly accessing landscape places. Although there is a base camp, we teach the children the ethos of “leaving no trace”.
- 5.9 The individual camp programmes are similar but also respond to the unique landscape places in order to help children connect with the place. For instance, Barhill Woods at Kirkcudbright has a Red Squirrel Hide and Threave Nature Reserve is delivering an innovative landscape restoration project. Garroch Estate has a stunning Oak Wood and feels wilder than the other two landscapes. Please see Appendix for a typical programme.
- 5.10 **Costs and Budgets.** *Go Wild* costs are quite high in comparison to school budgets. There are two n deliverers per group of 10 children. *Go Wild* has also had a project administrator who did liaised with schools, parents and was also bus chaperone on the free bus which took children to and from camp. In 2022 we had a John Muir Trust coordination role.
- 5.11 Our final year of *Go Wild* has been more steam-lined with Galloway Glens Education taking on recruitment, coordination, liaising with schools and parents, and doing John Muir Discovery Award Trust administration. This has demanded time from the Galloway Glens administrator and education and community engagement officer.
- 5.12 Over the years Galloway Glens has built up a *Go Wild* kit which includes wet weather clothing, midge spray sunscreen, knives, first aid kits water containers, tarps, string, rope, flint and steel, art materials, cooking gear and ground sheets.
- 5.13 2023 Costs per Camp are as follows:
- Deliverers - £2000
 - Design and print of posters/certificates £150
 - *Go Wild* kit (value of) £600
 - Administration 7 days @ £150
 - Management and coordination 15 days @ £200
- If you are starting from scratch you would need to factor in additional time building up relationships with landowners, and recruiting deliverers.
- 5.14 In 2022 and 2023 *Go Wild* has run an awards ceremony at Galloway Activity Centre. It’s a great opportunity for our *Go Wilders* to get together with friends they made during the *Go Wild* camps and for the three camps to meet each other and take part in some fun outdoor activities for free. It also allows parents to chat and have a lovely afternoon out. The costs involved are around £1500.

6. What has Go Wild Achieved?

- 6.1 *Go Wild* has developed a unique experience like nothing provided anywhere else in Scotland. It brings together nature with wellbeing and confidence building as well as teaching practical skills which will help young people respect, love and value the great outdoors and nature.
- 6.2 *Go Wild* has made an effort to target those children who are likely to benefit the most and / or are less likely to be able to access a similar opportunity or the outdoors. We have also worked hard to attract children who have been negatively impacted by the covid pandemic or lack confidence.
- 6.3 *Go Wild* has helped young people from smaller primary schools meet other children going to the “big” school, thereby helping with transition from Primary to Secondary.
- 6.4 *Go Wild* has removed the barriers to participation – no cost, no equipment needed, transport provided, contact established with children and families to mitigate concerns and accommodate additional needs.
- 6.5 *Go Wild* has a high quality delivery with a child and environment-centred ethos with a minimum 1:5 adult to child ratio. Schools just don’t have the capacity, time or budgets to provide this type of bespoke experience.
- 6.6 There is a focus on building confidence and connection with a local wild places - week-long camps allow for immersion in the outdoors and effective relationship and team building, having a single site as ‘base camp’ enables children to feel ownership and develop connection with place.
- 6.7 Although other outdoor-based opportunities are available locally, they tend to be either school residentials (which have costs and other barriers such as overnight stays), one-off events or have cost, accessibility or social barriers to participation. *Go Wild* is an attractive brand to both children and their parents. Its not formal education so deliverers are able to have a relaxed supportive delivery style which makes *Go Wild* feel very different from school.
- 6.8 The feedback from parents and children from our *Go Wild* camps has been very positive there have been no negative feedback. It has been sometimes life changing for children and parents have been so grateful for the support and fun that their children have had through the Go Wild experience. (Appendix Feedback)

7. Go Wild the Future?

- 7.1 Who will take Go Wild forward when the Galloway Glens Landscape Partnership is completed?
We have been having conversations with a number of locally based organisation to explore who might take on the delivery of *Go Wild* next year.
- 7.2 We are delighted that *Go Wild* Castle Douglas is being taken forward by the team at Threave National Nature Reserve. Engagement Ranger, Mary Smith, is a teacher and has vast experience in developing, coordinating and delivering *Go Wild* and John Muir Discovery Awards. Also Go Wild is very closely linked to the Threave Landscape Restoration Project an experimental restoration project which is leading the way nationally. Doing *Go Wild* will continue to be an excellent experience for young people due to the extensive expertise of the team at NTS.
- 7.3 Kirkcudbright Development Trust and Glenkens Community and Art Trust have supported the funding for *Go Wild* funding this year (2023) through area committee funding applications. The plan is that these locally based organisations could take forward *Go Wild* Glenkens and *Go Wild* Kirkcudbright forward in the future.
- 7.4 The success of *Go Wild* in its current design and form is in no doubt and there is lots of potential to take the model and deliver *Go Wild* more widely across the Dumfries and Galloway Region. The challenge is funding which would need to be sourced to enable *Go Wild* to go ahead. Going forward a funding package that sources local area committee funding along with a larger project grant specific to another Landscape scale environmental and heritage project may be the best way forward.
- 7.5 It is important that the *Go Wild* model and ethos which has been tweaked and refined over the year is used to inform any expansion of the project. That child and environment centred approach mentioned earlier along with building a life-long love of the natural world and the skills to access the countryside will stay with some of our *Go Wilders* for the rest of their lives.
- 7.6 In a backdrop of a young peoples' mental health crisis and more and more evidence that nature helps restore young people's wellbeing, we are in no doubt that *Go Wild* has an important role beyond the Galloway Glens Scheme

Appendix

- 1) Risk Assessment
- 2) Sample activities for the weeks (inc. alternative Friday and an equipment list)
- 3) Feedback from Go Wild participants.

GGLP 'Go Wild' Summer Activity Programme: Threave Estate, Castle Douglas

Advance Risk-Benefit Assessment

Risk-benefit assessments weigh, with equal consideration, the duty to protect children from avoidable serious harm and the duty to provide them with stimulating learning opportunities. Children are encouraged to be involved in assessing and managing risk throughout sessions.

<i>Event or activity:</i>	Activities Days 1-5
<i>Date assessment completed:</i>	
<i>Location:</i>	
<i>Assessment completed by:</i>	
<i>Signed off by:</i>	

Activity	Benefit	Possible result or outcome - worst case scenario	Likelihood– risk assess for age and ability	Is risk apparent and controllable?	Controls	Decision (including restrictions and/or exclusions)
Fire lighting	Teaches children safe and responsible fire use, managing risk, helps build confidence and enjoyment outdoors	Injury by burns, severe burns, fire out of control, fire spreads to surrounding area; smoke inhalation and irritation	Medium	Yes	See Go Wild RBA for Open Fire; children are instructed; children are fully supervised; long hair is tied back; loose clothing is secured; the area is cleared of obstacles; wind speed and direction is checked; children are kept at safe distance and are kneeling / 3-point contact; adequate water is at hand	Yes – activity is ended if children are not able to follow guidelines safely

Activity	Benefit	Possible result or outcome - worst case scenario	Likelihood– risk assess for age and ability	Is risk apparent and controllable?	Controls	Decision (including restrictions and/or exclusions)
Campfire cooking	Teaches children safe and responsible fire use, managing risk, helps build confidence and enjoyment outdoors	Injury by burns, severe burns, injury from utensils preparing food; injury from eating / drinking food that is too hot; fire out of control, fire spreads to surrounding area; smoke inhalation and irritation	High	Yes	See Go Wild RBA for Open Fire; children are instructed; children are fully supervised; long hair is tied back; loose clothing is secured; the area is cleared of obstacles; wind speed and direction is checked; children are kept at safe distance and are kneeling / 3-point contact; adequate water is at hand; children are reminded to allow food to cool	Yes – activity is ended if children are not able to follow guidelines safely
Minibeast hunt	Encourages connection and exploration, seeing environment from different perspective, increases knowledge and awareness of invertebrates and their role in ecosystem	Scrapes, cuts or bruises from lying down / crawling across ground	Low	Yes	Children are advised to tuck in tops / zip up jackets; sharp stones, branches, other sharp or spiky objects cleared from area	Yes
Tree climbing	Encourages connection and exploration, seeing environment from different perspective, managing risk,	Injury due to falling from tree; injury from falling branches;	Medium	Yes	Rules established – one child in tree at a time, not climbing above twice head height; tree assessed for accessibility and stability; area around tree cleared of large rocks / other hazards; close adult supervision	Yes – activity ended if child not able to follow guidelines safely

Activity	Benefit	Possible result or outcome - worst case scenario	Likelihood– risk assess for age and ability	Is risk apparent and controllable?	Controls	Decision (including restrictions and/or exclusions)
Shelter / den building	Teaches useful outdoor survival skills, good team building activity, uses creativity and planning, thinking about risk, encourages exploration, fun and challenging	Injury due to falling branches, tripping, rope burn	Medium	Yes	Children are advised and assisted when assessing suitable site for building; adult supervision	Yes
Using tools for cutting poles and branches during shelter building	Encourages exploration, challenge, learning about access and safety, opportunity for children to improve accessibility	Cuts from saw blades; injury from falling branches	Medium	Yes	See Go Wild RA for Tools; children are fully instructed; 1:1 adult supervision; stability is ensured; tools are covered and returned to box when not in use;	Yes – ability and suitability of individual children to work with tools assessed on the day
Pond / river dipping	Teaches about variety of freshwater life and role in ecosystem; exciting and engaging learning experience; managing risk	Injury due to tripping or falling on bank when accessing water; drowning; excessive cold due to falling in water	Medium	Yes	Site is chosen for ease of access to water; site is chosen with shallow water; adult supervision; suitable waterproof footwear and clothing required; change of clothes / towel on hand	Yes – activity is ended if children are not able to follow guidelines safely or become too wet / cold
Badger survey in	Teaches wildlife tracking and signs, involves children in conservation,	Injury due to trip or fall on rough ground	Low	Yes	Adult supervision; children made aware of terrain	Yes

Activity	Benefit	Possible result or outcome - worst case scenario	Likelihood– risk assess for age and ability	Is risk apparent and controllable?	Controls	Decision (including restrictions and/or exclusions)
wooded area	teaches observation, patience and teamwork					
Swallow / house martin survey at Kelton Mains	Teaches bird recognition and behaviour, involves children in conservation, teaches observation, patience and teamwork	None anticipated	Low	Yes	General	Yes
Walk to Osprey Hide – footpath across fields and beside river	Exercise, exploration of estate, teaches bird recognition and behavior, teaches observation, patience	Injury due to trip or fall on rough ground, injury due to falling in river	Medium	Yes	Adult supervision; children made aware of terrain; keeping to path with undergrowth between path and riverbank	Yes
Boat to Threave Castle	Exercise, exploration of site, teaches history of site, enriching and unusual experience enhancing interest in history of castle	Injury due to trip or fall entering boat, drowning, injury due to fall from castle ruins	Medium	Yes	Adult supervision and assistance; boat manned by trained staff; life jackets worn; rules for climbing established	Yes – suitability of individual children for activity assessed on the day

GGLP 'Go Wild' Summer Programme 2023 - Barhill Woods

Monday

Session 1 - Discover / Explore Date: 07/08/23

Time	Objectives	Where	Activity	Resources (other than essential)	Alternatives
10:00	Initial introduction/ name check	Community Classroom	Introduce and welcome to Barhill Gear / clothing distributed as required	Outdoor gear	
10:15	Welcome and introduction	Woodland Classroom	What is Go Wild? What do they want to achieve? Set behaviour contract for week. Decide Tribe Name. They are the guardians of this space for the week. Explain John Muir Award/ Outdoor learning Award opportunities.	Whiteboards, John Muir info, Tarps, Parachord/ Rope, Paper, Coloured Pens, Felt, Soft Toys for name game	Wet weather - tarp already set up between trees
10:30		Woodland	Name Game Ice breaker		

10:45	Explore spaces to be used. Woodland walk to: Set boundaries Ask Questions	Woodland	Explain Leave no trace principle. Use colour cards as they walk to find and gather parts/elements of the forest matching the colours on the cards. Use as an opportunity to point out hazards and stinging flora etc..	Colour cards	
11:15	Snack Pre-evaluation (Mary)	Woodland Classroom	Circle, Filmed questions - e.g.What do wild places mean to you? Do you know how to use wild places for play and enjoyment?	Camera to film responses, snacks.	
11:30	John Muir chat (Mary)	Woodland Classroom	Explanation of award, background, who was JM?		
11:30	Safe fire-lighting & Fire Safety	Woodland Classroom	Demonstration of fire safety for the week / Smores after lunch	Trowel / folding shovel Firewood, kindling Flint and steels, matches, marshmallows/ chocolate digestive biscuits	Wet weather - shelter building swap with Day 2

				Fire gloves, Fire Bucket Hairbands	
12:00	Lunch		(Mary leaves at lunch)	Handwashing Facilities, Hand Sanitiser	
12:45	Game	Woodland	Name Game revisit	Soft Toys & Balls	
13:00	Introduction to Journey Stick Activity for the week	Woodland Classroom	Explain Journey Stick. Start Journey Stick by picking a stick and something that reminds them of this first day in the woods and attach to the stick.	String/Art supplies	and / or blindfold trail - set up string trail to follow blindfold, in pairs
14:00	Introduce I Naturalist App & FSC Guides	Woodland Classroom	Explain to group about the Citizian Science project and app, and hand round FSC ID Cards and Ispy Books		
14:30	Collect wood for fires / dens	Woodland		Gardening Gloves	

15:00	Meditation/mindfulness/gratitude	Meditation glade	Seeing is believing. Choose sit and see spot, get comfortable and spend 5min guided through meditation and then feedback to group. Discuss what's been seen today, what they hope to see tomorrow.	Mindfulness for kids
15:30	Leave no trace	Woodland Classroom	Clear away any remaining items from the day, remind that we are guardians of the woods and need to leave space clear.	
16:00	Bus collects. Deliverers do site check.			

Tuesday

GGLP 'Go Wild' Summer Programme 2023 - Barhill Woods

Session 2 - Discover / Explore / Conserve Date: 08/08/23

Time	Objectives	Where	Activity	Resources (other than essential)	Alternatives
10:00	Initial introduction/ name check	Community classroom	Gear / clothing distributed as required	Registration sheet Outdoor gear	
10:15	Walk up to squirrel hide.	Woodland	Count sightings. Discuss factors impacting red squirrel pop. decline and conservation efforts.	FSC ID Sheets/ Ispy Woodland Books or Scavenger Hunt Sheet	
10:45	Snack	Woodland			
11:00	Create own 'Wild Code'	Woodland Classroom	Come up with own 'country code' for being outside / conserving wild places	Paper, pens	Indoor classroom activity if wet

11:45	Light fire	Woodland Classroom	Demonstration of safe fire lighting Prepare ground Have a go - individual mini-fires Bring minifires together as main fire	Firewood, kindling Flint and steels, matches Bread mix, mixing bowl, spoon Water, fire gloves, Fire Buckets Hairbands	Tarp set up if wet
12:00	Lunch	Woodland Classroom	Poppty Ping Doughnut Bread		Hot chocolate
13:00	Bug Hotels to learn the importance of the smaller residents of the forest and the habitats they live in.	Woodland	Group to create some bug hotels in the classroom area		Get to know a tree
14:30	Nettle Bracelets /Nettle Tea introduction to Wild Food	Woodland Classroom	Group shown how to make nettle cordage and their own nettle bracelet		
15:00	Journey Stick Review	Woodland Classroom	Group to share their item for their journey stick and why they chose it. What they liked about the day, what they wouldn't want to do again		
16:00	Pick-up				

Wednesday

GGLP 'Go Wild' Summer Programme 2023 - St. Mary's Isle

Session 3 - Discover / Explore Date: 09/08/23

Time	Objectives	Where	Activity	Resources (other than essential)	Alternatives
10:00	Initial introduction/ name check	Main trail St. Mary's Isle	Explain purpose of location for day, check all gear needed is there and wander down to start of the trail.	Outdoor gear	
10:30	Arrive at trail, give an briefing of the day and begin to walk the trail.	Main trail St. Mary's Isle	To wander and explore the trail, collect firewood along the way.	FSC ID Charts, Ispy Books	
11:45	Light fire		Collect appropriate firewood - discuss	Firelighters, Kindling just incase, flint and steel, cotton wool buds, waxed card.	
12:00	Lunch		Lemon/Orange Cakes after lunch	Fire lighting kit, Wood, Tinfoil, Cake Mix, Lemons, Orange	

12:45	Explore the beach environment, map the area and collect some treasures to make a Driftwood mobile and maybe an item for their Journey Stick	Map and / or name key features, find special spots	Pens / paper / Pocket knife/ String	Split into two groups and map a trail for the other group to follow, placing a "treasure" for the other group to find.
14:00	Walk back to start point continuing Ispy books/Scavenger Hunt		Ispy books /Scavenger Hunt lists	
15:45	Review of day	Review activity		
16:00	Collect from St. Mary's Isle.			

Thursday

GGLP 'Go Wild' Summer Programme 2023 - Barhill Woods

Session 4 - Discover / Explore Date: 10/08/23

Time	Objectives	Where	Activity	Resources (other than essential)	Alternatives
10:00	Initial introduction/ name check	Community classroom	Gear / clothing distributed as required	Registration sheet Outdoor gear	
10:15	Welcome and introduction and warm-up game, talk about plan for the day.	Woodland Classroom	(Circle, sitting) Plan for the day, Ninja		
10:30	Snack	Woodland Classroom		Fruit	
11:00	Shelter building	Near Woodland Classroom	Group shown basic frames for shelters, then in pairs or threes construct their frames.	Gardening Gloves, Whistles	

12:00	Lunch	Wild Pizza on open fire	Fire Gloves, Fire Bucket, Pre-made Pizza Dough, Pizza Topping sauce, Cheese, Wild Food toppings?
13:30	Free play/child led	Groups to personalise and decorate their shelters. Allow groups to decide on games, activities and ways to use space with shelters in place.	
15:00	Leave No Trace	Pack up and deconstruct shelters Return items to nature	

15:30	Journey Stick Review	Woodland Classroom	Group to share their item for their journey stick and why they chose it. What they liked about the day, what they wouldn't want to do again
16:00	Collection from community classroom.		

Friday

GGLP 'Go Wild' Summer Programme 2023 - Barhill Woods

Session 5 - Conserve and create Date: 11/08/23

Time	Objectives	Where	Activity	Resources (other than essential)	Alternatives
10:00	Initial introduction/ name check	Walled garden car park	Gear / clothing distributed as required	Registration sheet Outdoor gear	
10:10	Welcome and introduction Recap on agreements		(Circle, sitting) Plan for the day		
10:20	Den Building			String and found branches.	
00:00	Den Relection		sharing ideas for Den improvements		
12:30	Lunch				
13:00	Den completion session				
13:30	Parents Arrive		Show parents around the woodland and share what they have		

learned...show the
Dens off.

14:30 Final Site tidy up?leave no trace

15:00 Tribal farewell

Friday (Alternative)

GGLP 'Go Wild' Summer Programme 2023 - Barhill

Session 5 - Share Date: 11/08/2023

Time	Objectives	Where	Activity	Resources (other than essential)	Alternatives
10:00	Initial introduction/ name check	Walled garden car park	Gear / clothing distributed as required	Registration sheet Outdoor gear	
10:30	Arrive at site	Main site - Oaks			
10:15	Welcome and introduction Recap on agreements		(Circle, sitting) Plan for the day		
10:30	Warm-up game		Blindfold lead	Blindfolds Rope	Woodland orchestra
10:45	Snack				

11:00	Creating and sharing inspired by Barhill	Create piece of art from natural materials and / or piece of writing inspired by week	Encourage use of natural materials e.g charcoal Clay, pastels, paper, pens, string, scissors Lost Words book (acrostic poems)	Outdoor classroom if very wet
11:45	Light fire	Group organise safe fire-lighting	Firewood, kindling Flint and steels, matches Water, fire gloves Hairbands	
12:00	Lunch	Celebratory fire-cooked lunch	BBQ	
12:30	Game	Throw the ball and say..		
12:45	Continue art activity Evaluations	Children photograph art Chat to children / children film each other		

13:15	Filmed evaluations Recap Good-byes	Circle - sharing, 'eyes down hands up', gratitudes, tell me something you enjoyed / learnt etc.
14:30	NOLA Review	Group to complete their NOLA Evaluations NOLA Papers
15:00	Leave No Trace	Clear up site to make it look like we have never been there
16:00	Pick up	

Equipment

Equipment needed	Who provides?	Food		Day	Menu
Whiteboard		Chocolate Digestives		Monday	Smores
Drymarker pens		Marsmallows		Tuesday	Poppty Ping Doughnuts
Tarp		Oranges		Wednesday	Lemon/Orange Fire Cakes
Parachord		Lemons		Thursday	Pizza
Paper		Cake Mix Plain/Chocolate		Friday	BBQ
Coloured Pens		Cooking oil			
Crayons		Cinnamon			
Soft Toys	Christy	Apples			
Colour Paint Cards	Christy	Brown Sugar			
Kindling wood		Grated Cheese			
Flint & Steels		Stir in Pasta Sauce Pots			
Fire Gloves	Christy	Plain Flour			

Fire Bucket	Christy	Yeast Sachet			
Fire Pit	Christy	Drinking Water			
String		Sausages			
Art supplies		Burgers			
FSC ID Cards	Christy	Buns			
ISPY In the woods books		Sauce			
Work/Gardening Gloves		Paper plates			
Lighter/Matches	Christy	Napkins			
Tinfoil		Handwash			
Kettle		Washing up liquid			
Mugs		Tea Towel			
Mindfulness for kids Book	Christy	Binbags			
Pencils		Tinfoil			
Outdoor Learning Award Resources	Christy				
Binbags					
Washing up Bowl					
Washing Up Liquid					
Water Carrier					
Blindfolds	Christy				
Rope	Christy				

Pocket knife	Christy				
Food					
Glue					
Card					

Feedback from Go Wild Camps

Parent /carer's feedback

Parent and carer feedback was overwhelmingly positive, with a lot of spontaneous feedback verbally, by text and on Facebook. The majority said their child had grown in confidence since taking part in Go Wild.

- “She learnt new skills and was ‘tested’, and this really helped her confidence”.
- “It was wonderful to get him away from the screens for a while, I noticed his mood improved.”
- “I think the handing out of certificates at the end - and especially that the certificates are personalised with feedback/praise for the children - is a really nice touch.”
- “She was unsure at the beginning, but was absolutely hooked by the end of the first day, and utterly adored it”
- “It rekindled her love for being outside.”

A key benefit of the week for some parents and carers was the respite it gave them and their families, particularly when the child attending the week had some additional support needs:

“..I also want to say thank you from my younger two boys as well as during the time [my son] has been with you we have managed to spend some time concentrating on them which they have really enjoyed. Thank you so much from the bottom of our hearts.”

Another focus of the feedback was the positive change in confidence and mood observed by parents and carers in their children during the course of the week:

“I haven’t seen a smile this big in a while”

“Again thank you all so much for such an amazing opportunity for [him], he has blossomed and we are so hopeful that this will help in our quest to get him to enjoy the outdoors more”

Parents and carers also reported that the weeks had helped ease concerns about the upcoming transition to secondary school:

“Thank you very much, [my daughter] has absolutely loved her week and she is feeling a lot happier about starting Castle Douglas High School now”.

The fact that the opportunity was free, and included transport from home when the children lived locally was also appreciated:

“When I first heard about it...my heart sank, I thought oh no, how much is this going to cost me – then I found out it was free! What an amazing opportunity it has been for him. He was at the window waiting for the bus every morning, he loved every minute of it”

The online questionnaire showed that just under half replied ‘no’ (23.5%) or ‘maybe’ (23.5%) when asked if their child would have been able to attend without the free transport. All of those that said ‘no’ had been targeted through schools.

Children’s feedback



The spontaneous feedback from children noted by deliverers and the project coordinator was overwhelmingly positive, and this is born out by the feedback from parents. Negative comments were few and tended to be about a particular situation or event, e.g. ‘my boots are wet’ or ‘the smoke keeps getting in my eyes!’.

Feedback reflected both enjoyment in the moment - “This is SO FUN!!” - but also, crucially, reflection, sometimes but not always prompted by an adult, on how their perception of themselves and what they could do and achieve had changed. Some examples are

“I didn’t think I’d be able to do this, but turns out I can”

“I *am* proud of myself – I think I have achieved a lot this week”

“I actually think I would make a good outdoor leader”

“I guess I *have* learnt stuff, actually [adult – what have you learnt?] I learnt I could listen, and be outside all day, and about John Muir, and badgers” (from boy who declared initially that he wouldn’t learn anything)

On finally lighting a fire with flint and steel “I’ve done it!!” [Adult – and what’s it called when you keep trying?] “I didn’t give up – I persevered!!”

Development of bonds between the children, and awareness of teamwork were also indicated:

“I think we make a good team – we look out for each other”

“I’ve made friends with (girl who had been ignored socially at school) now, I said sorry about not speaking to her before, I’m glad we got the chance to make bread together”.

Towards the close of each week, the feedback from children included lots of indication that they didn’t want it to end, and they wanted the opportunity to do it again.

“Can I come back next year, please!!” (this one from lots of children)

[What was the worst thing about it?] “Leaving!”

From observation, as a deliverer, the most satisfying change was to see how children changed their sense of themselves, that those who initially were used to being either ‘difficult’, or restricted by a physical or behavioural condition, found themselves able to be and respond differently in a supportive, relaxed outdoor context – they were continually challenged both in small and bigger ways, for example by being in a new environment with new people, by facing tasks they were unfamiliar with, by being asked to push themselves in situations that required perseverance and uncertainty. They were able to trust in the adults, their companions and themselves.

“Very good, if I had the chance to go again i would definitely take it”

“I liked whittling; I would go again”

“I really enjoyed making spears and carving”

“Been a really, really good experience”

“An amazing experience and really fun”

“I knew my friends were coming so I thought it would be good, but it was a lot better than I expected”

“Being on Go Wild has helped my skills, it has been fun”

Me: “What was the thing you enjoyed the least today?” Child: “Leaving”