



2021



GALLOWAY GLENS  
Landscape Partnership



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# Overview of Galloway Glens 'Go Wild' 2021



- 3 events through summer holidays:
  - Barhill Woods in Kirkcudbright – July 2021
  - Threave (near Castle Douglas) – July 2021
  - Garroch Estate in the Glenkens – August 2021
- 4 days, 10am – 4pm
- P6 and P7 students from Castle Douglas, Crossmichael, Dalry, Kells (New Galloway) and Kirkcudbright Primary Schools.
- Up to 10 children and 2 Deliverers per event, 1 Project Coordinator overall.
- **Held in the context of the 2020 / 21 COVID pandemic. No in-school pre-visits were allowed.**

# Aims of 'Go Wild'



To show our children that:

- There are local wild places that are accessible to them.
- That you can have fun in the outdoors without expensive equipment and without paying entry fees / doing organised activities.
- That they live in an amazing place.

In doing so, to:

- Increase their sense of connectivity and well-being – reinforcing their sense of place.
- Increase their confidence in being outdoors.
- Increase their self-esteem by overcoming challenges and new experiences.

# A targeted audience



- P7s – children approaching High School transition.
- Wanted to reach those children that would benefit from it the most.
- Went to the Primary Schools and asked them to give us contact details of the 7-8 P7s that they felt would benefit the most from an opportunity like this.
- **Where the Headteachers didn't provide names, the attendees were noticeably those children who already get more opportunities.**
- **Then identified and removed as many barriers to attendance as possible:**
  - Free to attend.
  - Free, escorted transport direct from home addresses to and from Go Wild sites.
  - No specialist equipment required.
  - Approachable, single-point contact with Go Wild project (Rosie).

# The 'Go Wild' Ethos



- **A nurturing, responsive environment.** Activities and flow of the sessions should reflect the needs and interests of the children. Every child should be valued and included.
- **Easily replicable.** The children should feel empowered and enabled to repeat the activities for themselves without access to equipment and resources.
- **An approach of mutual respect, shared discovery and gratitude** for the environment and each other. Modelling of constructive, engaged, respectful behaviours by the Deliverers.
- **A focus on empowerment and self-esteem boosting.** Children actively encouraged to take part in risk assessment and planning. Children supported to overcome challenges.

# 'Go Wild' Practices



As far as possible:

- Location selected for wildness and lack of existing facilities.
- Use only of simple equipment.
- No use of porta-loos – the groups decided on a suitable area
- Daily group discussion around activities and planning
- Ongoing risk assessments of activities by the children.
- Creation of a 'Countryside Code' by each group themselves.
- Activities designed to empower and teach outdoor skills safely: fire-lighting, working with wood, tree climbing, shelter / den-building.
- Clear understanding and adherence to 'Leave No Trace'
- Group reflection at the end of each day on how it went / thankfulness.

# Costs of project: Per Event

(example 10 children / 4 x 6 hour days)



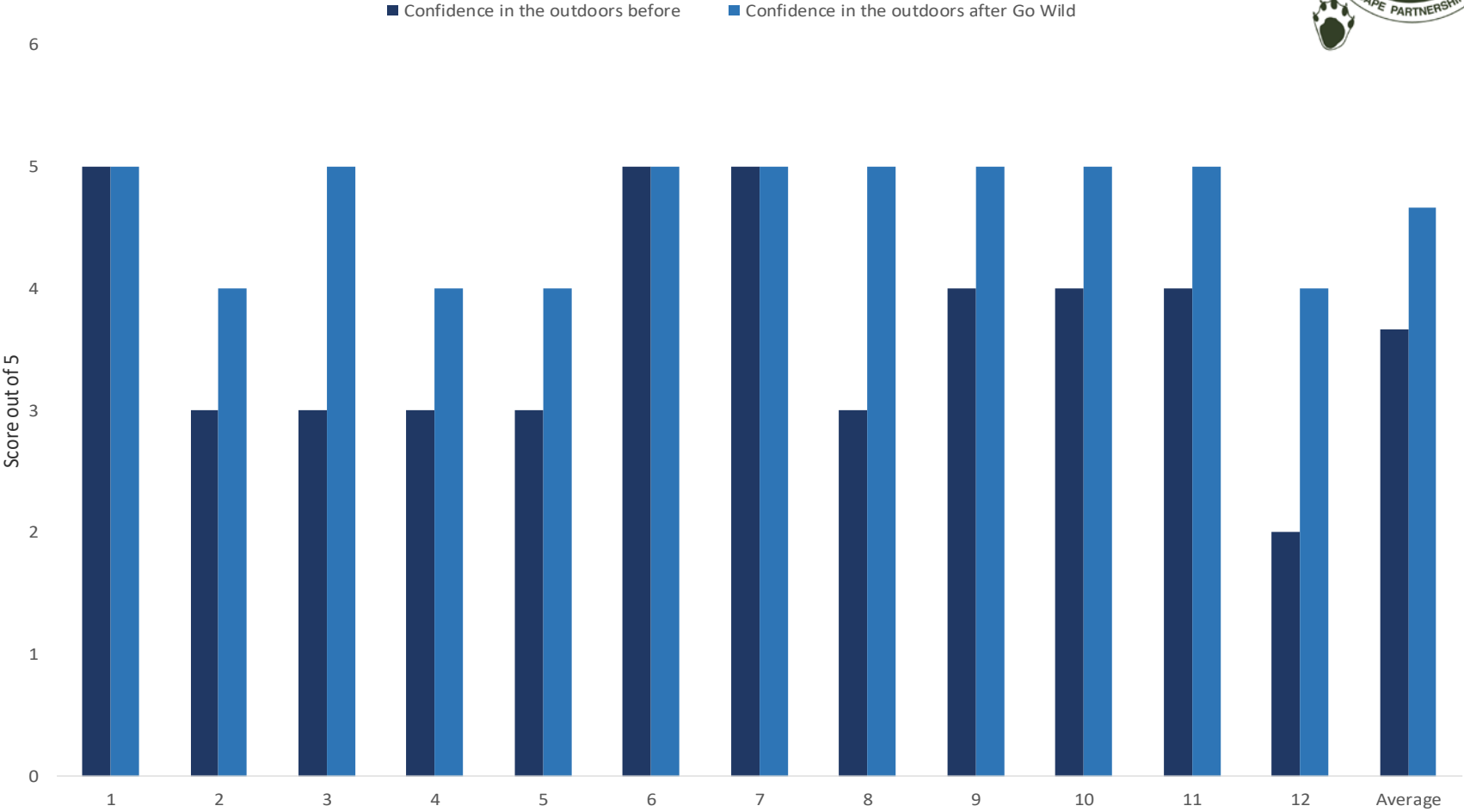
- Transport (Community Transport): £367
- Deliverers' time (including prep & set-up): £2,000
- Consumables (snacks, equipment): £165
- Co-ordinator's time (session attendance, pick-up & drop-off): £84
- Expenses (Deliverer & Coordinator travel) £100
- Pro-rated Project Coordinator's time £667

**Total:**

**£3383**

= £338 per child per event.

# Evaluation: Parents / Carers



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## Comments included:

- 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.

# Evaluation: Children



Taken from informal feedback gained on bus journeys to and from events:

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

# Lessons Learned for 2022



- Buy-in by Headteachers is essential in order to get names of the referred P7s.
- Getting into schools is then critical in order to enthuse the pupils and ensure a high take-up.
  - Just sending them sign-up forms leads to a high level of self-selection out of the process.
- The role of the Project Coordinator remains essential unless the E&CE Officer can allocate 25% time working to it through April / May / June and over the Delivery weeks.
- The remuneration for PC and Deliver roles is set at about the right level.
- Add the John Muir 'Discover' Award delivery back into the PC role for 2022.

# Lessons Learned for 2022



- Recruiting Deliverers:
  - Prioritise mixed-gender teams.
  - Prioritise teams who already know the camp areas.
  - Make it clear in the job description that the contract includes prep work on day and week plans, risk assessments, pre-site visits and feedback.
  - Make it clear in the job description that suitable Public Liability Insurance must be in place before the contract is awarded.
  - Which will require First Aid certification.
  - Make it clear that ability to plan and deliver a John Muir 'Discovery' award is critical.

# Lessons Learned for 2022



- Managing Deliverers
  - Go through the ethos of Go Wild in some detail.
  - Agree the rough outline / content of the weeks in order to achieve the JMA, while allowing for child-led development.
  - Activities should include:
    - Fire-making and outdoor cooking
    - Den-building and shelter making
    - Whittling
    - River / sea walking

# Lessons Learned for 2022



- Managing the Project Coordinator
  - Go through the ethos of Go Wild in some detail.
  - Add the planning, application and submission of the John Muir awards back into the job description for 2022.
    - Detailed information on the process is available on the John Muir website.
  - Ascertain quickly whether they want the Bus Chaperone role.
  - If not, recruit the Chaperone early and ensure that they liaise.
  - Agree the feedback questions in advance.
  - Support them in lone working i.e. home-visits.
  - Final payment on receipt of the End of Project report.

# Resources available

- **Risk Assessments:**
  - High Level
  - Operational Risk Assessments: Fire, Tools.
  - Activity risk assessments.
- **Family Communications:**
  - First letter
  - Permission slip
  - Detailed letter



# Resources available

- **Procedures and Protocols:**
  - Emergency Procedures
  - Adult / child ratio
  - Confidentiality, Data protection
  - Behaviour and wellbeing
  - Mobile phones
  - Administering medication
  - Toilet arrangements
  - Midgies & Ticks
  - Complaints
  - Equipment checklist



# Resources available

- **Example Session plans**
- **Templates:**
  - Daily risk assessments
  - Deliverer's Notes
  - Register
  - Incident Record Form
  - Deliverer feedback forms
  - Family feedback forms
- **Deliverer Documentation:**
  - Job description for Deliverers
  - Contract for Deliverers



# Supporters of 'Go Wild'



- Thanks to NTS Threave Estate for offering their land and also David's time for the Castle Douglas sessions.
- Thanks to Nick Roper-Caldbeck for permission to use the Garroch Estate.
- Thanks to Rob Asbridge of Kirkcudbright Barhill Woods for his support and contribution.
- Thanks to the Primary Schools for working with us.
- Thanks to the Heritage Lottery and Dumfries & Galloway Council for underwriting and supporting the scheme.