

FDegEcCons

Work Based Learning – Module Code: EC002

Student Number: 25630

31<sup>st</sup> May 2009**Working as Assistant Countryside Ranger at Whitlingham Country Park****Contents**

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## Title

**Working at Whitlingham Country Park****1. Introduction**

This report logs 155 hours working at Whitlingham Country Park (WCP) on 27 days during period 11<sup>th</sup> September 2008 to 17<sup>th</sup> March 2009.

WCP is in the “Norwich Fringe” just south of the city and is a conceptual “gateway” to the Norfolk Broads for both local people and visitors.

My role there is as an Assistant Countryside Rangers (ACR) started in July 2007, and I have attended one hundred days since then, as a volunteer.

**2. Organisation****Structure**

WCP is run by a charitable trust – a partnership with The Broads Authority (the BA), landowners and local authorities. The Whitlingham Charitable Trust Management Principles (Smith, 1995) state the original intention to share a warden with the Norwich Fringe Project, but the task has grown as more restored land became assimilated. The Park now has three full-time staff – Russell Wilson, the manager, and two full-time Countryside Rangers. The BA coordinates supplies and trains voluntary ACRs throughout the Broads and at WCP there are two or more ACRs present each day of the week and throughout the year.

**Purpose**

The Park’s objectives complement those of the BA -

**Rationale of objectives**

Whitlingham is ideally situated on the outskirts of Norwich but on the edge of the wider Broads to provide a gateway centre to the Broads National Park, as such the site has a key educational and interpretive role. This provides an opportunity for community links and involvement in the management of the Country Park area.

The Park also provides a green space on the edge of a city and so has an important conservation and wildlife role to ensure the present habitats are maintained and enhanced.

*Management Plan*

*(Wilson, 2006)*

**My role**

As an ACR, I am expected

to contribute two days work per month: actually I average four.

I completed seven days training over the preceding year, and can perform most tasks needed to maintain the Park, with the exception of tree-felling. Public interface roles – interpretive and representative – are important, and working as part of the team.

Having been trained also as a Level 3 Forest Schools Practitioner, I also work with groups of children and young adults. The groups vary in age from five to eighteen and educationally also – some being excluded from mainstream schools. We are inclusive and treat each learner as an individual, without prejudgement. One such group is from Future Education, formerly and herein known as “NR5”, and I have worked with them since October 2007. Some of them have been attending all that time, several have left, and some started during my logged session of Work Based Learning.

### **3. Inclusion**

Many of my learners exhibit traits of low self-esteem - inhibited body language, lack of eye contact, inarticulacy, refusal and lethargy. Diagnoses of Emotional and Behavioural Disorder, Attention Deficit (Hyperactivity) Disorder and Autistic Spectrum Disorder are commonly the basis of Statements of Special Educational Needs, but my client group also includes learners who are simply excluded for their safety or that of others, or for the smooth running of mainstream schools.

### **4. Analysis of time spent**

72% of sessions logged were with NR5, 10% with YMCA Learning, and the rest other Forest Schools, park maintenance and public interface. I have spent 44 days, i.e. half of my time as ACR with NR5 over the last 2 years.

### **5. Conclusion**

A useful relationship has been built over two years, which may help some of these children to better understand their environment, in the broadest sense. Certainly I have found it has helped me discover and develop aspects of my own character.

**Word Count 3376**

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**Appendix 1 – Background**

Before engaging in formal Work Based Learning, I had been volunteering for over a year, and had kept a diary. Days were marked with a “Volunteering Day” number, which helps to reference the numerous photographs taken over the period, which are so labelled in my computer database and are an invaluable resource for publicity, fundraising and providing evidence for the portfolios of the young learners with whom I work.

The following table is a simple log of some of the volunteer activities which preceded the Work Based Learning logged days: it is followed by a formal log with reflection and analysis.

Volunteering Day	Date	Times	Activities
9	20071004	09:30-16:00	My introduction to NR5 - building steps and benches by Whitlingham Lime Kiln.
-			
47	20080621	09:30-16:30	"Go Wild at Whitlingham" an open family event throughout Whitlingham Country Park and Outdoor Education Centre. I assisted with mini beast hunts and pond dipping.
48	20080623	09:00-17:00	Schools Week at Lound Lakes. I assisted teaching children with hay-making, nature trail hunt and pond dipping.
49	20080626	09:30-16:00	NR5 make picnic area in Whitlingham Woods . Last day of Summer Term
50	20080717	09:30-15:30	Big tidy of equipment lock-up at Whitlingham CP
51	20080724	09:30-15:00	Preparing footpaths for visit of Prime Minister, Gordon Brown to Whitlingham next Saturday.
52	20080731	09:30-16:00	Orienteering day at Whitlingham CP, followed by charcoal making and decorating "woodland cookies" for a totem pole.
53	20080807	09:30-16:00	Brushcutting paths in Whitlingham Woods with Park Ranger, clearing ways for treasure hunt style event this weekend.
54	20080821	09:30-16:00	Assisted at public event for accompanied children, "Woodland Survival" at Whitlingham CP
55	20080828	09:15-15:00	Assisted at "Teddy Bears Picnic" at Whitlingham
56	20080904	09:30-16:00	YMCA - Building a bridge in Whitlingham Woods.. NR5 made an unofficial visit to the woods.

**Appendix 2 – Log of Work Based Learning activities, evaluation and recommendations**

What follows is a daily work record, and show cumulative hours spent on 27 working days.

**LOG No: 001**

DATE	TIME	ACTIVITIES	INITIAL
11/09/2008	09:30-15:30  6 hrs	Whitlingham Volunteering Day 57 <ul style="list-style-type: none"> <li>• NR5 first day of Autumn Term</li> <li>• Clearing a path through Trowse Woods from the Picnic Glade to the South-East bridle path.</li> </ul> Photographs at <a href="http://jimfroud.co.uk/NR5/20080911/index.html">http://jimfroud.co.uk/NR5/20080911/index.html</a>	
<b>COMMENT/ REFLECTION:</b>			
<ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Evaluation of the value and relevance of these activities.</li> <li>•</li> <li>• Danny, Ryan and Dayle</li> </ul>			
<b>Recommendations:</b>			
<ul style="list-style-type: none"> <li>• <b>To improve my performance and team performance</b></li> </ul> <b>Build Trust – both an objective and a method -</b> <p>“...to run organisations based more on trust than on control. ... It is unwise to trust people who are not committed to the same goals. ... Trust needs boundaries ... Trust demands learning... Trust is tough... Trust needs bonding ... (Handy, 1995)</p>			

**LOG No: 002**

DATE	TIME	ACTIVITIES	INITIAL
18/09/2008	09:30-15:30  12 hrs	Whitlingham Volunteering Day 58 <ul style="list-style-type: none"> <li>• NR5 clear the gateway from the bridle path</li> <li>• We worked in small groups at opposite ends of the site.</li> </ul> My group – D, T, and R – worked very hard to remove heavy concrete and tree stumps  <a href="#">Photo website</a>	
<b>COMMENT/ REFLECTION:</b>			
It is surprising that they are willing to put so much effort into the task without having listened to the plans we have told them about why we are clearing the way.			
<b>Recommendations:</b>			
The team will work better if we establish what (combination of) learning styles work best for each child. Visual, Auditory, Kinesthetic,...			

**LOG No: 003**

<b>DATE</b>	<b>TIME</b>	<b>ACTIVITIES</b>	<b>INITIAL</b>
21/09/2008	09:30-15:30  18 hrs	Whitlingham Volunteering Day 59 <ul style="list-style-type: none"> <li>• Synergy 2008 - Whitlingham event</li> <li>• Welcoming and directing arrivals to car parking and buses.</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b> Heavily advertised though the free bus service was, most people preferred to arrive by car and risk queuing for a parking spot. As a result congestion meant that buses were delayed and queues for these were also very long at times.</p>			
<p><b>Recommendations:</b> A circular route with one way traffic would work well - this may be available in future, once the new access road is made in 2009.</p>			

**LOG No: 004**

<b>DATE</b>	<b>TIME</b>	<b>ACTIVITIES</b>	<b>INITIAL</b>
25/09/2008	09:30-16:30  25 hrs	Whitlingham Volunteering Day 60 NR5 teams worked on fire and cooking, laying out and clearing the new picnic area and bridleway access route. <ul style="list-style-type: none"> <li>• YMCA finished a woodland path and bridge in Whitlingham woods and wrote up John Muir Award logbooks.</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b></p>			
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>			



**LOG No: 005**

DATE	TIME	ACTIVITIES	INITIAL
02/10/2008	09:30-16:30  32 hrs	Whitlingham Volunteering Day 61 <ul style="list-style-type: none"> <li>Dayle, Danny and Kurt removed the huge concrete obstruction in the gateway to the top of Trowse Woods.</li> </ul>	

**COMMENT/ REFLECTION:**

These 3 lads worked extraordinarily hard with me and showed great satisfaction with the result.

When I was away last week the children had been told that lunch was not to be until 1pm, and had accepted the decision, but Ryan, with whom I had been establishing trust, involved me in starting early. When I was told, I took the food off the fire.

I later spoke to a teacher: these children often come to work without any breakfast.

**Recommendations:**

- We have to rediscover how to run organisations based more on trust than on control. ... It is unwise to trust people who are not committed to the same goals. ... Trust needs boundaries ... Trust demands learning... Trust is tough... Trust needs bonding ... (Handy, 1995)
- To improve team performance** Do not change routines and so avoid disruptive behaviour.

**LOG No: 006**

DATE	TIME	ACTIVITIES	INITIAL
09/10/2008	09:00-16:00  39 hrs	Whitlingham Volunteering Day 62 <ul style="list-style-type: none"> <li>Brushcutting with other Assistant Countryside Rangers in the RSPB schools area.</li> </ul>	

**COMMENT/ REFLECTION:**

Team exercise, also preparing for imminent visit by youngsters learning with the RSPB. This area is fenced to prevent intrusion by dogs and damage by walkers. It has two habitat types - meadow and young mixed deciduous woodland. The trees are tidied with loppers to make safer places for children to walk. The meadow is strimmed and raked to allow less competitive species to develop. This is the equivalent of grazing, but without the added nutrients from animal droppings and supplementary feeding.

**Recommendations:**

**LOG No: 007**

DATE	TIME	ACTIVITIES	INITIAL
10/10/2008	09:30-15:30  45 hrs	Whitlingham Volunteering Day 63 <ul style="list-style-type: none"> <li>Flint knapping - "Prehistoric Experience"</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b>            Visiting flint knapper Will gave a demonstration and instruction to several Broads Authority staff in making arrow heads and hand axes, as would have been done at Whitlingham in former times. There has been evidence found of this and other prehistoric activities over the years. <b>Preparation and clearing away and discussion of relevance of tasks.</b></p>			
<p><b>Recommendations:</b></p>			

**LOG No: 008**

DATE	TIME	ACTIVITIES	INITIAL
20/10/2008	09:30-12:30  48 hrs	Whitlingham Volunteering Day 66 (64,65 not WBL) Half-day with NR5 Year 10 Last weeks work - only 4 posts - some needed reinstalling. One group working has four adults and two or three youths – other group relaxing has one adult and four or five youths	
<p><b>COMMENT/ REFLECTION:</b></p> <ul style="list-style-type: none"> <li>Group dynamics?</li> <li>Theory Y assumptions of the naturalness of work, that self-motivation and job satisfaction result in commitment (McGregor, 1960) seem to fit well with the volunteer ethos at Whitlingham, but not so well with all the visitors.</li> <li>Terry works well with Mark and Mike.</li> </ul>			
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li><b>Try to group workers with reluctant individuals, maybe they will fit in and start helping.</b></li> </ul>			

**LOG No: 009**

DATE	TIME	ACTIVITIES	INITIAL
23/10/2008	09:30-15:30  54 hrs	Whitlingham Volunteering Day 67 <ul style="list-style-type: none"> <li>NR5 Year 11s building a picnic area and footpath in Trowse Woods</li> <li>Spoke with visiting Easton College students about volunteering.</li> </ul>	

**COMMENT/ REFLECTION:**

Setting up and preparing with manager - good time to discuss feelings about WBL

Representing the CP management team to the visiting public.

Shane making progress with path-laying and has developed pride in standard of work. This was due to determined effort from Simon the BA Projects Manager, who is responsible for the safety of structures. Simon focuses on the end product and less on the feelings of the children, but they respect his integrity.

Tom made a point of returning my knife, having borrowed it three weeks ago. He was proud that he had been trusted, but sad as this was his last day before a move.

Dayle, who has autistic spectrum disorder and is accompanied by one-to-one helper, was keen to get started and said he and Tom would make an 'early start'. Soon after Tom was refusing to work with him and needed some persuading. Dayle provokes others to attack him.

Sonya and assistant Jody try to keep the kids on track but mainly by working as an example.

The kids do respond to direct calls for help, but are continually on guard for being 'exploited'.

**Recommendations:**

Resolving disputes.

**LOG No: 010**

DATE	TIME	ACTIVITIES	INITIAL
30/10/2008	09:30-15:30  60 hrs	Whitlingham Volunteering Day 68 <ul style="list-style-type: none"> <li>YMCA Training - Pumpkin Carving</li> </ul>	

**COMMENT/ REFLECTION:**

Raining very heavily and very cold, stayed in the barn.

As is often the case the activity was actually not the objective. Social mixing and group chemistry is the objective.

I met the HR manager of the Broads Authority and said volunteering here feels like being in an extended family.

What went well: manual skills, explaining templates for designs, creative expression, team spirit during games and story telling later.

What went wrong: insufficient planned activities.

Tasks assigned me by manager included several which excluded me from the group.

**Recommendations:**

- Evaluate and express my feelings if I want more job satisfaction.

**LOG No: 011**

DATE	TIME	ACTIVITIES	INITIAL
10/11/2008	09:30-12:30  63 hrs	Whitlingham Volunteering Day 69 (5 days Forest School Level 3 course before this, not WBL) <ul style="list-style-type: none"> <li>• Forest Schools - St Michael's Bowthorpe 18 children and two TAs made 'dream catchers' using twigs and string supplied, but decorated with artifacts found during a brief run around a meadow.</li> </ul>	

**COMMENT/ REFLECTION:**

The cold, wet weather meant that the teacher chose to stay in the Barn under cover, so the Forest School was almost a normal lesson in style. The teacher did not stand back, so FS leader, E, was somewhat undermined.

The children paired off and the session was interrupted for each pair to count the rings of a log-slice, which was given to the class by E.

The teacher later announced that only one child had got the count 'right!' This is not how an FS leader would have dealt with the diverging results!

The teacher showed a very negative response to some of the plasticene animals "they are not local creatures".

**Recommendations:**

Try to let the teacher know that they can let the FS leader take over, and to be more hands-off.

**LOG No: 012**

DATE	TIME	ACTIVITIES	INITIAL
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13/11/2008	09:30-15:30 69 hrs	Whitlingham Volunteering Day 70 <ul style="list-style-type: none"><li>NR5 Year 11 Clearing trees from site of new roadside footpath by the old wherry cut.</li></ul>	
<b>COMMENT/ REFLECTION:</b> At the end of the day we had an informal discussion on the subject of children disclosing information. It was explained to the more junior staff present that part of the Child Protection Policy is a Child Disclosure Procedure, by which incidents are to be reported. It transpired that only last week a related event had occurred resulting in a change of staff of one of our visiting groups of young people.			
<b>Recommendations:</b> <b>Refresh memory about the law and best practice when with children at work.</b>			

**LOG No: 013**

DATE	TIME	ACTIVITIES	INITIAL
17/11/2008	09:30-13:30  72 hrs	Whitlingham Volunteering Day 71 <ul style="list-style-type: none"> <li>• Forest School St Michael's</li> </ul>	

**COMMENT/ REFLECTION:**

18 children, some with a parent, walk to site - children explain what they see on the way. Practice knots. Build mini shelter for Action Man. Short free play. Form teams of 4 and find materials and build larger shelters to sit in. Gather round the fire - lit by leader. Eat packed lunches round the fire and toast marshmallows when it is hot enough. Longer free play after lunch.

**Recommendations:**

- Try to get parents to allow children some space for free play and to avoid imposing competitive values when helping them.
- Remember that some of the parents need Forest Schools themselves!

**LOG No: 014**

DATE	TIME	ACTIVITIES	INITIAL
20/11/2008	09:30-15:30  78 hrs	Whitlingham Volunteering Day 72 <ul style="list-style-type: none"> <li>• NR5 Year 11</li> </ul> <p>The day started with a visit to the site of a possible new project. The pump house which was used by the gravel extraction process, and the surrounding land including woodland and a waterway, is now available for restoration and reuse.</p>	

**COMMENT/ REFLECTION:**

- All worked well, having explained our objectives, except for D., who has Asperger Syndrome and tends not to relate to group goals. Two girls, S and T, were surprisingly productive after lunch. The assumption that motivation of employees leads to an increase in productivity may be true for dedicated workers (Mullins 1996), but overall evidence suggests no strong correlation between positive motivation and high productivity (Wilson & Rosenfeld 1990).
- End of day review.
- My role at Whitlingham can be analysed using the model used by the Cambridge consultancy Belbin (2009) – my self analysis shows there are some roles I am less likely to adopt – those of Shaper and Implementer. Awareness of role possibilities and recognising who plays them is important in managing teams.

**Recommendations:**

- List of tools for each task eg loppers, bowsaws, mattocks, spades, rakes.
- Collaboration arranged to support Forest Schools Level One students with their portfolio work.
- End of day review needs to become routine.

**LOG No: 015**

DATE	TIME	ACTIVITIES	INITIAL
24/11/2008	09:30-12:30  81 hrs	Whitlingham Volunteering Day 73 <ul style="list-style-type: none"> <li>• NR5 Year 10</li> </ul> As no Forest School was visiting today, work-placement volunteers joined NR5 Year 10 pupils building a fence and gateway.	

**COMMENT/ REFLECTION:**

Edgar demonstrated how to install a ready-made five-bar gate and its posts. There were seven volunteers. 8 children at first, then three more arrived by taxi with AP. Most did little work and stayed with AP.

**Recommendations:**

- **AP should be told to set an example – he is a bad role model.**
- **To improve team performance, attempt to apply the Belbin analysis of group roles and use them to construct balanced group dynamics/**
- **Share objectives making sure that attention is being paid. Bad listeners are often bad team players as a result.**
- Leadership in learning organizations are designers, teachers and stewards ... with an ability to build shared vision ... leaders are responsible for learning (Senge, 1990).

**LOG No: 016**

DATE	TIME	ACTIVITIES	INITIAL
27/11/2008	09:30-16:30  88 hrs	Whitlingham Volunteering Day 74 <ul style="list-style-type: none"> <li>• NR5 continued work on the pathway from the meadow to the pump house.</li> </ul>	

**COMMENT/ REFLECTION:**

Continued work on the pathway from the meadow to the pump house. Worked well, having clarified the task. R. was not working today, nor the girls, S and T, who were cold and complaining about the lack of a toilet. D., (Aspergers) had been having a very bad week, after a medication review, but was calm enough by the end of the session. D. has a stormy relationship with several of the other boys, especially this week K., who can be violent or aggressive. End of day review for all volunteers. Suggested a map showing where we are all working, and proposed plans. After discussion in the office all volunteers went on a site tour. Started with a visit to the pump house, followed by other sites around Whitlingham Woods. It transpired that one of the gateways represents a hazard to the new (longer) Ranger vehicles. Worked well, having clarified the task. R. was not working today, nor the girls, S and T, who were cold and complaining about the lack of a toilet. Actualisation or fulfillment, at the top of Maslow's five-level pyramid of needs, cannot be achieved without satisfying the fourth level need for self-esteem (Accel, 2008). If this is what we hope to gain from Forest School, we need first to satisfy the physiological needs.

D., (Aspergers) had been having a very bad week, after a medication review, but was calm enough by the end of the session.  
 D. has a stormy relationship with several of the other boys, especially this week K., who can be violent or aggressive.  
 End of day review for all volunteers.  
 After discussion in the office all volunteers went on a site tour.  
 Started with a visit to the pump house, followed by other sites around Whitlingham Woods. It transpired that one of the gateways represents a hazard to the new (longer) Ranger vehicles.

**Recommendations:**

List of tools for task, added to list and marked numbers taken, so making the site safe by leaving no tools behind.

**LOG No: 017**

DATE	TIME	ACTIVITIES	INITIAL
18/12/2008	09:30-16:30  95 hrs	Whitlingham Volunteering Day 75 <ul style="list-style-type: none"> <li>• John Muir Awards for NR5</li> </ul>	

**COMMENT/ REFLECTION:**

Self-esteem and a rare sense of reward for several of the group, and of course also the staff. Herzberg's hygiene factors, such as Policies, Supervision, Relationship with boss or Work conditions, cause dissatisfaction if absent, but satisfaction comes from motivation factors such as Achievement, Recognition, Work itself or Responsibility. (Droar, 2009; Herzberg, 1959, 1964)

Motivation Theory says that it is the satisfaction of one of three needs – Achievement, Power and Affiliation – Achievement oriented people set themselves achievable goals. (McClelland, 1961) It is unreasonable to conclude that low achievers are not achievement oriented.

**Recommendations:**

**Look for other sources of accreditation and reward for these learners – they are unlikely to get many GCSEs.**

**LOG No: 018**

DATE	TIME	ACTIVITIES	INITIAL
22/01/2009	09:30-16:30  102 hrs	Whitlingham Volunteering Day 76 <ul style="list-style-type: none"> <li>• NR5 in Trowse Woods</li> </ul> (Note that the Story-telling seminar held just before Christmas is not part of WBL, but is relevant, as it is both training and reward for staff who will use the skills in Forest School.)	



**COMMENT/ REFLECTION:**

- Identification of dead trees, reed mace for lighting fires.
- The campfire area had been spoilt by a local man with a chainsaw - our big beech logs had been cut up and removed.  
Today was very cold and rainy, so it was unfortunate that the ranger vehicle had been loaded with all the gear we needed for working on the footpath, but not with tarpaulins

**Recommendations:**

In future, lists of equipment should include PPE and comfort related items. Gloves, hand-wipes, tarpaulins...

A laminated sheet for each task, and one for each group.

**LOG No: 019**

DATE	TIME	ACTIVITIES	INITIAL
29/01/2009	09:30-16:30  109 hrs	Whitlingham Volunteering Day 77 <ul style="list-style-type: none"> <li>NR5 Trowse Woods</li> </ul>	

**COMMENT/ REFLECTION:**

We split into several small groups – some children were absent (doing ALAN - Adult Literacy and Numeracy online tests today)

I found that our list of tools did not include spades, mattocks and rakes!

I had to go and get some for installing the path-edging boards.

Path looking really good - Shane has ideas about planting alongside it - a hedge and ferns - ownership and pride in standards of results. I asked about ALAN, he “does not do” exams. Not working for an exam gives an excuse for not passing and self perception as “clever” is maintained. *Attribution theory* states this is a way of avoiding feeling failure, of not learning in order to protect a fragile sense of self. A learner requires enough self-confidence to take success or failure in his stride (Handy, 2002).

**Recommendations:**

- See <http://www.asdan.org.uk/information.php?cont=eass> to find out about ALAN
- Update the lists and use them!

**LOG No: 020**

DATE	TIME	ACTIVITIES	INITIAL
05/02/2009	09:30-15:30  115 hrs	Whitlingham Volunteering Day 78 <ul style="list-style-type: none"> <li>Litter and YMCA tree-cutting</li> </ul>	

**COMMENT/ REFLECTION:**

It is sometimes the case (as today) that the message about what needs doing does not get to the volunteers. Communications which have to travel up and down the double ladder of the scalar chain – the lines of authority – are inefficient – a gangplank crossing from one part of the organisation to another at the same level is much quicker and less error-prone, but needs to be sanctioned by both lines of authority – which implies either planning or policy (Fayol, 1916).

As NR5 not able to visit today, I picked litter then went to help the YMCA team who were cutting trees along the drive. A large Robinia pseudoacacia was being removed.

**Recommendations:**

Set up teams to keep public safe and direct traffic and to protect each other - the high wind was also a risk.

**LOG No: 021**

DATE	TIME	ACTIVITIES	INITIAL
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12/02/2009	09:30-16:30  122 hrs	Whitlingham Volunteering Day 79 <ul style="list-style-type: none"> <li>NR5 Year 11 - cutting fence post tops.</li> <li>(Note – the intervening two days of Forest Schools training assessment are not included in this WBL log.)</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b></p> <p>Nathan and Shane cutting fence-post tops and painting rails. Bradley refusing (supervision order infringement) and Ryan copying. Later Ryan did not betray trust when I handed him the ranger keys to unlock it for Richard - and he handed the keys back to me promptly, although he had been pestering for access to the vehicle all morning, Nathan discussed a memorable sailing experience - a large yacht trip from Brightlingsea to Ipswich. He said, 'It calmed me down by getting me away from all the trouble I was in.' Spoke to a May Gurney foreman and a finance officer about work experience for Shane and Nathan, Sonia and the other staff spent a lot of time in controlling mode. They and the girls only managed the fire and cooking. The bad boys had to cook their own food. Interesting incident with a closed footpath and jogger who must have jumped the tape!</p>			
<p><b>Recommendations:</b></p>			

**LOG No: 022**

DATE	TIME	ACTIVITIES	INITIAL
19/02/2009	09:30-16:30  129 hrs	Whitlingham Volunteering Day 80 <ul style="list-style-type: none"> <li>YMCA</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b></p> <ul style="list-style-type: none"> <li>Joined group of YMCA Training who have some new recruits today. NR5 have half-term holiday this week. Most productive day ever, so far. New trainees learnt firefighting, outdoor cooking and fencing skills.</li> </ul>			
<p><b>Recommendations:</b></p> <p><b>Although the day was productive, the new learners were not fully involved.</b></p> <p><b>Try to start them off on the “right foot.”</b></p> <p>When it is apparent that the group is treated as such, and also when outcomes of the “experiment” of learning outdoors is interesting to respected outsiders, there is the possibility of performance improvements in the manner of the Hawthorne Experiments of Mayo (1949).</p>			

**LOG No: 023**

DATE	TIME	ACTIVITIES	INITIAL
26/02/2009	09:30-16:30  136 hrs	Whitlingham Volunteering Day 81 <ul style="list-style-type: none"> <li>NR5 Year 11 activities in Trowse Woods</li> <li>YMCA installing a fence near the road</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b></p> <p>NR5 back after half-term holiday, mood very strange. Bradley has not returned - excluded for violent behaviour. DL was in his disruptive outsider role.</p> <p>DY was quite and disturbed - he did confide an emotional cause, which might explain his disturbed behaviour: no action was needed. (No risk suspected)</p> <p>R was reluctant and refusing at first, but with some one-to-one was able to volunteer to help S and N building the path (they are the experts)). Later R voluntarily helped me by putting all the tools back on the truck.</p> <p>P and G helped Russell with some tree clearing, and I was called to help when they had a 35foot dead tree hung in the branches of a nearby live tree. I picked up a helmet from the ground and had just put it on to help with a lever when a dead limb fell and glanced my helmet and cheek. Accident book was notified.</p> <p>After NR5 left, joined YMCA Training, to see and document progress. Some of last week's new recruits had not returned, others were very keen.</p> <p>Two girls who had learnt to light fires safely and use a storm kettle, but had otherwise not wanted to join in, had not come back.</p>			
<p><b>Recommendations:</b></p> <p>Involve the whole team – maybe perform some task or play a game.</p>			

**LOG No: 024**

DATE	TIME	ACTIVITIES	INITIAL
05/03/2009	09:30-15:30  142 hrs	Whitlingham Volunteering Day 82 <ul style="list-style-type: none"> <li>YMCA</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b></p> <p>NR5 were busy elsewhere, so I assisted the YMCA Training team building a fence. Several new team members were shown how to cut and install posts and nail rails to them. The plan was that several small teams could cooperate with each task - including fire-making earlier and fence painting later.</p> <p>However, it was difficult to keep them focussed and not as much progress was made as we had hoped.</p> <p>One lad cut down a tree, having been told not to.</p> <p>“Children quickly learn the boundaries within which they must work ... respond to the sense of freedom and stick to the few rules laid down for their safety.” (Pound, 2005)</p>			
<p><b>Recommendations:</b></p> <p>Sharing our plans and GETTING some form of "buy-in" from the learners is essential.</p>			

**LOG No: 025**

DATE	TIME	ACTIVITIES	INITIAL
12/03/2009	09:30-15:30  148 hrs	Whitlingham Volunteering Day 83 <ul style="list-style-type: none"> <li>NR5 Finish first layer of bark on their path and perfected the edges with Simon Bunting.</li> <li>Issues with "whose path is it?"</li> </ul>	

**COMMENT/ REFLECTION:**

The "ownership" of this path is disputed because its value to the people who made it is high. It was done to a good standard, and they were praised for it  
Fairness is complicated - Equity Theory says that workers seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it when compared to the perceived inputs and outcomes of others (Adams, 1965).

**Recommendations:**

Self esteem is an emotional characteristic which arises from the comparison of a self-image with an ideal self (Woods, 2000) **Remember to praise work, even if it is not the best. That way standards may be driven up.**

**LOG No: 026**

DATE	TIME	ACTIVITIES	INITIAL
16/03/2009	12:30-16:30  152 hrs	Whitlingham Volunteering Day 84 <ul style="list-style-type: none"> <li>NR5 at Dragonfly House meeting Hilary Benn, who presented them with ASDAN Level 2 Keys Skills Gold Awards.</li> </ul>	

**COMMENT/ REFLECTION:**

- My role was three-fold today – as ambassador for Forest School leaders, a supportive colleague for manager RW and reassurance for my nervous NR5 recipients of the awards.
- Valuable supportive evidence to be used later when seeking funding and justifying the Forest School.
- NR5 went to the wrong place and were nearly late, (Dragon Hall instead of Dragonfly House)!
- I provided emotional support with a calm and familiar face.
- It is to be hoped that the Environment Minister will have a positive attitude to our work, and be able to better understand it.

**Recommendations:**

- I need more practice in making an impact in a short speech.
- Timing of events needs to be properly documented and communicated to all involved.

**LOG No: 027**

DATE	TIME	ACTIVITIES	INITIAL
17/03/2009	09:30-12:30  155 hrs	Whitlingham Volunteering Day 85 <ul style="list-style-type: none"> <li>• Forest School with Larkman First School Reception class and Craig Deal</li> <li>• I spoke to Easton YR1 Environmental Education students visiting the CP about my own feelings about FS with NR5</li> </ul>	
<p><b>COMMENT/ REFLECTION:</b></p> <ul style="list-style-type: none"> <li>• Learning – practice Forest Schools ethos with younger learners</li> <li>• Value to employer is to be confident in my aptitude for the task of leading or assisting.</li> <li>• I felt successful from the responses I had from learners – especially those with Special Needs. RW noticed that these children often attach to me (literally in some cases!) One-to-one attachments are their way of feeling secure.</li> <li>• Communication with my peer group is of value in promoting the Forest School amongst future environmental workers in all fields.</li> <li>• My performance was enthusiastic, but maybe too verbose.</li> <li>• The WCP team came across as coordinated and sharing both objectives and ethos.</li> </ul> <p>In the first edition of Frames of Mind, published in 1983, Gardner listed seven intelligences which he had identified by using the criteria above. At that stage he suggested that the intelligences were:</p> <ul style="list-style-type: none"> <li>• linguistic intelligence</li> <li>• musical intelligence</li> <li>• logical-mathematical intelligence</li> <li>• spatial intelligence</li> <li>• bodily-kinaesthetic intelligence</li> <li>• interpersonal (interactions with others) and</li> <li>• intrapersonal (understanding of self) intelligences.</li> </ul> <p>Later, he added naturalist intelligence (concerned with nature, seasons, plant categorisation) and suggested that the two personal intelligences should be seen as permeating all others. (Pound, 2005)</p>			
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• I should learn to be more succinct and ensure I involve my audience.</li> <li>• Team performance improves when plans are properly shared.</li> <li>• Look for feedback from learners and from audiences to increase engagement with both groups and individuals.</li> </ul>			