

## Report into feedback from Schools Attending Spring Greens Schools Day 2015

This year the Schools Day at Spring Greens was attended by 4 local Primary Schools (Almeley, Shobdon, Gladestry and Dilwyn) one High School (Lady Hawkins) and around 7 Home Educated Children with their parents.

The School groups all came with at least 2 adults and were encouraged to get into pairs before leaving school. When they got to the site, all the pairs were given coloured ribbon and split into colour groups in order to mix up the children from the different schools and encourage discussion, interaction and new friendships to be formed.



The day was themed around the idea of building a model village, based on sustainable use of resources and traditional skills being applied to modern challenges. Throughout the day, many of the workshops were creating items such as stools, hurdles, blankets, homes, trees and people to add to the model village at the end of the event.

The groups were given timetables and then spend the day moving between different activities and workshops around the site; all led by knowledgeable craftspeople and workshop leaders. The idea was for every child to experience every activity during the day.



There were 5 different workshop areas, outlined below

### Providers and activities:

- ✦ Hazel Evans (Wye & Usk foundation) – River Dipping/Kick sampling
- ✦ Carey Glyn-Jones – Hawthorn Wildlife Web – ecological role-play game using giant insect hats and interview scripts
  
- ✦ Bob Rowberry – Wire people
- ✦ Jed – Wire trees
- ✦ Big Skill – Peg loom, Stool making
  
- ✦ Sam Goddard – Model village (tipis, benders, paths, walls etc.)
- ✦ Pete Linnel (grow your own home) – Low impact housing. Reciprocating roofs
- ✦ Martin Kibblethwaite – Mini Hazel Hurdles
  
- ✦ Charlie Goode/Rebecca Finney – Land Art – collecting and making: mini-gardens, paths, streams, roads, allotments etc. mosaic linked to the Model Roundhouse
  
- ✦ Andy Marsden – Donkey & Cart ride tours around the site



The timing for the day were as follows

<b>10.00</b>	Groups arrive. Introduction from Richie and children sorted into their groups for the day
<b>10.15 – 10.45</b>	Session One
<b>10.50 – 11.20</b>	Session Two
<b>11.25 – 12.00</b>	Session Three
<b>12.00</b>	Lunch (LHS presentation – 12.30)
<b>12.45 – 1.15</b>	Session Four
<b>1.20 – 1.50</b>	Session Five
<b>2.00</b>	Gather together all activities and add to model village. Discuss
<b>2.30</b>	Leave



At the end of the day there was a chance for all of the groups to come together around the Model Village we had created and add their own creations. There was much cause for celebration as everyone celebrated what we had achieved!

Following the event, a feedback questionnaire was sent to all participating schools to gather their views and explore ideas for next year's event. Four groups have responded so far. The results are below.



### **1. Overall, how would you rate Spring Greens Schools Day?**

Excellent: 2

Very Good: 2

Fairly Good:

Mildly Good:

Not Good at all:

### **2. How organised was Spring Greens Schools Day?**

Extremely Organised: 1

Very Organised: 3

Somewhat Organised:

Slightly Organised:

Not Organised at all:

### **3. Prior to Spring Greens Schools Day, how much of the information that you needed did you get?**

All of the Information: 2

Most of the Information: 1

Some of the Information: 1

A little of the Information:

None of the Information:

#### 4. Please rate this year's Spring Greens Schools Day

	Poor	Adequate	Good	Very Good
Information prior to the event		1	1	2
Organisation and timings of the event			2	2
Variety of workshops provided				4
Skills and knowledge of the workshop leaders			1	3
Structure of the day			2	2

#### 5. Do you feel the event helped the children to think about any environmental issues and if so what were these?

Yes - using sustainable materials

Sustainability, using resources with care

I get the impression that the children were thinking environmentally all day!

#### 6. What do feel the children from your school learnt from this year's event?

Quite a lot about rural crafts

Use of natural materials

New craft skills, eco knowledge

Transferring their existing skills and knowledge to a new situation

#### 7. How could this event be improved?

More of the same!

Having much more notice and information of the event; we only happened to find out because a parent knew about it.

#### 8. Would your school be interested in coming to a similar event next year?

definitely

yes

yes

Yes, we would

