

Eco Challenge Teacher Evaluation

Initial analysis of 30 school responses.

1. Impact on students.

Cooperation and communication	87% agreed
Self esteem and self confidence (including amongst 'quieter' pupils)	87% agreed
Sense of independence	34% agreed
Leadership skills during teamwork activities	57% agreed
Relationships between teachers/students and students/students which have endured after the course	90% agreed

Examples of impacts

William Edwards School and Sports College- Students have demonstrated great team work skills and abilities to work together and to get a task done or solve a problem

Tong High – A shy and quiet student really getting stuck in during the residential and follow up days and another student confidently explaining our pond project to visitors on an open day

Malet Lambert – Several students with behavioural issues were taken on the residential and we believe the emphasis on team work has led to improved behaviour around the school.

Bridget Learning Campus- Students who were not particularly friendly worked together as a team. The more able encouraged the less able during activities.

Admiral Lord Nelson – Students are more confident when in discussion.

Andrew Marvell – Pupils have developed co-operation often seen in class and friendships between pupils who would never have mixed

Archbishop Blanc – We have all become good friends (staff and pupils) and are planning volunteering projects for the next year

Bispham High – Students are more co-operative and excellent relationships have been built between students and staff

Burnage Media and Arts College – During follow up activities we noticed that most students are better able to carry out suitable tasks without direct supervision than we would have expected before taking part in Eco Challenge

De La Salle – improved cooperation between students and teachers in lessons

Feversham – students have demonstrated leadership and teamwork skills during activities in school.

Highfield- quieter pupils seemed to 'come out of their shells'

Holly Lodge – leadership skills evident in group activities and increased teamwork

Ilkley Grammar – our selected cohort were lacking in confidence and now we can't shut them up! It has changed them completely especially their ability to work in different groups

Knowsley Hey - friendships and positive relationships across different year groups/age ranges

Levenshulme – students who took part are always friendly in the corridors.

Rossington All Saints – the residential did ‘test’ students resilience and they are proud of their achievements. Follow up activities were marked by how students made decisions and worked well together

Ruffwood – pupils seem more confident and willing to work together, share each other’s responsibilities and listen to each other’s views.

St Edmund Arrowsmith – pupils more willing and better equipped to listening

St Michael’s Catholic- several eco council leaders were involved and they have become more self-esteem and are better friends as a result of Eco Challenge which means they have more impact on the school council.

2. Eco Challenge has helped to increase awareness, knowledge and understanding of the natural environment amongst the students and staff.

90 % teachers observed this outcome and examples quoted include

The Grays School - As a PE teacher I learnt a lot about the environment and how ideas can be transferred to the school site. The students relayed information learnt throughout the sessions and constantly drew comparisons between Grays and Wales

Andrew Marvell –Pupils pick out and comment on areas damaged in our local community

Archbishop Blanc –They think of consequences far more and have gained a thorough understanding of habitat management and sampling for biodiversity

Broadgreen High School – pupils are able to identify some common trees. Most students were very excited by the woodland management day

Burnage Media and Arts College –the students who took part seem more environmentally aware. The lead teacher gained a great deal from the project. The residential provide a lot of ideas for integrating science/ecology with outdoor education/adventurous activities and the follow up activities have provided a wealth of ideas for new conservation/ecology activities that can be used in the future.

Portsmouth City Girls- In an area pressurised by urban development. Lack of space it made pupils and staff aware of the increasing need to protect green space around our city

Feversham – more staff are now taking students out during lessons to look at the habitats around school and using the facilities at the school’s eco lodge. A school gardening club has been set up

Highfield – an environmental team has been set up as a direct result of Eco challenge

Holly Lodge – students use the willow structure interactively at breaktimes. They also check progress of nesting birds. The online streaming of blue tit nest on school intranet was shown by staff

Levenshulme –the field courses helped students who live in the city to interact with, understand and live in a rural setting

Oakbank- importance of conservation, knowledge and understanding of how landscape is managed

Rossington All Saints – students are aware that the natural environment is under pressure and its role in the local and wider aspects

Ruffwood –the residential was the first opportunity many had to spend time in the countryside. This enabled them to understand the environment and natural habitat.

St Michael's Catholic - we now have a school garden which the students maintain

3. Eco Challenge has given students an increased interest and pride in local green spaces such as the school ground, local park or nature area.

90% teachers confirmed this outcome and examples quoted include

William Edwards School – Students are very proud of what have achieved and are always keen to get out and do more

Admiral Lord Nelson –Students are involved in the redevelopment of the school's wildlife area

The Grays School – Students have produced bug boxes in the grounds and check them! Some students have even made bird boxes at home

The Bridge Learning Campus – students tend to use local open spaces more now.

Whalley Range – Following three sessions at a local wood students realised that they did not have to go far to be in nature and help to make a difference

Archbishop Blanc – They are extremely proud of the work that we did with Adam from the Wildlife Trust in woodland - clearing and planting bluebells. They want to take a photograph every spring to see how it develops – a massive sense of pride.

Bispham High – We have improved schools grounds by planting a wildflower meadow and also planted trees in the local community

Brislington Enterprise –students have been developing a conservation area at school

Broadgreen High School – Students worked on developing the school grounds and we now have a wonderful wild area

De La Salle –Pupils who worked in Croxteth Park visit more regularly and have taken their friends to see areas they have worked on

Endeavour – students worked in a local community /nursery woodland garden to improve the area

Feversham – students attend the gardening club each week. They have been interested in voluntarily maintaining /cleaning the school pond

Highfield – marked improvement in the frequency of dropped litter

Holly Lodge – in evaluation students noted that they no longer drop litter

Ilkley Grammar –they can now see litter, hear birds singing and respect the rights of trees to grow without snapping off buds and branches

Knowsley Hey - pupils have completed work in school grounds and raised awareness around the school

Levenshulme- we set up a school allotment site for the summer growing season

Oakbank – created a memorial garden and students are keen to keep it tidy and encourage their peers to keep it nice

Rhodesway – students speak positively about the schools grounds

Rossington All Saints – focussing on work in our school grounds students are more aware of the issues relating to the balance between manmade areas and natural. The orchard they planted will be their legacy

St Edmund Arrowsmith – they have confidence and ownership of things such as recycle events and bird boxes.

St Michael's Catholic –an increased interest as we try to work at how to reduce litter and keep the garden watered

4. Through involvement in Eco Challenge students have increased awareness, knowledge and understanding of environmental and sustainable issues

87% of teachers confirmed this outcome

Malet Lambert School – Since Eco Challenge we have introduced the recycling of paper, cans and plastic. The amount of litter on site has dropped considerably.

Tong – On the second follow up session students seemed to have retained an increased awareness from the earlier session

Archbishop Blanc – a great awareness from doing freshwater ecology on the residential. We are working with the Wildlife Trust to gain Eco Schools status.

Bispham High – we have started an eco-group in school and are looking at a sustainable schools programme to reduce carbon emissions

Brislington Enterprise – students are more willing to take part in campaigns and projects about litter and green issues

Broadgreen High School – students plan to share and raise awareness of green issues across the school

Burnage Media and Arts College –at least 12 of the students are involved in Fair Trade initiatives, paper recycling programmes etc in school. One member of staff who took part now operates the paper recycling scheme

Portsmouth City Girls-Sustainability has become a buzz word between the students. A eco group has been formed and this has extended to year 8 pupils

De La Salle –students concerned about wasting paper in school – recycling scheme has been started

Endeavour –Eco Challenge has raised awareness and interest in the environment and how we manage it and as a result many students have opted to study Geography to GCSE to develop their understanding further.

Feversham- in conversation with students it is evident that they are recycling/reusing more that they did before

Holly Lodge – allotment project started up and run by students

Knowsley Hey- more pupils are aware of recycling in school and in their homes

Levenshulme – through conversations with girls you can tell they have changed small parts of their lives

Oakbank –students lobbied school council for recycling bins and use of recycled paper. There has been a campaign to switch off lights

Rhodesway – many have taken on board the message of recycling and are trying to do their bit

St Edmund Arrowsmith – pupils are aware that environmental issues are related to them – they have less of the ‘can’t someone else do it ‘ attitude

5. What are your future plans - will the students or school continue to be involved in any activity as a result of Eco Challenge?

80% of schools gave evidence of how work or initiatives would continue ranging from ongoing school grounds projects to eco groups within the school to plans for future residential. The evidence suggests that these future activities will involve the wider school community. Four schools gave real examples of how they would continue to work with the organisation providing the post residential follow up sessions.