

Wye knot

Forest school's
Intergenerational
Forest School Case
study with Wlydwood
Arts & The National
Lottery Fund



Study by R.Sales.



**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Contents

Introduction.....5

Session 1 Plans7

 Session One.....8

 Session 1.....8

Session Two Plans.....10

 Session 2: 21/09/2022 Care Home.....10

 Session Two: Schoolchildren11

Session 3 Plan 28/09/2022.....13

 Session 3: Care Home 28/09/2022.....13

 Session 3: School.....14

Session 4 Plans15

 Session 4- Care Home.....16

 Session 4: School 4.10.2217

Session 5 Plans19

 Session 5 : Care Home 12.10.2220

 Session 5. School Children 12.10.22.....22

Session 6 Plans24

 Session 6 Care Home 19.10.2224

 Session 6 School: 19.10.2225

Half Way Progress Chart.....26

 Care Home.....26

 School.....27

Session 7 Plans28

 Session 7 Care Home: 2.11.2228

 Session 7 School 02.11.2229

Session 8 Plans31

 Joint Observation 09.11.22.....31

Session 9 Plans32

 Session 9 Care Home 16.11.2232

 Session 9 School 16.11.2233

Session 10 and 11 Plans34

 Session 10 and 11: 23.11.22 and 30.11.22 Care Home35

 Session 10 and 11 : 23.11.22 and 30.11.2236

**Wye Knot Forest School’s Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Session 12 Plans37
 Session 12: Care Home37
 Session 12: 7.12.22.....39
 School Children.....39
Forest School Children’s Evaluation.....39
Targeted Observations.....40
Rose Sale’s Summary46
Rebecca Ayres’s Summary46

Introduction

This study aims to see the positive impact that nature has on building a joint relationship within a School and care home and how Forest schools can be an intergenerational activity for all.

Our aim is to give disadvantaged people a chance to be part of our Forest school curriculum. This could be in a nursing home, facility, school, or community group that doesn’t usually get access to participate in this type of activity.

These sessions were established at Blakey primary school (Year 1 and 2) and Sydenham care home ages 80-95 years. Forest School Practitioner Rosemary Sales & General manager Jim Bell.

The sessions ran for 12 sessions from September 2022 till December 2022. Case Study co-written by Rebecca Ayre, Independent Early Years Advisor with Foundation Degree.

With help from the Wlydwood Arts and funding from The National Lottery this project and case study was created.

What is Wye Knot Forest school? I believe that *everyone* should get a chance to take part in forest school young & old as it teaches us about our wonderful world, it brings us all closer to nature and closer to each other.

There are many benefits to the forest schools’ program these include:

- Building self-esteem
- Bringing the communities together
- Giving people confidence empowerment and decision making
- Making new friends and learning new skills,
- Building resistance and having a sense of belonging.
- The benefits of intergenerational Forest schools.

My name is Rose and I’m very passionate about delivering a variety of activities to disadvantaged and isolated adults and children in the community, on my first session with the school only one child out of 25 had took part in Forest schools. With the care home out of 18 residents not one knew what Forest schools was.

Wye Knot & Wldwood arts aims to bring the community together by familiarising people with the beauty of the

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

outdoor world, and the aim to build an ongoing relationship with both care home and school.

This study will show the growing relationship with the school, the care home and how the fun and fulfilling activities works for all ages and all ability, I hope this case study will help evidence the importance of further communities to deliver Intergenerational Forest schools in their specific areas of work and show the benefits of children working with the elderly and how beneficial it is for communities to work together.

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Session 1 Plans

KEY

Key- t/p-taking part.

O/s- wanting to go outside.

I/d wanting to stay indoors.

K/sf-knowing what forest school is.

MbsH- mood before session happy.

Mbsn-mood before session neutral.

Mbss-mood for session sad.

Mash- mood after session happy.

Masn-mood after session neutral.

Mass-mood after session sad.

Dyes-did you enjoy session.

Ctny- do you feel close to nature yes.

Ctnn-do you feel close to nature no.

Dyfaaac Do you feel a part of a community.

abc asked about children.

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.



Session 1, September the 14th.

Care home- Session aims and outcomes, to build a relationship with the residents to gain their confidence in me as a practitioner for them to feel safe to explore the outdoors. All activities can do achieved indoors or outdoors, to get the residents out for at least one of the activities would be a great start. To join the session up with the school children in an different way due to covid restrictions.

School-Session aims and outcomes, to build a relationship with the group, to gain their confidence in me as a practitioner, for them to feel safe to explore the outdoors . For everyone to make good relationship with each other with delivering team work activities. For the group to learn about the natural environment, to also build self esteem and resilience

14/09/2022

Sydenham Care Home Care

Ages 80-95 years.

Session One.

Six people took part one male five female.

Noted that one of the residents normally doesn't sit still for five minutes and is very anxious but they stayed with me the whole hour and enjoyed the session which the staff were very surprised by as they can't normally get his attention. I had one lady come in and out of the session just to see what we're doing she didn't want to join in but I think it will take some time to get some confidence with me before she joins in so this will be one to look out for. The home wasn't aware I was coming in, the co-ordinator wasn't there so they're a bit unprepared. Good session we managed to get the boxes done for school children and they left a message for children. Care home comment they are not keen of the children being in the home or mixing with the residents.

Worked ok: time keeping.

Worked well: different activities.

Session 1

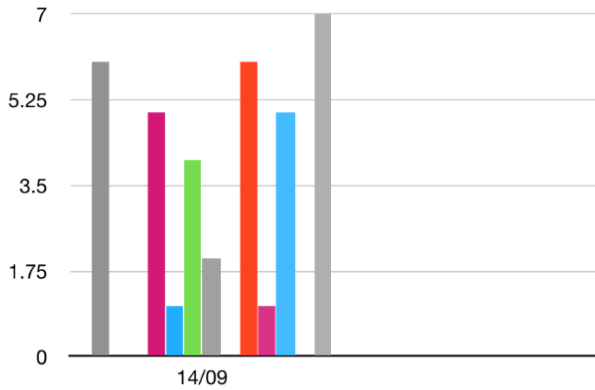
14/09/2022

Blakely Primary School

Year 1 and Year 2

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.



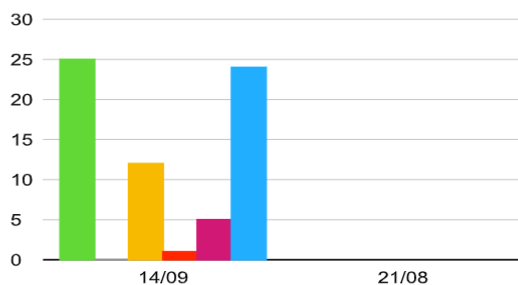
A group of 25 children and four adults including myself.

We had a walk in the local park where we all sat down, played a few games and had a drink and a biscuit, then we went bug hunting with the tools that the residents made for us all the children. The children loved them and was very happy that the residents got them a present and they are very curious about the residents and even more curious about the bugs (what can I do? What they were? and what colours they were!) They were very interested and took their time bug hunting which was lovely! On the right on the way back we spoke about our time in the woods will be late, but we enjoy the most we go back to the classroom, and we all had a good old reflective chat on what we'd like to do next week.

Very good session -children engaged. One child that was from Ukraine So for the next session I will make sure I have something planned in their language.

Most children asked about the residents in the house.

Work ok: time keeping!



Worked well: the gifts from the

residents.

Observation 1 Key

Key-

- aar- asked about the residents.
- Hydfb- have you done forest schools before.
- Dynefs- do you know what forest school is.
- Dyey- did you enjoy yourself.

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Session Two Plans



Session 1, September the 14th.

Care home- Session aims and outcomes, to build a relationship with the residents to gain their confidence in me as a practitioner for them to feel safe to explore the outdoors. All activities can do achieved indoors or outdoors, to get the residents out for at least one of the activities would be a great start. To join the session up with the school children in an different way due to covid restrictions.

School-Session aims and outcomes, to build a relationship with the group, to gain their confidence in me as a practitioner, for them to feel safe to explore the outdoors . For everyone to make good relationship with each other with delivering team work activities. For the group to learn about the natural environment, to also build self esteem and resilience

Session 2: 21/09/2022 Care Home

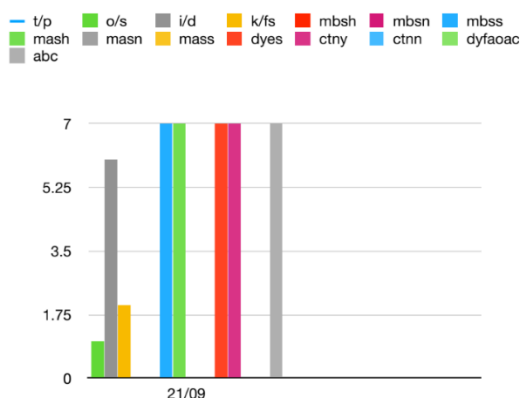
7 people took part in the whole session, one male five female. Two residents walked in and out a few times asked questions. Seven residents took part and two partly took part. This session the residents use secateurs to cut wood for the children to use for their fire for toasting their marshmallows. The residents also wrapped tape around the ends of the sticks said so they can use them for walks after. When I arrived all the residents were very anxious, and they felt sad. Once I asked this again after the session they all felt happy, and their spirits were lifted. One of the residents were a bit anxious and kept walking up and down but kept asking us what we were doing. I put some music on, and he settled.

Things to work on: The leaves were very messy it was hard to clear up. We left the outdoors in!

Worked ok: Time keeping.

Worked well: Most of the residents asked about the children and what they were doing they really seemed excited that they

are making the children gifts and in their notes they gave to the children said they enjoyed making them gifts.



KEY

Key-

- t/p-taking part.
- O/s- wanting to go outside.
- I/d wanting to stay indoors.
- K/sf-knowing what forest school is. MbsH-mood before session happy. Mbsn-mood before session neutral. Mbss-mood for session sad.
- Mash- mood after session happy.
- Masn-mood after session neutral.
- Mass-mood after session sad.
- Dyes-did you enjoy session.
- Ctny- do you feel close to nature yes.
- Ctnn-do you feel close to nature
- Dyfaaac Do you feel a part of a community.
- Abc asked about kids

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Session Two: Schoolchildren

A group of 25 children and Four adults including myself and Jim Bell.

This session, the children made their acorns and then we had a campfire toasting marshmallows finishing off with a very quick reflection, talking to the children about their enjoyment of toasting the Marshmallows, they learnt about the fire circle, and they were very keen to ask questions about the fire. The children were the same temperament throughout the session, so they all were very excited and the session ended with them still being very excited we went over time by 15 minutes. There is an improvement from last week with a girl from Ukraine. I communicated with her facial expressions and this got her attention, and she was pulling facial expressions at me, and I was

Wye Knot Forest School’s Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

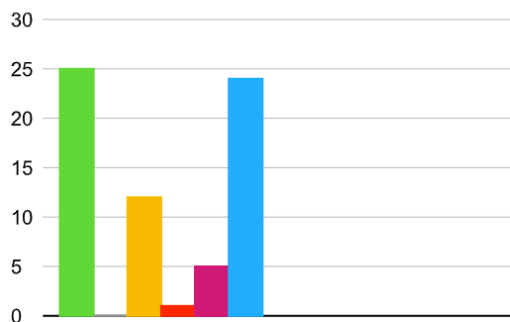
copying hers and she was laughing, and she felt more comfortable in my presence, so this is good progress. At the end of the session, we saw one of the residents in the garden and his name is Ray.

All the children shouted out “Hi Ray”

Work ok: time keeping

Worked well: the gifts from the residents.

■ outside ■ indoors ■ aar ■ hydfb ■ dynwfi ■ dyey ■ taking



Session 2: Key

Key- aar- asked about the residents.

Hydfb- have you done forest schools before.?

Dynwfi- do you know what forest school is?

Dyey- did you enjoy yourself?

TATR- talked about the residence.

Session 3 Plan 28/09/2022



- Key-
- t/p-taking part.
- O/s- wanting to go outside. I/d wanting to stay indoors.
- K/sf-knowing what forest school is.
- MbshH- mood before session happy.
- Mbsn-mood before session neutral.
- Mbss- mood for session sad.
- Mash- mood after session happy.
- Masn-mood after session neutral.
- Mass-mood after session sad.
- Dyes-did you enjoy session.
- Ctny- do you feel close to nature yes.
- Ctnn-do you feel close to nature no.
- Dyfaaac Do you feel a part of a community.
- Abc asked about kids

Session 3: Care Home 28/09/2022

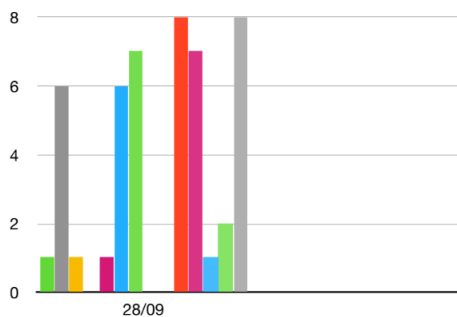
7 people took part in the whole session, two males and four females. 2 residents in the room but were fast asleep.

The session we made paint out of berries which the residence picks the berries of the branch themselves and makes it into paint. They also cut wood to make paint brushes using mushrooms pampas grass which was picked in their garden. All residents enjoyed a glass of alcohol-free cider and a biscuit. I played some music, and we all sang a few songs I left the room with positive vibes.

I finally got to talk to the activities lady in charge and she is happy for us to have a join session that meets her covid restrictions.

This is a big step forward.

- t/p
- o/s
- i/d
- k/fs
- mbsh
- mbsn
- mbss
- mash
- masn
- mass
- dyes
- ctny
- ctnn
- dyfaaac
- abc



**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Session 3: School

A group of 23 children and Four adults including myself and Jim Bell.

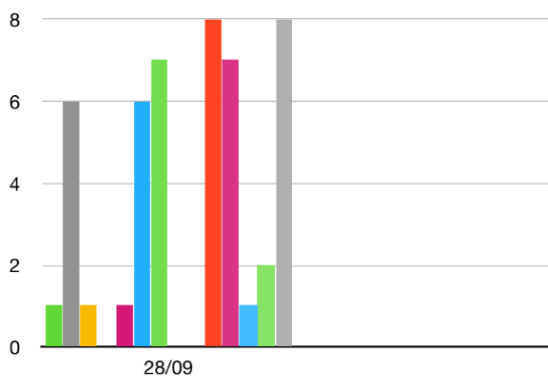
This session we use the paint brushes that the residence made, also the children made some too as they were so inspired! The children used the charcoal from the fire they made last week.

We also had a game called "name the dragon" in a circle group game. We all sat down and had a biscuit, some of the children asked about the residents and we talked about some songs the resident sang. Then we all sang a song together and we're going to sing it to the residents next week! Lovely session and I look forward forward to next week.

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts & The National Lottery Fund.

Work ok: names!

Worked well: time keeping and giving the children a few choices.



Session 4 Plans

Session 3: School Key

Key-

aar- asked about the residents. Hydfb- have you done forest schools before.

Dynefs- do you know what forest school is?.

Dyey- did you enjoy yourself.

TATR- talked about the residence.

Wye knot Forest schools & Wyldwood arts

intergenerational Forest school project.

Session 4 October the 4th.

Care home- Session aims and outcomes, to carry on building a relationship with the residents to gain their confidence in me as a practitioner for them to feel safe to explore the outdoors. All activities can do achieved indoors or outdoors, to get the residents out for at least one of the activities would be a great start. To join the session up with the school children in an different way due to covid restrictions.(hoping to have a session outside with both children and residents)

School-Session aims and outcomes, to show other ways of using the national environment to bring out the children's creative side and their imagination. To carry on building self esteem and creating a relationship with the residents though exchanging work.

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

4.10.22

Session 4- Care Home

8 people took part in the whole session, one male and seven female. Two residents in the room but were fast asleep.

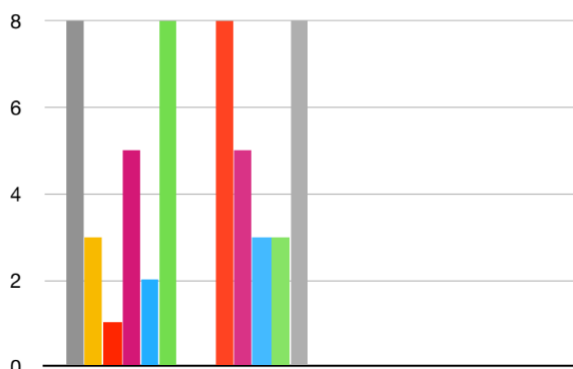
This week we worked on conkers and flora and fauna. We made two boxes and created flora and fauna objects for the children to play with later.

All the residents took part and enjoyed themselves, a few fell asleep three times as it was very hot in the room. It was a very wet day, so nobody wanted to go outside when I asked but enjoy talking about the weather. Everyone had biscuits and a drink, and I felt the session became more comfortable as the residents spoke to me about their lives e.g., how long they were married for and a bit about their families so they're starting to warm up with me. We used hand drills and small cutters.

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts & The National Lottery Fund.

This gives the residents power and control; they told me they felt happier after the session. At the end of the session, they all came me a clap and said thank you we enjoyed your sessions. Which is the first time they have all thanked me.

O/s- wanting to go outside.
 I/d wanting to stay indoors.
 K/sf-knowing what forest school is.
 MbsH- mood before session happy.
 Mbsn-mood before session neutral.
 Mbss-mood for session sad.
 Mash- mood after session happy.
 Masn-mood after session neutral.
 Mass-mood after session sad.
 Dyes-did you enjoy session.
 Ctny- do you feel close to nature yes.
 Cttn-do you feel close to nature no.
 Dyfaoac Do you feel a part of a community.
 Abc asked about kids



a rope swing area

and a soft toy quiet area. A group of children put up a shelter as it was raining, so we all sat under it and had a biscuit and drink this for the children was very beneficial as they made to

Session 4: School 4.10.22

A group of 24 children and four adults including myself and Jim Bell.

I led a lovely session outdoors in the woodland nature area, this is a lovely wild area and safe space for the children to explore whilst learning about nature.

I set up a few different stations, where the children chose which one they want to play, they all explored and had a great time. We had a den building area, Bug hunting area,

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

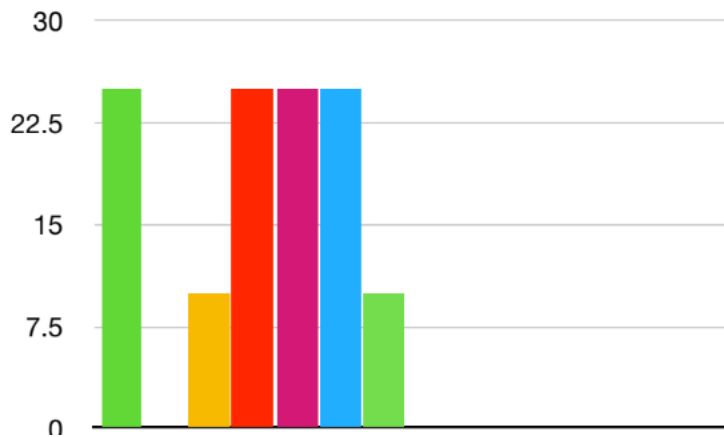
& The National Lottery Fund.

shelter, and we were all using it it's built up the children's self-esteem. I talked to the children about the residents and send messages back.

Work on names

Worked well: using the outdoor space and getting the children to make the den for late snacks gave a really great sense of achievement.

— taking/part ■ outside ■ indoors ■ aar ■ hydfb ■ dynwfi
■ dyey ■ tatr



Session 4: Key

aar- asked about the residents.

Hydfb- have you done forest schools before.

Dynefs- do you know what forest school is .

Dyey- did you enjoy yourself.

TATR- talked about the residence.

Session 5 Plans

SESSION 5 KEY:

Key- t/p-taking part.

O/s- wanting to go outside.
I/d wanting to stay indoors.

K/sf-knowing what forest school is.

MbsH- mood before session happy.

Mbsn-mood before session neutral.

Mbss-mood for session

sad. Mash- mood after session happy.

Masn-mood after session neutral.

Mass-mood after session sad.

Dyes-did you enjoy session.

Ctny- do you feel close to nature yes.

Ctnn-do you feel close to nature no.

Dyfaoc Do you feel a part of a community.

Abc asked about kids

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.



Session 4 October the 12th .

Care home- Session aims and outcomes, to carry on building a relationship with the residents to gain their confidence in me as a practitioner for them to feel safe to explore the outdoors. All activities can do achieved indoors or outdoors, to get the residents out for at least one of the activities would be a great start. To join the session up with the school children in an different way due to covid restrictions.(hoping to have a session outside with both children and residents)

School-Session aims and outcomes, to use their playground as a source of making food, them to see they can use food growing outside to cook and eat. To bring out the children's creative side and their imagination. To carry on building self esteem and creating a relationship with the residents though exchanging work.

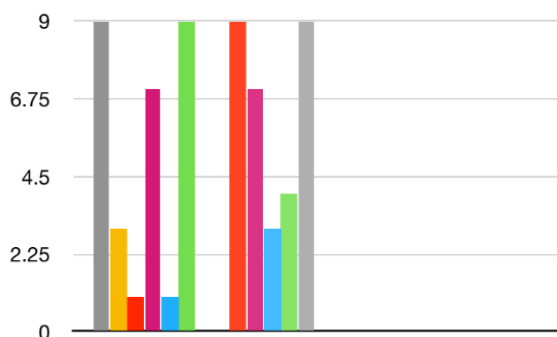
Session 5 : Care Home 12.10.22

9 people in the room,7 took part and 2 was very sleepy.

One gentleman and the rest ladies

This session we worked with food, feeling it and smelling it, preparing and measuring it for the children's session. We use knives and Potato peelers. I did offer the residents alternatives but none of them wanted too, they felt more comfortable peeling with a potato peeler with their hands which is fine, they have done this for years and they know what they were doing and felt comfortable. The gentleman enjoyed cutting up with the knife he said, "I feel back in action". (it's amazing how

using tools can give people so much self-worth) We all had drinks and biscuits and all said thanks too and clapped at the end, a few asked when am I coming back.



**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Session 5. School Children 12.10.22

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

The session today we are 23 children and three members of staff including teachers and me as a practitioner and Jim as assistant we used cooking apples that the residents helped measure up and we used an apple press after we picked the apples from a tree. We all made apple crumble (one individual case each) This was really amazing and everybody enjoyed cooking some hadn't cooked before so there was very interesting. We then had biscuits and freshly pressed apple juice all the children asked about the next session, and I just reminded children about the residents and how they made all the stuff for us and they all sent their hello's and then all the children sent a message back to the residents to say hello and thank you for getting the cooking ingredients ready.

The little girl from Ukraine now smiles and waves at me and soon as I come in school, she comes straight over to me as if she knows what we will be doing it's so nice to see her happy, smiling and progressing.

— taking/part
dyey

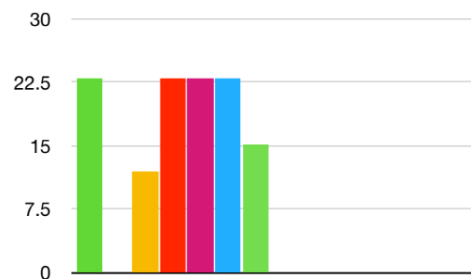
— outside
tatr

— indoors

— aar

— hydfb

— dynwfi



Session 5 Key

Key-

aar- asked about the residents.

Hydfb- have you done forest schools before.

Dynefs- do you know what forest school is .

Dyey- did you enjoy yourself.

TATR- talked about the residence.

Session 6 Plans



Session 19th of October.

Care home- Session aims and outcomes, to carry on building a relationship with the residents to gain their confidence in me as a practitioner for them to feel safe to explore the outdoors. All activities can do achieved indoors or outdoors, to get the residents out for at least one of the activities would be a great start. To join the session up with the school children in an different way due to covid restrictions.(hoping to have a session outside with both children and residents)

School-Session aims and outcomes, to work as a team and to carry on building self esteem and creating a relationship with the residents though exchanging work.

Session 6 Care Home 19.10.22

5 people in the room

5 took part 1 was very anxious,

One gentleman and the rest ladies.

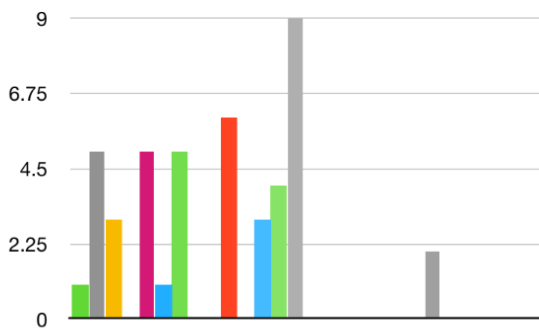
Today's session we made hanging flowers for the frames and for the residents' rooms. The residents enjoyed this, they enjoyed cutting up the different flowers and plants and smelling them

especially Cyprus. One gentleman was very anxious and wanted to go out in the car so about 20 minutes before the session ended, one of the care workers took them out for a drive he enjoyed the first 20 sessions he sat there still and it's not like him, but he really wanted to go out. all the rest of the group helped me with the work for the children, so we write down A-Z and all the people in the room told me what they had in the gardens beginning with A-Z to help the children along with their quest. This was lovely in a good way to join them both together. It's a cold day and no one wants to go out apart from the very anxious gentleman.

Next week is half term so I explained that to the residents and they said we are looking forward to seeing you when you're back. More people are getting involved with the project. The staff are more involved and popping in more often and talking to me and the residents and asking what we are doing and seem very interested. Especially as some of them have children in the school and the children are telling them all about the Forest school happening for the school that's linked to the home, so the sense of community connection is amazing as for the staff the children and the residents are will be in linked into one as a forest school.

& The National Lottery Fund.

— t/p ■ o/s ■ i/d ■ k/fs ■ mbsh ■ mbsn ■ mbss
■ mash ■ masn ■ mass ■ dyes ■ ctny ■ ctnn ■ dyfaoac
■ abc



Session 6 School: 19.10.22

Children taking part: 23.

Two teachers myself as a practitioner and Jim as an assistant.

This session we carried out a forage hunt, started off by the residents. The children were in groups of four and they all worked as a team to find the things I needed. All the children enjoyed this and used their imagination, one child couldn't find anything begin with H.. He hummed in a bag and said

"This is H is in a bag" which I thought was amazing how he used his imagination.

After we finished in the forest, we sat down, had a drink and biscuit followed on by a poo game! This is a matching poo to the animal! Everyone enjoyed it and laughed we went a little bit over time, but it was worth it.

A few of the children asked about the residents and I feel that they know the sessions are related to the residents, they feel part of a

Session Six Key

Key- t/p-taking part.

O/s- wanting to go outside.

I/d wanting to stay indoors.

K/fs-knowing what forest school is.

MbsH- mood before session happy.

Mbsn-mood before session neutral.

Mbss-mood for session sad.

Mash- mood after session happy.

Masn-mood after session neutral.

Mass-mood after session sad. Dyes-did you enjoy session.

Ctny- do you feel close to nature yes.

Ctnn-do you feel close to nature no.

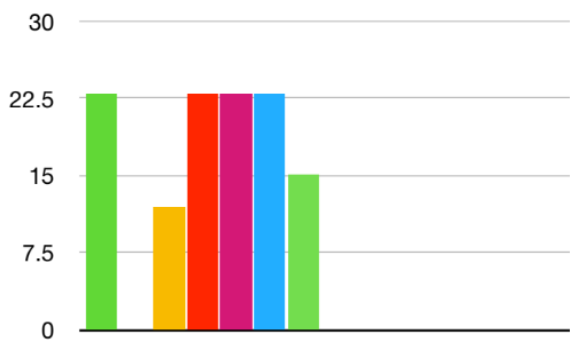
Dyfaoac Do you feel a part of a community.

Abc asked about kids

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts & The National Lottery Fund.

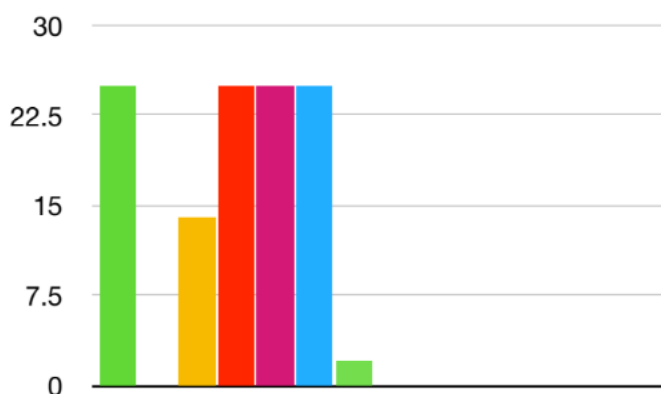
community and this is halfway through 12 sessions I can see the benefits.

— taking/part ■ outside ■ indoors ■ aar ■ hydfb ■ dynwfi
 ■ dyey ■ tatr



Half Way Progress Chart

— taking/part ■ outside ■ indoors ■ aar ■ hydfb ■ dynwfi
 ■ dyey ■ tatr



Care Home
 Key- t/p-taking part.

SESSION 6 KEY

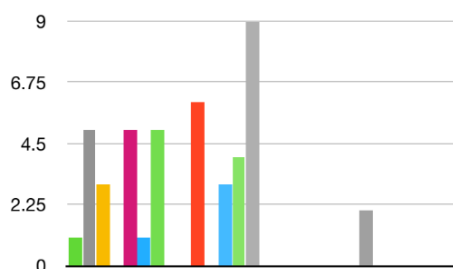
Key- aar- asked about the residents.
 Hydfb- have you done forest schools before.
 Dynefs- do you know what forest school is .
 Dyey- did you enjoy yourself.
 TATR- talked about the residence

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

O/s- wanting to go outside.
 I/d wanting to stay indoors.
 K/sf-knowing what forest school is.
 MbsH- mood before session happy.
 Mbsn-mood before session neutral.
 Mbss-mood for session- sad.
 Mash- mood after session happy.
 Masn-mood after session neutral.
 Mass-mood after session sad.
 Dyes-did you enjoy session.
 Ctny- do you feel close to nature yes.
 Ctnn-do you feel close to nature no.
 Dyfaoac Do you feel a part of a community.
 Abc asked about kids

School

— t/p ■ o/s ■ i/d ■ k/fs ■ mbsh ■ mbsn ■ mbss
 ■ mash ■ masn ■ mass ■ dyes ■ ctny ■ ctnn ■ dyfaoac
 ■ abc



Key-

aar- asked about the residents.
 Hydfs- have you done Forest School before
 Dynefs- do you know what forest school is .
 Dyey- did you enjoy yourself.
 TATR- talked about the residence, feel close to nature.

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

Session 7 Plans



Session 7 November the 2nd.

Care home- Session aims and outcomes, to carry on building a relationship with the residents to gain their confidence in me as a practitioner for them to feel safe to explore the outdoors. All activities can do achieved indoors or outdoors, to get the residents out for at least one of the activities would be a great start. To join the session up with the school children in an different way due to covid restrictions.

School-Session aims and outcomes, to work as a team and to carry on building self esteem and creating a relationship with the residents though exchanging work.

Session 7 Care Home: 2.11.22

8 people in the room, 2 men and 6 ladies.

This session we had a nice full room we all looked at the children's drawings of flora and fauna,

the residents really enjoyed and engaged and left some lovely messages for the children.

We then made a rope trail, and a rope with bells on so we can make an obstacle course for the

children on their session. To finish off we had biscuits and tea and had a lovely chat about forest schools and peoples' favourite trees and flowers using our A5 print outs.

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**



Session 7 Key

Key- t/p-taking part.

O/s- wanting to go outside.

I/d wanting to stay indoors.

K/sf-knowing what forest school is.

MbsH- mood before session happy.

Mbsn-mood before session neutral.

Mbss-mood for session sad.

Mash- mood after session happy. Masn- mood after session neutral.

Mass-mood after session sad.

Dyes-did you enjoy session.

Ctny- do you feel close to nature yes.

Ctnn-do you feel close to nature no.

Dyfaoac Do you feel a part of a community.

Abc asked about kids

Session 7 School 02.11.22

Children taking part 25. Two teachers myself as a practitioner

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

and Jim as an assistant.

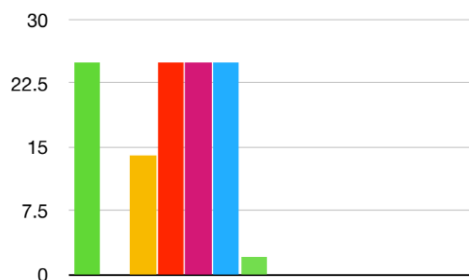
We had a week off for half term, so this is the first session back, The children didn't ask as much about the residents as they normally do but I think it's because they had a week off.

This session we all took part in a rope trail and a bell obstacle course made by the residents.

I also had a few stations out we had mud digging, we had a rope swing, and we had some teddies for the quiet area.

All the kids took part in every activity, and they all mostly enjoyed the battle obstacle course made by the residents. All the kids are happy outside playing in the rain which was nice, and no one complained about being cold or wet as they were having too much fun playing, we finished off with a drink, a biscuit and a game.

— taking/part ■ outside ■ indoors ■ aar ■ hydfb ■ dynwfi
■ dyey ■ tatr



**KEY 7
SCHOOL**

aar- asked about the residents.

Hydfb- have you done forest schools before. Dynwfi- do you know what forest school is .

Dyey- did you enjoy yourself.

TATR- talked about the residence

Wye Knot Forest School's Intergenerational Forest School Case Study with Wyldwood Arts & The National Lottery Fund.

Session 8 Plans

SESSION 8 KEY:

JOINED IN-JOINED.

START HAPPY- S/HAP.

START NEUTRAL - S/NA.

STARTS SAD- S/SAD.

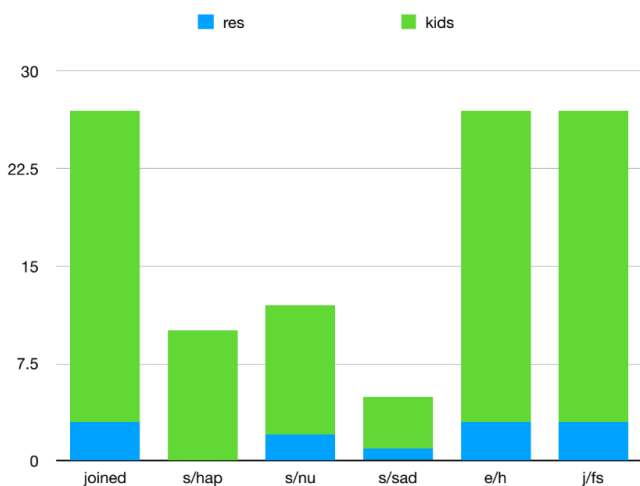
END HAPPY -E-

TOOK PART IN ALL FOREST SCHOOL ACTIVITIES -J/
FS



Session 7 November the 9th

Care home & school. Session aims and outcomes, to deliver the session outside with both children and residents. To put faces to names, talk about with all the work both groups have been sharing. For the residents and the children to help each other through out the session. For everyone to have a good time together.



Joint Observation 09.11.22

Feedback- two of the residents will only take part in your activities on Wednesday they never take

part in any other activities we provide.

We are all amazed from the manager and staff of the care home!

Residents with dementia said I was late today

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

(and I was as it's a join session). He remembered

Wednesdays are for forest schools and all the staff were amazed.

A Great joint session today! We played find the teddy with the residence in their garden and the children explored. I did some digging, some planting and we all sat down and had hot chocolate and cake to finish! The residents also had a game for the children where all people took part in residence it was a stop-go danger game where the residents each held a sign. I didn't have to say anything I just had to hold out their sign with them and it worked well. The kids loved it so much they asked to play three times and all the residents were happy and laughing and the children were so happy to see the residence too! A very good session worked out very well.

Session 9 Plans



Session 9, November the 16th.

Care home- Session aims and outcomes, to work with our fine motor skills, adding a sensory element to this session. To give the residents a sense of achievement with setting achievable tasks.

School-Session aims and outcomes, to work as a team and to carry on building self esteem and creating a relationship with the residents though exchanging work.

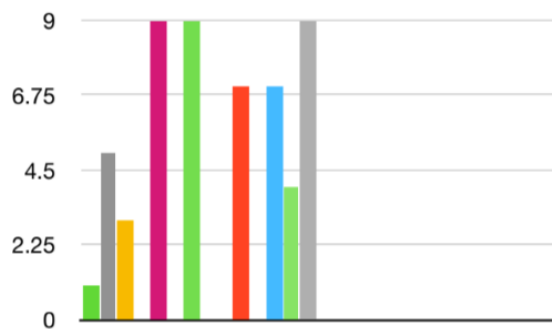
Session 9 Care Home 16.11.22
Eight residents to part.

This session we focused on making things out of the natural environment for Christmas presents for the children in a few weeks when they're ready. The residents made salt dough and noted what was needed, and measured the ingredients and then use colours to pick and make their own design. They made 20! One for each child and I'll be finishing them as we need to finish off the paintings for next week. We also use pinecones and eucalyptus to make Christmas decorations for their frames all the residents enjoy this.

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

To finish off we had a drink and a biscuit and a chat about the session.



Session 9 Key

Key- aar- asked about the residents.

Hydfb- have you done forest schools before.

9 Dynefs- do you know what forest school is .

Dyey- did you enjoy yourself.

TATR- talked about the residence

Session 9 School 16.11.22

25 kids and 4 staff members. Great session all kids joined in and enjoying their walk and identifying the leaf's with the resources . They filled in the bags the residents gave them and all filled them for the residents for next week.

Key- t/p-taking part.

O/s- wanting to go outside. I/d wanting to stay indoors.

K/sf-knowing what forest school is.

MbsH- mood before session happy.

Mbsn-mood before session neutral.

Mbss-mood for session sad.

Mash- mood after session happy.

Masn-mood after session neutral.

Mass-mood after session sad.

Dyes-did you enjoy session.

Ctny- do you feel close to nature yes.

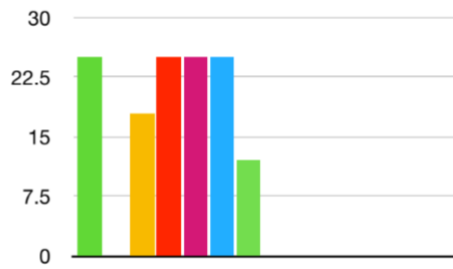
Ctnn-do you feel close to nature no.

Dyfaoac Do you feel a part of a community.

Abc asked about kids

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

— taking/part ■ outside ■ indoors ■ aar ■ hydfb ■ dynwfi
■ dyey ■ tatr



Session 10 and 11 Plans



Session 11, November the 30th

Care home- Session aims and outcomes, to work with our fine motor skills, adding a sensory element to this session. To give the residents a sense of achievement with setting achievable tasks.

School-Session aims and outcomes, to work as a team and to carry on building self esteem and creating a relationship with the residents though exchanging work.

Session 10 and 11: 23.11.22 and 30.11.22 Care Home

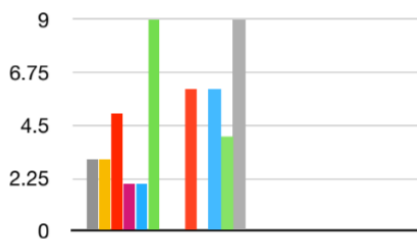
Over two sessions, we carried on painting and finishing off our Christmas decorations we put them into individual bags for the children, so they had a total of one bag each with a handmade Christmas decoration and a handful of sweets picked by the residents. The residents made holes in the Christmas decorations and threaded wool through the wood so they could hang them up on the Christmas tree they found this fun to do as it was a challenge and they all succeeded in this which brought them all joy and sense of pride! One of the residents said "look I made this all by myself" with a massive smile on their face we finished off with a mince pie and a hot apple juice.

Finishing up the last Christmas decorations for the children and made some Christmas decorations for themselves they all made a Christmas tree decoration and kept them.

& The National Lottery Fund.

**SESSION 10 AND 11
KEY**

- t/p ■ o/s ■ i/d ■ k/fs ■ mbsh ■ mbsn ■ mbss
- mash ■ masn ■ mass ■ dyes ■ ctny ■ ctnn ■ dyfaoac
- abc



Key- t/p-taking part.
 O/s- wanting to go outside. I/d wanting to stay indoors.
 K/sf-knowing what forest school is.
 MbsH- mood before session happy.
 Mbsn-mood before session neutral.
 Mbss-mood for session sad.
 Mash- mood after session happy.

Session 10 and 11 Key:
 aar- asked about the residents.
 Hydfb- have you done forest schools before.
 Dynefs- do you know what forest school is .
 Dyey- did you enjoy yourself.
 TATR- talked about the residents

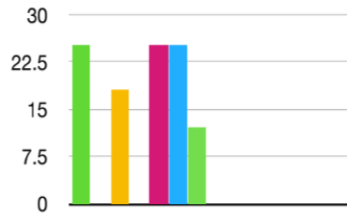
**Session 10 and 11 : 23.11.22 and 30.11.22
School Children**

For the afternoon session with the children, we went over to the home in the gardens and had a fire with pitta breads and honey. Unfortunately, none of the residents were able to join us because it was too cold but they all enjoyed looking out the window at the children running around playing and sitting around the fire and we all waved at each other the children loved this activity. They enjoy being in the grounds of the home and they felt very welcome.

The children finished off the session with the wreath they made for the residence they made a massive wreath using the Christmas Flora that I bought in and they also explored their care home grounds and found more flora they used for the reef.

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

— taking/part ■ outside ■ indoors ■ aar ■ dynwfi ■ dyey
■ tatr



Session 12 Plans



Session 12, 7th of December.

Care home & school - Session aims and outcomes, to have a reflection this project and to celebrate all the wonderful work we have achieved. The residents and the children will be sharing hand made gifts.

Am session at the home then a session with the children in the homes garden, residents are welcome to join in outdoors.

Session 12: Care Home

For the session we

created the children's

presents and finished the projects, the outcome was a bag of sweets for everybody with a handmade Christmas ornament from the residents that they made individually. The session was quite emotional as I made so much progress with the residents especially the one with severe dementia that hasn't engage with anyone for a while but engaged and enjoyed my activities. He knows when I'm coming and knows my sessions are enjoyable so I will be sad for them to have to end for him and the other residents.

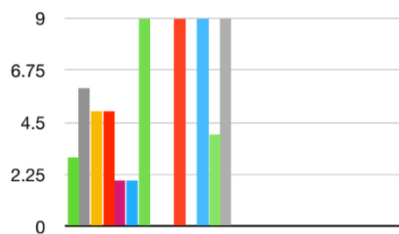
The benefit of their fine motor skills, the communication with each other the community with the school and the home together with the ability to do more activities that are different, and I've never tried before trying things I've never done before and then thought they would be able to do.

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

With using documentation to create the surveys in a care home with dementia is very difficult, as you can ask questions that you would normally ask but this upsets residents sometimes as they don't comprehend the question or repeatedly forget what you have asked them.

Therefore, I evaluated my survey to see the progress of each session and each session they've been willing to do more with me and trust me more by the last session they were ready to go without me saying anything no questioning what I am doing.

I noticed they could do more challenging tasks as the weeks went on I could bring in things that was a little bit challenging but an achievable goal. E.g., drilling holes in the wood, peeling apples on their own as this is something they have remembered with muscle memory and perseverance.



Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts & The National Lottery Fund.

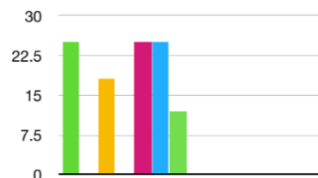
Session 12: 7.12.22

School Children

All the children that have participated has seen their confidence grow like the residents, week by week I have just got on with the activities able to enjoy and reach achievable goals. These sessions show the esteem or understanding that they can do and it's more the nature of just a facilitator.

Bringing the sessions together was challenging, due to the children home by creating gifts for one another and work they've done each group together as much as I possibly could, we had two sessions in which was a big success but only three residents could attend so a missed out.

— taking/part ■ outside ■ indoors ■ aar ■ dynwfi ■ dyey
■ tatr



Final Session 12

- t/p-taking part.
- O/s- wanting to go outside.
- I/d wanting to stay indoors.
- K/sf-knowing what forest school is.
- MbsH- mood before session happy.
- Mbsn-mood before session neutral.
- Mbss-mood for session sad.
- Mash- mood after session happy.
- Masn-mood after session neutral.
- Mass-mood after session sad.
- Dyes-did you enjoy session.
- Ctny- do you feel close to nature yes.
- Ctnn-do you feel close to nature no.
- Dyfaaac Do you feel a part of a community.
- Abc asked about kids

Forest School Children's Evaluation

Wye Knot Forest School’s Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

	Did you like forest school?	What is forest school?	What did you like best?	What else would you have liked to have done?
Child 1	Yes	Learning about trees	Right now!	
Child 2	Yes	Where you learn about fires and trees	The fire	I just listen to the teachers
Child 3	Yes	Learning about trees	Right now!	Making christmas trees
Child 4	Yes	I don't know... You make fires!	Right now!	I don't know
Child 5	Yes	It's about learning how to make fires and playing	Right now!	We don't play hide and seek tag
Child 6	Yes	It's where you learn about the forest and planet and	Playing foxes and rats	More games
Child 7	Yes	It's when we learn about the planet and learn abo	When we went finding leaves	Nothing
Child 8	Not sure - I just like staying home	We learn!	That game where we played with the reisd	Play stuck in the mud. I mean play 'who's what'
Child 9	Yes	Where we go in the forest	When we did the marshmallows	Play it's called 'ellstag'. it's not creepy, it's a special game of tag.
Child 10	Yes	A little break	The one where we roasted marshmallows	I would like to do... um... do marshmallow snadwiches
Child 11	[nods]		[no]	[pointed at the christmas tree in the care home]
Child 12	Yes	Where you can learn about stuff	Toasting marshmallows	Eat ice cream
Child 13	Yes		Pitta breads	Play more games
Child 14	Yes	It's to learn more about the wild	When we planted the acoms	Do like planting other things like some flowers and stuff
Child 15	Yes	Something that you learn more about planting thi	The games	Climb trees
Child 16	Yes	It's where you learn more about outside and natur	trying to light the matches (flint and steel)	Go on a bird spotting trip
Child 17	Yes	It's a lace where you learn all about nature	Everything	Candy games!
Child 18	No	No	No	No
Child 19	No	No	No	No
Child 20	Yes	Where you get to learn about nature and trees	When we get to do this [fire striking]	Make fire!
Child 21	Yes	It's about going to look at nature and see what nat	Having honey on the pitta bread	Maybe on bikes?
Child 22	Yes	I don't know	Making fires	Ice cream!

Targeted Observations

12 sessions in each setting a total of 24 sessions.

I've chosen to observe 1 resident for and 1 child for 12 sessions.

& The National Lottery Fund.

Session One 14.9.22

Resident One: This resident is very unsettled and doesn't like to stay still, wants to go back to his room/home. The staff told me that he tried to escape on numerous occasions. I was very surprised and explained to the staff that he stayed with me for the whole hour session and did not ask to leave once, he was talking to me about his hometown while he was picking up the dried leaves from the sticks! I got him to begin using scissors straight away to keep his mind and hands active and I saw that he really enjoyed this, he got the concept of what he was doing which was making nets for the children next door for them to use in their session.

Child One

On arrival this child was very anxious about forest schools as they didn't know what it was and what was expected in the session.

I explained a few times to this child as he was quite nervous, I showed him the photos to make him see what we were doing, as well as telling him the expectations of the session. As soon as he saw all the other children getting involved, he started to get involved and join in with all of the activities he especially loved the bug hunt. I was very curious of what he found, and we both asked each other lots of questions about bugs.

I told the group that we will be doing fires next week, Child 1 needed a little bit more explanation on fire safety as he was "a bit scared of fire in his words". Again, I showed a photo of the fires which I had on me the big one, the small one and the medium one which I have all off in my kit and I told him we will be using a small one and they'll be a bucket of water next to it. I reiterated if anything happens, we can easily put the fire out he seemed more at ease. He was on his own most of the session so will be interesting to see if we can mix him with the other children over the sessions.

Session 2.

Residents One. This resident was very anxious today, he didn't want to sit down so he was walking around the room.

We were in a different room this time, as the staff put me in the main lounge last session. We were in the conservatory this time seeing the outdoors more. I think this played a part in his anxiousness as I felt he felt more comfortable in the lounge.

He didn't join in in some of the activities that he did help with making the children's boxes for their session he asked about the children a few times and written notes for them on her message board saying his name his name of where he was from.

Child One, on arrival he asked me straight about the fire and if I've got my water bucket which I showed him the water bucket and the fire (before we lit the fire)

I went over safety rules with the group, and he asked a few questions. When the fire was lit, and all the children were sitting around the fire, he was very excited, and I asked him if he would like to come up and toast his marshmallow. He hesitated a bit. I said, "don't worry I will come back to you".

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

After a few more children went up and toasted their marshmallows I asked him again and he said, "yes please" You could see he was **really** outside his comfort zone, however by doing this he realised how fun it was to toast a marshmallow and the fire wasn't that scary as it was controlled and safe. He joined in the group games and had a little walk around! Lovely session, I feel like he took a lot from it.

Session 3.

Resident One. The session we worked on painting using only natural materials, Resident One took part in creating motions of the paint and using berries and cutting up the sticks using secateurs to make them into paintbrushes again I had Resident 1's full attention for the whole session he was asking me lots of questions and was laughing and joking with me. I felt him starting to feel more comfortable in my presence even though he doesn't remember my name or who I am.

It's like he feels happy with my presence when I'm in the room and he knows he will be Exploring and enjoying different activities.

He was humming songs to me while we were working, so I decided to put the songs on that he

was singing, he continued to sing and then surprisingly, so did the rest of the room and it ended up in a big impromptu singalong we then finished off making the paintbrushes for the children.

Child One

Child 1 I was very excited about what the residents have made for the children in the boxes! I showed him what the residents and I had created, and he was delighted that he was going to paint using a stick and a mushroom! He's never done this before, and he didn't know if it works but was very curious to try it. He mixed up the paint, the berries and made lovely pictures and also used charcoal from the previous session from the fire! He made two pictures one for himself, and he wanted one to go to residents to say thank you! He added a love heart and his name at the bottom He's enjoying communicating about the resident's sessions and wants to understand the importance of the joint sessions, this really shows the need to integrate the older and younger generation together more frequently- improving the community aspect of where we live and strengthening our relationships.

Session 4.

Resident One- On arrival, the resident wasn't in the room, so I asked one of the staff members to make him aware that I'm here. He came into the room quickly and he was ready and excited for my session he didn't know my name but it's like he recognised me for my forest schools he looked in my bags and said "what are we doing today?" I told him we were making ropes for the children to use on their sessions and I showed him all the photos that I got back from the previous sessions and the artwork that the children made for the residents which everyone was delighted by, this has developed a stronger connection, as the residents are now asking after the forest school children an wanting to leave them messages to say thank you for the artwork.

Resident One stayed with me for the whole session and enjoyed all the activities, the music, the

biscuits and the warm apple juice. For the first time He gave me a clap when I finished the session

and said thank you very much see you next week, so he has an awareness that I'm coming weekly which is a positive sign.

Child One

The child on arrival asked me straightaway about the residents and what they have made for him

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

today, and what activities do we have in store?

We were out in the nature area for the session, so we had a few stations out for the children to

explore. Rope swing and Bug hunt and then we sat down and had a tea and biscuits.

Underneath a shelter that the children have made, this was a great sense of achievement as all the

children took part in making it.

The child said I've never made a shelter before, and I feel REALLY strong now because I can make

them everywhere I go if it rains!

Again, the child asked for the residents and if they made shelters and what did the residents do in the session? I gave him the name of the people that attended my session from the home and sent some photos over with the homes consent for the children to put faces to the names of the residents that we were joining with Forest school.

Session 5.

Resident One.

I noticed that this session, the resident was asking me more questions about what we are doing and

about myself, he asked them repeatedly as he has dementia.

He was more involved the session as we discovered he really loves working to music. I had the

music in the background and he was singing along to all the songs, chatting to the other residents and myself and worked as part of a team crushing apples and raisins together for the children to add to their mixture in their next session.

He asked about the schoolchildren a few times and was interested to know how they get on with their cooking.

Child One.

This child is very excited on my arrival and made some really interesting animal noises for me

to repeat. He then asked me what the residents have made!

I replied and together in a group he worked well to make apple crumble he joined in really well, chatting to other children and it he was really impressed with the results of the crumble he picked his own apple off the tree, and he was very impressed what you can make with fruit from forest school.

Session 6

Resident One.

On arrival, the resident was outside, He was very agitated today, so I followed him outside and we

collected them Flora to use for the session for both care home and school.

We went inside as the other residents were waiting for us and we started sorting out the leaves

and plants to make little bouquets for our rooms or frames. The resident helped us out for 20 minutes but then he was very adamant he needed to go back home to Cinderford he was not in a

good mood and said he's helped enough, and you need to go. The carer took him out in the car

for a drive. On his way back, I was leaving and he said "thank you for helping me today sorry I

couldn't take part in the whole session I needed to go back home to Cinderford" (Even though he

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

lives in the resident home for the last 7 years)

He told me to say hello to the children from him and we look forward to seeing them soon I'm surprised he remembered, I said this at the start of the session as he was very agitated today, **so this is proof that the sessions are connecting them to the community.** They

associate the forest school sessions with the school and they are helping everyone to make projects together.

Child One.

Child 1 enjoyed the forest hunt and he use his imagination to find things on the list that the residents have made for him. He got stuck on the letter H I asked if his teammates could help him,

so, he decided that it was a hum sound, he then hummed in a bag and use that for his h findings!

After we finished the forest hunt, we sat down and had drinks and biscuits and play the poo game!

He was very interested in this especially the different looks of the poo and which animal it belonged too!

He found this amusing and he joined in with everybody laughing his, confidence is growing as he's happy to stand up and tell everybody what he is feeling, and he didn't do this at the start of the sessions.

Session 7

Resident One, For this session this resident was excited about the session he was calm, and asked me questions about what we were doing and really seemed to enjoy untangling the Rope and fixing the bells on the string to make for the children's assault course.

I've put some music on in the background and he was singing along to every song, this brightened

up his mood and at the end of the session he was happy! He said "I look forward to seeing you next week". I kept his hands and mind busy with using elements of the outdoors. I believe the sensory aspects of this really helps.

Child One.

This child took part in all the activities, and was waiting very patiently for the rope trail it is very clear to see this child is more confident and happier, and forest school sessions he appreciates and understands what's going on as before he used to ask me lots of questions and needed me to

reassure him, He now asks less questions and he's happy just to get on with the task and figure

out himself, this shows the benefit of forest school, and it shows Child One's developing confidence and resilience with more people each week and exploring. He asked about the residents and what they made for the session and is looking forward to next week as we will be meeting them in their garden.

Session 8.

Resident One- The session was a joint session in the resident's garden, so we had all the children in

the garden and this resident came out to join us for the whole session and joined in an all activities. This resident has dementia, and on arrival he asked me why I was late today! Staff were very shocked as he doesn't normally have a sense of time or day, but he knows that I am coming on a Wednesday and today I was late due to the joint session in the afternoon and not the morning, **This was a big moment as it's showing his sessions are having an impact on his day-to-day living, he remembers that Wednesday mornings I come in for Forest School indoors, and he struggles to remember anything.**

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

The staff also said to me that he doesn't join in any other activities apart from forest school and that they are amazed that I get so much out of him for the sessions. He clearly likes what forest school represents and it offers him a sense of achievement, the tasks are empowering and they make you by using the tools and practicing with our fine motor skills and the skills that we had within us.

Child One.

On arrival the child was very excited to go and see the residents in their garden, he joined in with finding the hand knitted teddy bears made from a 90-year-old resident. He went up to the residents, and spoke to all of them and given them stuff from their garden. He was very interested in one of the wheelchairs and kept going close to it and touching it, the resident didn't seem to mind. He enjoyed the cake and hot chocolate and very interested in putting his hands in the soil to make his soil pot. He beamed at his acorn in his plant plot and said, "look it has roots!"

Session 9

Resident One

This session was craft based, with natural use of the environment the resident really enjoyed it he took part in every activity I put on and was laughing and joking throughout. I chose not to have music on in the background (it worked as an icebreaker for the first two sessions) But I no longer

Felt that I needed the music to break the ice, as Resident One felt comfortable in my presence and I didn't ask about the music at all. He was talkative and enjoyed the session talking about the children what we were making for them, so he knows the concept of the session.

Child One

This child joined in all the activities! We went for a walk and collected leaf's identifying them using my resources.

The child liked the present bag that the residents gave him to put something special in.

This child has grown in confidence and is not scared to get muddy. From day one he was a bit

worried about exploring but now he doesn't think twice.

Also, just to add, the girl from Ukrainian waved at me and said bye, it's the first time she has spoken to an adult, the teachers say she only talks to other children not them, so this was very nice for her to communicate with me.

Session 10

Resident One.

This session we decorated our handmade tree decorations from the Play-Doh. We made last

week this resident really enjoyed the fine motor skill parts and weaving the wool in the small holes,

he was occupied doing this for over an hour. He did over 25 Christmas decorations and was very fixated with the task, this is the longest I've had his attention.

Child One: Absent due to illness.

Session 11/12

Resident One.

Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts

& The National Lottery Fund.

This session I noticed how many questions the resident asked me, personal questions like where

I'm from, who is my husband and is really interested in me as a practitioner. He enjoys talking to me whilst his hands are busy with the Forest school activities. Again, this resident joined in for the whole session and he took part in all the activities and was interested in what we were doing. He was happy about forest school and again the staff commented that he only interacts and participates in Forest School.

So much progress with his resident that it makes me sad that the project is going to end and the family like sessions will finish.

Child One.

On observations for discharge for the last sessions I noticed that he didn't react when I said we're having a fire and became excited! He didn't ask so many questions regarding the fire

This shows that he feels closer to nature and the outdoors and is not as scared to be trying new things as it can be beneficial pushing ourselves out of our comfort zone!

Rose Sale's Summary

My experience so far has been an emotional and empowering one, the impact it has had on the

children & residents has been positively infectious for all those that have participated. It's been overwhelming to see how much a uplifting and empowering effect it has had on everyone taking part and the staff, it really brought people together and the community closer. An example of this was when a care home staff told me how two of the residents that don't take part in anything in the home and find it hard to concentrate (due to dementia) but stayed and joined in for every session for over an hour for our forest school sessions.

An example from the school, a child from Ukraine learning English and would only communicate with her peers started waving as myself and Assistant (Jim) after the first few sessions and then went on to say "I like Christmas tress" to Jim on the last session! The teacher also said Wednesday is their favourite day due to Forest school. What an achievement to build their confidence and make them feel safe within our Forest school's community.

Rebecca Ayres's Summary

Reading through the observation's week by week, forest school and an intergenerational community is key to building relationships, self-empowerment and making us aware of those less fortunate around us. By studying the observations there is a link between the positive mood and focus of those residents with dementia by building their patience and tolerance, whilst keeping themselves busy with activities that they may or may not have been able to access whilst they were younger. Using these resources and tools has given them a sense of belonging and pride in their achievements and has led to an increased mood after the sessions have finished each week. Reading through the children's forest school journey, notably Child One in the targeted observations and the little girl with English as an additional

**Wye Knot Forest School's Intergenerational Forest School Case Study with Wlydwood Arts
& The National Lottery Fund.**

language have felt safe and secure and therefore have been able to push themselves out of their comfort zones to achieve targets and personal, social and emotional goals that they would have not been able to reach without these targeted interventions.

It is clear that this project has impacted on so many people in a positive way, more than just the residents and the school children and for it to continue would be such an asset for the inter-generational community.