



**Bath & North East
Somerset Council**

Exploring the Benefits of a Forest School Project in Twerton, Bath

Summer 2010



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Background

The Forest School Approach

Interest in outdoor learning can in part be traced back to movements such as the Scouts and Guides at the start of the 20th Century. Outdoor nurseries or nature kindergartens have also been developing since the early part of the 20th century, with roots in the UK, Sweden, Denmark and Germany. Some of the concepts embraced by Forest Schools can also be traced from other movements such as Woodcraft folk, Earth education and Steiner-Waldorf education.

The idea of the Forest School approach in the UK developed from a visit by a group of lecturers and nursery nurses from Bridgwater College in 1995 to a Danish Forest School. Since then Forest Schools have developed throughout the UK with a wide variety of children and adult groups in a range of settings.

Forest School Principles

The Forest Education Initiative as developed by the Forestry Commission sets out that Forest School also incorporates the following underlying principles which help define its nature. Forest School:

- is for all learners, from toddlers to pensioners
- builds on a learner's innate motivation and positive attitude to learning, offering them the opportunities to take supported risks, make choices and initiate learning for themselves
- is organised and run by qualified Forest School leaders
- maximises the learning potential of local woodland through frequent and regular experiences throughout the year, not a one-off visit
- helps learners to understand, appreciate and care for the natural environment.

With an ethos that ensures adults involved:

- work holistically with the learner
- promote education about and empathy for the natural world
- use scaffold learning and develop an appropriate and flexible framework for learning
- provide an environment where the learning process can be shared, with opportunities for real problem solving, spontaneity and choice
- develop a positive atmosphere where individual needs are listened to, met and valued.

Aims and Objectives of the Project

This project was set up as part of the Forest of Avon Trust's Natural Connections programme, which aims to explore the range of benefits to people of undertaking woodland based activity. Its key objectives were:

- To provide 6 weekly sessions of Forest School activity to a set group of 10 children aged 3 and 4.
- To gather evidence and explore the range of benefits that children could gain from this experience.
- To work with the nursery setting to develop its own outdoor learning practice and support it in the future.
- To disseminate any findings to other practitioners and professionals.

The Selection of the Setting and Children

Following discussions with Bath and North East Somerset (B&NES) Early Years Foundation Stage Team, First Steps Twerton Children's Centre was identified as a setting with high levels of need where children could gain significantly from this type of provision. Staff selected children aged 3 and 4 who regularly attended the nursery, were well known to staff, and would have high potential of benefiting from this type of provision.

In order to ensure the anonymity of the children's identities and experiences in this report, their names have been omitted. Parental permission has been given for the inclusion of all images and children's learning experiences in this report.

Staffing

The project was co-ordinated by Jon Attwood from the Forest of Avon Trust in partnership with Amanda Bachrach from (B&NES) Early Years Foundation Stage Team and Ann Thurgood, Nicky Burcombe, Holly Davies and Kat Watson from First Steps Twerton Children's Centre. Staffing on each session included Jon Attwood and Amanda Bachrach along with at least 2 members of staff from First Steps Twerton Children's Centre plus support from external practitioners undertaking a Level 1 Forest School Training qualification delivered by Cambium Training.

Site Description

The project was based in Carrs Woodland which is located in Twerton on the western edge of Bath. It is about 20 hectares in size and there is access throughout. Due to the hilly nature of the site there is not access for all. During the summer months part of the site is grazed with cattle. It is owned and managed by Bath and North East Somerset Council and was designated a Local Nature Reserve in 2006.

The sessions were run in a small and less visited area of mature woodland on a series of slopes bordering the open field at the centre of the site. The base for activities turned out to provide a perfect mixture of mature trees, fallen logs and slopes. It also provided a range of areas for different activities with many features that the children soon identified and personalised.

Delivery

Session Outline

Over the 6 weeks the project sessions were delivered with a general structure as outlined below:

- Getting ready – putting on waterproof dungarees and wellies
- Counting and introductory circle in front of nursery – some Health & Safety on walking
- Walk to the woods – either through woods or through field
- Arrive in wood – roll logs into circle and brief outline for day – some Health & Safety
- Brief explore
- Snack time
- Free play and some structured activities
- Lunch
- Exploring, free play and further activities
- Feedback from children, packing up, rolling logs away, returning site as it was found
- Magic Spots – a few minutes to reflect and listen in the woodland
- Walk back to nursery



The actual activities that were offered to the children were determined at the start of the project with the aim to connect them to the woodland space using a range of sensory and experiential learning (Earth Education). Further sessions were planned by responding to the children's interests and keeping activities going that they had enjoyed in previous weeks, as well as exploring new ones. As the group's confidence grew, materials and equipment were made available each session so that they could self administer the activities they had been shown. A range of the activities that took place each week - both adult and child-led - can be found in the Appendices.

Recording & Monitoring techniques

Observations

During the 6 week project supporting practitioners, who were undertaking their OCN Level 1 Forest School qualification, recorded observations of activities and dialogue amongst the children. This was carried out using sheets of sticky labels on which was noted the date, child/children involved and what was observed. These were used to create a diary for each child and the group as a whole.

Photographs and some video clips were also used to document the children's activity and experience. In addition at the end of each session all the adults present had a short period of reflection of the day.

Strengths and Difficulties Questionnaire (SDQ)

The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire for 3-16 year olds. "Before" and "after" SDQs can be used to audit everyday practice (eg in clinics or special schools) and to evaluate specific interventions (eg parenting groups). The questionnaire asks a range of questions covering the following areas: emotional symptoms; conduct problems; hyperactivity/inattention; peer relationship problems; and prosocial behaviour. The answers to these questions are entered into the SDQ website - www.sdqscore.org. This then provides a report which draws conclusions about the behaviours observed and produces scores for the following areas: overall stress; emotional distress; behavioural difficulties; hyperactivity and attentional difficulties; difficulties getting along with other children; kind and helpful behaviour; and a score for the impact of any difficulties on the child's life as a whole.

The SDQ was carried out by a lead practitioner who knew the children well. It was carried out before the start of the project and then just after the project finished.

Leuven Involvement Scale (LIS)

This scale has been developed by a team based at the Research Centre for Experiential Education (Leuven University – Belgium) under the supervision of Dr. Ferre Laevers. It is based on a conceptual framework that has been developed during the last few decades in the context of innovative work in pre-school, primary, secondary and higher education.

Two indicators of quality are central to this 'experiential' approach: 'well-being' and 'involvement'. Well-being refers to feeling at ease, being spontaneous and free of emotional tensions and is crucial to secure 'mental health'. Involvement refers to being intensely engaged in activities and is considered to be a necessary condition for deep level learning and development.

At the start of the project 6 children were selected from the group who it was hoped would consistently attend and who would engage with different aspects of the project and show a diversity of response to different activities. Readings were taken at the start of the session once children had settled into an activity (this could be child or adult initiated) and then near the end of the session when involved in an activity.

Observations and Outcomes

Documenting Observations

As outlined, a range of methods were used to document what took place during each session and this provides the basis for the following notes and associated observations.



Eating

This turned out to be a very significant activity and was an important group activity. Children were very aware of their independence through carrying their lunch and then feeding themselves at lunch time. On the first session it was a major talking point and there were constant questions in the morning to find out when they would have a snack and when lunchtime would happen. In further sessions these enquiries diminished but lunch stayed as a longer and more significant shared experience than originally planned. In providing feedback many of the children said that eating in the woods was something they really enjoyed.

Running

It was clear from the first session that many of the children were enjoying the unfamiliar terrain in the woods and the dips and mounds that they could run over. The first few sessions saw quite a lot of running through and around a dip in the main path as children challenged themselves and enjoyed the sense of the ground level changing.

One child, who was very vocal and enthusiastic about his time in the woods, said that running around and exploring the space had been his favourite activity. He only mentioned this on the last session and had not mentioned

this before and it would not have been something that any of the staff would have predicted or expected.



Climbing

The setting lent itself to a lot of climbing experiences through exploring large and rotting fallen tree trunks to scrambling up and down steep slopes with and without the use of ropes. On the first session a quieter and independent boy spent a long time challenging himself to climb onto and walk along a large log. This frequently resulted in falling off but this never deterred him and he picked himself up and had another go. By the end of the 6 weeks it could be noted that children were generally more confident, physically negotiating rough and uneven ground and there was less tripping and falling taking place.

Minibeasts

From week 1 the children showed a strong interest in the wildlife that could be found in the woods. They frequently remarked on beetles and other bugs that they came across on or around the rotting tree trunks and were keen to share these experiences with others. In addition the group was introduced to minibeasts hunting using pots, brushes and magnifying glasses on week 3. This equipment was then available for them to use for the further 3 sessions.

The interaction with the minibeasts was generally positive and for one boy became very significant. He has been observed by staff at the nursery to have continued to develop his interest looking at minibeasts in the nursery's garden and being very protective of them, ensuring other children do not harm them. In addition one of the girls found great delight in observing wildlife in the woods and frequently wanted to get as close as possible to it.

Painting

Painting with mud was introduced in week 1 to paint some flags to mark the boundaries. An initial low level of interest developed into a stronger interest for a few individuals over the 6 weeks as this activity was made available over the whole project. The key break through came in week 4 when a larger piece of material was tied between two trees to create a larger and more easily usable space. Children also experimented with ash and different types of mud to create different effects. One child in particular who had not been keen on any sort of climbing and not that interested in running about or exploring the site was extremely keen on painting and at points did not want to stop for breaks or lunch as he was too caught up in painting.



Examples of the creative use of natural spaces

Fallen and rotten trees

During the first two weeks the children discovered two different large fallen and rotten tree trunks with a range of opportunities for climbing on and crawling under. During the following sessions the children continued to revisit these spaces for a wide range of creative play. One or two children would often initiate an idea about how the space had transformed and then at points would invite others to join in. The period of imaginative play that occurred varied from child to child and from one session of play to the next with a fluid movement of children leaving and joining this process, handing on the baton of a theme or sometimes starting with a completely new idea. Early on in the project one area with a fallen tree was initially used as a shelter, then transformed into a car and then a train with different children driving it. After a few sessions a further fallen tree was transformed into a boat by a few children with the addition of rocks and sticks that formed the controls. At the same time, the same log took on the life of a horse called 'Tiggerly' for others in the group.



Examples of the creative use of natural materials

Sticks

One of the children developed a new game where a stick was tied to a rope and then thrown down a steep slope and then pulled back up. This boy seemed particularly attracted by the process of counting up to a point he determined and then launching the stick off the edge and then retrieving it. He was keen to share this game with others but liked to be in control.

Some of the children showed a strong interest in collecting sticks for a fire. One boy in particular was highly engaged in collecting and breaking sticks for a prolonged period – he really enjoyed the challenge of trying to break them and discarded unsuitable sticks at points.



Stones

Two boys spent part of one session transporting stones to a play log to create a stone circle. One of the boys particularly enjoyed estimating how many stones were needed to finish the circle with each addition – counting down the number they still needed to collect. This circle formed part of the controls for transforming the log into a boat.

On another occasion one of the boys spent some time rolling stones down slopes and then collecting them. He experimented with different slopes and was disappointed when he was not able to retrieve a stone.

Logs

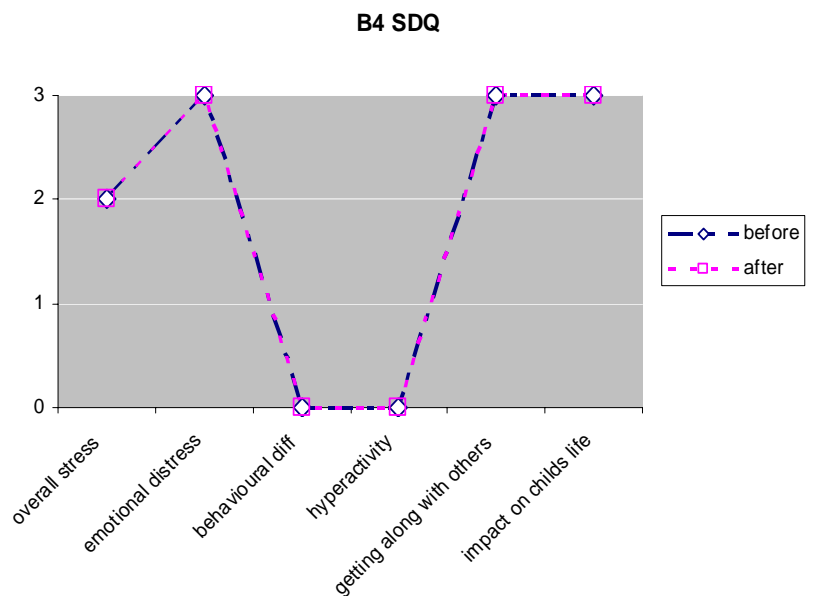
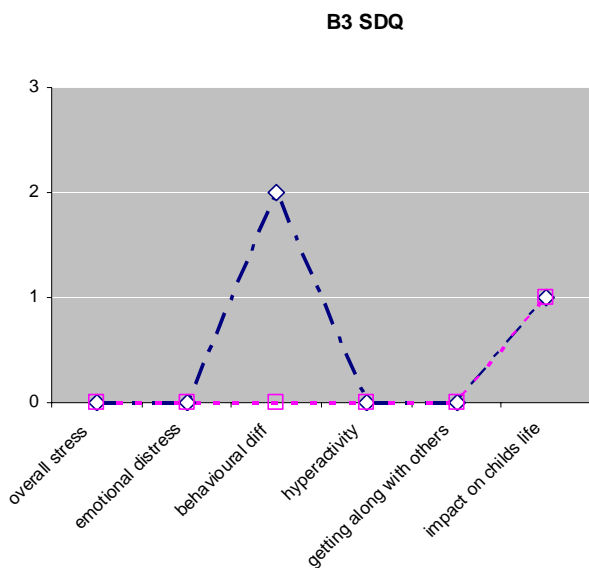
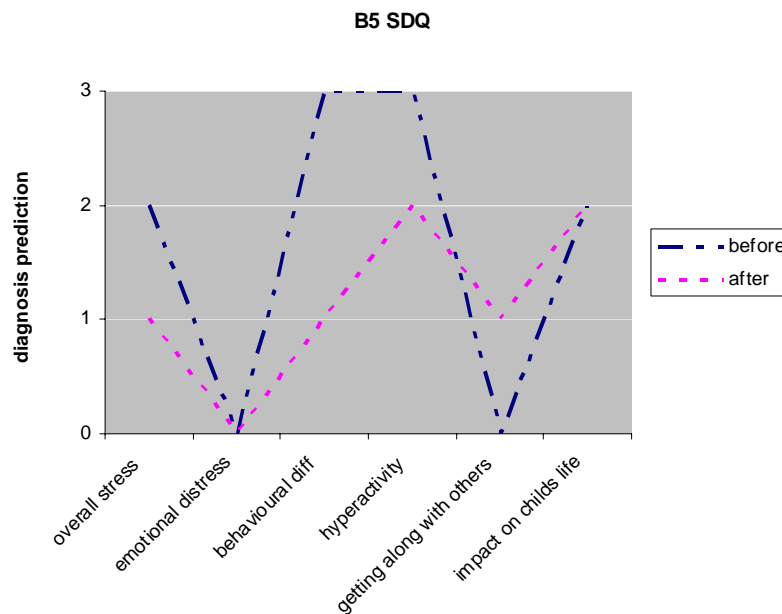
A child who was usually quite adult dependent initiated an activity to move a large log. He patiently waited while the rope was organised and helped attach it to a log. Initially he asked two adults to help him drag and move the log. Other children then joined in – one girl who was normally physically quite timid and passive was suddenly roused – ‘one, two, three, pull’ – she tried to encourage other children to help her pull it.

Monitoring and Evaluation

Results from Data Collection

SDQ

Based on the questionnaires filled out for the whole group which were then entered into the SDQ website - reports were only generated with values above average, and therefore of any significance. The significant results from 3 of the boys involved (boy 3, 4 and 5) have been transferred to graphs to show any difference for them before the project and after. The diagnosis prediction scale on the vertical axis is scored from 0 – average, 1 – slightly raised, 2 – high, 3 – very high.



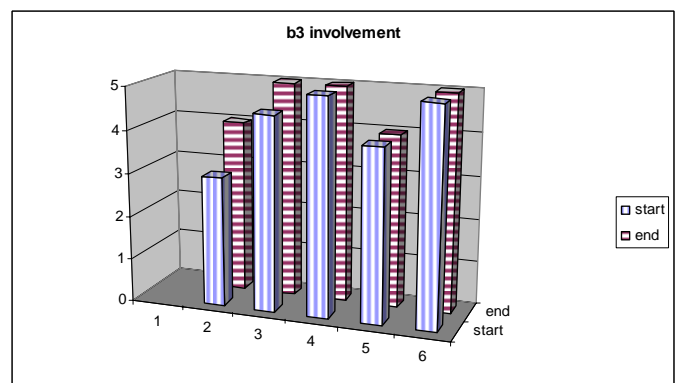
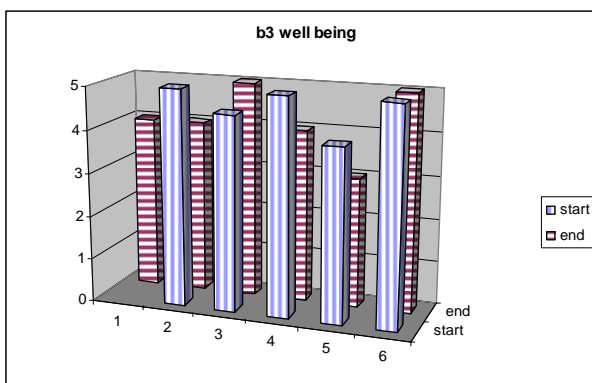
The results from the data do show some reductions for 2 of the boys over the lifetime of the project. In the third boy no significant change is shown before and after – it should be noted that he only attended 4 out of 6 sessions.

LIS scoring

The results from the Leuven scale measurements were somewhat erratic due to inconsistency in those that recorded the information and a lack of experience and guidance in taking these scores. For some of the children, not enough readings were taken and/or the children missed a few sessions. The final evaluation of this data was focussed on four individuals – 1 girl and 3 boys. The graphs produced did show some changes and some commonalities.

The data seems to show a general increase in involvement as the sessions progressed, with some fluctuation, for most of the children and a more random fluctuation with well being. There was also a minor trend on some of the sessions showing increasing levels of well-being and involvement during a session. There seems to be a general consensus on the final session which, following feedback, was shown to be a high point of the project and which did show very high involvement and well being readings for all 4 of these children.

Example of graphs from LIS scores – the vertical axis shows the scores (0 low – 5 high) of well being and involvement and the horizontal axis shows sessions 1 -6 readings at the start (blue vertical lines) and end (red horizontal lines) of each session.



Evaluation of Observations

Behaviour and Learning Evaluation

A 2 hour session was undertaken a few weeks after the final session with the manager and key delivery staff from First Steps Twerton Children's Centre, a member of (B&NES) Early Years Foundation Stage Team and the co-ordinating member of staff from the Forest of Avon Trust. This session involved reviewing the children's observation notes and then scoring changes in behaviour and learning for children over the duration of the project. All staff independently scored each child based on their own observations and insight. The following indicators were scored as no change, slight change or significant change, for each child over the duration of their involvement in the project:

- Changes in self esteem and self confidence
- Changes in ability to work co-operatively and awareness of others
- Changes in levels of motivation and concentration
- Development of language and communication skills
- Development of physical skills
- Demonstration of an improved relationship with and understanding of the outdoors
- Changes in levels of creativity and imagination

On average for the group the most significant areas of change were:

- Changes in self esteem and self confidence
- Development of physical skills
- Demonstration of an improved relationship with and understanding of the outdoors

These were closely followed by:

- Changes in levels of creativity and imagination
- Changes in levels of motivation and concentration
- Development of Language and Communication skills

The least change was seen in:

- Changes in ability to work co-operatively and awareness of others

However variation between children was highly significant. For example comparing a girl who was generally quite timid and quiet and a boy who was used to being a leader within the group and was confident socially and

physically, we could see that there was a large variation in how much they could be seen to change during this project. The girl showed a significant change in self esteem and physical skills in comparison to the boy who showed lower levels of change in these areas.

Conclusion

SDQ and LIS data

SDQ

It was clear that SDQ is a useful tool for exploring specific behaviours in certain children. However it only generates significant data for individuals that have a number of significant challenges in their lives – such as: being rather solitary, restless and overactive and having tantrums. Where children did not show these behaviours on a regular basis and did not display a number of them together then SDQ was not sensitive enough as a tool to produce a reading for comparison.

For boy 5 and boy 3 in the project, SDQ showed a positive reduction in behavioural difficulties. This showed that both children had gone from the prediction of having either a high risk or very high risk of having a behavioural disorder before the project to having the prediction of a low or medium risk. It is hard to know how much this small group woodland experience lead to any changes observed through the collection of this data without the comparison of another cohort of similar children undertaking their regular nursery sessions.

LIS

It is clear that for the Leuven scores to be meaningful the same practitioner would need to take all records for consistency and would need to know the children fairly well. This would avoid any false positive or negative results due to lack of knowledge of each child's usual behaviour and characteristics. Overall it was decided that the data could not be relied on for any meaningful interpretation and, beyond hinting at some of the overall experience children may have had, this has not been used to draw any further conclusions within the project.

Scoring of Behaviours and Learning

It is likely that the opportunities for learning and behavioural change are determined by a range of factors relating to: the group's/individual's interest, the focus of activity and the physical site that the children are based on. For example:

The site presented many opportunities to the group for physical exploration on slopes and over, along and under fallen trees. Within the group the children demonstrated a range of physical abilities and those that were less

confident and less capable had a greater potential for increasing their levels of physical ability over the six weeks. In general this was what took place. However one child often opted out of much of this physical exploration preferring to explore creative and arts activities instead.

So it would seem clear that the conclusions that can be drawn are fairly child specific and relate to the potential for development in combination with developmental opportunities that were on offer. Commonalities were observed within the group, but some of the children would have felt a much higher level of challenge by their involvement in this project than others, with each child taking away both some shared and some individual benefits.

Insight and Exploration of Observations

It is clear that this experience was significant and challenging for the children involved and the most useful conclusions can be drawn from looking in more detail at what experiences the children had.

Following on from the evaluation session and scoring for each child in changes in behaviour and learning, it is possible to draw out further information based on the observations of children's experiences over the 6 weeks. Below is a summary of specific comments and observations that provide further evidence for the levels of change for the three key areas that have been identified:

Changes in Self Esteem and Self Confidence

During the 6 week project it is clear that changes took place within the group concerning their confidence in coming out and spending time in the wood. Initially on the first session it was clear that the children had to deal with high levels of change from their usual surroundings and this made some of them feel uncomfortable and unsettled.

General comments from children from the first session:

'I don't want to walk'

'I miss my mum'

'This is not a good place to live'

'I miss my home very much'

However even by the end of the first session the following observations were noted by the supporting practitioners:

Approximately half way in – everyone settled – hush came over the group – children engrossed in activity.

Girl 1 began as the most timid girl – at the end was playing with the boys – humming, collecting things.

As the weeks progressed the group could be seen to settle into their new surroundings and build stronger connections to it and demonstrate higher levels of confidence. This was demonstrated both in terms of their confidence in the woodland and also more widely through their ability to lead on activities.

Girl 1 during the third week seemed to really come alive when faced by the challenge of moving a log using a rope –“One, two, three, pull’ And she pulls, she’s trying to encourage the other children to help her to pull it so that she can get it ‘over there’”.

Development of Physical Skills

Many of the children involved prior to the project had limited or no experience of play in natural outdoor spaces and were therefore presented with a significant challenge and an exciting opportunity for new experiences.

It is worth highlighting the comment ‘I don’t want to walk’ and ‘I don’t want to fall down’ all made by a boy on session 1 who, on providing feedback on week 6, said he most enjoyed running in the woods. As previously noted, one of the other boys demonstrated significant increases in balance and physical ability following climbing on fallen trees constantly in the first session.

In an observation of one of the boys, who previously had been observed enjoying the challenge of climbing on logs, in week 3 it was noted that – ‘he was the first to go up the slope using the rope and the first to abseil down’ and ‘he clearly excelled in this area of development and was a role model to other children as they watched and copied him’. It is worth noting that this observation was made by a trainee member of staff who had not seen the same child in week 1 when he was less sure footed and was frequently falling over.

Similar observations can be made of a girl who initially was physically and socially timid. The following observation was made on week 5 – ‘she uses the rope to climb up the slope - come on - she calls to another child - I’ve done it,

I'm going to do it again. – she returns to the start and does do it again'. This shows a clear public demonstration of her improved physical confidence and ability.

Demonstration of an Improved Relationship With, and Understanding of the Outdoors

Children were introduced to looking for bugs and provided with collecting trays, brushes and magnifying glasses. This equipment was available to the children to use as they wished during most of the sessions. Many of the children were fascinated by different types of bugs that could be found and were completely absorbed in trying to spot them and then watching how they moved. Some children in particular wanted close and personal experiences and were keen to carefully handle and interact with the insects.

In week 3, boy 5 came into conflict with boy 3 as he wanted to hurt a spider and boy 3 wanted to stop him. It was clear that initially boy 5's interest in minibeasts could be slightly destructive with the tendency towards destroying insect homes and wanting to squash or bash bugs. By session 3 the same boy was lucky enough to see a vole in the woodland and was fascinated and really engaged and excited. His interest quickly developed into a more observational approach. This new respectful interest in insects has been observed beyond the life of the project.

Project Summary

Children's primary experience of the world using a varying mix of all their senses is highly significant when immersed in the natural world and it allows them to develop a sense of self through exploratory play. For many children a significant amount of their play and exploration is often a limited secondary experience using only two senses through interacting with the TV or games console. These comparatively intense but narrow experiences indoors do not encourage the development of initiative and creativity and do not explore a child's sense of connection to or place in the world around them.

The rich sensory opportunities provided by the Forest School approach and learning in woodlands cannot easily be compared to indoor and more traditional approaches to education. In addition the small group size and high level of adult input also sets it apart from many other forms of education delivery. It is clear that the benefits that may be seen to be on offer here could be determined by this unique combination of factors.

This project set out to try and capture a diverse range of observations and comments from both the children and the practitioners leading and supporting the project. Some of the methods used were more complex to achieve on the ground than could have been predicted and produced less reliable data than hoped for. However all the information put together provides a useful insight into both the experience and the potential benefits for the children involved.

Through taking part the children received some new and at times challenging experiences that were both rich and at times daunting. It tested their self reliance and personal resilience through pushing them into unfamiliar territory with new structures and new possibilities. It was clear that the individuals that took part benefited to varying degrees and that, in general, those who attended all the sessions gained more in terms of increased levels of personal and physical confidence and knowledge of the natural environment. However it was also clear that for some individuals the impacts were in part determined by specific experiences that keyed into a personal interest or a challenge that was highly significant for them. There is some evidence in the group that these experiences had longer term significance, as they have continued beyond their involvement on the project.

Forest School should not be viewed as an approach to education that is in competition with mainstream education. Forest School learning and play should provide a complementary approach that makes the most of the multiple benefits on offer and provides a rich source of lifelong learning through nature. It is also important not to lose sight of the fundamental right and essential need of all children to spend time in nature.

As Richard Louv highlights in his recent book, 'Last Child in the Woods', even if you put aside the unquestionable benefits to children's mental and physical health from spending time in nature, we need children now more than ever to experience nature and develop a positive relationship with it. If today's children don't care about nature and the world around them then who will be the future guardians of the planet we live on?

Appendices

Appendix 1

Summary of weekly sessions – including adult led and child led activity.

General structure to all sessions

- Getting ready – putting on waterproof dungarees and wellies
- Counting and intro circle in front of nursery – some H&S on walking
- Walk to the woods – either through woods or through field
- Arrive in wood – roll logs into circle and brief outline for day – some H&S
- Brief explore
- Snack time
- free play and some structured activities
- Lunch
- Exploring, free play and further activities
- Packing up, rolling logs away, returning site as it was found
- Magic Spots – reflect and listen
- Walk back to nursery

Session 1 9/6

- Circle outside nursery – safe walking, being careful in woods, animals, staying together, listening & looking, counting the group
- Looking for colours on route using colour chips
- Arriving – arranging logs in circle, safety talk, boundaries, setting markers
- Name badges
- Exploring
- Climbing on logs
- Hide and seek
- Digging
- Stick play
- Painting with mud to create flags
- Magic spots

Session 2

- Boundaries expanded to include slope
- Rope set up to climb up and down slope
- Animals – exploring and den making with pet animal
- Using clay to shape and mould and stick to logs and trees – also making snails with pine cones
- Making a see saw
- Exploring and creative play with new log area further along track
- Stick banging on logs

Session 3

- Boundary expanded further along top path
- Rope set up on slope
- Mud painting
- Using clay
- Fire preparation and lighting – collecting sticks & safety
- Minibeast hunting
- Cooking and eating elderflowers
- Digging with sticks
- Bashing logs with sticks
- Creative play on logs

Session 4

- Mud painting – on large piece of cloth set up as a banner between trees using ashes
- Green cloth used to make dens
- Moving a log with rope
- Climbing with ropes
- Throwing rope with stick on end
- Creative play on logs – boat log/horse log
- Using clay

Session 5

- Fire – children tried using fire steels
- Making charcoal in a tin
- Drawing with charcoal
- Ropes on slope
- Worm game
- Using CD's to look in tree tops
- Breaking sticks
- Creative log play
- Sticky tape on logs
- Mud painting

Session 6

- Putting up parachute shelter
- Mud painting and charcoal drawing
- Animal exploration and animal dens
- Mini beasts
- Ropes
- Cooking & fire
- Tag/catch/monsters
- Hospitals for animals
- Play cooking
- Hospital / Jimmy on the ground

Appendix 2

Review sheet used after each forest school session

Date:

Location:

Review of activities

Observations of group

General issues arising from session – kit, H&S, etc

Feedback of experience from trainees

Appendix 3

Scoring sheets used by each key practitioner to evaluate children's experiences throughout the project.

Name:

Date:

Forest School Location:

Over the period of their involvement in Forest School score the changes if any in the following areas and provide any relevant comments either in specific column or in final column:

Pupil name	Changes in self esteem and self confidence	Changes in ability to work co-operatively and awareness of others.	Changes in levels of motivation and concentration	Language & Communication	Physical & Motor skills	Creativity & Imagination	Demonstration of an improved relationship with, and understanding of the outdoors	Comments – relating to observed changes in behaviour and involvement

Scoring Notes: 1 = No Change 2 = Slight Change 3 = Dramatic Change