



BRENT GOES WILD

FINAL REPORT

Report Author
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FOREWORD

DANIELLE GRANT-VEST

The Brent Goes Wild Project has helped bring the world of STEM to children and young people currently underrepresented in this field by bringing the outside wonders of the world to life through play with resources and greenspaces on their doorstep.

It is not only children and young people who have had their horizons and understanding of STEM expanded. Youth workers also report increased knowledge, skills and passion for delivering STEM activities, helping bring STEM activities to all young people now and in the future.

Brent Goes Wild has created a strong partnership of nine organisations dedicated to opening opportunities and wonder to young people allowing them to realise their potential. The bank of resources and connections created will enable the work to be sustained and developed for many years into the future.

Danielle Grant-Vest
GRANT MANAGER
BRENT COUNCIL



ACKNOWLEDGEMENTS

YOUTH ORGANISATIONS INVOLVED IN THE WORK

A deep gratitude for the skills, knowledge, and dedication to young people from youth practitioners at:



Without their involvement in this work YBF and the wider network would be much less informed and less able to raise the needs of young people to those with financial and decision-making powers to make change happen.

Thanks to Marco Ferrara for all the BGW illustrations within this report.

CONTENTS



EXECUTIVE SUMMARY	6
INTRODUCTION	9
NATURAL HISTORY MUSEUM TRAINING	11
DELIVERY PROJECTS AND ACTIVITIES	14
1. START EASY	15
2. THAMES21	23
3. OK CLUB	30
4. CLUBE DOS BRASILEIRINHOS	34
5. PHOENIX RISING	37
6. SPORT AT THE HEART	39
7. ACTIVE SPORTING COMMUNITIES	42
8. ALEXZ EDUCATIONAL	45
9. BANG EDUTAINMENT	49
DATA	53
SUSTAINABILITY AND TOOLKIT	61

EXECUTIVE SUMMARY

JEMIMA MORRIS - PROJECT MANAGER



This report presents the findings of the Brent Goes Wild partnership, involving 9 projects across Brent which describe their experience of engaging Children and Young People in STEM (Science, Technology, Engineering, Maths) activities in informal settings.

Young Brent Foundation together with the original Brent Goes Wild Consortium (OK Club, Start Easy and Thames21) were successful in gaining a grant for £177,910 from the Neighbourhood Community Infrastructure Levy (NCIL).

This project set out to help young people facing disadvantage to develop an interest and love for science and nature.

Through Brent Goes Wild young people were **inspired** to take an interest in the environment where they live, **learn** and **explore** the **biodiversity** on their doorstep, **experiencing** activities at the Welsh Harp and other local parks and outdoor spaces.

The key achievements and findings were:

1

22 youth workers, staff and volunteers from 9 YBF member organisations attended training sessions with the Natural History Museum which gave practical activities and ways to engage young people in conversations about nature and the environment.

72% of attendees strongly agreed that the training has *'improved my skills to facilitate STEM activities with young people'*.

2

Some of these organisations were completely new to STEM and most organisations went on to **incorporate the NHM learnings into their sessions.**



3

Based on the success of this training it would be good if more youth organisations and youth workers were provided with some **practical STEM training** with a view to more youth sector providers incorporating fun informal STEM activities into their programmes.



4

887 children and young people engaged in Brent Goes Wild activities from October 2020 to March 2022.

The majority of activities took place just after the lockdown ending May 2021, to maximise face to face delivery. Young people were from a diverse range of backgrounds and from all over Brent, with the majority from **Harlesden, Stonebridge** and **Willesden** postcodes.

5

The project showed that engaging young people facing disadvantaged in a programme of fun science and nature activities in informal mainly outdoor settings, increased their interest, knowledge, and understanding of science and also increased their perception of how good they are at science.

At the end of the project 84% felt they now had a Very Good or Good understanding of science, compared to 50% at the start of the project.

6

The development of an online resource which includes the learnings from our 9 organisations on what worked for them to engage young people and spark an interest in this area of work; **The Brent Goes Wild Toolkit**, available to download via website: youngbrentfoundation.org.uk

It includes 15 practical activities and ideas for getting outdoors and exploring nature and the environment. **This is aimed at families, teachers, youth workers and anyone working with young people.** All activities are written in simple language, easy to follow and we hope it will be widely used across Brent and incorporated into after school clubs and holiday programmes.



All 9 YBF members hope to continue with their BGW activities, and a small consortium has been successful in gaining further funding.

YBF will continue to widely distribute the online resource, lead a programme of training and involve more members to advocate this area of work.

A person in a brown jacket is seen from behind, with their arms raised high in a forest setting. In the background, a group of people, some wearing white t-shirts, are standing on a dirt path. The scene is overlaid with a semi-transparent green rectangle containing text.

SECTION 1:

INTRODUCTION & TRAINING

INTRODUCTION

CONTEXT AND INTRODUCTORY COMMENTS



It is often argued that Science, Technology, Engineering and Mathematics (STEM) industries are seen as crucial for national economic growth and competitiveness. In the UK, such concerns are currently heightened as several sectors are either currently experiencing, or are predicting, significant **STEM skills gaps**, due to a **lack of appropriately qualified applicants** (Wilson 2009). Hence the government and industry (e.g. UK Commission for Employment and Skills 2010) are particularly keen to increase science participation.

It is also widely agreed that ensuring that the population has a good level of understanding of science is also very important (Irwin and Michael 2003). **Increased scientific literacy is not only good for the economy, but can also benefit individuals and communities economically and socially, helping to promote active citizenship and enabling people to participate in, and shape, scientific and technological developments in society.** (Emily Dawson, Louise Archer, Amy Seakins, Billy Wong 2016)

Brent's Stronger Together Strategy 2019-2023 highlights tackling underachievement as a key priority. **Caribbean and mixed white/Black Caribbean boys are not performing as well as their peers.** In Brent, their attainment was 12.2 percentage points below the Brent average for all pupils at Key Stage 2 in 2017, a larger gap than is the case nationally for this group.

Almost 30% of young people in Brent live in poverty, with the percentage of pupils eligible for the deprived element of the Pupil Premium 25%. Fast Company, The Education Endowment Foundation found from research using the National Pupil Database that educational attainment in science is weaker for students from **economically disadvantaged backgrounds**, all the way from Key Stage 1 to A-Level.

The Royal Society's Diversity data analysis report found that Black and minority ethnic students are less likely to progress to scientific jobs after graduating than white students.

Brent Goes Wild was developed with all this in mind. We wanted to create a partnership which would enable Children and Young People aged 6-14, from backgrounds currently under-represented in science and natural heritage, to discover for themselves their innate capabilities for curiosity and experimentation. **The programme aimed to provide young people from disadvantaged backgrounds with the chance to explore aspects of STEM in less formal settings with the intent to ignite new interest and/or raise attainment in STEM subjects.**

As you'll see in this report, through 9 YBF members (**Thames 21, OK Club, Start Easy, Sport at The Heart, Clube Dos Brasileirinhos, AlexZ Educational, Phoenix Rising, Active Sporting Communities and BANG Edutainment**), Brent Goes Wild brought activities to young people, mainly in outdoor environments in a fun interesting way, to learn about the environment and biodiversity in the Borough.

The key aims we were looking to achieve with this project were:

1. *Increase Awareness of STEM.*

2. *Provide Training and Development Opportunities for Staff.*

3. *Provide Participation and Engagement Activities for young people and families.*

4. *Increase Health and Wellbeing.*



TRAINING



The Natural History Museum (NHM) provided a total of 3 training days for members of the Brent Goes Wild partnership to increase the confidence of practitioners delivering STEM topics through informal learning.

The first session was an introductory session held at the start of the pandemic, attended by Start Easy, Thames21 and OK club.

The next two sessions were part of NHMs new urban nature programme and were held on 24th June and 13th July 2021 at the Welsh Harp Outdoor Education Centre. These sessions were very well received, not only due to the training, practical activities and getting to be outdoors at the Welsh Harp, but as one of the first face to face networking sessions since COVID, which members really appreciated. The training was extremely practical with activities for members to use directly with Children and Young People and also helped to show organisations how to engage young people in conversations about the environment.

Across the 2 training sessions all 9 organisations attended with 22 different participants across the 2 sessions. 15 people attended session 1 and 17 attended session 2.

Each organisation received a starter pack of equipment to be able to have a go at all the activities with Children and Young People straight away. **This included:**

- 1 digital microscope
- 8 sweep nets
- 10 petri dishes
- 3 sampling trays
- 5 paintbrushes

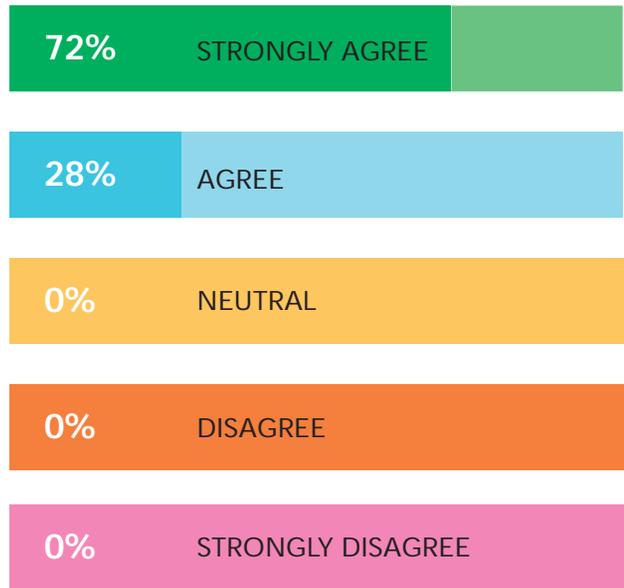
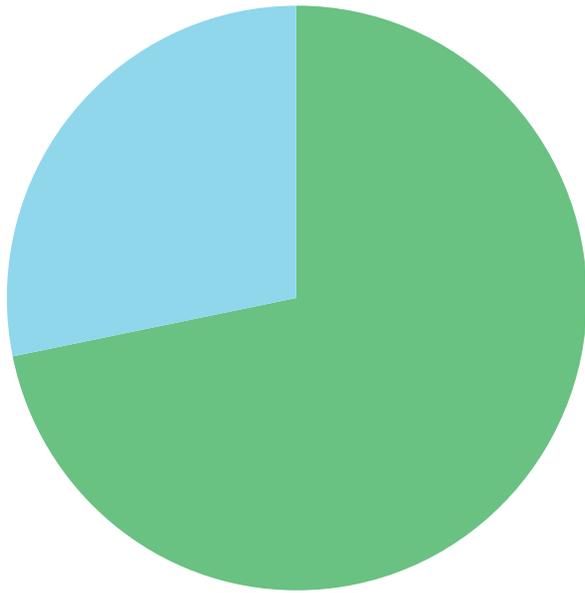


The aim of the training was for 60% of 24 participants (Play workers, Youth workers and volunteers) to take part in training and development sessions to improve their STEM facilitation skills and report an increase in knowledge, skill and confidence.

TRAINING SKILLS IMPROVEMENT

1. The training has improved my skills to facilitate STEM activities with young people.

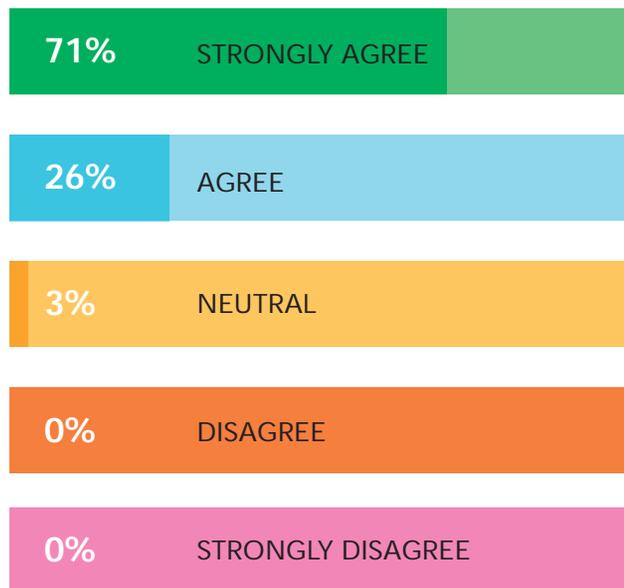
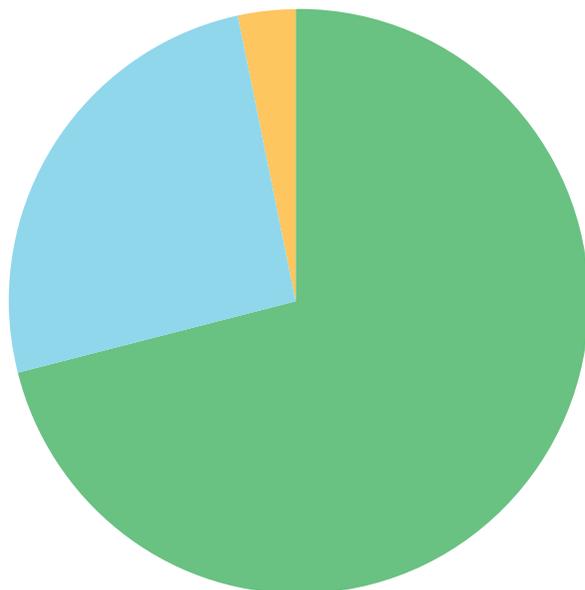
Overall, 72% of attendees strongly agreed that the training has 'improved my skills to facilitate STEM activities with young people' and 78% of attendees strongly agreed that 'I have been provided with practical activities to engage young people'.



TRAINING INCREASED CONFIDENCE

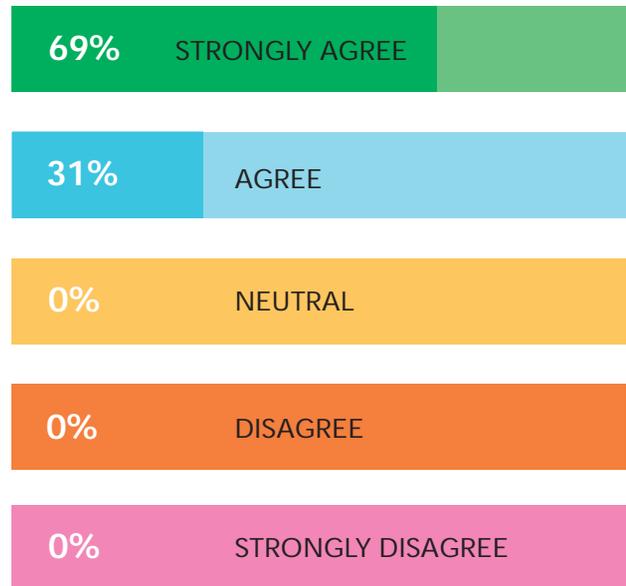
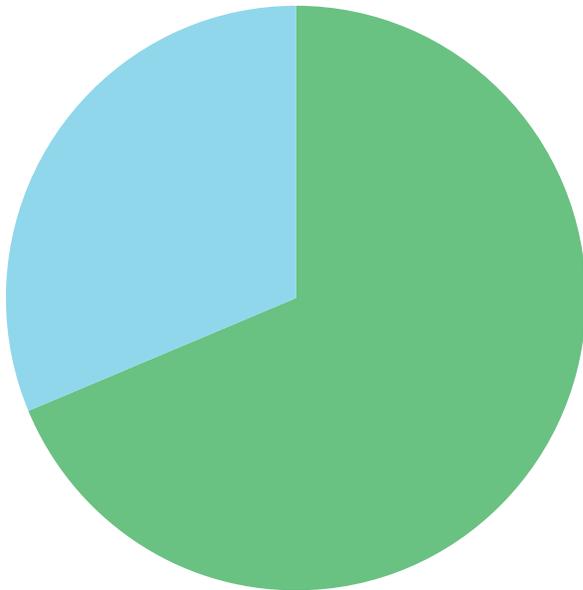
2. The training has increased my knowledge to explore green spaces in Brent with young people.

71% of attendees felt 'the training has increased my knowledge to explore green spaces in Brent with young people'.



TRAINING SKILLS IMPROVEMENT

3. The training has increased my confidence to lead sessions about local nature. 69% strongly agreed that 'the training has increased my confidence to lead sessions about local nature'.



Overall the training programme achieved what it set out to achieve. The concept of providing training and the tools to deliver simple easy practical activities in subject areas a YBF member may not normally get involved in, to transfer new learning, was a success in Brent Goes Wild and could be looked at for other areas of work (eg sports organisations/coaches now with the confidence to deliver science/nature/environmental activities). **Comments included:**

"Thank you for the session, I have a greater confidence in knowledge about wildlife and how to interact with young people "

"I will use the activities we tried to date to engage the young people in activities within green spaces"





SECTION 2:

**DELIVERY
PROJECTS AND
ENGAGEMENT
ACTIVITIES**

1. START EASY	15
2. THAMES21	23
3. OK CLUB	30
4. CLUBE DOS BRASILEIRINHOS	34
5. PHOENIX RISING	37
6. SPORT AT THE HEART.....	39
7. ACTIVE SPORTING COMMUNITIES	42
8. ALEXZ EDUCATIONAL	45
9. BANG EDUTAINMENT	49

DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



ORGANISATION

Start Easy

LOCATIONS

Roundwood Park and Fawood Family Wellbeing Centre

PROJECT NAME

Gardening and pollinator programme



TOTAL YOUNG PEOPLE ENGAGED: 102

39 MALES
63 FEMALES



PROJECT OBJECTIVES

- Raise awareness of the health and environmental impact of air pollution.
- Implement the vision of the Neighbourhood plan on clean air and clean environment.
- Connect local actions to global issues – sustainable development goals.
- Involve families and children in rewilding spaces in Harlesden and Stonebridge to mitigate air pollution.
- Involve business owners, elected representatives, residents of Harlesden to share responsibility to reduce air pollution in our area

PROJECT ACTIVITIES

The following activities took place in the back garden of the Roundwood Lodge café and Fawood Family wellbeing Centre/Stonebridge estate.

- Gardening activities - the growth of flowers and vegetables.
- Conservation and improvement of the local landscape. Participants cleaned the space and designed the landscape of their dream.
- Participants built bugs, bee hotel and learned how pollination works and visited the Bee apiary farm.
- Bird nests and natural birds feeder.
- Planting our Favorite flowers, fruits and vegetables.
- Biodiverist explained with real padlets, froglets and frogs in the roundwood pond.
- They learned about the importance of pollinators to the planet, people and the food we eat.
- Natural sugar versus free sugar.
- Habitats in nature.
- Local actions for global good.



IMPACT

POLLINATOR PROGRAMME

- **Increased sense of participation** in local matters (CYP)
- **Improved confidence** and creativity of Youth workers in STEM facilitation knowledge, skill and confidence
- **Enhanced sense of open spaces resources** - Families increase awareness of how to make use of the open spaces to encourage development of science capital with their children reporting an increase in knowledge, skills and confidence
- **Increased sense of community**
- **Improved interaction** among children EYFS and KS1 after a long lockdown period
- Families received the **discovery level John Muir Award**
- Children received a **biodiversity challenge badge/ pollinator challenge badge** depending on the sessions they attended
- **Knowledge and skills** around Gardening activities
- Knowledge on how to **Conserve** and improve Local landscape
- **Knowledge, skills and attitude** towards Clean ups
- **Skills to Build** bee, bugs hotel and birds nest and knowledge around the meaning
- Knowledge on different pollination work and path
- Knowledge around Favourite flowers, fruits and vegetables. Skills for recognizing them
- **The importance of pollinators** to the planet, people and the food we eat
- **The knowledge around Local actions** (conserving the garden) for global good (climate change, cleaner air)



ROUNDWOOD CAFE

- **30** bags of litter completed
- **90** bee bombs planted
- **1Kg** of fast growing grass seed spread
- More than **100** vegetable seeds planted
- **20** bugs hotel built
- **2** beds filled with tomatoes and peppers plant, kale, carrots, lettuce, onions and garden herbs
- Families have demonstrated interest in improving the back space of the café and have realised funding for that to become an edible garden with **3** outdoor workshops for environmental connection activities
- The back of the café area will start refurbishment on Jan 2022 with a permanent gardening club starting in March

FAWOOD FWC

- **15** bags of litter completed (Stonebridge estate)
- **35** bee bombs planted
- **1Kg** of fast-growing grass seed spread
- More than **100** vegetable seeds planted
- **30** bugs hotel built
- **6 beds filled with winter veggie and herbs**
- Families have demonstrated interest in Spring 2022. We are currently in conversation with the FWC and Sufra St. Raph's head gardener to continue the work with the community and have a permanent gardening and green club starting in April

CASE STUDIES

CASE STUDY 1 ROUNDWOOD CAFÉ PARK

Sarah Hutchinson Family – attended all the sessions. She came with her 3 children and told us that they never would have thought how much you could learn from a simple clean up. Sarah found the activity particularly useful to engage the twins in exploratory and engaging activities since the children had missed a lot in schools in terms of early years due to lock down.

Daniela Mihay – attended all the session including celebration clashing with the children Arabic school. The children attend primary school in Brent and she thought they were missing out a lot in science subjects due to not doing much of it in school or not for enough time. The programme also allowed the family to spend time in a garden and work with soil and seeds since they do not have one at home.

CASE STUDY 2 FAWOOD FWC

Sir Quain Nurse 4 years old and Family attended all the session either with mum or grandmother. The grandmother said that every week she was willing to come to the session herself since she was having a lot of fun with her grandchild. Mum also reported that the child was mentioning everything he had learned and wanted to go at Fawood every day.

Rita Begun Family brought an 8 year old to attend BGW at Fawood and was so keen to share the learning that she reTweeted every post speaking very highly of BGW and the creative learning around it.



LEARNINGS

We can count on a team that is very diverse in terms of ethnicity and background and could use their network to spread the news about the programme.

Also putting an expression of interest online covering different groups of parents on facebook gave us large publicity.

People had been in their home since December, so that was willingness to go out and meet others.

The staff were keen to prepare interesting activities that could involve the parent/carer child learning.

The café offered halal food so we were able to promote this aspect of their participation as well.

The café and FWC offered space to parents that had to feed or change small children.

Families having more than one children but of different ages could attend without restrictions Plan the maintenance of the garden after the programme is finished.



DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



ORGANISATION

Start Easy

PROJECT NAME

Cohort 1 - Brent Goes Wild
Salisbury school (Clube dos Brasileirinhos)

Cohort 2 - Three Trees
Family Wellbeing Centre

Cohort 3 - Curzon Family
Wellbeing Centre

Cohort 4 - Kenmont School
After school club for Brent residents

Cohort 5 - St Margaret
Clitherow Wembley



TOTAL YOUNG PEOPLE ENGAGED: 86

CLUBE DOS BRASILEIRINHOS:
8 MALES 6 FEMALES

THREE TREES:
9 MALES 8 FEMALES

CURZON:
7 MALES 15 FEMALES

KENMONT:
8 MALES 8 FEMALES

ST MARGARET:
8 MALES 9 FEMALES

PROJECT OBJECTIVES

- **Climate is life:** introduces our climate system and why it is important to live on Earth.
- **Biodiversity:** Our Air, Our water, Our Land, Our world.
- **Observe and learn** the species that live around you
- **Know and appreciate** the species living in water
- **Describe** some of the uses of biodiversity and DNA involvement
- **Causes of climate change:** Explores the natural and human factors that are causing climate change.
- **Impacts of climate change:** Discuss how climate change affects ecosystems and human health and safety.
- **Solutions to climate change:** looks at how the local and international community responds to the threat of climate change.
- **Take action** suggests ideas for how individuals can live climate-friendlier lives and how you or the group can join in and help out.



ACTIVITIES

The following activities took place either on a Saturday morning or after school:

- Our planet the place we live
- Our climate
- Our water
- Discover soil
- Discover biodiversity
- Play in the outdoor green
- Play indoors with traditional and evergreen games
- The urban trail
- Energy
- Food sustainability
- Local actions for global goods



These activities contributed to the following project outputs:

- Knowledge and skills around **Climate Change**
- Knowledge on **Environmental science**: greenhouse effects, climate vs weather, water cycle, plastic water tender.
- Knowledge, skills and attitude towards **Climate actions**
- **Skills to Build** bee, bugs hotel and birds' nest and knowledge around the meaning
- Competences in playing **traditional games** (environmentally friendly and math boosting)
- Knowledge on different **type of soils** and skills on how to use them
- Knowledge on different **type of energy**, its use, and skills on how to use them
- Knowledge - recognition of **biodiversity** in the natural environment.
- Knowledge around **Favourite flowers, fruits, and vegetables**. Skills for recognising them
- Attitude towards **eating more fruit and vegetables** to help the planet
- The importance of **different species** for the survival of the planet, people, and the food we eat
- **Habitats in the wild**
- The knowledge around **Local actions** for global good (climate change, cleaner air)



IMPACT

- **Increased sense of participation** in local matters (CYP)
- **Improved confidence and creativity** of Youth workers in STEM facilitation knowledge, skill and confidence
- **Enhanced sense of open spaces resources** - children increase awareness of how to make use of the spaces, materials to encourage development of science capital
Increased sense of community
- **Improved interaction among children** KS1 and KS2 during and after a long lockdown period
- **86 Children received a biodiversity challenge badge/** pollinator challenge badge of the United Nations
- **Enable** children (and their families) aged 6-14, from backgrounds currently under-represented in natural heritage, to discover for themselves the nature on their doorstep that often goes unnoticed.
- **Inspire** children to explore their local nature and find out how it is relevant to them.
- **Provide ongoing opportunities** for young people to conserve wildlife and habitats, cultural and historical heritage to take some responsibility and make a difference.
- **Encourage** young people to share their experiences through film, media and other formal and informal ways of communicating with their peers and broader audiences: what they have learnt and love about their local areas.
- **Transform** the natural heritage organisations through learning from and involving young people in decision-making, so that they change and re-position themselves to be more open and relevant to young people.
- **Influence** future **strategies** adopted by the local authority on environmental matters.
- **Facilitate** young people to change perceptions, attitudes, values, aspirations, actions, and behaviour.
- **Create opportunities** for young people to experience work within the natural heritage sector.
- Children have demonstrated **interest in knowing more** on how they can help the environment starting from their everyday actions.
- The Family wellbeing Centre is **hosting more programmes** promoted by Start Easy on environmental and sustainable education

THREE TREES FWC

- 14 posters on climate actions completed
- 50 bee bombs planted
- 1Kg of fast-growing grass seed spread
- More than 100 vegetable seeds planted
- 14 bird's feeders built
- 15 water cycles built
- 15 windmill and pollution catcher
- 15 individual pots filled with lemon plant
- 10 traditional games recycled

CURZON FWC

- 22 posters on climate actions completed
- 30 bee bombs planted
- 1Kg of fast-growing grass seed spread
- More than 100 vegetable seeds planted
- 20 bird's feeders built
- 18 water cycles built
- 19 windmill and pollution catcher
- 2 beds filled with tomatoes and peppers plant, kale, carrots, lettuce, onions and garden herbs.
- 10 traditional games recycled

KENMONT PRIMARY

- 16 posters on climate actions completed
- 20 bee bombs planted
- 200g of fast-growing grass seed spread and planting beds restored
- More than 100 vegetable seeds planted
- 16 bird's feeders built
- 14 water cycles built
- 13 windmills and pollution catcher
- 2 beds filled with tomatoes and peppers plant, kale, carrots, lettuce, onions and garden herbs
- 10 traditional games recycled
- Children have demonstrated interest in knowing more on how they can help the environment starting from their everyday actions
- Children (60% of the participants) are not used to having a trip in the outdoor and with BGW they had the opportunity to do so

ST MARGARETS

- 16 posters on climate actions completed
- 20 bee bombs planted
- 200g of fast-growing grass seed spread and planting beds restored
- More than 100 vegetable seeds planted
- 14 water cycles built
- 13 windmills and pollution catcher
- 6 beds and upcycled wheels filled with tomatoes and peppers plant, kale, carrots, lettuce, onions and garden herbs.
- Children have demonstrated interest in knowing more about how they can help the environment starting from their everyday actions. They have a focus at school for plastic reuse and recycling.
- Children (50% of the participants) are not used to having a trip in the outdoor and with BGW they will have the opportunity to do so

CLUBE

- 12 posters on climate actions completed
- 10 bird's feeders built
- 14 water cycles built
- 10 windmill and pollution catcher
- 10 traditional games recycled
- 8 different types of soils discovered and used in class
- 7 children did scavenger hunts during lock down with their families and send the pictures to us
- 4 sessions delivered online on nutrition, cooking for the environment
- Children have demonstrated interest and resilience especially during lock down, when they had to join online for a while
- Clube dos Brasileirinhos is thinking to work more collaboratively with us on Brent goes wild and funding related to it



CASE STUDIES

CASE STUDIES

Aisha, Amelia Koudri

Since the programme started, parents told us that lock down had impacted their children a lot. Living 5 in a small apartment and not be able to access activities or the outdoors was hard. The 2 sisters had a conflictual relationship, so their parents wanted them to attend an activity where their mind could be occupied to learn something school did not provide. The youngest had a very low achievement in science and math as it was provided online by the school and by the time the programme ended the youngest had good feedback from the school environment.

Eshan and Hakima Mihai

Since the programme started, they have asked their parents to visit parks and museums we had mentioned during sessions like the natural history museum and the science museum, Kew gardens and different parks in Brent. Their mum sends us a lot of messages thanking us for this opportunity and how many things their children were learning in a just short period of time.

Leon and Sami Fumagalli

Did not miss a session even when dad was busy to bring them. Dad said that they learned to be more cooperative at home after 6 sessions of Brent Goes Wild.

Muzen and Ruba

Muzen is year 6 and Ruba in year 1, she cares for her mum and the little brother. At the beginning of the programme, she was skeptical about new adult figures. She wanted to rule the class, however, due to the engagement in practical activities and curiosity about experiments she allowed herself to become a child again for all the sessions we delivered in school. This way her little brother could have space to socialise by himself without being patronised. When the project ended she asked us to promise we would come back.

LEARNINGS

General

We can count on a team that is very **diverse** in terms of **ethnicity** and **background** and could use their network to spread the news about the programme. All staff were keen to prepare **interesting activities** that could involve child in **holistic learning**. Children received packages with resources via post to be encouraged to participate online during lockdown for Clube sessions. We offered **healthy snacks** for each session. Peer learning among children 6-10 years old enhance the capacity of younger children to observe older ones and the opportunity for older ones to help the youngest in their tasks.

Family outreach worked really well, and we got referrals from the FWCs and families self-referring. **School outreach** worked really well, and we got referral from schools surrounding the FWC. **Constant communication** and **relationship building** with the School worked really well.

Group specific

Clube: We can count on the partnership established with Clube dos Brasileirinhos and their out of setting school. Also working with teachers who were Portuguese speakers helped the class not only to learn in science but acquire language competences. We missed the access to open space in the Salusbury school and wanted to make sure that cohort 2 had this aspect highlighted.

Three Trees: As this was the first programme to run in a FWC, open communication and mutual supports were really important for the success of the programme.

Curzon: To work with groups that are not bigger than 25 children.

Kenmont: For this particular group we learned to invest more in empathy as children are sometimes not heard depending on the situation they are experiencing in the family environment.

St Margarets: With this particular group, the staff had to invest in listening about other things children are experiencing in their lives. Children are eager to share if they trust someone. we could say that BGW was therapeutic for this particular group.



ORGANISATION NAME

Thames21

PROJECT NAME

Brent Goes Wild –
Reconnecting with Nature



**TOTAL YOUNG PEOPLE
ENGAGED: 86**

52 MALES
34 FEMALES



PROJECT OBJECTIVES

Environmental Improvements

- Measurable improvement in the understanding of key urban river pollution issues
- Measured with feedback questionnaires.
- Sessions will encourage the young people to reflect on polluting and littering
- Behaviours and suggest more sustainable behaviours

Community Engagement

- Use sessions to raise Thames21's profile in the area with the families of children at
- The session and promote Thames21's wider volunteering work in the catchment

Learning and Understanding

- Sessions with at least 10 partner organisations.
- 384 points of contact with young people.
- At least 32 exploring nature sessions with young people delivered both on site and at partners' centres or meeting locations in the borough.



ACTIVITIES

Partners T21 worked directly with:

- **Alpertown Family Wellbeing Centre**
- **St Raphael's Family Wellbeing Centre** (flyers were also distributed on St Ralph's estate)
- **Church Lane Family Wellbeing Centre** (flyers were also distributed to Fryent Primary School and Oliver Goldsmith Primary School)
- **Salisbury World**
- **Mitchell Brook Primary School**
- Schools contacted to be directly involved with the programme at WHEEC. Flyers were distributed to – Braintcroft Primary School, Wykham Primary School, St Margaret Clitherow RC Primary School, Chalkhill Primary School, Oliver Goldsmith Primary School

Partners T21 worked indirectly with and brought children's groups to WHEEC:

Start Easy (2x sessions) and Sport at the Heart (1x session)

- **Hunt** for and **identify crawling mini-beasts** using pots, spoons, paint brushes, sample trays under logs and around trees and plants
- **Sweep netting** to catch and identify flying mini-beasts in open long grass
- **Pond dipping** and river dipping including identification of aquatic mini-beasts
- Tree, common plant and wildflower identification using **Woodland Trust tree dials**, books and identification charts, bark rubbings to make a tree ID booklet
- **Nature walks** to explore habitats, water bird identification and feeding, close encounters with nature including swans
- Learning about **river pollution**, water quality testing using phosphate tablets, **experimenting with water filters** to see how water can be cleaned, eg: by wetlands or at a water treatment plant
- **Art** – flower art on watercolour paper and clay faces on trees
- Night time **fire building** and **marshmallow roasting**
- **Rock studies** to identify different rocks and their properties – permeability experiment by dropping water on different types of rocks and demonstrating a volcano erupting using bicarbonate of soda, vinegar and soap



IMPACT

Through the environmental activities provided, young people were able to connect to their surroundings in a **fun, informal and informative way** separately from the formal curriculum-linked learning structure of a school environment. All workshops were facilitated by an **experienced outdoor educator** and the children supported with step by step instructions on how to explore the open nature spaces and how **science activities** can help them discover more. Young people **gained understanding and knowledge of science from their experiences**, enhancing their learning and giving

them the confidence to repeat activities independently. From the surveys, **59% of children said they were more able to find out about STEM activities than before they started the programme.**

At the end of the programme, **45% of children said they felt they had a better understanding of science and were even more interested in it.** At the beginning of the programme, each group was asked if they had done science activities outside before and most of them said no. They didn't really understand what that meant and they didn't understand that they, themselves, were young scientists. The children thought that a scientist was an adult who works in a very specific industry.

Once children understood that they were exploring scientific techniques at the activity and that they could become professional scientists in the future, they were much more excited about what they are doing and believed that they could be good at science.

It was obvious at the end of each session that the children experienced a sense of achievement through participating in the activities. There were multiple times during the project where children came to a workshop unsure about what they were going to achieve but were able to carry out the activity successfully and left with an excited smile on their face, being able to talk about what they just learnt with their friends.



All young people that participated increased their activity in the outdoors.

Some children simply didn't know what to do in the outdoors and previously saw it as enjoyable but perhaps a bit of a boring option. Once they participated in the activities, they discovered what they could do and became more active in the programme and in being outside.

Some parents said they brought their children to achieve this activity boost so they weren't simply sitting at home when they weren't in school. 86% of children said they were more active than or just as active as before the programme.

During sessions, children were shown how to care for and respect the living plants and creatures which also gave them a sense of responsibility, care and respect for nature.

For example, during our night time walk in the woods, at first some children **saw moths flying around as scary, but by the end of the session, saw them as interesting and wanted to know more about them.** Previously worms were just gross wiggly things but by the end of the session, they were living creatures.

Children could also choose how they interacted with their environment in an unstructured way, building curiosity. 35% of children said they cared more about the environment by the end of the programme.

Many children who attended the programme did so because they were already interested in science, felt confident in being outdoors and felt happy when they were out in nature.



By the end of the programme, 88% of children said they felt more confident or the same as before to use outdoor spaces to explore science and 90% of children felt even happier or just as happy when they are in parks or out in nature.



Children were given many opportunities to boost their confidence being outdoors, especially through visits to the woods at the Welsh Harp Education Centre. **Many children had never walked through a woodland before.**

Families were invited to open spaces in Brent such as the **Welsh Harp Open Space** and **WHEEC**, which many had never visited before. For some sessions, the parks used for the activities were local to the children and they were familiar with them.

The activities used these parks very differently to the children's usual experience and encouraged them to visit these places again.

Activities were simple and family friendly so that parents could be confident to help children to repeat them. The aim was to **build the confidence** of the grown-ups and encourage them to find more activities to do with their children. When asked, children also said they would be confident to continue outdoor activity themselves, **returning to the same local space** or one closer to them to repeat the activities. Children were given activity packs at the end of their participation in the programme to guide them and **encourage** them to **explore** more activities themselves.

The pack also provided follow up activities for the children to try with equipment at home that aimed to increase their science skills and knowledge further.



The programme enabled Thames21's profile to be raised within the local community and explain more about our work in the Brent area. **Families became more engaged with their local park and river environment** through river based activities where children learnt about the sources of river pollution, how it gets into rivers and what lives in the water that can be affected by pollution.

Activity packs were provided to each child who attended at the end of the programme. These **ensured** that children have the resources they need to continue to **strengthen their skills, knowledge and confidence** in the **STEM activities** they were introduced to by the programme. The project discussed **sharing these resources with friends** and **passing on their new knowledge and skills, broadening the reach and impact** of the project to other young people.

The impact on young people's wellbeing is clear. **Connecting them together** as a group outside was especially important to help **overcome the impact of isolation experienced during the Covid-19 pandemic.**

All the children participating were given new experiences of the outdoors that helped them to value their outside space.



CASE STUDIES

CASE STUDY 1

Nyasia is 10 years old and she didn't have much confidence in exploring nature, she enjoyed being outdoors but had minimal experience in actually engaging with nature.

She came for two sessions, the first one was walking through the woods and mini-beast hunting. As we were walking through the woods she said that **it was dark and scary and thought that animals were going to jump out at her**. She had a go at the mini-beast hunting activity but half-heartedly, she **wasn't that interested in bugs or looking in the dirt**.

At the next session, we were going to the Welsh Harp Open Space to feed the birds, look at trees and do some plant art. Again, she enjoyed being outdoors but not so much the practical exploring and learning part.

The final activity was to make plant art by pressing flowers onto water colour paper to capture pigments and make a picture. **Then she was really engaged!** She loved art and had no idea what sort of art activities could be done using nature. **She was then willing to get in amongst the flowers and brambles** to find more flowers and berries and didn't care that there were **thorns or bees and insects flying around** which seemed to be a turning point for her.

On her survey she experienced an **increase in activity and confidence** in being in outdoor spaces to explore science and felt much happier in being outdoors in nature.

At the beginning, she only wanted to be a scientist a small amount but by the end, she very much wanted to be a scientist and felt she had a better understanding of science.

CASE STUDY 2: SALUSBURY WORLD BOYS

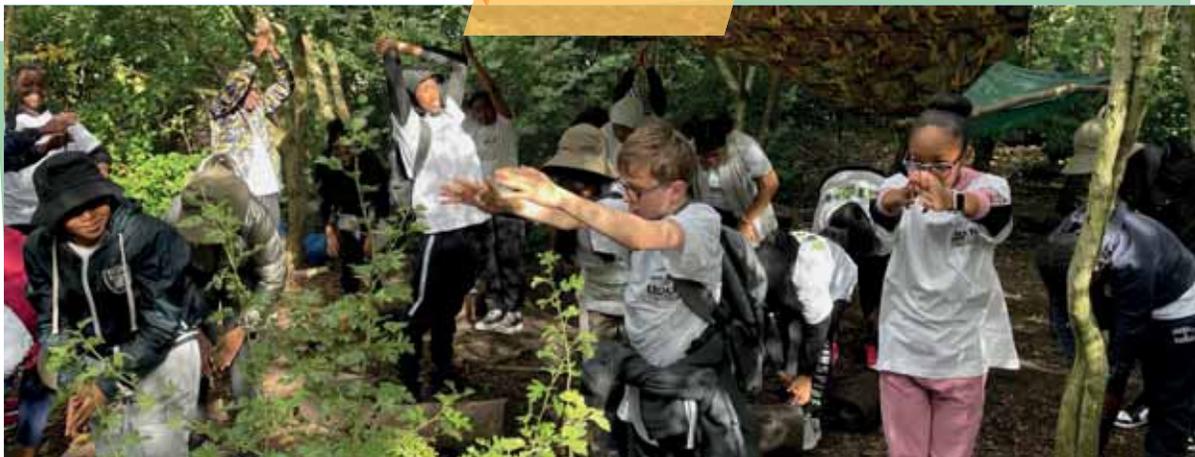
The Salusbury World children's group was a summer school holiday's club. Around half of the group was boys aged 10 – 12 yrs and came from homes and social situations where they were much more used to playing football and being rough with each other rather than participating in science activities.

The boys always asked 'can we play football now?' at the beginning of each session and put up a front, playfully hitting each other over the head or interacting in similar ways. **It seemed like they were not going to be interested in the science activities at all, but it was the opposite.** Although they kept making comments and asking if they could play football all through the introduction to the activities, once they were underway, they were very engaged and enjoyed the activities.

Once the mini-beast hunt was made into a competition, they were totally hooked and were determined to find as many different ones as they could whilst still caring for the creatures otherwise points would be deducted.

From their baseline surveys, many of them had a good amount of interest in science and on their final surveys this increased to a very strong interest and knowledge of science in nature.





LEARNINGS

Having a wide variety of different activities available worked well. This kept children's interest so that they would keep coming back the next week and were excited about the activities. The style of activities worked well to **engage** young people by using **treasure hunt type activities** (mini-beast hunt, tree identification, etc), simple **science experiments** that have a clear result at the end (water quality testing, making volcanoes erupt, etc) and focusing on topics they might not have easily found out information for themselves. In addition, making an activity competitive helped to fully engage older children (see case study 2).

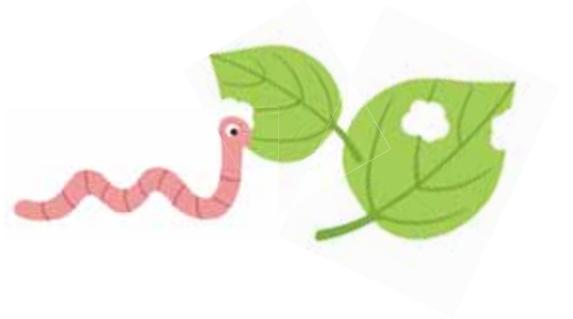
It worked well to offer activity packs at the end of the programme to support on-going self-directed activity by the children. They were very well received. **Each child was very excited to receive their pack and certificate at the end of a session.** One girl kept asking at every session not to forget about the activity packs as she was so excited.

It worked very well to organise activities for existing groups of children from schools in the most deprived areas and with organisations who already worked with children from the target backgrounds. Distributing flyers to schools in the local area also worked well to get families to book at the Welsh Harp Centre.

To offer a more in-depth programme that lasts months or years and that aims to get families to attend multiple sessions. Many families/children only came for 2-3 sessions of the 5 sessions offered by this programme. If a longer programme of activity was offered, families will attend more sessions and be better supported to **develop a long-term relationship with nature and learning outside.**

Build relationships with organisations or schools first to gain their support with recruiting **local families** and encourage more learning outside. **Research shows that outdoor learning also benefits engagement and learning in the classroom.**

Have a longer lead in time for the programme to start – start advertising to families a minimum a month in advance and talk to parents face to face at other family activities organised by the FWCs, at the end of the school day when parent are picking up their children and offering free assemblies in local schools. **Ask FWCs to start advertising and talking to families at least a month in advance.** Overall the project was very successful for Thames21 and the young people involved. Thames21 is submitting an **Awards 4 All bid to the National Lottery for funding** to continue these activities.



ORGANISATION NAME

Oxford Kilburn Youth Trust
(OK CLUB)

PROJECT NAME

Brent Goes Wild



**TOTAL YOUNG PEOPLE
ENGAGED: 413**

200 MALES
213 FEMALES

PROJECT OBJECTIVES

Practical: Making the OK CLUB garden environment (plants/grass/paths/ flowers, etc) a more welcoming space to use for those who come to the OK CLUB.

Educational: To bring together the OK CLUB, children, families and community in a common safe space to enjoy gardening. To develop a positive attitude to green spaces and the environment. To provide a space to experiment with an collect rainwater to water the garden, to encourage helpful insects (Bug Hotels and different habitats for insects and mammals) , and experiment with telling the time using home made sundials.

How to grow things, and how to plant seeds, (e.g. Sunflowers) and grow vegetables from seeds. Also to experiment with shop bought sprouting potatoes, carrots etc to see if they grow.

PROJECT ACTIVITIES

One of our first targets was to redesign and develop a new garden for our young people to use. We also wanted them to learn about science and its role in a garden, as well as understand the growing cycle. The young people would also carry out experiments in the garden such as learning how to record climate change and rainfall, etc.

At the beginning of October a consultant came in to advise on the development of our garden. He measured the area and gave some options on either recycling some of the paving which we had and relaying them in the planned garden design. The contractor came to visit the site in October/November. He informed us that the work could not be done until April/May when the weather was warmer.

One of our first activities with the young people was to ask them to estimate how long it would take for potatoes and onions to sprout before they could be planted in the garden, which was part of one of our first socially distanced sessions in October. The estimates ranged from 2 weeks - 8 weeks. The first 4 young people took part in that task.

Then we continued to offer weekly online sessions, then face to face sessions with a range of practical environmental and growing activities as follows:

WEEKS	ACTIVITY	LEARNING OUTCOMES
1	<p>The young people will come in and plant daffodils buds in their pots, which they can take home.</p> <p>The young people will take part in the online animal hunt.</p>	<p>To be able to compare if a daffodil in a pot will bloom as well as the daffodil planted in the garden. To be able to explain why they got the results that they did.</p> <p>To be able to identify a minimum of 3 different animals which they have found on the OK Club's online animal garden hunt.</p>
2	<p>The young people will plant a clear cylinder in the OK Club garden to measure rainfall.</p> <p>The young people will take home a clear cylinder to measure how much the rain has fallen during lockdown.</p>	<p>To be able to measure the rainfall in the OK Club garden and compare it with the rainfall at their house. The young people to draw conclusion why does it rain more in one place than another.</p>
3	<p>In the morning before they go to school for 5 minutes they should observe the different wild life that they can see outside of their window. In the afternoon when they come home they should repeat the experiment they did in the morning to find out if the results are different.</p>	<p>To be able to discuss why they think animals.</p>
4	<p>To take pictures of the different wildlife in the OK Club garden.</p>	<p>To be able to identify different types of wildlife in the OK Club garden.</p>
5	<p>To take pictures of how many items that they can find at home which is made of plastic.</p> <p>On the way to the Ok Club to observe how many things that you can see that could be recycled.</p>	<p>To be able to identify different types of plastic which they think can be recycled.</p>
6	<p>The young people to be able to learn how to make a simple water clock out of plastic bottles, which they will use to tell time.</p>	<p>The young people to be able to demonstrate that they can make a water clock out of a plastic bottle.</p>

The **OK Club** was able to run a half-term project from 26th to 30th October for young people aged 10 - 19 years old. **We have 80% percent of our young people who attended the project that came from the BAME community within Kilburn.** These young people traditionally do not have access to outdoor local spaces such as Brent Reservoir and without this funding this would not have been possible.

The young people took part in an activity filled week which included **recycling paper** for an egg rocket activity; they discussed keeping themselves safe when close to waterside and then made a **poster**; they also **produced a commercial** about their day at **Brent Reservoir, River 21**. We took 9 young people to the River 21 day where they helped to tidy the area by **picking up litter**.

The group also carried out research into river management; they found out about the quality of the river water and the impact that pollution has on the quality of the water. The final part of our project used the **photographs** we had taken during our day at River 21 to begin to make a **virtual nature/promotional film of Brent Open Space**.



IMPACT

Young People with increased activity in the outdoors.

Families increase awareness of how to make use of the open spaces to encourage development of science capital with their children reporting an increase in knowledge, skill and confidence. Gardens are good for learning: they are a highly practical and direct form of education, where children can see the results of their decisions on where to grow and plant seeds etc.

For children a garden is an exciting place, full of things to see, discoveries to make, and achievements to celebrate. It was nice to be part of that journey as an organisation, getting back to basics with exploration, and sharing in mutual discoveries with our families and children who engaged with us.

CASE STUDY

Ibrahim (8) and Ismaeel (7), Hamza (5) along with their mother, Shabna, come from Pakistan. The two eldest boys are sociable and want to do a lot of things when they are with us. Shabna likes to come in the garden with her youngest, and is willing to assist and dig. She experimented during one of our sessions, with growing coriander seed in one of our planters. She said how **she misses her garden at home**, and how she would grow herbs etc. We are talking a lot with her, and finding ways to involve her in possible projects (balancing it around family commitments) It was observed during our sessions that Ibrahim sometimes gets **upset if things don't go according to plan**, and so by **giving him autonomy** with some direction on where to place the plants, **helped him a lot with his confidence**. Ismaeel is very quick to pick things up, sometimes leaving his older brother behind on things that he struggles with. Having them **work together on a mutual task** such as digging over our garden patch, and doing a lot of the manual stuff like removing the weeds and grass to the compost pile with the wheelbarrow, allowed them to **focus on doing something they contribute towards**. During our recent Insect bug hunt using the microscope, both Ibrahim and Ismaeel took the initiative on finding bugs together, leading our volunteers to piles of rotten wood, breaking pieces of it open to find woodlice, ants, spiders to put in the observation dishes with little brushes. They were **fascinated with the microscope** and how things were made 'clearer and bigger' as they looked at what they had caught, and **asked a lot of questions**.





LEARNINGS

Have a better laid out plan on seasonal vegetables and plants to grow- and when, including a watering guide. (Some of our plants didn't grow as a result of over watering!)

Bringing in the families more - gain from their own unique experiences of gardening, and seeing what they would like to plant in the future, and using our gardening in a way to facilitate different growing plots.

Getting them **hands on with the soil**; **engaging the senses** as they feel/ smell the soil, and also **engaging with plants** they haven't seen or heard of before. Using tools and digging holes, cutting grass, **Connecting with parents who are from another country of birth**, and hearing them **share stories** of gardens and the types of produce they grew as children. In our interactions this helped them with **self knowledge and collaboration**, as they heard different stories from other children and parents, as well as **sharing their own memories** of things they have done.

Creatively, they also thought out of the box on where to plant certain vegetables, figuring out what containers to use, including an old toilet (which was clean!) to plant some strawberry plants in to see if it would work!



DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



ORGANISATION NAME
Clube dos Brasileirinhos

PROJECT NAME
Super Soils



**TOTAL YOUNG PEOPLE
ENGAGED: 18**

9 MALES
9 FEMALES

PROJECT OBJECTIVES
To learn all about soil, the importance of soil, formation of soil etc.

PROJECT ACTIVITIES
Here are a few examples of our activities:

THEME

Digging deeper

Why is soil so important?

Who studies soils?

OUTCOMES/ ACTIVITIES

Going outside for the first time: children got to observe everything that grows from the soil. Gathered together, we investigated a small whole and the soil we could take out. **Children experimented with the colours of the soil in paper.**

At the Welsh reservoir we carried out **3 structured activities** as well as set some time for **free exploration of the environment.**

Look: Observation of setting. After the first walking stretch we assembled around a tree and some logs on the south side of the reservoir. First as a whole group and through questioning we investigated things they could be looking for. Children were then offered trays and lenses to explore minibeasts over and under the logs. We also used shovels to explore life on the leaf litter and deeper in the ground. Children found an immense variety of worms, ants, beetles, and other insects. We were also lucky enough to spot a few different birds, which makes the reservoir such an important place for bird watchers.

Listen: Circle of silence (which is described in full in the booklet produced by BGW) Children were invited first in small groups, then all together, to stop and listen. We named all the noises we could identify. Second time we encouraged children to pay attention to how they were feeling. They were able to describe a range of positive emotions that linked very clearly to being outside ("I like the wind on my hair"; "I like the sun on my skin"; "I am happy to be with my friends")

Touch: Bark rubbing. Children were accompanied by an invited Earth Scientist, Dr Denise Balmer, who discussed the differences of plants around them. She encouraged them to look at the fallen leaves. We then began to investigate the differences of the barks around us and collected evidence through our bark rubbing.

All activities were carried out and registered onto their booklets, which were sent home and allowed children to talk about their learning.



THEME

OUTCOMES/ ACTIVITIES

Permeability

This session explored the characteristics of samples of the soil we took from welsh reservoir location, the soil available at school and compost. We also used sand as a control experiment, in order to demonstrate how the grains of sand stay apart from each other.

First children **observed the samples** closely with magnifying lenses and **described the shape** of the grains.

Secondly we played a game in which some children were grains of soil and some children were drops of water. Soil would stay still, and rain would have to walk through. With the progression of the game we added more and more grains of soil, making them stay closer to each other, until it was impossible to children representing water to go through.

We set up 3 funnels, with filter paper and the samples of soil. We discussed what variables we would be controlling and which ones we would be measuring. We had a set of children that used **stop watches to compare how much water was going through each sample over the same time**. Making sure each time a child would pour the same amount of water in each funnel.

Sharing our new knowledge

This session was dedicated to consolidation of learning and reflection.

We set out 3 tables with a1 paper, where you would find the question:

Why is soil important?

What is soil made of?

How can we preserve our soils?

They annotated each question with pictures of activities we carried out during the program, keywords and in some cases full sentences (in Portuguese) answering the questions.

Using our new knowledge

Taking us to the end of the program, we took the final survey (we made it slightly more child friendly asking children to colour in 1 to 5 stars). It was remarkable how children scored themselves higher in every aspect of the survey.

Next, children went on a **scavenger hunt** to retrieve collages of each session. They worked together to recall what they were doing and why.

After they put the **activities in a timeline and annotated it with keywords**, pictures and other representations of their learning and understanding. We recorded videos of children talking about specific aspects of soil to use in our final video.

CASE STUDY

This case study intends to **explore** and **report** on a particular experience of a participant of the project during the activities that took place over the period of two academic terms, **16 sessions** in total, in 2021.

The aims of the project included to **enable children and their families** to **learn** about the **natural spaces** available to them and to transform their perceptions about their **scientific capabilities** at the same time that the natural spaces served as platforms of these discoveries.

Since another aim of the project was to **encourage the underrepresented female category in STEM**, we selected a young girl to report on. Her initial survey responses scored lower than average. At the time we couldn't pinpoint if the result was accurate or if the survey was age appropriate.

However, as we progressed with the sessions, we could identify an especially shy individual who would very often hesitate to take part in hands-on activities.

As the group grew familiar with the teachers and their peers, we could see a **transformation of attitude**. Towards the second half of the project, and after two group outings, we began to see her **confidence growing**. She began to ask questions and let her curiosity take over her shyness.

Over the second part of the projects, there was a full shift from a withdrawn participant, sometimes even disinterested, into a curious girl that was beginning to **put together new knowledge with her experiences**. After all, talking about soils was not disconnected from her experiences since she could identify that there was soil in her garden, in our parks, and to learn that all living things are sustained by this magnificent resource resulted in **a conviction that she was capable and finally good at science**.

This marvellous journey is only summarised from a poor starting survey and a very high score on the final one. So, it is a true pleasure to share the details of what may be the stepping stone of a brilliant scientific career in the future.

LEARNINGS

Overall this was a fantastic opportunity for our children to engage with Stem.

Because it was set as an integral part of our school life children felt secure, confident and happy to take part in all the activities. We originally thought that taking a set of such young children to a trip without their parents could have posed some obstacles. It proved to be the exact opposite and we had a moving support from all parents that encouraged and prepared together with their children and made it a big event to us all. Certainly, being able to be outside during most of our summer term made a great deal of difference.

It prepared us for more abstract learning back into the classroom when the weather did not allow us the wonders of the full outdoors exploration.

Age is not a barrier to learning science:

we began a project very wary if children would be able to follow our program but with content adjustments they certainly achieved above and beyond what we could think or imagine.

Language is not a barrier to learning science:

at the beginning we considered if the teaching of concepts in another language would increase the level of challenge. It did. It also increased the levels of enjoyment as they progressed in two different areas of simulation and were able to transfer their knowledge across both languages.

We tend to underestimate the power of learning outdoors:

there were some occasions when we thought that some lessons had to be delivered inside the classroom for one reason or another. We faced situations when we did do it indoors and achieved what we expected, but we also experienced the transference of a session outside and achieved much more, particularly with regards to engagement.



DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



ORGANISATION NAME

Phoenix Rising

PROJECT NAME

The Berry Berry Project



**TOTAL YOUNG PEOPLE
ENGAGED: 15**

6 MALES
9 FEMALES



PROJECT OBJECTIVES

- **To Identify berry patches** in Brent, Find Berry recipes and try them out using picked berries from our daily walks.
- **A Brent fruit tree mapping exercise** to identify where a trees re and when the fruit is ripe pick them for the local resident and donate any excess to those in need in the community as well as make pies and other things from recipes.
- **To plant and grow trees from fruit seeds.** For this programme: Lemon and citric fruit.
- **To plant Avocado trees** (planted in 2020) into larger pots

PROJECT ACTIVITIES

Walks along the Brent waterways: To learn more about the canals and waterways that pass through NW10 and develop knowledge, skills and an understanding of their history and value, so that through them, this resource can be better accessed by all sections of the community and also maintained by local youth/volunteers. These are: the River Brent, The Grand Union Canal, The Welsh Harp, The Canal Feeder, Harlesden Brook and Mitchell Brook. The participating young people walked as far as to 'Penny Ha'penny Walk' on the Grand Union Canal, which is near The Metronomes Steel Band Pan Yard.

As a result of this, contact has already been made with Thames 21 and the Canal and Rivers Trust regarding future environmental development and maintenance of our Blue and Green Spaces.

Pop up clean-ups: We believe that as a result of our ongoing activity, there is now an improvement in the behavior of our community towards litter and a greater and growing respect for the environment also. Brent Goes Wild Berry-Berry Project, which continued our Plant a tree from a seed initiative. Although we were unable to do everything planned with this project because of the increase in Covid-19, we were still able to do much regarding the elements of the project and have everything in place (except a website for the fruit tree mapping activity) However, we have shared these ideas with at least 10 local councilors who think that this is a project they are happy to support.



IMPACT

The impact of the programme has been greater respect, recognition and credibility for the work we do and the growing skillbase and experience of our participating young people.

This has further raised the self-esteem, self worth, confidence and aspiration of our young people who have been made aware of employment, training opportunities. Our Project Co-Lead Candice Falconer has a Masters in Science and alongside these activities during this period has provided support in the coursework and prep for school and college for all participants.

CASE STUDY

Although all of the participating core group took part in all of the activities which included our Berry walks/Tree mapping activity, finding recipes, growing peppers, cherry, lemon, peach, plum apple and pear seeds, Our most recent member Elijah also attempted to grow mangoes. To do this he went to a local shop in Harlesden and explained what he was planning to do. He got his mangoes.

Elijah has since shared his experience and learning in a filmed interview where he (and the group) individually gave answers to the following questions:

Elijah has also decided that he could have a career in working in the farming arena.

See Phoenix Rising young people talking on "Looking Greenward" by BurrograndeFilms on YouTube.

- How often do you visit a green space?
- What do you gain from the experience of using a green space?
- Over lockdown did you use the green spaces?
- Do you visit these places with friends, family or alone?
- Do you agree with the words "Green spaces make people healthier and happier" or not?
- How can I encourage you to get involved in using green spaces?
- Do you feel the green spaces that you use or could use are welcoming, friendly and safe spaces? And if not -what makes them unsafe, hostile and unwelcoming?
- Do you think the existing green spaces in your neighbourhood are well maintained?
- How can green spaces be improved, what would you like to see happen?
- Can you see how green spaces / parks mean more than just places to 'hang out'?
- The ecological benefits of green spaces - what does that mean to you?
- Any ideas on how to create more green spaces?
- Would you like to be presented with more opportunities to explore nature and more green spaces?
- Describe in three words what a green space or more green spaces would mean to you?
- What would you say if I said to you looking at the colour green is relaxing, creates a feeling of well being and improves eyesight?
- Do you grow vegetables or have you ever planted a tree?
- Would you like to grow your own food?
- When you have eaten freshly grown food from a place you know, how do you feel?
- Have you visited farms or allotments? and if so how often?
- Would you ever consider a career/working in agriculture, farming, and if so what types of vegetables/fruits or foods would you like to cultivate?
- Do you know some of the ecological environmental benefits of green spaces? ie: natural conservation which increases biodiversity of flora and fauna, improves air quality, decreases air pollution, improves mental health and social connections of the local residents.

DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



ORGANISATION NAME

Sport at the Heart

PROJECT NAME

BGW in the Summer



**TOTAL YOUNG PEOPLE
ENGAGED: 38**

17 MALES
21 FEMALES

PROJECT OBJECTIVES

Sessions will be delivered to children aged 5-14 who may not have the opportunity to participate in STEM activities outside of school.

PROJECT ACTIVITIES

4 staff received training to deliver BGW activities which we will continue to do as part of youth club programmes going forward. 3 BGW sessions were delivered everyday to 3 different age groups over our 4 week summer camp (20 days).

With all the equipment provided by YBF as well as the information gained on the training programme, our coaches were well prepared to deliver these sessions. We did nature walks, insect treasure hunts, 'five senses' exercises, embedded nature into our art sessions, and many more. The children and young people loved these fresh, new sessions. We even visited the Welsh Harp over the summer and our staff lead groups independently with the activity ideas they were given.



IMPACT

Brent Goes Wild (BGW) was an exciting new project for us to deliver. It sets out to encourage children and young people from under-represented backgrounds to explore nature and science, and to be present in the now. **The project motivates children and young people to be curious about what is around them;** to investigate who we share this earth with and why they are important to the ecosystem; additionally to discover their innate capabilities.

Young people were introduced to the **Welsh Harp**, a local area of interest that many young people never visit despite living close by. **The BGW activities sparked their interest** in their environment and they showed an **openness to discover more about nature** and local open spaces such as the **Welsh Harp** and **Roundwood Park** adding another layer to their connection to their neighborhood.

Access for those who wouldn't normally engage in this type of project - it helped to highlight the **importance of breaking down barriers** built from electronic devices or fear of nature, encouraging CYP to just **look up**, as they can miss a whole world.

Staff Confidence to run these sessions. We saw a Ripple effect throughout the team with some staff becoming **more open to also running activity**. Skills and knowledge embedded so after BGW finishes we can still carry on activities and use resources.

CASE STUDIES

CASE STUDY 1

AA was in the age range of 11 – 13, and had taken part in the majority of the Brent Goes Wild sessions during the summer camp. AA was taking part in the activity mini beast hunt and while exploring, AA came across a mound of soft earth that had been disturbed. Some of the young people gathered around it to investigate. Taking a closer look they saw small white ovals mixed in with the mound that they called Tic-Tacs.

The young people called a coach over to help them identify what they found. The coach explained they have found an ants nest and that the 'Tic-Tacs' were the eggs of the ants and pointed out the ants carrying them to safety. AA shouted to kill the ants. The coach asked why? AA replied just because and that they are angry. This led to a discussion on why they were angry and how we would feel if we were one of the ants.

Another reason that AA highlighted was it was okay to kill an ant because there are so many. The coach replied there are billions of humans does that make our lives any less important? AA paused and thought about the comparison, saying she had not thought of it like that. AA had a reflective mindset for the rest of the session and she started to ask questions such as what do ants see, think and feel. Trying to understand their complexities.



CASE STUDY 2

BB was in the age range of 8 – 10, and had taken part in some of the Brent Goes Wild sessions during the summer camp. BB had expressed they "always had a passion for wildlife, but never for the creepy crawlies side of things". After attending the BGW sessions they really connected with the biodiverse world at their feet. BB left the session feeling more confident with interacting with insects, bugs and spiders.

She was taking part in a sports session and had spotted some woodlice near the edge of the MUGA. BB and friend both came over to the coach to show what they found. The coach was shocked to see BB holding the woodlice and praised her for overcoming the fear. BB said they were not scared any more and that they liked woodlice because they helped keep the planet clean like mini hoovers. BB and friend put the woodlice in a safe space closer to the bushes, then returned to the sports session asking when the next BGW session was.





LEARNINGS

100% of the participants said they would like to do 'BGW' activities again and 44% of people said that 'BGW' was the best thing about our summer programme this year.

We embedded the BGW sessions into our **summer camp** making sure that **all young people had access to these sessions**, not just young people who would 'choose' these types of activities.

The feedback indicates that young people feel confident in their understanding of STEM activities and how they can get involved taking away any perceived barriers in their mind.

It was the first time we did anything like this and will definitely not be the last, it can't be seeing as **44% of our young people though it was the best thing about our summer camp!**

Staff now have the motivation, skills and knowledge to explore this area of work further. Delivered in the right way, YP love to learn about their environment.

Once they are 'switched on' to STEM activities, they can relate it effortlessly to their everyday lives.



DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



ORGANISATION NAME

Active Sporting Communities

PROJECT NAME

Stemtastic



**TOTAL YOUNG PEOPLE
ENGAGED: 83**

2 MALES
81 FEMALES

PROJECT OBJECTIVES

To engage and excite young people in STEM activities.

PROJECT ACTIVITIES

We launched the STEM programme with fun, engaging and challenging taster sessions. We adapted our application after feedback from the panel and liaising with the young people to form a different group of workshops where young people attended and took part in **four key experiences**:

- Digital photo workshop
- Architecture challenges
- Virtual reality experience
- Electric go-kart workshop
- Digital photo workshop – YP were taught everything you need to know about taking a digital picture including how to take a good selfie.
- Architecture Challenge – Design a housing area whilst protecting local wildlife.
- Virtual reality challenge – Young people took part in virtual fitness challenges to run, walk and cycle to win medals.
- Electric go-kart workshop – To design and build an electric go-kart.

We set it up like a carousel so the young people would rotate and experience each activity. We then gave each young person the opportunity to sign up to the STEM after school activities.

18 young people signed up and attended the STEM club once the funded sessions had finished.

IMPACT

We had 83 young people engaged in the taster sessions and the atmosphere was great seeing young people so engaged. 2 boys who had previous STEM experience supported in the facilitation of the programme.

Our project contributed to:

Improve access to, engagement with and understanding of science and the natural environment to improve the lives of children and young people. **Improved mental health and wellbeing:**

- Young people reported an increase in awareness of how their environment contributes to mental health.
- Young People with increased activity in the outdoors.
- Children and young people children are able to present to their peers.



Play workers, Youth workers and volunteers improve their STEM facilitation skills reporting an increase in knowledge, skill and confidence.

CASE STUDY

Young Person X was identified as a young person in need of this type of project by her form tutor. A female of 13 years. Quiet but engaged at school and in most aspects of school life. Most of her activities and interests were either based at home or indoors.

Her interests were limited to what one might call more traditional options for her gender including the arts and social sciences.

Young Person X was not initially sure about the prospect of taking part in what she called “boys stuff” and needed a little coaxing to join the project. **Her teacher was the key to encouraging her to try it out.**

This was the perfect opportunity for her to try out these activities without the pressure of being in competition with boys who are not naturally better but are given more opportunities to engage with these activities from a very young age.



The reason for this project was to excite and engage young people in STEM activities.

This funding enabled us to break down the misconception that STEM activities are boring and difficult.

The funding gave us an opportunity to target girls who we felt would benefit from the project.

Young Person X came to our taster day and took part in all activities. She especially enjoyed the design and building of the electric go kart. She was surprised by this and this ultimately led to her signing up for the full programme of after school provision.

Young Person X attended the after-school sessions once a week and she now volunteers and helps to recruit more girls from school who she thinks could benefit. **She tells them that it will benefit their University applications and how she has become interested in subjects that she thought she was not very good at.**

Iris (the STEM lead) has noticed a marked difference in her confidence in talking about stem subjects and participating in the activities.

After school sessions: Young Person X enjoyed lots of the art activities including clay modelling, creating a new bag using flowers that she had collected and pressed and our coral reef art project, which covered the subjects of environmental issues and **opened their minds to potential careers in occupations such as marine biology, environmental planner, horticulturalist, environmental researcher.**

All of these activities really helped to embed knowledge and reinforce the idea that STEM subjects are interesting and varied and can be applied to so many interesting activities and potential careers.



LEARNINGS

Our young people's forum did a fantastic job going out and engaging young people from the community. It helped that they were involved in the planning right from the start of the process. This meant they fully understood the programme and were able to deliver a positive message about the programme. It ensured what was being delivered was what the young people wanted to gain maximum engagement.

We wanted to make the activities engaging and attractive to catch the young peoples attention.

Delivering the taster sessions gave young people the **opportunity to try different activities** and **experience new things**. This gave us the opportunity to reach out to young people living in one of the most deprived areas and inspire them with these learning opportunities.

It also helped that the main physical deliverer of the programme is a local resident and works part time at the local high school so was also able to **identify and engage** some young people that would really benefit from a programme like this.

Taster sessions for a project like this is important to engage young people in STEM rather than sending out a flyer for example.

A slightly bigger equipment budget was probably needed to really extend the follow up sessions. We were a bit limited with resources but lucky that Capital City was able to support some of that.



DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



ORGANISATION NAME

Alexz Educational

PROJECT NAME

Build resilience while going wild



TOTAL YOUNG PEOPLE ENGAGED: 15

5 MALES
10 FEMALES



PROJECT OBJECTIVES

The project aimed to enable Romanian children aged 6-14, affected by Covid19 and poverty, struggling socialising and coping with isolation, to **build resilience** and **improve wellbeing** through activities that bring the nature on their doorstep and to **improve access to, engagement with and understanding of science.**

IMPACT

The children have learned from specialists how important nature is for their life and how essential is to keep it clean and protect it. They have learned that if they are implicated in its health their lives will improve.

The children haven't perceived them before as someone that could make a difference in the nature through their actions. They gained more knowledge about that and now are more confident in doing things to protect the environment.

The young people would like to explore more and do more activities in the outdoors, as result of our project activities. We are planning some families' activities with Angling Trust to learn more about fishing and fish, and also some walks to discover plants and birds in neighbours.

We are all aware of our potential of doing things that help to keep the environment safe. **We gained important knowledge about how nature works, about important science explanation of bird and animals' life and about how our active participation can increase Earth's life.**

Being outdoor and doing science activities with us in this programme gave to the families more confidence in encouraging their children to participate in projects and programme that will help them to use the open spaces and love nature.

As an organization focused on educating Romanian children on their culture, we had to find creative ways to promote our culture and teach children about STEM. **We encouraged the children to think and talk about their experiences exploring nature in the UK, but also in Romania.** Some children talked about how their relatives own a farm back home, or about a trip to the mountains. This way, they learned new vocabulary and learned to talk about nature in both English and Romanian.

PROJECT ACTIVITIES

GROUP DISCUSSIONS

1. Water & what lives under water – for this activity we invited Razvan Pescaru and his team from **Angling Trust**. They held a presentation about the types of fish that live in different types of water. At the end of the discussion, we had a Q&A session and, for every right answer, the children received a toy fish.

2. The differences between wild and urban nature ecosystems

- discussed the children's experiences of playing in and interacting with these two environments
- used pictures to help the children compare the two environments
- talked about the kinds of animals, birds, insects and plants that live in these environments, and why there are differences regarding this aspect

3. Food chains

4. Recycling at home

discussing ways in which we can recycle and reuse materials at home/school

5. Comparing different types of soil

- the activity coordinator brings to the class samples of soil from a park, from a garden, from a forest)
- discussion about soil – why it is important, how it helps us have food
- discuss about what compost is and how we can obtain it at home

6. Discussion about how the we can protect the environment

- what actions destroy the environment
-deforestation, pollution, excessive fishing
- what actions children can do to protect the environment

7. Learning new environment

- related vocabulary



CREATIVE ACTIVITIES

1. Creating a poster that encourages a park's visitors to protect nature

2. Food chain puzzle

(following discussion about food chains)

- each student writes an animal on a piece of paper, then all the papers are mixed for 'animal lottery'
- The students extract a piece of paper from the lottery, and have to create a food chain using the animal they got (each chain can have 3 or more elements)

3. Miming game – The students are separated in two teams. Each team receives a list with elements from the environment and have to perform them in front of the other team. Some miming exercises require more than one participant (ex: horse 1 person, tree 2 persons etc)

4. Building a recycling bin using recycled materials (old cardboard boxes etc)

5. Creating a personal 'nature collection' – the children are asked to collect as many elements of nature as possible (ex: soil, plants, leaves, feathers etc)

GAMES

1. Simon says, nature version - Use environment/recycling related sentences (ex Simon says step on the flowers) – the children are instructed to do only the actions that protect nature and to stay still for the rest

2. Where you stand, nature version – You ask everyone several questions. Everyone will then respond by standing on the right or left side of an imaginary line according to how they feel about that item (ex: seaside on the right vs mountains on the left, fruits vs vegetables, red roses vs white roses etc)

3. Nature themed word-puzzles and crosswords



CASE STUDIES

CASE STUDY 1

At the beginning of the project, one of the children stood out in the group because **she had trouble collaborating with her peers**. She was always excited about the activities and games organized, but she would then lose her enthusiasm when having to work with her team. She would get very upset and refuse to participate, and say she doesn't like the game. However, she enjoyed and excelled at activities that required individual work. Giving her more attention, I realized she feels unappreciated due to her previous educational experiences. To boost her confidence, I gave her leadership roles, and encouraged her to coordinate certain games, where possible.

Following from this, **she started to feel appreciated, became more confident and had more positive interactions with her peers**. After showing her that positive educational experiences are possible, she showed more enthusiasm towards the activities organized during the programme.



CASE STUDY 2

Another student showed great enthusiasm for all activities. She got very excited for the games, actively participated in all discussions, took initiative when working with a tam and asked many questions. She would often ask if we can play again a game that she enjoyed during the previous session. Later in the programme, she mentioned that **she wants to become an archeologist**. She also said that she really enjoys talking about the environment and learning about how nature works.

Her enthusiasm proved to be beneficial for the class, as it motivated other children and showed them that nature can be interesting.



LEARNINGS

Working with a group of Romanian children, **we saw them learning new vocabulary in English and also in Romanian**. Throughout the group discussions, the children had the tendency to express themselves mainly in English.

However, as the programme unfolded, **they became confident with asking how nature-related words are called in Romanian**. In some rare cases, **they knew a word in Romanian but not in English**. This was the case of younger children who hadn't yet studied STEM at school, but knew nature-related words from their Romanian parents. To solve this, we were sometimes talking to them in **both languages**, also encouraging them to ask for translation when needed.

The children showed different levels of enthusiasm for the same topic. However, we learned to find activities that are engaging for all children, regardless of previous knowledge of experience with that topic.

It is always important to think in advance of ways in which activities can be adapted to take place indoors, in case of sudden weather change.

It is always important to encourage the children to think of ways they can apply in every day life the lessons learned. **After talking about ways we can recycle at home, some parents told us that the children became more conscious about recycling in their household.**

DELIVERY PROJECTS AND ENGAGEMENT ACTIVITIES



BANG EDUTAINMENT
WEAREBANG.COM

ORGANISATION NAME

BANG Edutainment Ltd

PROJECT NAME

GROW



**TOTAL YOUNG PEOPLE
ENGAGED: 12**

6 MALES
6 FEMALES

PROJECT OBJECTIVES

GROW is a pilot project designed to engage families in Brent in growing herbs and vegetables, and learning about natural health.

Through **GROW**, **BANG** aims to offer young people, aged 6-14, from disadvantaged backgrounds, a greater **opportunity to explore, discover and love STEM through planting, growing, healthy eating, exploring nature and much more.**

ACTIVITIES

Attended the Brent Goes Wild event at Welsh Harp with a group of young people with SEN. Some of the activities we developed for the next few weeks include:

- Provide 1.5hr weekly **after school program of STEM** activities such as sounds of nature, using outdoor space to explore and discover wildlife & habitats, planting and maintaining.
- Delivery of a series of five **agriculture workshops** (1 - attached presentation).
- Trips to **Belmont Farm** and **Natural History Museum**.
- Specifically target activities to engage more girls, aged 11-14, into STEM and make the link into **career opportunities**.
- Give young people the tools and knowledge to grow herbs and vegetables, learn about **healthy eating** and the **holistic use of herbs**.
- **Provide STEM Holiday activities** for young people aged 6-14, activities must involve a project which children work on continuously for 2-6 weeks or longer, not one-off activities.
- These activities will run one morning per week during the summer holidays, ending in a **celebration event** at the end of August.
- Invite **guest speakers** and **provide families with the practical equipment** they need to take part.
- Through **social media** we will share what the young people have achieved and **create a local campaign on caring for the environment**.

OXGATE COMMUNITY - MACKENZIE HOUSE RESIDENTS

Project commenced in February 2022. In total so far **29 children**, **6** of which are **SEN** and **20 adults** expressed interest in **GROW** project.

BANG is working in partnership with **Sabrina Marshall**, a community leader from Its **Unique Events** who connects with young people and deliver the **GROW** programme - developing their understanding of nature and their community leadership capacity.

The initial cohort that engages in the programme are young people with special educational needs and community members. This is to **bridge the gap between young people and members of their community**.

Every young person who engages in the project has the platform and the space to ask questions and explore the fundamentals of **organic agricultural farming**.

BANG wants every young person to be aware of the benefits of understanding their natural environment and the process of food production so they can be self-sustainable and more creative thus improving their personal and professional skills.

DATE	TIME	DISCUSSION & DELIVERY
15/02/22	18.00 -18.15	Successful day trip, initiation of tomato growth
17/02/22	18.00 - 18.10	WA meeting, water regulation, maintenance
22/02/22	17.15 - 17.35	WA meeting, maintenance going well (no growth)
24/02/22	17.40- 18.00	WA meeting, maintenance going well (only yasmin's tomatoes sprouting)
01/03/22	17.00-17.20	WA Progress and maintenance going
03/03/22	17.30-17.50	WA maintenance going well
07/03/22	18.45- 19.10	WA meeting rescheduled and all participants have sprouting
09/03/22	19.00-19.15	WA meeting water regulation, diverse types of tomatoes
11/03/22	19.00- 19.20	WA meeting maintenance going well
15/03/22	19.00-19.10	WA meeting, maintenance going well, carrot growth discussion
17/03/22	18.15- 18.35	WA meeting tomatoes are all growing well one set ahead of everyone else's but absolutely greatt. All meetings will now be on tues and thurs.
22/03/22	19.05-19.30	WA meeting discussed Easter excursion to science museum. Trecia had one plant and it died, yasmynes 2 died. Trecia used tomatoes from seeds in her fridge which have started to sprout. Yasmine will do the same I will supply soil. Initiation into carrot growth.

STONEBRIDGE ESTATE

We liaised with **Leopold Primary School**, with whom we have an existing connection, to receive referrals into the programme. We also plan to recruit directly from the **Stonebridge** estate. We currently run other programmes there and so can advertise **GROW** when delivering activities.

The area outside of Leopold School needs clearing up and regenerating, and **BANG** wants to partner with local families to develop an **Ecospace** in this area. This will become an **education zone** for young people to learn about plants, nature and agriculture. **BANG** will engage students from Leopold School and their parents and carers to help with clearing the area and planting flowers in the space surrounding the school.

ST RAPHAELS FAMILY WELLBEING CENTRE

We struggled with the engagement leading to Christmas. We planned activities and visits but they did not take place.



IMPACT

The wellbeing benefits created by GROW came about through the emphasis on the provision of new opportunities. Project aims to provide young people opportunities into first encounters with nature; it gives them the chance to explore and discover new environments, and all they have to offer.

One of the activities we started with Oxgate Community residents is Growing Tomatoes with children. The benefits of this activity are clear. 1. Children have hands-on science project to learn how the vegetables grow. 2. Children see how the seeds grow into plants, and learn names and functions of plant parts. 3. Children take care of plants with their own hands. 4. Children use their senses to see, smell, touch, and taste tomatoes. 5. Children pick tomatoes from the tomato plants to eat fresh tomatoes.

Children will learn new skills, have fun, play and develop self-confidence by spending tending plants and growing their own food.

We have also noticed that young people and their families experienced much grief during the pandemic. The borough of Brent was one of the worst-hit in the UK. Young people's support needs have become much more complex and now include more cases of self-harm. However, we have also noticed that young people are a lot less motivated and have fewer aspirations across the board. This needs to be addressed by targeted support so young people re-gain the belief that they can have an impact on this world and that they matter and we believe that GROW project will help to address this.

Our work with GROW will continue and we are motivated to address the development of the science capital approach for young people. Many young people see science as irrelevant to them. By implementing the science capital approach, we can already see the improved children's experiences, skills and interests to support and enhance their science engagement. This means bringing young people's experiences of the everyday into lessons and making the science relatable.



LEARNINGS

GROW project is here for every child and young person, regardless of background or ability. We work to ensure that all have the chance to enter adulthood as positive, confident members of the community.

We learned that our programmes need to be **inclusive, relevant, cost effective, meet users needs, improve things, and be accessible.**

Brent Council supported **BANG** for with building the sleepers in FWC. The challenges encountered in the lead up to installation of the sleepers and planters led to a reevaluation of the feasibility of **GROW**.

Confident that the project could succeed, **GROW** insisted on delivering the project according to the original proposal.

Delay in setting up planting facilities significantly impacted project timelines. By the time it was definite that everything would be firmly in place for the project start date (28th July), schools were already shutting down for the summer.



A child in a white patterned shirt is pointing at a drawing of a rabbit on a whiteboard. The whiteboard also shows a carrot, a fish, and some plants. The scene is dimly lit with a teal tint.

SECTION 3:

**DATA
COLLECTION
RESULTS AND
OVERALL
FINDINGS**

DATA COLLECTION RESULTS AND OVERALL FINDINGS



Each partner organisation was asked to complete baseline surveys with young people and to administer the same survey again to those young people who were engaged in a programme for more than 4 sessions.

282 young people were in a programme that engaged them for more than 4 sessions and therefore were part of the participant surveys.

234 of those young people completed the end of project survey.

The total number of young people who engaged with Brent Goes Wild in some capacity was **887**.

126 families or individuals achieved the **John Muir Award** through their participation in Brent Goes Wild.

86 were awarded the **United Nation Climate Challenge Badge**, issued by the Food and Agricultural organisation of the UN.

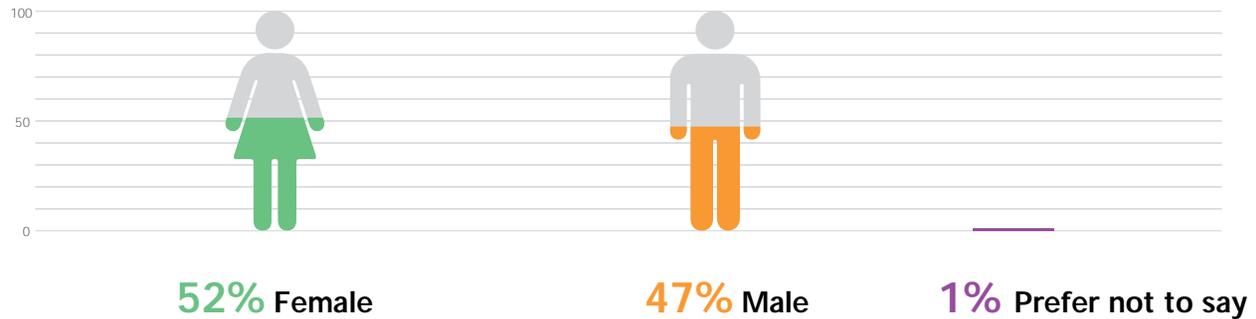
386 Males and **501** Females.

Over **345 sessions** were delivered (including holiday clubs, afterschool clubs and events).

A total of 180 families were engaged.

DEMOGRAPHICS

GENDER:



AGE RANGE:

There was a large age range of participants across projects from 5yrs to 19yrs.

ETHNICITY:

1. WHICH ONE OF THE FOLLOWING BEST DESCRIBES YOUR ETHNIC GROUP OR BACKGROUND?



LOCATIONS:

The main Postcode districts reached were:

HA0/HA2/HA3/HA9 - Wembley, Tokyngton, Sudbury, Alperton, Kenton

NW10 - Harlesden, Stonebridge, Kensal Green, Willesden - **the majority of young people had an NW10 postcode**

NW2, NW6, NW9 - Kingsbury, Dollis Hill, Neasden, Kilburn

This project set out to reach young people underrepresented in STEM careers, females, Black and ethnic minority young people.

Overall we successfully targeted these groups with more females than males engaged and 30% Black or Black British, 17% mixed race, and 14% Asian or Asian British.

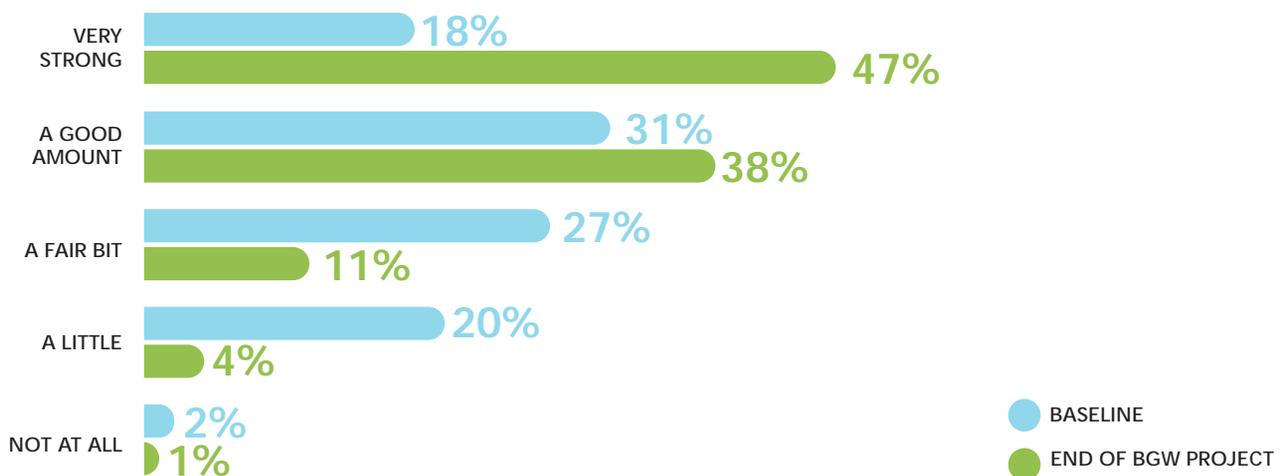
SCIENCE

The two science specific areas we were aiming to achieve were:

Improve access to, engagement with and understanding of science and the natural environment

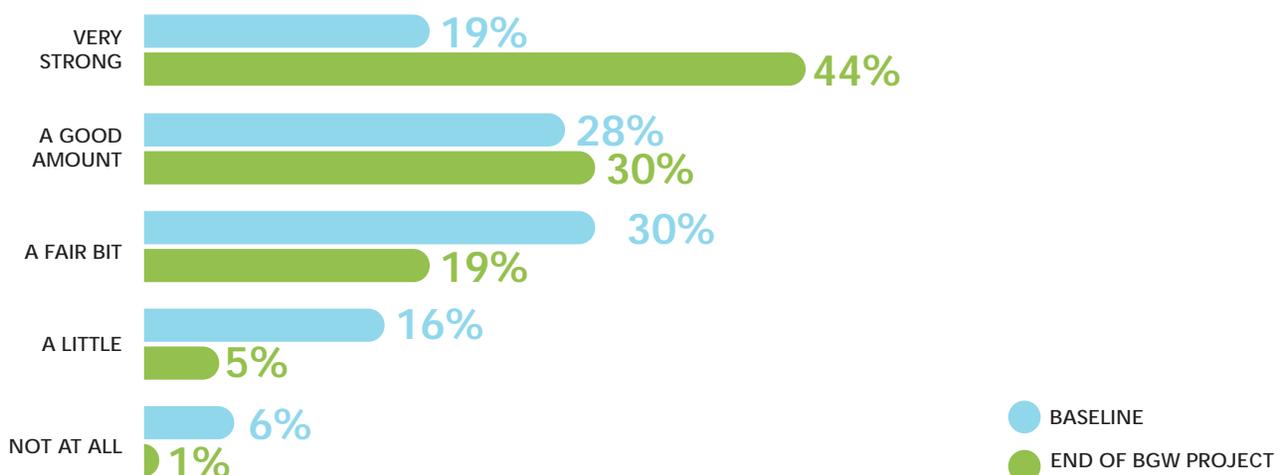
Improved engagement: children and young people are able to perceive themselves as having **strong science capital** and see themselves as good at science.

1. I HAVE A GOOD UNDERSTANDING OF SCIENCE:



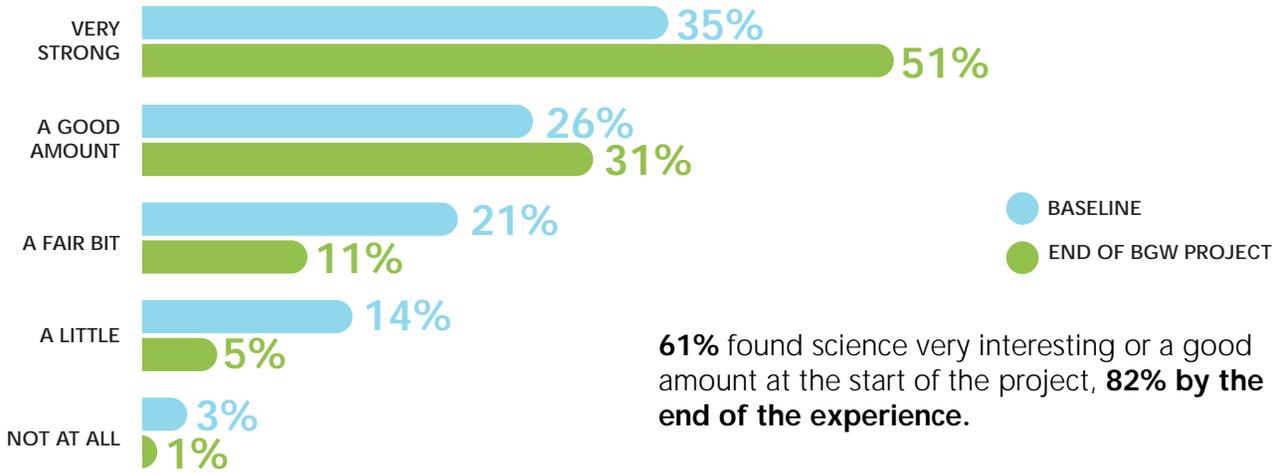
At the start of the project just **under 50%** of CYP felt they had a Very good/Good understanding of science and **at the end of their BGW experience, 85%** felt they now had a Very good/Good understanding of science.

2. I AM GOOD AT SCIENCE:

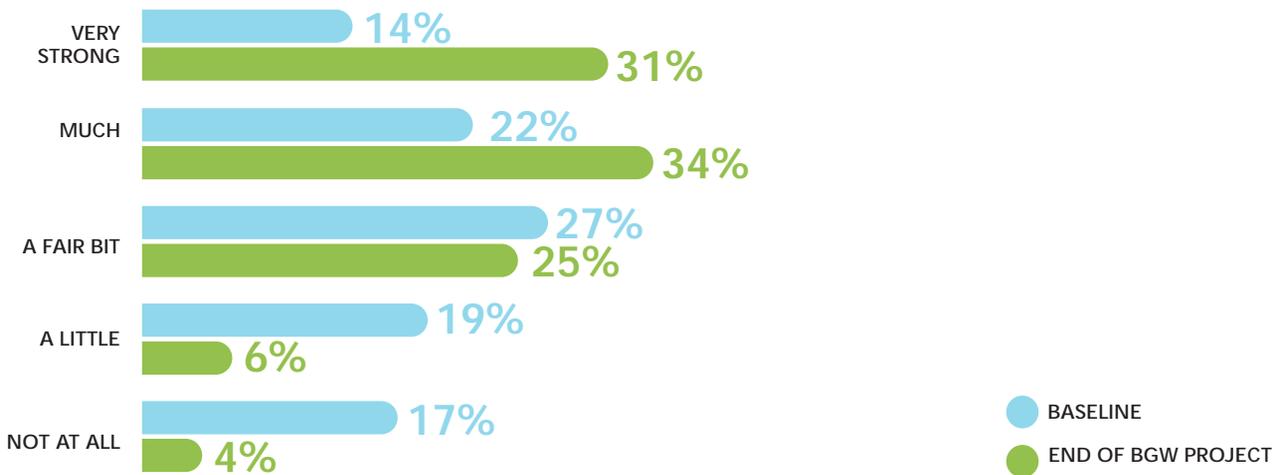


47% felt they were very good/good at science at the start of BGW, and **74%** perceived themselves to be very good/good at science at the end of their experience.

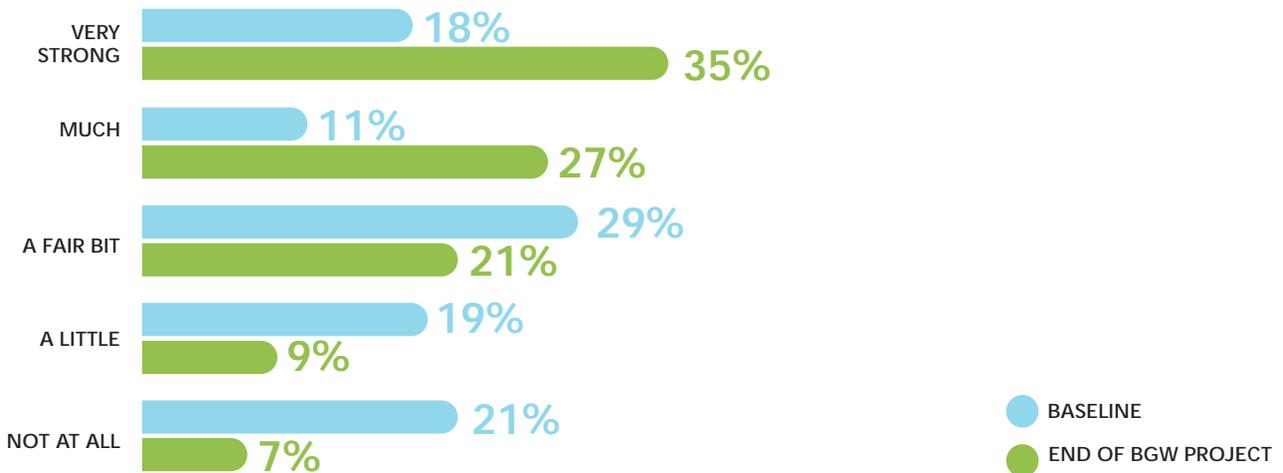
3. I FIND SCIENCE INTERESTING:



4. I KNOW WHERE TO FIND OUT MORE ABOUT SCIENCE, TECHNOLOGY, ENGINEERING AND MATHS:



5. I WOULD LIKE TO BE A SCIENTIST, ENGINEER OR MATHEMATICIAN WHEN I'M OLDER:

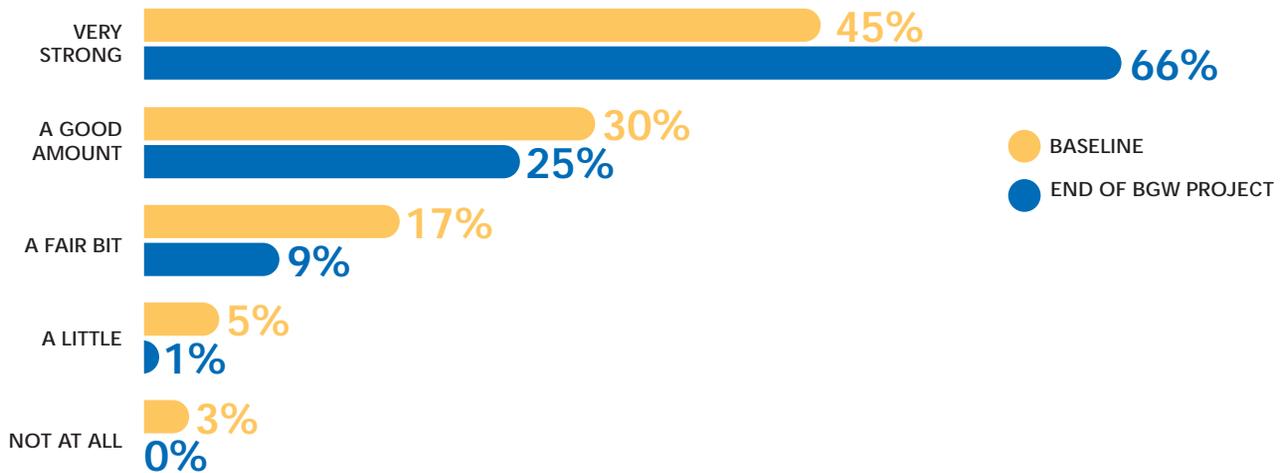


When we asked specific STEM questions relating to a career in STEM or finding out more about STEM, we had a positive response from more people at the end of the project, with over **30% increase across the top 2 scales.**

Many of our delivery partners felt that young people **overestimated their starting point** for some of the questions.

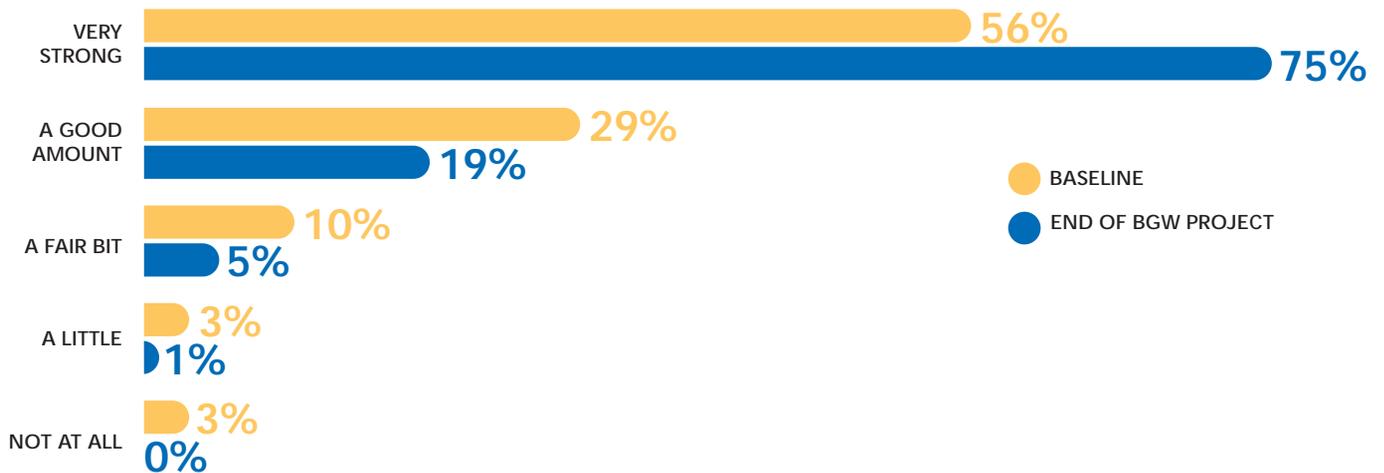
ENVIRONMENT

1. I CARE ABOUT THE ENVIRONMENT:



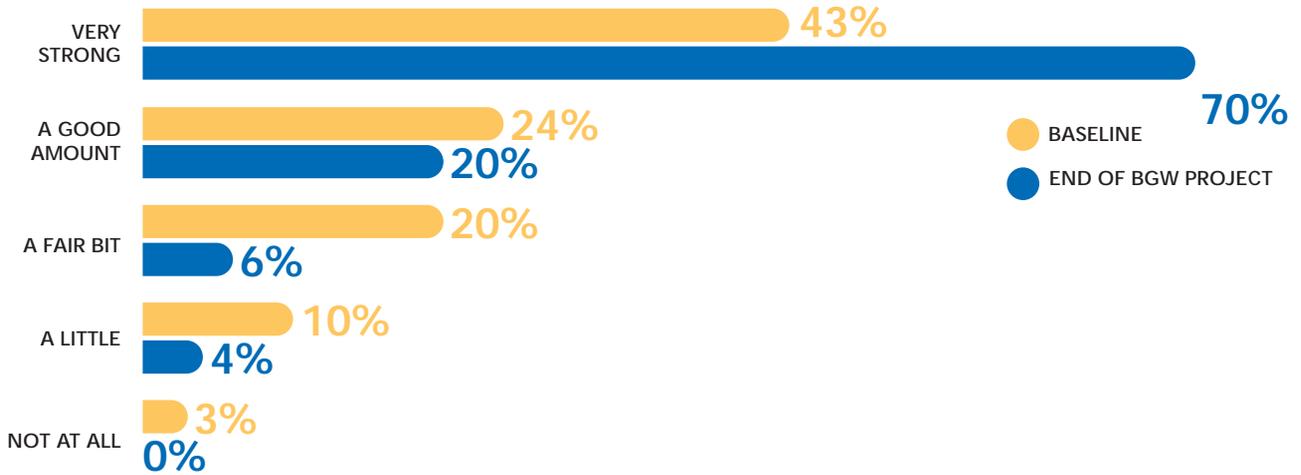
We know that young people in Brent care about the environment: one of our 3 priority focus areas at Young Brent Foundation. This is emphasised from our experience at BGW with over **75% caring a good amount or very much about the environment at the start and 91% by the end of the project.**

2. I FEEL HAPPY WHEN I AM IN PARKS OR OUTDOORS IN NATURE:



We wanted to ask young people about their mental health and wellbeing and particularly their awareness of how their environment contributes to mental health. **There seemed to be a good awareness at the start of the project, with 56% stating very strongly they feel happy when in parks or outdoors in nature and increasing at the end of the project to 75%.**

3. I FEEL CONFIDENT ABOUT USING OUTDOOR SPACES TO EXPLORE SCIENCE:



Another key aim of the project was to increase awareness of how to make use of the open spaces to encourage development of science capital. This was a key focus of the NHM training and for most of the projects. **At the start 43% stated they felt very confident about using outdoor spaces to explore science, increasing to 70% at the end of the project.**



Overall Brent Goes Wild projects were a huge success achieving what we set out to achieve at the start, giving young people from disadvantaged backgrounds an opportunity to engage in STEM activities in informal settings, increasing their science capital and inspiring an interest in STEM for the future.



SECTION 4:

**SUSTAINABILITY
& BRENT GOES
WILD TOOLKIT**

SUSTAINABILITY & BRENT GOES WILD TOOLKIT



There are various ways in which the work and principles of Brent Goes wild will be sustained in the Borough. YBF was successful in securing funding through the CO2GO fund which will allow us to **develop an environmental training programme**, with a focus on **reducing carbon footprint**, for a further 10 YBF members. We hope to roll this out towards the end of 2022 and 2023.

A further **success to sustaining the work** was that four partners from this consortium, led by Start Easy, were also successful in **attracting funding to develop 'Brent Goes Sustainable'**, a natural extension from Brent Goes Wild. This is a really positive outcome for a project of this nature and a **good model to replicate** for other YBF led consortium projects.

As part of Brent Goes Wild, the consortium of 9 partners worked on a **Toolkit** bringing together fun interactive practical activities for families, organisations and teachers to use to guide young people in learning about the environment and its connection with science. Each partner provided one or more activities which were successful in **engaging young people during their project**. As one of our aims was to **'increase family's awareness** of how to make use of the open spaces to encourage development of science capital with their children to **increase knowledge, skill and confidence'**, this is an excellent resource to help achieve this aim.

The toolkit can be found on the Young Brent Foundation website and has been shared widely through social media, YBF members, Brent Council and schools.

This resource will enable the sustainability of the project allowing organisations/ parents/carers/youth workers to **continue developing Brent Goes Wild** and **sharing best practice** with young people. A huge thank you to Start Easy for taking a lead role in the production of the toolkit and all partners who contributed.



Organisations working with young people should be offered the opportunity to have some practical based training to be able to gain confidence in sharing ideas and activities to incorporate with their work with young people, regardless of their main focus.



THANK YOU



Brent Goes Wild
Barham Park Community Complex
660 Harrow Road
London HA0 2HB

youngbrentfoundation.org.uk/brent-goes-wild



Design work by
Rose + Nelson Creative Ltd



roseandnelson.com