

Section	Section Title
6.	Learning in Schools

<i>Project</i>	<i>PA No.</i>
Open Your Eyes to the Weald Forest Ridge (in-part)	PA 61
Education Resources at Ashdown Forest	PA 36
Schools' Archaeological Activities	PA 44
Developing the Community at Hargate Forest (in-part)	PA 59
Forest Schools Focus for the Weald Forest Ridge (in-part)	PA 06
Dragon Tails (or Tales of Dragons and Woodland Wyrms!)	PA 58

Learning in Schools		PA 61
<b>Project Name</b>	<b>Value</b>	
Open Your Eyes to the Weald Forest Ridge (in-part)	£ 25,326	
<b>Delivery Partner</b>	<b>Project Aim</b>	
	<p>To raise awareness and increase knowledge of the Weald Forest Ridge's unique heritage to target audiences, through the arts and the written word.</p>	



© Same Sky

© Same Sky

### What Was Delivered?

The schools element of this project used three areas of the arts; to raise awareness and educate about the WFR's unique heritage. A different arts delivery organisation was appointed for each area, and each delivered workshops and whole school activities within engaged schools.

Bigfoot Arts Education undertook drama work; delivered by the appropriately named Professor T. Travel! Each day started with a whole school assembly. The Professor delivered an interactive time journey through the High Weald: from the Bronze Age; through the Romans, Black Death and Tudors; to the Second World War. Then, four workshops were delivered to individual classes or year groups through the rest of the day; with schools choosing from Tudors, Romans, the environment, or pannage, depending on their curriculum needs. As a lasting resource, a suite of lesson outlines and quizzes for both Key Stage 1 and 2 were produced.

Same Sky carried out art workshops - delivering four different workshops to classes or year groups through the course of a day. The workshops used media specifically chosen to highlight key character elements of the High Weald. These were: charcoal, reflecting managed coppice woodlands; clay, reflecting the underlying sandstone and clay geology; felt, to represent grazing sheep in a pastoral / heathy landscape; and watercolours, inspired by the landscape of rolling hills. As with the drama workshops, downloadable resource packs were produced for each of the art areas: The Great Charcoal Experiment, The Clay Campaign Manual, The Fabulous Felt Illusion, and The Watercolour Explorers Guide.

Thirdly, Voice and Word worked with music and sound - undertaking singing, composition, playing and performing. Each day started with a whole school singing assembly, followed by three smaller interactive workshops. Inspiration was taken from both folklore and landscape history - resulting in content such as a drover's song and the sounds of iron workings. Recordings were made of the songs and percussion pieces performed during the day, and a CD supplied back to the school as a lasting legacy.

### Key Outputs

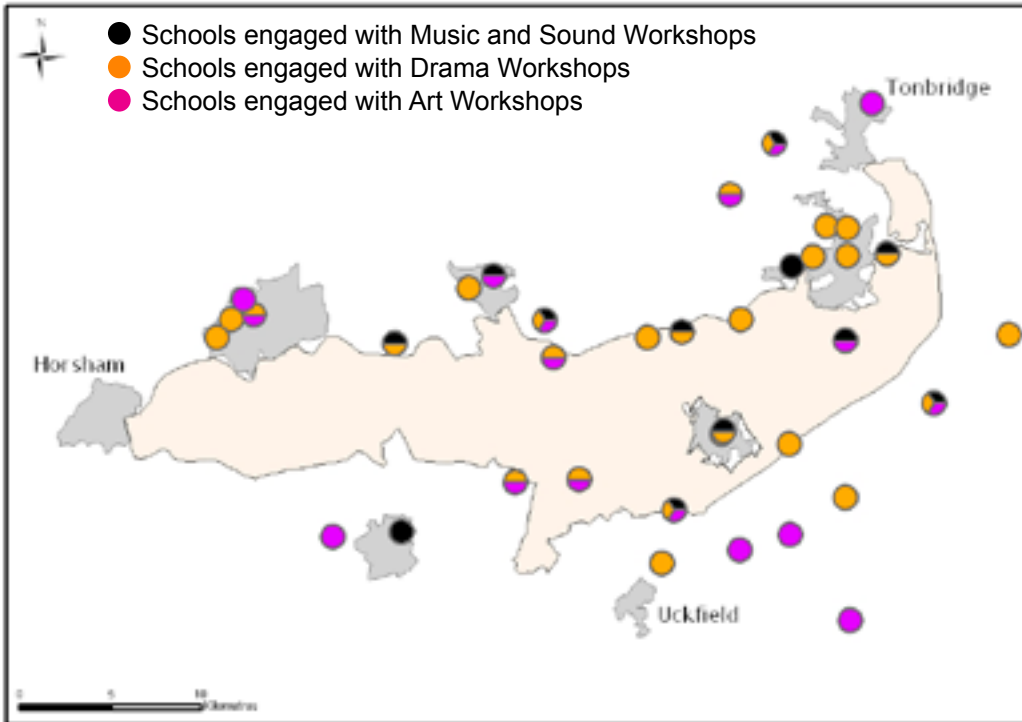
- 30 drama sessions held in 27 different schools, with 4,636 pupils engaged.
- 17 arts sessions held in 15 different schools, with 1,694 pupils engaged.
- 12 music workshops held in 12 different schools, with 2,248 pupils engaged.
- 5 downloadable resource packs produced for drama and art workshops.

*"A wonderfully enthusiastic drama session that was thoroughly enjoyable and memorable. The children rushed to tell their parents about it after school. A big success."*

Teacher after Bigfoot drama session

*"Excellent success for all and FUN!"*

Teacher after Same Sky art session



© Same Sky



© Same Sky

### What Does the Future Hold?

Several schools staged independent displays of their project work, whilst others were inspired to do further drama, art or music curriculum work.

The chief project legacy rests in the downloadable resource packs created by Bigfoot Arts Education and Same Sky. These have already been widely circulated to all participating schools, as well as publicised more widely through the AONB Unit's High Weald Heroes education programme. The packs are downloadable at [www.highweald.org/learn/education/education-resources.html](http://www.highweald.org/learn/education/education-resources.html) and enable schools who have not taken part in the WFR-supported workshops to also gain benefit from the LPS.

*"It was a brilliant day. The children and all the staff had a fantastic time and learnt loads. Mark (the music and sound leader) was superb and all the children were engaged."*

Teacher after Voice and Word music session



*"There is definitely a greater awareness of what the landscape is – that it's an AONB, that it's in the High Weald."*

Education Officer,  
High Weald AONB Unit

Schools, of course, are able to undertake further workshops with any of the three arts delivery organisations, by making direct arrangements with them at non-subsidised rates.

The AONB Unit will investigate further demand for arts workshops within future phases of the High Weald Heroes initiative, which will roll out the activities to the whole of the AONB.



© Same Sky


### Partnerships

- ✓ High Weald Heroes programme (High Weald AONB Unit)

*Match funding:* Defra, High Weald Joint Advisory Committee, charges to schools.

### Contact

Gerry Sherwin, Business Manager,  
High Weald AONB Unit.  
T: 01580 879500  
E: [g.sherwin@highweald.org](mailto:g.sherwin@highweald.org)  
W: [www.highweald.org](http://www.highweald.org)

Learning in Schools		PA 36
<b>Project Name</b>	<b>Value</b>	
Education Resources at Ashdown Forest	£ 32,642	
<b>Delivery Partner</b>	<b>Project Aim</b>	
	Improve understanding and appreciation, through the development of children-focused education, of the key characters and management of one of the Weald Forest Ridge's four medieval forests.	



### What Was Delivered?

The project's start was synchronous with the employment, by the High Weald AONB Unit, of a p/t Education Officer under a separate HLF initiative. The Conservators funded an increase in the contractual hours of this Officer – Laura Sweeting – so that she could also deliver the Education Resources project on a salaried, fixed-sum basis, rather than the more costly employment of consultants. This approach contributed greatly to the project's success – through the integration of WFR educational delivery with the HWU's High Weald Heroes education programme.



A range of educational resources were created to improve the offer to Schools: either placed at the Ashdown Forest Centre's Education Barn or made web-downloadable. These enabled both site and classroom work, and included:

- An interactive whiteboard.
- Three Field Packs to encourage wide curriculum use of the Forest: a KS1 Beauty and the Beasts pack, and KS2 Natural Numeracy and Ashdown Art packs.
- A KS1 Winnie the Pooh Story Sack.
- A KS2 Nature v. Nurture Debate Pack.
- 25 Activity Cards, plus background site information.



Engaging schools directly with the Forest was the other main element of the project. A total of seven Teacher "Twilight" training sessions were staged. These enabled teachers and TAs to view the facilities on offer, meet the Sussex Wildlife Trust delivery staff and receive copies of key resources and risk assessments.



The project's highlight was the staging of four multi-school, multi-activity days at the Forest Centre. Each day had class-sized groups rotating around a series of hands-on teaching sessions, themed to the focus of the day. Two days were energy-based: looking at the High Weald's role in providing human energy needs – past, present and future. Scheme Delivery Partners and local schools helped deliver these days. The other two were arts-based and linked to the Same Sky work in delivering Spring Forward (2010) and AshFest (2011) (for both see Public Celebration and Learning).

Throughout the three year delivery, considerable time and effort was also invested in the project's legacy arrangements.

### Key Outputs

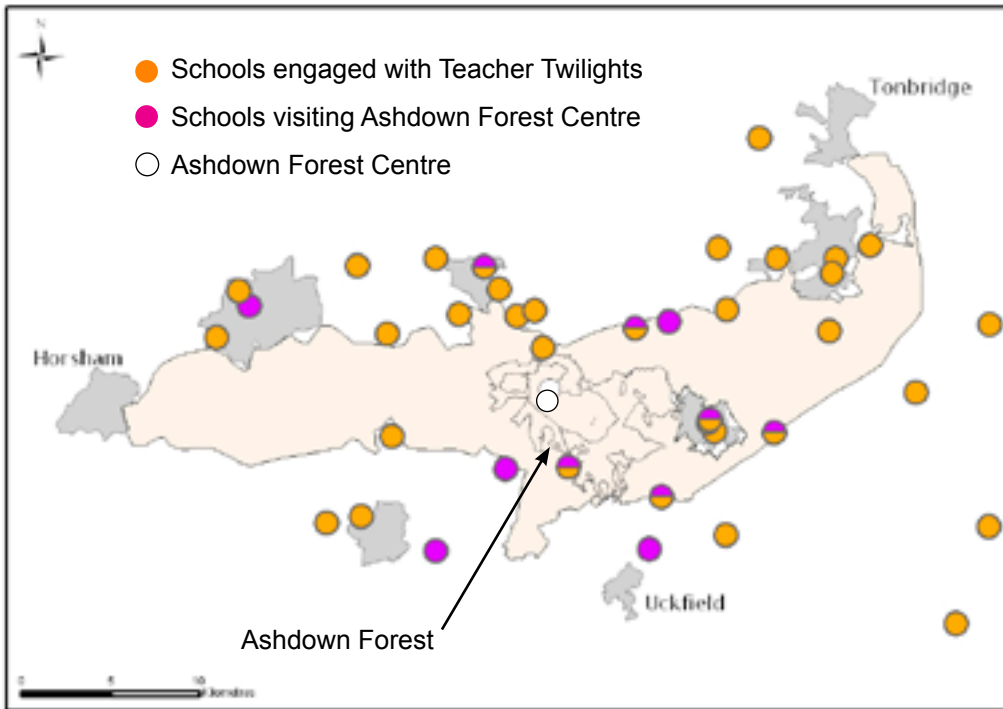
- 4 Education Fairs / Creative Arts Days staged at the Ashdown Forest Centre.
- 13 schools and 473 pupils involved in educational visits to the Ashdown Forest Centre.
- 7 teacher training sessions staged, involving 80 teaching staff from 55 schools.
- 3 Field Packs developed and placed at Ashdown Forest Centre.
- Suite of other teaching resources developed and placed online / at the Centre.

*"This has been one of the best learning activities I have ever taken a group of children to. They came back full of excitement, enthusiasm and knowledge, as did I!"*

Teacher at Energy Day, October 2010

*"We are a school two minutes walk from the Ashdown Forest, who until this project had not utilised it at all!"*

Teacher from Nutley CP School



### What Does the Future Hold?

Sustainability and legacy have been embedded in this project from its inception. A suite of physical and intellectual resources have obviously been generated for schools to continue to benefit from. These are managed and made available by the Conservators of Ashdown Forest's staff.

*"Interest in SWT-led visits has been boosted by the excellent teacher training twilight sessions arranged by Laura Sweeting. The facility is known to so many more schools than before. In addition, her enthusiastic championing of the Ashdown Forest Centre on her assembly and other visits has encouraged schools to use SWT tutors."*

Head of Education,  
Sussex Wildlife Trust

The Conservators have a contractual arrangement with Sussex Wildlife Trust (SWT) that tutor-led schools' visits to the Forest are delivered by SWT staff. SWT have been closely involved in the resources development, and the schools' offer for Ashdown Forest (see [www.ashdownforest.org/enjoy/education.php](http://www.ashdownforest.org/enjoy/education.php)) includes both tutor-led and self-guided options. Opportunities will be explored to add to these options, such as the schools' archaeology toolkits developed in 2012 for the adjoining Broadstone Warren by the HEA Project (see PA27, Understanding & Conserving the Historic Environment).

The WFR-led Education Resources project has largely contributed to a doubling of SWT-led schools' visits to the Forest between 2009 and 2012. It is hoped this growth can be sustained.




### Partnerships

- ✓ Beacon Community College, Crowborough
- ✓ East Sussex County Council (Rethink Rubbish)
- ✓ ESAMP
- ✓ Esus Forestry Training
- ✓ Gatwick Greenspace Partnership
- ✓ High Weald Heroes programme (High Weald AONB Unit)
- ✓ Same Sky
- ✓ Skinners School, Tunbridge Wells
- ✓ Sussex Wildlife Trust
- ✓ WFR Historic Environment Awareness Project

*Match funding:* Ashdown Forest Conservation Trust, Conservators of Ashdown Forest, Friends of Ashdown Forest, High Weald Sustainable Development Fund

### Contact

Pat Buesnel, Forest Director,  
Conservators of Ashdown Forest.  
T: 01342 823583  
E: [pat@ashdownforest.org](mailto:pat@ashdownforest.org)  
W: [www.ashdownforest.org](http://www.ashdownforest.org)

Learning in Schools		PA 44
<b>Project Name</b>		<b>Value</b>
Schools' Archaeological Activities		£ 26,764
<b>Delivery Partner</b>	<b>Project Aim</b>	
	To raise awareness of the rich archaeological heritage of the Weald Forest Ridge for school children across the WFR area.	



© ESAMP



© ESAMP



© ESAMP

### What Was Delivered?

Delivery within this project fell predominantly into two areas.

Firstly, ESAMP undertook nine bespoke outreach visits to schools. In response to booking requests from teachers, ESAMP developed tailored teaching sessions looking at general archaeological processes and the school's local archaeological and landscape heritage. They additionally focused in on a particular historical period, e.g. Romans or Normans, to link to specific curriculum studies being undertaken. Delivery included a mix of formal teaching; alongside small-group, hands-on practical sessions, which were especially popular with children. The flexibility offered by ESAMP was particularly appreciated by schools, and enabled some schools to undertake detailed work with one or two classes, whilst others took a whole-school approach.

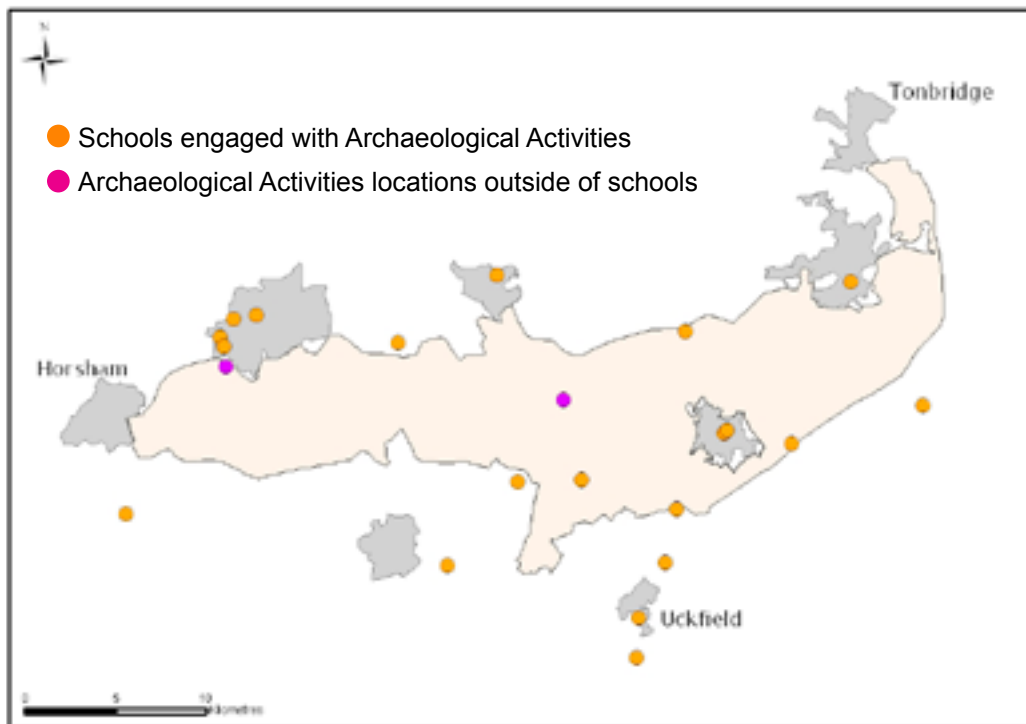
Secondly, and much like ESAMP's Archaeological Awareness Activities project (see PA25, Public Celebration and Learning), ESAMP provided – in partnership with other Scheme projects – an archaeological heritage angle at four schools' project events.

Three of these were the Energy Days or Creative Arts Days held at the Ashdown Forest Centre (see PA36), and the fourth was the Forest Schools Finale event held at Buchan Country Park in early 2012 (see PA06). Teaching activities at these Days tended to focus on the Mesolithic period, and included fire-making, shelter-building and foraged foods. The sessions were especially popular with school children and provided many cross-curricular links that were developed further by teachers in subsequent classroom sessions.

The Schools' Archaeological Activities project concluded with a particularly pleasing suite of partnership-derived outputs and outcomes. Given the 2010 construction of the Mesolithic Shelter at Ashdown Forest (see PA25), West Sussex County Council's Buchan Country Park approached ESAMP to build a similar, outdoor educational space at Buchan CP that would enable heritage interpretation as well as the seating of school children for teaching sessions. The WFR Scheme's strong partnership working ethos enabled a very quick buy-in to the proposal from all relevant partners, the raising of cash and in-kind match funding, and the provision of many of the necessary materials in-kind from local coppice woodlands. The result is a lasting legacy of the project.

### Key Outputs

- 10 teaching sessions delivered with individual schools; 9 of them in school.
- 4 partnership days, each with 4 schools, delivered as part of other WFR projects.
- 21 schools engaged with project.
- 1,410 pupils benefited from project.
- A Mesolithic reconstruction shelter built at Buchan Country Park.
- 22 skilled and unskilled volunteers contributed over £10,000 of volunteer time.



### What Does the Future Hold?

Many schools have become aware, through the WFR LPS, of the diverse range of historical teaching resources that ESAMP offers, on an outreach or site-based basis. Repeat teaching visits were made to four schools within the WFR Scheme, and it is anticipated these new contacts will continue in the future, assuming schools can identify the necessary funding.

Additionally, the profile of ESAMP has been raised considerably through this project: the relationship developed with West Sussex CC at Buchan Country Park will doubtless continue to develop.



*Loved the 'Past Zone'. Really hands on. Passionate people. Especially the 'foraging' section (which I hadn't expected to be so good).*

Teacher at October 2010 Energy Day at Ashdown Forest

*"The schools' days might have a theme like Saxons or Romans, but are always linked in to the WFR. This has enabled pupils to understand the landscape in a different way."*

ESAMP



### Partnerships

- ✓ Conservators of Ashdown Forest
- ✓ East Sussex County Council (Historic Environment)
- ✓ Esus Forestry Training
- ✓ Gatwick Greenspace Partnership
- ✓ High Weald Heroes programme (High Weald AONB Unit)
- ✓ Same Sky
- ✓ Sussex Wildlife Trust
- ✓ West Sussex County Council
- ✓ WFR Historic Environment Awareness Project

*Match funding:* ESAMP, West Sussex CC, Gatwick Greenspace Partnership, charges to schools, in-kind materials plus volunteers.

### Contact

Ian Dunford or Christabel Shelley, ESAMP.

T: 01273 486959

E: [esamp@eastsussex.gov.uk](mailto:esamp@eastsussex.gov.uk)

W: [www.esamp.com](http://www.esamp.com)

Learning in Schools		PA 59
<b>Project Name</b>	<b>Value</b>	
Developing the Community at Hargate Forest (in-part)	£ 10,763	
<b>Delivery Partner</b>	<b>Project Aim</b>	
	<p>To increase awareness of, and the number and range of visitors to, Hargate Forest and to secure local community involvement in the site's long-term management.</p>	



© Woodland Trust



© Woodland Trust



© Woodland Trust

### What Was Delivered?

Schools' work at Hargate Forest was focused into a limited number of intensive, site-based "Discovery Weeks". In these, specialist activities were undertaken by external providers throughout each week, and a wide range of schools attended for half or full day sessions. This approach enabled maximal engagement with schools and school children, whilst pooling resources for cost effectiveness.

In total, four Discovery Weeks were staged:

- In June 2010, the key theme was local myths and legends. The Root and Branch Theatre Company (see PA58, Learning in Schools) staged outdoor interactive performances of their "Dragon Tails" play - with pupils guided through a woodland full of mythical characters - followed by story creation workshops.
- In October 2010 and May 2011, the theme was changed to bushcraft, with specialist training and events provider Sunrise Bushcraft delivering a suite of stimulating and educational activities. These included ember lighting, shelter building, animal track identification and a plant use guided walk.
- Due to the fantastic feedback received, the final Discovery Week in November 2011 also focused on bushcraft and was run again by Sunrise Bushcraft. Additional activities included a feely box; containing pelts, snake skins, animal skulls and owl pellets.

Bursaries were provided to some schools to contribute towards costs of coach travel to Hargate Forest, whilst the site educational sessions were provided free to schools. To maximise benefits and cost effectiveness, some schools from outside the schools catchment area for the WFR LPS attended Discovery Weeks, where there was insufficient demand from catchment schools. This was justified on the grounds of increasing awareness of the Forest and the Weald Forest Ridge.

### Key Outputs

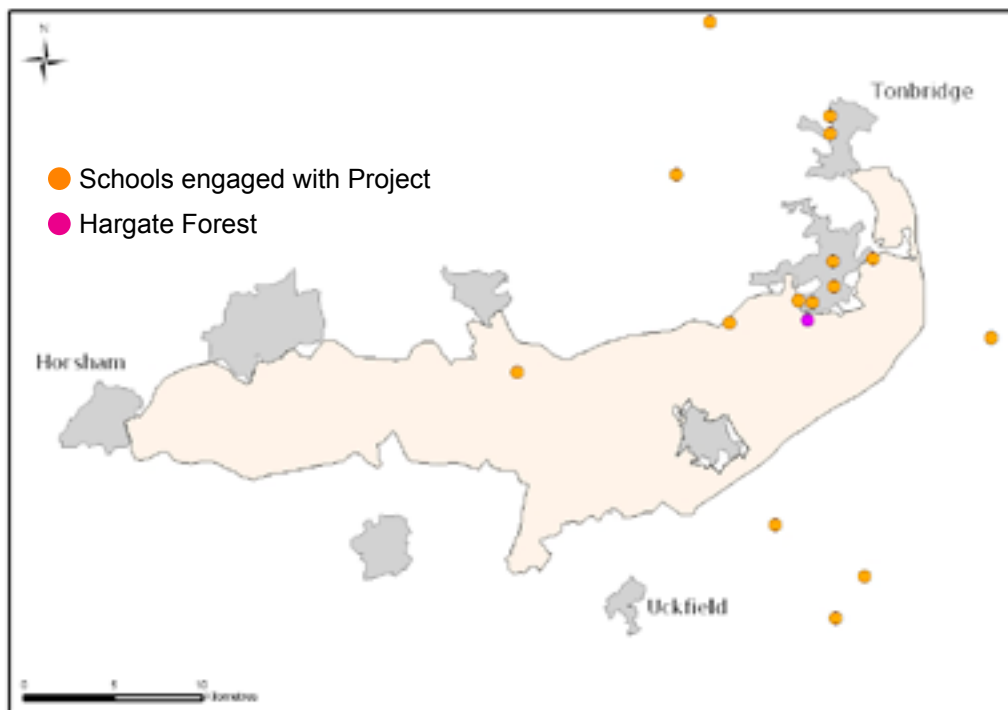
- 4 Discovery Weeks staged, involving 20 different days of activities.
- 16 different primary schools engaged.
- 1 Special Needs School engaged.
- 1,016 primary school children, with 194 accompanying teachers and other adults, attended site learning activities.

*"My daughter came on a school visit to Hargate Forest. She had a wonderful time and really enjoyed the shelter building!"*

Mother of Schools Discovery Week attendee

*"My class of special needs year 8 pupils all thoroughly enjoyed the drama performance and workshop. We hope to come to future events."*

Teacher from local Special School



© Woodland Trust



© Woodland Trust

## What Does the Future Hold?

The Discovery Weeks proved very successful with introducing the attending schools to using Hargate Forest as an “outdoor classroom”; hence promoting independent visits and the use of the Woodland Trust Nature Detectives web-resources.

One local school is already holding regular classes in the Forest. A local Special School (who provided the designs for the tree shelters on the Old Carriageway – see PA59, Public Celebration and Learning) have also twice visited

independently to date: for a woodland walk to see the tree shelters. The Woodland Trust will continue to work with local schools, encouraging them to use Hargate Forest as an educational resource.

Feedback from events has indicated new families are visiting the Forest due to their children visiting as part of a schools’ Discovery Week.

Future schools’ Discovery Weeks would require additional funding and the Woodland Trust are currently exploring options. The Trust is also exploring opportunities to set up a Forest School, as well as continuing to provide an annual programme of public events.

*“In the great wall of mystery*

*We learnt of nature and of history.*

*The Wonders of the Wood.”*

Pupil’s poem inspired by site bushcraft activity

*“We were delighted with the way the Schools Discovery Weeks went; it really sparked interest in all those who took part. 6 months after his school visit, a 6 year old boy whom I met at another site event still really wanted to tell me the five ways he had learnt to light a fire.”*

People Engagement Officer, Woodland Trust



© Woodland Trust



© Woodland Trust

## Partnerships

- ✓ High Weald Heroes programme (High Weald AONB Unit)
- ✓ Sunrise Bushcraft
- ✓ Root and Branch Theatre

*Match funding:* Forestry Commission, Woodland Trust, gifts in kind plus volunteers.


## Contact

Sandy Williamson, Site Manager, Woodland Trust.

T: 01476 581111

E: [sandywilliamson@woodlandtrust.org.uk](mailto:sandywilliamson@woodlandtrust.org.uk)

W: [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk)  
[www.visitwoods.org.uk](http://www.visitwoods.org.uk)

Learning in Schools		PA 06
<b>Project Name</b>	<b>Value</b>	
Forest Schools' Focus for the Weald Forest Ridge (in-part)	£141,214	
<b>Delivery Partner</b>	<b>Project Aim</b>	
	<p>To raise awareness and facilitate engagement with the landscape, wildlife and cultural heritage of the Weald Forest Ridge, using principles and practices of Forest School.</p>	

### What Was Delivered?

It is widely recognised that children and young people are more removed from the natural world than ever before. To address this, the Forest School (FS) approach seeks to provide regular opportunities to experience an outdoor learning environment, normally with a kinaesthetic approach to learning.

Gatwick Greenspace Partnership (GGP) employed a full-time Co-ordinator (Tom Forward) in early 2009 to take this Forest School approach to schools, community groups and families – focusing primarily on the large urban populations of Crawley, Horsham and Haywards Heath. The Co-ordinator was guided through a formal Steering Group of representatives from West Sussex CC (who hosted the Co-ordinator at a local Country Park), Sussex Wildlife Trust, Gatwick Greenspace Partnership and the WFR Scheme Management Team. The Co-ordinator's FS approach included a focus on the WFR landscape, as well as its biodiversity and cultural heritage.

The Co-ordinator was so successful in generating interest for FS delivery that a part-time Assistant post was created in 2010, to help with preparation, session delivery and administration.

With the exception of FS training (see PA06, Training and Skills), Forest Schools' delivery focused on three key areas. All were promoted through a Forest Schools Flyer produced early in 2009 and widely distributed.

**Schools:** From experience, it was rapidly learnt that the best ways to promote to schools were to target extended schools co-ordinators, plus meet Head Teachers at Area Locality Schools' meetings. In turn, these led to some word-of-mouth recommendations.

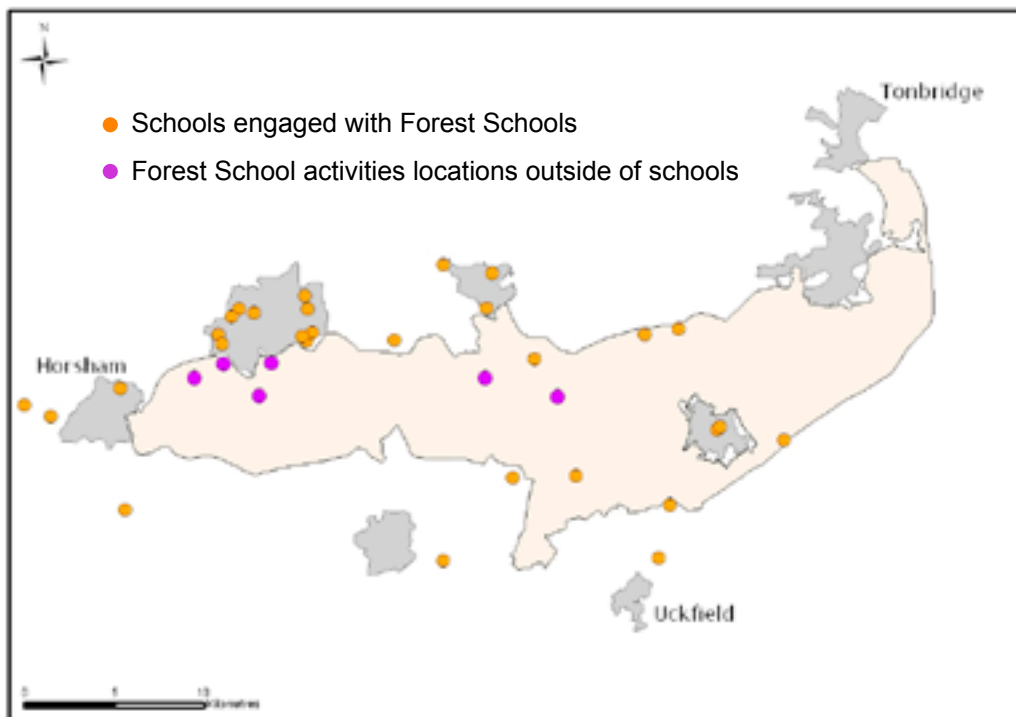
A fundamental ethos of FS is to run regular sessions (up to 10) for the same small groups (ideally 10–15 pupils), in local woodlands or greenspace. This is diametrically opposed to "standard" outdoor education in schools – an annual one-day trip in year groups or larger. Consequently, the Co-ordinator had to adapt his ideal offer of regular sessions into more one-off events, especially to primary schools. At the extreme end of the spectrum, this meant whole-school, FS taster sessions delivered in the schools grounds – with over 200 pupils sampling Forest Schools in the day!

### Key Outputs

- 1 F/T Forest School Co-ordinator and P/T Assistant employed.
- 29 schools engaged with project, with 2,344 pupils benefiting from a Forest School learning experience.
- 1 Sustainable Energy Day delivered in partnership to 4 local primary schools.
- 5 community groups engaged, with 136 children and 75 adults benefiting.
- 56 bushcraft events staged, with 526 children and 74 adults participating.
- 1 finale celebration event ("Go Wild in the Woods") delivered in partnership to approx. 350 attendees.
- 1 promotional leaflet produced, with 750 print run.



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership



*“Staff and children commented this was their best school trip/day out!”*

*“It is refreshing to spend a day out with the children where they were allowed to take risks, be independent and where no-one nagged at them to be careful... mind out... etc.”*

*“Can we come again?”*

School teachers after Forest School activities

*“I really like Forest School. I’ve learnt how to make a mallet and peg, and a broom. I’ve also learnt about the history of pig/cattle farmers, the different types of stones, trees, flowers, seeds and how the seeds travel around. It is absolutely amazing learning about this”*

Home-educated pupil

A better compromise was achieved with other schools, who ran one-day, single year group sessions at local countryside sites: often using Buchan Country Park – a popular park operated by West Sussex CC on the edge of Crawley.

Despite the challenges faced, sessions delivered to primary schools were very rewarding and the feedback from teachers and pupils alike was almost exclusively outstanding. Questionnaires identified that 95% of respondents rated the overall Forest School experience as very good, whilst 85% felt that learning outcomes had been fully met. A very good relationship was developed with the South-East Crawley Locality Schools, with staff taster and CPD sessions also staged, to help generate and maintain interest in Forest Schools.

Two secondary schools were the only schools to really engage with the true, multi-session FS ethos. One – Oriel High School in Crawley – used FS to specifically target those students who were struggling behaviourally and academically in a school setting; with the aim of improving self-esteem, confidence and attainment. The other – Woodland Grange School – was a residential and day school, working with children who had either learning difficulties, emotional or behavioural disorders, physical disabilities, or were on the autism spectrum. Delivery was extremely challenging and had to be adapted to suit circumstances – leading to 1:3 and even 1:1 working. Activities were usefully combined with school grounds improvements, helping with legacy. Slow and gradual improvements over the 30 delivery sessions saw some very rewarding outcomes achieved, both with individuals and the School’s willingness to invest, long-term, in practical outdoor learning with wider heritage benefits.

*"We plan to take our children out into the woods more, bringing a book and props along."*

Childminder

The Forest School Co-ordinator developed a very close working relationship with the High Weald AONB's Education Officer, who was delivering the AONB-wide High Weald Heroes programme over the same 2009 to 2012 timescale. There was considerable, mutually beneficial, partnership working developed with, for instance, the FS Co-ordinator becoming an

essential delivery element of the Energy Days and Creative Arts Days staged at Ashdown Forest (see Education Resources at Ashdown Forest, Learning in Schools section). This, in turn, led to greater promotion of the Forest Schools project and the development of an FS finale schools event in February 2012, combined with a public celebration event (see below).

**Community Groups:** As with schools, most of the five community groups who engaged with the project only undertook single sessions. Two groups, however, – both Home Educator groups (in Forest Row, and Crawley and Horsham) – fully embraced the FS approach and undertook a total of 59 sessions between them. The more flexible learning aims of the home education approach allowed real, hands-on exploration of the WFR's natural heritage, to a considerable depth and complexity. This led to some very worthwhile outcomes – such as some of the older children joining the Wildlife Rangers programme developed, in part, as project legacy (see below).

*"Many, many thanks for a fantastic bushcraft day. Hamish was full of enthusiasm about the activities and you have possibly knocked Bear Grylls off the top spot!"*

Mother of child who attended bushcraft day

**Public Bushcraft Events:** These ran as day-long events for children and families during every school holiday, except Christmas, from summer 2009. They were delivered at three partner sites – Tilgate and Buchan Parks, Crawley; and Leechpool and Owlbeech Woods, Horsham (see PA04, Enhancing Publicly Accessible Sites section). A very successful formula was developed of participative activities linked to the basic bushcraft themes: shelter, fire, food and water.

*"I was pleased to add survival skills to my Granny CV."*

Attendee, family bushcraft day

The events were very well received and enjoyed by all. A staggering 98% of feedback respondents rated their overall experience as very good, and similarly rated the leader's knowledge of bushcraft.

To celebrate the conclusion of the Forest Schools project, a "Go Wild in the Woods" day was staged in February 2012 in partnership with Buchan Country Park.

## What Does the Future Hold?

The training element of the FS project (see PA06, Training and Skills) was a fundamental cornerstone to embed legacy into the original project objectives. 43 people were trained to either Levels 2 or 3 in Forest Schools. They now form a sustainable network of education professionals and assistants in the area: who will continue to deliver FS within their own schools, in the locality schools network, and in community groups).

Additionally, Gatwick Greenspace Partnership realised there were huge benefits of continuing the educational and community momentum, built through the WFR LPS Forest Schools project. Consequently, they implemented an organisational restructure in March 2012 to create a permanent Community Project Officer role – to continue the employment of the FS Co-ordinator beyond his contract within the WFR LPS. Whilst undertaking a wider range of overall delivery within GGP, Tom Forward continues to deliver FS taster days,



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership

advice and support to local schools and trainees delivering FS, and activity workshops at local FS networking conferences. He also voluntarily acts as secretary to the local Forest Education Initiative Cluster Group.

Tom's work between 2009 and 2012 generated significant will amongst his partners to maintain and further develop the good working relationships established through the LP Scheme. There is hence a strong organisational network in West Sussex to ensure continued benefits.

There are also some more specific outcomes from elements of the 2009– 2012 work:

- The Home Educator groups continue to organise their own outdoor woodland craft sessions and are seeking a new leader to deliver FS sessions.
- Part of Tom Forward's new role is to run a Wildlife Rangers programme for 12 – 16 year olds; enabling enthusiastic FS participants to advance into more career-focused engagement as they become teenagers.
- The Woodland Grange School has employed an environmental science teacher to continue provision of practical outdoor learning for their challenging pupils, integrated into an ongoing programme of school grounds' enhancements.
- Buchan Country Park will make Go Wild in the Woods an annual public event.



© Gatwick Greenspace Partnership



© Gatwick Greenspace Partnership

### Partnerships

- |  |                                       |
|--|---------------------------------------|
| ✓ Conservators of Ashdown Forest                     | ✓ Oriel High School, Crawley          |
| ✓ ESAMP  | ✓ Same Sky                            |
| ✓ Friends of Buchan Park                             | ✓ South-East Crawley Locality Schools |
| ✓ High Weald Heroes Programme (High Weald AONB Unit) | ✓ Skinners School, Tunbridge Wells    |
| ✓ Horsham District Council                           | ✓ Sussex Wildlife Trust               |
| ✓ National Trust                                     | ✓ West Sussex County Council          |
|  | ✓ Woodland Trust                      |

**Match funding:** BAA Gatwick, bushcraft events income, charges to schools, High Weald Sustainable Development Fund, West Sussex CC, in-kind materials plus volunteers.

### Contact

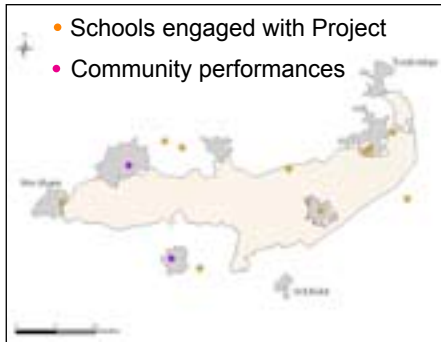
Tom Forward, Community Project Officer,  
Gatwick Greenspace Partnership.

T: 01293 550730

E: [tomforward@sussexwt.org.uk](mailto:tomforward@sussexwt.org.uk)

W: [www.sussexwt.org.uk](http://www.sussexwt.org.uk)

Learning in Schools		PA 58
<b>Project Name</b>	<b>Value</b>	
Dragon Tails (or Tales of Dragons and Woodland Wyrms!)	£ 18,989	
<b>Delivery Partner</b>	<b>Project Aim</b>	
	To increase knowledge and understanding of the cultural, historical and environmental heritage of the Weald Forest Ridge. To generate responses to that heritage through workshops and participatory performances in schools and to help create a sense of local identity.	



### What Was Delivered?

“Dragon Tails (or Tales of Dragons and Woodland Wyrms!)” is an interactive, folk-arts theatre production that explores the St Leonard’s dragon myth and wider folklore heritage across a range of ages. First written in 2007, the Root and Branch Theatre Company was invited to perform the play within the WFR LPS, in response to the loss of an alternative arts project in early 2009.

Following promotion of the play offer to schools – in partnership with the High Weald Heroes programme – 10 performances were delivered in 2009/10, in schools geographically spread across the WFR. Delivery tended to be a full play performance for KS2 pupils, and interactive workshops for KS1. In response to initial evaluation, the WFR Scheme Manager helped Root and Branch produce an Education Pack for the play: to enable schools to get the widest National Curriculum benefits from the one-day delivery.

Additionally, two community performances of “Dragon Tails ...” were staged at local theatres in Haywards Heath and Crawley, with ticket sales and promotion handled through the theatres.

### What Does the Future Hold?

Unfortunately, Root and Branch was the only Delivery Partner who struggled to fully grasp the partnership working ethos of the WFR LPS. Consequently, the Scheme Management Team have not developed any legacy arrangements with Root and Branch, although the theatre company will continue to deliver the play to a range of audiences, based on them drawing in the necessary funding.

### Partnerships

- ✓ Clair Hall, Haywards Heath
- ✓ High Weald Heroes programme (High Weald AONB Unit)
- ✓ The Hawth Theatre, Crawley
- ✓ Woodland Trust

*Match funding* : Sussex Community Foundation, participating schools, community ticket sales plus volunteers.

### Key Outputs

- 10 schools’ performances of play and workshops, engaging 1,210 children.
- 2 community performances of play, to 69 adults and children.
- 1 schools’ education pack produced.

*“It was an excellent experience for Year 6, who were inspired to write their own dragon legends.”*

Teacher at school in Hartfield

*“As a teacher, I used the Education Pack beforehand, and the workshop part of the day was brilliant.”*

Teacher at school in Crowborough

### Contact

Alison Williams-Bailey, Artistic Director, Root and Branch Theatre Company.

T: 01403 230367

E: [alison@rootandbranchtheatre.co.uk](mailto:alison@rootandbranchtheatre.co.uk)

W: [www.rootandbranchtheatre.co.uk](http://www.rootandbranchtheatre.co.uk)