

Up!

MARCH 2022

LEARNING

Making the world
a better place -
one page at a time



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Up Front!

Hello from a sunny, if still somewhat chilly, Cullercoats!

So much has happened since our last issue, we're sure you don't need us to remind you of the terrible events unfolding on the international stage. Here at Up! we don't, as a rule, 'do' politics, but it would be wrong for us not to mention the people of Ukraine right now, under attack from a merciless aggressor. Our thoughts are with them, and indeed oppressed peoples around the world. We know that many of our readers have shown their solidarity to Ukraine, making generous donations to the many international appeals going on right now.

Do you ever get the feeling we don't learn from our mistakes? Well, as proof that we humans do possess the power to change and develop for the better, this month's issue is all about learning in some of its many forms.

We've got all our regular features plus great interviews with passionate people. Come inside and learn something new!

Bridget & Harry x



Up Skilling!

EMMA BOWERS

A guide to the ever-developing world of Girlguiding

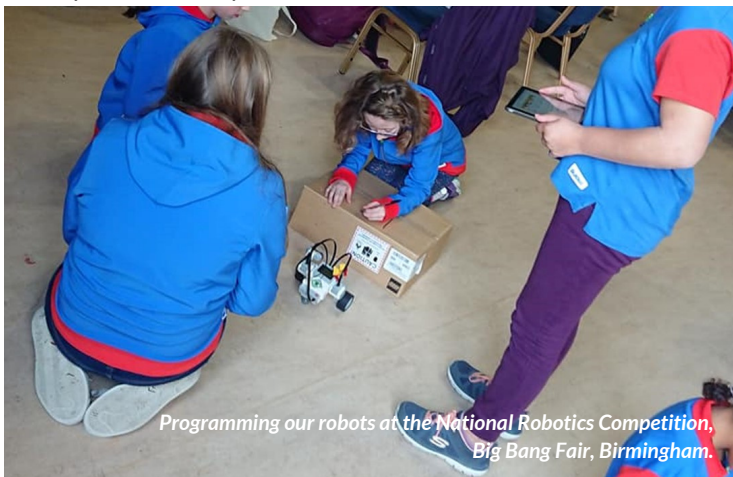
What made you want to become a Guide Leader?

I have always been a Guide Leader, ever since starting Brownies! Girlguiding has always been girl led, so when I was a Brownie I was leading activities alongside my peers; the same happened when I progressed on to Guides and Rangers. It was just natural to step into the adult leadership role when I was old enough. So, I guess, in short, I never became a Guide Leader, I evolved into one!

How has Girlguiding changed over its long history?

As you say, Girlguiding has a long history. In 1909, at a Scouting rally at Crystal Palace, a small group of girls demanded Lord Robert Baden Powell provided “something for the girls” and in 1910 Girlguiding started. Girlguiding is a movement, so it does not stand still, it is constantly evolving to meet the needs of the Girls.

There are a few underlying principles that haven't changed: we have a three-part promise, a three-fingered salute, a trefoil logo, and a uniform. And even then, the promise's wording has changed twelve times, the trefoil has altered seven times, and we have had over ten different uniforms in our 112-year history.



In 1910 Guides in the UK said: “On my honour, I promise that I will do my best: To do my duty to God and the King; To help other people at all times; To obey the Guide Law.”

After the latest consultation with the

membership in 2013, girls say:

“I promise that I will do my best, to be true to myself and develop my beliefs, to serve the Queen and my community, to help other people and to keep the Guide Law.”

Girlguiding took off around the world as soon as it was mooted in 1909. Groups of Guides were meeting in Australia, Canada, Denmark, Finland, New Zealand and South Africa before Girlguiding was official in the UK. By 1912 there were Guides in Ireland, Portugal, Norway and the USA. Now there are Guides in over 150 countries, and the World Association for Girl Guides and Girl Scouts (WAGGGS) has a membership of 10 million, making us the largest international organisation for women. Within the UK half of all women will have been members of Girlguiding at some point in their lives.

Guides have always worked towards badges which are forward thinking in their themes. The original badges included Sailing, Aviation and Home Electrics; by the 1950s you could gain a badge in Pest Control or even Axe-Wielding! Girlguiding now offers 72 badges to work towards, including Aviation, Space, Saver, and Digital badges. I've never quite understood why people seem to attach gender stereotyping to Girlguiding.

Up Skilling!

EMMA BOWERS

The programme that Guides complete has changed over the years, but Guides have always been encouraged to be part of the decision-making process about what activities they wish to do, and to lead them. In 2018, after an extensive consultation process, Girlguiding launched a brand-new programme, the biggest refresh of badges and awards that Girlguiding has ever seen. Guides now explore six themes, "Be Well", "Have Adventures", "Skills for my Future", "Know Myself", "Express Myself" and "Take Action". They can choose from a huge range of activities, from mental health resilience to lighting fires, from building bookshelves to using social media safely, from performing shadow puppet shows to highlighting period poverty.

We have always provided girls with a safe space to explore all aspects of womanhood in a fun female-only environment.



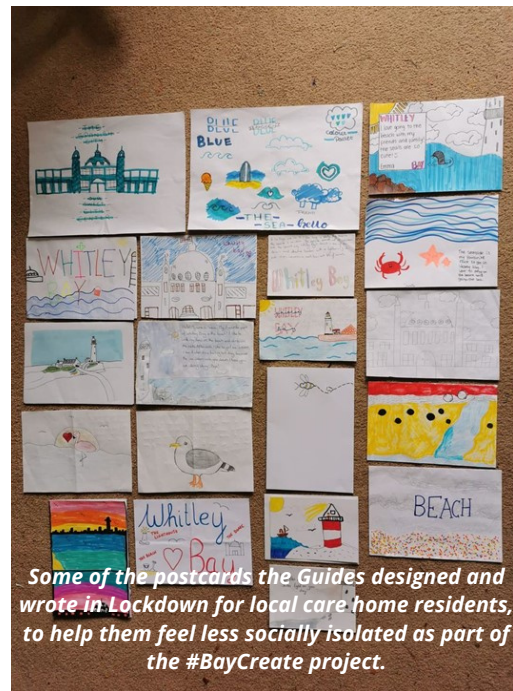
When we were able to have our first indoor face-to-face meeting we asked the Guides what they wanted to do. The overwhelming response was "Have fires" so our first 'indoor' meeting was outside!

What could someone turning up for a Guiding evening expect?

A warm welcome and lots of organised chaos! Each unit is different as they are as unique as the girls who are part of them.

Equally no night

is the same. Activities are chosen by the girls and often led by them too, so there is a lot of pride when things go right, lots of fun and laughter and lots of unconscious lessons learnt.



Some of the postcards the Guides designed and wrote in Lockdown for local care home residents, to help them feel less socially isolated as part of the #BayCreate project.

What kind of adventures can girls and young women get up to as part of the Girlguiding community?

What do they want to get up to? They lead, they decide!

Adventures that my unit have had include:

- Putting on an art exhibition in the gallery space on the bridge in Tynemouth Station;
- Sleeping at the Centre for Life and partaking in science experiments late into the night!
- Running around Whitley Bay in the dark completing treasure hunts;
- Discovering the Fart Lamp Walk around Whitley Bay and Monkseaton;
- Camping in Beamish Museum and participating in a Suffragette rally;
- Light Painting in the darkest part of Northumberland;
- Making a toast clock (see photo!);
- Programming robots for an engineering competition and getting to the National Finals at The Big Bang Fair at Birmingham NEC;
- Walking on the wagonways in the dark;
- Camping at Wall and discovering some local history;
- Lighting fires and cooking on them;
- Building sandcastles at night;
- Racing Lego cars around the meeting hall.

I hadn't realised how much my Guides like to have adventures in the dark until I listed them all!

Up Skilling!

EMMA BOWERS

Adventures don't stop when you become an adult leader in Girlguiding: whilst you share many 'mountaintop moments' with the Guides, which I find incredibly special, you have many 'mountaintop moments' yourself. My favourite memories include:

- Living in Pax Lodge (one of the five Girlguiding World Centres) for a year, enabling me to meet many of my Guiding sisters from across the world;
- Walking from London to Birmingham along the Grand Union Canal, sleeping on a canal boat each night;
- Going to Bangladesh as part of a GOLD project (Guiding Overseas Linked to Development) with five other UK Guiders to work on community projects;
- Travelling to Switzerland and Mexico to visit Our Chalet and Our Cabana (two other World Centres);
- Being presented with my 20-year-long service award in a surprise ceremony above Cullercoats Bay;



Two of my leadership team and I at the camp in Beamish getting ready for the suffragette rally with the Guides.



The pandemic must have affected Guiding, as it did everything else. What particular challenges did you face, and how did you manage to overcome them?

Yes, the pandemic affected Girlguiding severely. Different units dealt with the situation differently - as always, we were given direction by the girls. Some units temporarily stopped - not all reopening, some sent activities through the post, others via email, still others met online.

My unit met via Zoom in the very first week of lockdown, and met weekly thereafter without a break until Christmas 2020, because the Guides were so enthusiastic and experimental with the medium. The first couple of meetings I held tight to the Zoom controls and the programme content. By the second week the Guides were asking to do activities I never imagined possible, we essentially handed it all over to them, and as ever they came up with the goods! Some of the evenings we had included:

- Marking International Women's Day by inviting local inspirational women to interview
- Inviting our local MP, The Right Honourable Sir Alan Campbell to our meeting. The Guides presented their "Womanifestos" to him and he gave them a virtual tour of the Houses of Parliament
- Having a joint meeting with some German Guides, sharing songs and dances, games and much laughter
- Helping to break a world record by holding a Virtual Camp. 95,342 Guides and Scouts from 68 countries took part in #CampAtHome. Dens were made, and s'mores cooked (a full scientific investigation on how long they needed in a microwave occurred!)

Up Skilling!

EMMA BOWERS

- Inviting Plan International to run activities on the Convention on the Rights of the Child
- Hosting a World Thinking Day ceremony based on Peace involving 60 Guides from three units in the UK, one in Germany and one in America
- Learning crochet from a Canadian Guider
- Doing more cooking than we thought possible!
- Bringing our pets to Guides (no risk of a dog chasing a rabbit, or a cat eating a hamster, on Zoom!)
- Making loads of stuff out of recycling, ranging from musical instruments to Loch Ness Monsters to the entire Swiss Alps ...



Art exhibition in Tynemouth Metro station.



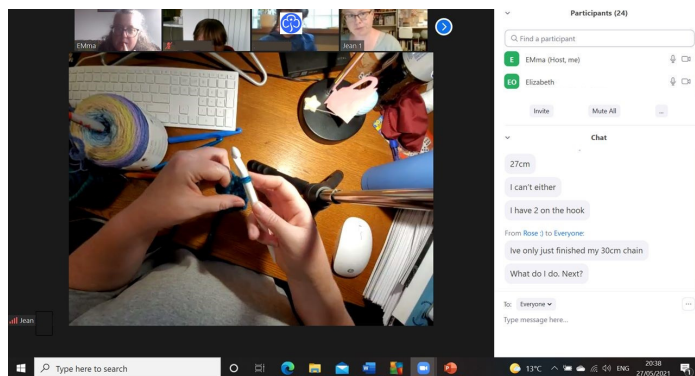
The campsite at Wall, where lots of local history was discovered.



The Toast Clock made for the harvest festival, theme "Our Daily Bread".

In fact the Guides gained so many skills whilst using Zoom, we are reluctant to leave it behind totally. There are certain experiences you can have online that you can't have face-to-face, especially meeting Guides from around the world.

So as a result of requests from the Girls, from now on we are going to intersperse our regular face-to-face meetings with Zoom meetings. It looks like, in true Girlguiding style, we are continuing to follow our Girls and move with the times!



Jean, a Guider in the province of Saskatchewan in Canada, teaching crocheting to 20 Guides.

In North Tyneside there are 610 girls on waiting lists eager to join Rainbows, Brownies or Guides.

If you have been inspired by this interview and would like to volunteer as an adult please register at <https://go.girlguiding.org.uk/join-us/join-as-volunteer/>

If your daughter would like to join Girlguiding please register at <https://go.girlguiding.org.uk/join-us/join-as-member/>

Word Up!

YOUR POEMS ON THE THEME OF LEARNING

Time Travel

Faro invites me to walk with Romans,
to grieve with Muslims, to wonder at mosaics
and artefacts from many epochs.

In a convent museum, where the echo of nuns
at pray reverberates still on stable stone.

They tell us stories of peoples, of cultures,
what they loved, fought for, longed for.
Unearthed wonders of daily life -

a comb, arrow heads as fine as jade,
cooking pots of deep blue and warm earth.
Beads of light; amber, lapis, translucent pearls.

Like us, they made things, they prepared food,
they lived following rituals, rites and seasons.

They worked, they loved, grieved for children,
fought with strangers, sang of joy, mourned the dead.
They longed for God and resolution

My leather sole is tapping on dry paths
like a metronome, tick, tock, tick;
they were like us; they were just like us.

Rona Fitzgerald

Staying Sane

The air is woven thick with sound.
Background telly noise, newreaders' drone,
tanks firing at tower blocks
children wailing as they're thrust aboard a train.

When it all starts humming in my skull
I go out to the garden, prune roses, swear at weeds
turn, ambushed by a blast of daffodils
in one corner, shouting yellow life.

Two magpies alight, squawking, close at hand.
Old Pollyanna witch in quest of omens,
I am cheered by living sounds and sights
of hope and rising spring.

Susan Castillo



Tuning Up!

PHOENIX FOLK

The global language of music



It's great to catch up with you again. What's changed for Phoenix Folk over the last year?

It's lovely to catch up with you too, and we've all enjoyed watching how Up! has grown in the last year.

For us, some things haven't changed since last year ... and we're really happy about it! Having developed a comprehensive programme of online music making during the lockdowns, we were worried that folk might drift away as people returned to their old routines and face-to-face groups. We'd developed such a lovely community through Zoom, and discovered many benefits to the online model, that we would have been sad to lose this part of our work. However, we're delighted to report that our online music making is finding its place alongside 'in person' groups and our sessions are still thriving!

We've also embedded a programme of online events, and it's been a real pleasure to hold monthly "Stories and Music" nights with some of the North East's finest spoken word artists (including your very own Harry Gallagher!). We're also running occasional guest events where we invite a musician into the studio to give a live solo performance and run a session with us, with people joining in around the world. We've enjoyed evenings with Alistair Anderson, Sophy Ball and Stewart Hardy, with more guest nights planned.

There are many positives to online music but, undoubtedly, there is also great joy in playing music with other people in person (indeed, we've learnt not to take this simple pleasure for granted). It's therefore been lovely to be able to cautiously re-establish our face-to-face activities, and reconnect with folk who haven't wanted to

join in online. We held bandstand sessions in the park last summer, and this has morphed into a group of us meeting weekly in a local cafe to play tunes together. Maurice ran a season of small group classes from Cullercoats, and our chamber folk



Elsie's Waltz (Archie Dagg arr Dodgson & Condie)

Phoenix Virtual Ensemble, January 2022. To join us, visit www.phoenixfolk.co.uk



Tuning Up!

PHOENIX FOLK

ensemble resumed monthly rehearsals last September. The ensemble was in its infancy when Covid arrived, so it's been great to get going with this again and, as leaders, to build on all that we've learnt from creating the virtual ensemble.

All in all, we're busier than ever!



As the pandemic's waxed and waned, you seemed to have been able to adapt accordingly, and your sessions are more popular than ever. How have you achieved this?

We put participation at the centre of all that we do, and aim to provide a comfortable space where musicians of all levels of ability can experience the joy of making music with others, extend their repertoire, challenge themselves and be inspired. Our regular weekly and monthly sessions are central to this, and we've continued to add to our programme and develop companion resources to help participants get the most from our activities.

Alongside a weekly singaround, we also run twice-weekly online tunes sessions where we play folk tunes on fiddle & guitar. Anyone can join the Zoom call, download the free sheet music, grab an instrument and play along. It's as simple as that! We've also created a series of

playalong videos (our equivalent of a home exercise video) so if anyone wants extra practice, or can't join in online, they can play along to our videos instead. We've also published three collections of harmony arrangements which folk can use in our sessions so that they can really feel like they are part of a trio when they play along with us.

Our Monday night session is always at a steady speed, whilst we play tunes at 'dance speed' on Thursday nights. For participants who find this a little too fast, we've also developed the concept of a "tune skeleton" and published a collection of simplified jigs where the sheet music just shows the bare bones of the tune. This makes it easier to join in, and the simplified versions have been carefully crafted to act as a stepping stone towards playing the whole tune at speed.

Being in the North East of England, our online platform is a great opportunity to promote Northumbrian music to a wider audience. We had a brilliant time digging through the local manuscripts and tune books, and have put together a selection of some of the best tunes we could find to play in our monthly Northumbrian session, combining well known standards with some lesser known gems.

Wow! What's coming up for Phoenix? Anything exciting you'd like to share with us?

Absolutely! We're organising a weekend get-together in April, and we're very excited at the prospect of bringing members of our online community together to share music and friendship. With participants coming from as near as Newcastle and as far away as North America, it promises to be a very special weekend.

We've also got the brilliant Tom McConville joining us in the studio for a livestream event on 27th March, and we're running some online activities again for this year's Morpeth Gathering.

Tuning Up!

PHOENIX FOLK

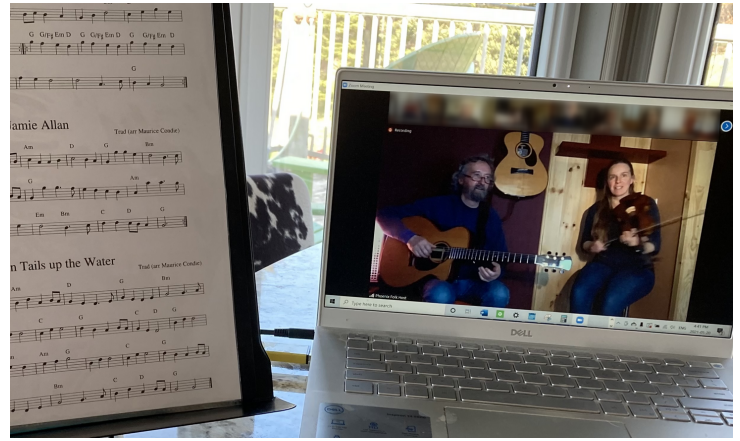
Alongside our participatory activities, we're also enjoying developing our own portfolios as musicians. We're really excited about a new project that we've been recently working on, collaborating with up and coming young (*you'll go far! - Ed.*) poet Harry Gallagher to create tunes and poems to complement the beers produced by our friends at Cullercoats Brewery. There's an album coming out later in the year. We've also recently launched our "Commission a Tune" service, where we can compose and record tunes for special occasions or to give as gifts.

We've also got some exciting concerts coming up, with two gigs in Ouseburn Tunnel (<https://www.ouseburntrust.org.uk/Event/sounds-underground>) and our Chamber Folk Ensemble will be performing in a concert at St George's Church in Cullercoats in June. Our ceilidh band, *Miggins Fiddle Ceilidh Band*, have also started to pick up some bookings again as folk return to social dancing. All in all, there's lots to look forward to!

What's the most enjoyable thing about what you do?

Seriously, where to start? We love playing music, and being able to share this with others, develop new projects and connect with other people is a real privilege. We have a long list of ideas that we can't wait to develop (we even named one of our tunes after it) so regular planning meetings are a must, and indeed just as enjoyable.

What strikes us most is that the pandemic, having forced many of us to explore the online sharing of folk music and song, has allowed the creation of



Online session photo (as seen by one of our participants in Canada)

very modern "communities of kind". Our activities, particularly our online sessions, have helped us create a truly international community of like-minded lovers of folk music. Two years ago, we could never have imagined that we would be sharing Northumbrian pipe tunes with people from Northumberland County in Ontario, or hosting a Phoenix get together with new friends travelling thousands of miles to attend.

Looking back, we've learnt such a lot over the last two years, from developing the technical skills to deliver and share a quality live experience online from multiple sites, to finding new ways to create and arrange music. We've also learnt just how powerful music can be in creating a sense of belonging and wellbeing.

If you'd like to find out more about Phoenix Folk, check out these links:

www.phoenixfolk.co.uk

www.facebook.com/phoenixfolk

Word Up!

YOUR POEMS ON THE THEME OF LEARNING

Advice to my 12-year-old self

Don't doubt your own beauty,
(but maybe think twice about turquoise culottes).
Don't fall prey to false flattery,
it will only hurt you.
Be yourself, don't try to be someone else.
You don't have to say 'yes' just to be liked,
you will regret it.
Don't drop geography as a subject choice,
you will regret it.
Talk to your parents
they are not an entirely different species.
Don't try to deceive them,
they always know more than you think.
Just because you got average grades
you are not at all average.
You really don't want to start your periods yet.
Believe me.
You don't need to look like Princess Di,
her day will come and go.
Swearing doesn't make you appear older,
it has the opposite effect.
Ditch that friend you look up to, you know the one,
she won't stay popular for long.
Don't wish your childhood away,
enjoy being young while you can,
you are an adult for a long time.
Keep being you,
you will turn out just fine.
Believe me.

Adele Duffield

Go to the back of the class

What have I learned, after 69 years?
To speak and to walk,
to count and tell time,
how to swim, drive a car,
play a tune, plate a meal,
do a deal, change a tyre.

I have a degree,
can read music, make change.
I can tune a guitar,
Morris dance, take a chance
on a friend, or attend to
the needs of a stranger.

But the lessons on coldness,
detachment and hate
have never sunk in, never will.
I just skipped that class
and played truant again,
after nearly three score years and ten.

Gerda Pickin

Next month's theme is -
TRAVEL

Feel free to interpret the theme as you
see fit and send up to 3 poems (no
more than 20 lines each please) to:
TalkToUp@gmail.com

Soaking Up!

STEVE LOWE

Learning from Nature with Up!'s outdoors man

Since I was a wee bairn, the countryside has been my inspiration and playground. During time off, I recall climbing trees and building dams, catching newts, fishing and walking for miles (or so it seemed), never coming home until it was time to hide behind the sofa as the Daleks terrorised Dr. Who before bedtime. But wildlife and nature were also my classroom.



Photo: Collins

Who can fail to remember *I-Spy* books? Too many car journeys spent ticking off tree species, types of birds, creepy crawlies, car makes, and all sorts of things made it fun and passed the time – and much to my surprise and joy, they are still around! I was really lucky to meet Big Chief I-Spy, David Bellamy, on many occasions – a lovely man who inspired generations of children with a new approach to nature, and always had time to encourage curiosity.

At school, I joined Wildlife Watch, where we looked at stream pollution, litter surveys and wildlife spotting. I could have done the same in the Scouts, Young Ornithologists and any number of other groups dedicated to the great outdoors. On TV, shows like *Blue Peter*, *How?* (featuring the marvellous Jack Hargreaves) and *Magpie* all gave information and ways of finding out more. Even films such as the fantastic *Kes* added to the learning.

Luckily, I carried that interest into my later years and find that there is always something new to learn about our surroundings. I still get a huge thrill from observing and enjoying wild things and wild places and sharing these experiences with others, especially my family and friends.

You may consider it odd that I am most likely to be on a nature reserve on a weekend when I work in the environment professionally, but I crave new knowledge and have always found that loitering in the countryside or volunteering gives me that buzz!

I am happiest poking around in rock pools or watching birds at Cresswell Pond, although my favourite is to bob about on a boat looking for whales or dolphins. Nothing quite captures the feelings of seeing one of these exquisite animals close up, in their own environment, and it's always good to share this with friends and family too, memories are very precious.



We should all be advocates of outdoor life and learning. Ensuring that people of all ages and backgrounds have access to, and education in, the natural world will improve mental and physical wellbeing. Most importantly, it will safeguard the environment for the future - that experience means people are far more likely to take better care of it.

I love doing my bit to help. So, last weekend I led Squirrels, Beavers, Explorers, Cubs and other Scouts in tree planting in SE Northumberland. They were amazing, planted everything the right way up,

Soaking Up!

STEVE LOWE

in the right places and would still be there if we had not run out of saplings! They all knew why we were doing this job and got to explore and learn about their local area too.



A highlight of this coming weekend will be working with another group of young people in a Northumberland river, to create a way for migratory fish to get past a man-made hazard. I know we will get wet and dirty, but I also know



that this will be memorable and fun for everyone taking part ... including me! They will also be amazed to discover how far these fish travel during their life and how giving up a little time

can make a huge difference.



We can all make that difference and continue to learn, and share knowledge, as we do. There are endless ways of volunteering, trying something new and meeting new people too. If anyone needs motivation, that's another benefit as well. And it's easy

to find ways in which to do that – a Google search is a good start, but most towns and cities have Volunteer Agencies too, ask at a library!



An experienced wildlife professional, Steve currently works freelance with Northumberland Rivers Trust as well as undertaking work with volunteers on local heritage and archaeology projects.

His hope is to leave the world a better place.

Word Up!

YOUR POEMS ON THE THEME OF LEARNING

Did you have to make a song and dance of it!

From the Land of Poetry when I was seven
to Shakespeare and Yeats in my teen years,
words were my daily bread.

Dad had views about noise, about animation,
a loss to the Abbey theatre, he would say -
a drama queen.

I was good at the fool part, the clown,
quipping, recounting the funny parts.
In school plays, I was a tree, Leinster, a skier

advancing to playing a girl at secondary school.
My bus journeys flew as I learned my lines.
At family tea I soared, heart, brain, tongue in harmony.

Mam and Dad said, remember it's a hobby -
theatre, song, or dance will not make a good mother.
So, I played other roles, pharmacist, policy adviser,

advocate. I did well until my words stalled;
almost too late, I found myself, in writing -
alive in the text, singing my own story.

Dear Dad, yes, I did!

Rona Fitzgerald

I was only 5 for Heaven's sake!

She taught us how to knit one pearl one
Size 7 needles, plastic, pink, I think.
The task; to knit a pencil case,
in infant class, while only 5 or 6.
Then to line it, sew it together,
add a zip. Good for girls.

Miss Calvert, probably 40, looked 90
thick, plaid skirts, flat shoes, like men's.
Matching kiss curls on her brow,
can't imagine she was ever kissed
Stick thin, sallow skin, powdered,
blood red thin lips, yellow teeth, a smoker's cough,
I smelled it on her breath

My knitting was too tight so she pulled it all out.
Pamela's was too slack so she pulled it all out.
"Start again and get it right, or you'll get
the edge of my ruler". Never
an empty threat

Red knuckled, I never did produce a pencil case
fit for purpose.

Hated knitting and sewing ever since.

Adele Duffield



Growing Up!

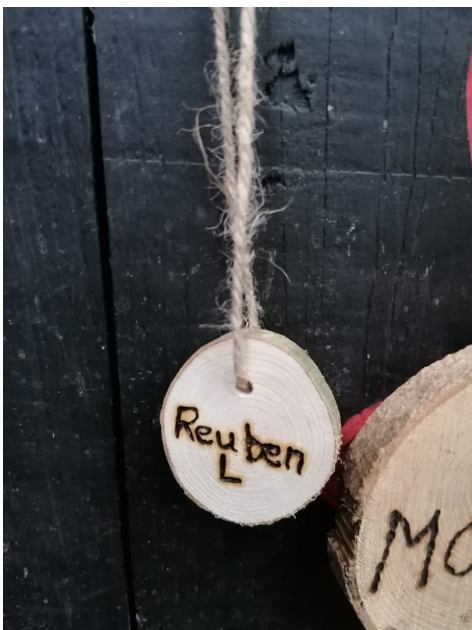
FOOTPRINTS ON THE MOON

Up! talks to Forest School guru, Annie, about making her vision of living and learning outdoors a reality

Forest Schools were originally developed in Scandinavia back in the 1950s. What first sparked your interest in doing something similar here in the UK?

After just finishing our travels around Europe with my husband and seeing first-hand the benefits these projects had to offer for children, young adults, and families, we knew straight away this environment was going to be the best for our children. So we searched around the North East looking for Forest Schools and couldn't find it, did some homework and began studying. Finally, the concept wasn't on paper anymore, as we opened our first Forest School session in 2015.

Is there such a thing as a typical day for you in Plessey Woods, Northumberland? Give us a taste of your day in the forest ...



Whilst we don't have a typical day, we do have a loose structure, so that the children know what to expect when they are with us, helping with the settling-in process. On arrival, children can hang their name 'cookie' up on our flower

wall, allowing allowing them to see the names of



all of their friends who are at camp that day, as well as building those early letter and name recognition skills.

We then begin with 'rituals', reminding the children about

any relevant safety issues, along with anything important that they need to know for the day.

Children are then free to explore in our special camp where, among other things, we have a mud kitchen, story corner, obstacle course, hammocks, watch tower, and an allotment patch. Whilst our day is child-led, we offer a range of opportunities to deepen and extend learning opportunities.

We may have a range of pre-planned activities out to tie in with seasonal or timely events (for example we had numerous bird-themed activities available for the RSPB's *Big Bird Watch Week*, and fun wild yoga and friendship/feelings books accessible for children's mental health week). However, we often find the children will use these resources as a springboard and follow their own imaginations or interests. Our educators are always on hand to engage in play and learning, encouraging and enabling the children to follow through with their ideas.

We always come together for snack and lunch time, which we enjoy around our fire circle.

Growing Up!

FOOTPRINTS ON THE MOON

We are incredibly lucky to have our own minibus and we will often use this as part of the children's learning. Recently we had lots of knight and castle play in camp, so the following day we headed to the library to choose some books which ignited even more interest, and deepened the children's play when we got back to camp. Some of the children went on to design and make some fantastic shields as a result!

Another example of extending child-led learning came when a few children wanted to discover more about squirrels. We were able to find out all about red and grey squirrels, their habitat and learn about their behaviour through reading books and sharing conversations. Some of the children went on to draw squirrels and practiced letter formations. At a subsequent session we then hopped onto the minibus for a visit to a local nature reserve and the children organised a squirrel hunt reaffirming what we had previously learned.



Tell us some of the hidden benefits for a child who goes to forest school ...

Many studies have shown that Forest School benefits children's confidence, social skills,



communication, motivation, physical skills, knowledge and understanding. We completely agree with this, but we also see our children benefit in so many other ways. We witness how they develop resilience and self-regulation and learn about teamwork, freedom, time and space. They do all this

whilst developing a deep connection and love of the natural world around them – something which is vital for protecting our environment for future generations.

The free and slow pace of forest schools gives children lots of time to develop deep connections with their peers, our team of educators and the natural world around them. We are passionate about children's mental health and well-being and the friendships and social skills that the children learn are incredible!

When 'Up!' was but a twinkle in our eye, our childhoods were full of risk, some of which might make us take a deep breath now. What's your take on the importance of children learning about risk management in their play?

We live in an incredibly risk-aware society and so many opportunities which were previously open to children simply are no longer available. We often forget that risky outdoor play has always been a crucial part of childhood and that it isn't something we should be scared of! We are, however, seeing an increase in awareness around the need to reintroduce risk within play and

Growing Up!

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research supports this, showing that children benefit greatly from risky outdoor play. Our role as educators is not simply to make sure that children aren't in actual danger, but rather to

assist them in evaluating a situation, and help the children develop their own awareness around potential risks and the costs and benefits of this. We don't believe repeatedly telling a child 'no', or not to do something that aids their learning is helpful. It shuts off understanding as to the reasons *why* something may not be a safe idea. By adopting a common sense approach, and by



by explaining and discussing with children, we are able to approach situations with empathy and understanding.

Examples of risky play happen routinely around our lookout tower,

which is a wooden structure. We regularly check that it is structurally sound and so, knowing this, the children can explore and experiment as they see fit. With educators on hand, we discuss safe ways up and down asking questions such as 'do you feel able to come down if you go up higher?' or 'that section looks a bit steep, what could you do when you get there?' as well as discussing potential hazards to look out for, such as wet surfaces.

We support children in gradually taking responsibility for their own safety, whilst promoting awareness for the effects of our actions on both our peers and the environment around us. Physical boundaries need to be tested and forest school gives children a safe space to learn about, and advance, their capabilities and engage in managed risk taking.

What's next on the horizon for Footprints on The Moon? Anything exciting emerging from the forest floor?



We are passionate about alternative education and giving as many children as we can a classroom without walls. We have recently extended our nursery provision for KS1 too and

now have a lovely group of up to 7-year-olds sharing our camp regularly.

Next on our horizon however is our Mighty Hike! Throughout the Covid-19 pandemic we noticed a real increase in the number of families struggling

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financially. We have a waiting list of families wanting to access forest school but unable to do so for a multitude of reasons. To do something about this, some of the team at Footprints are going to undertake a 30-mile fundraising walk from Bamburgh all the way down to Druridge Bay on the north-east coast. The money raised will go towards making our provision more accessible and giving more children the opportunity to gain from the fabulous experience that forest school provides.

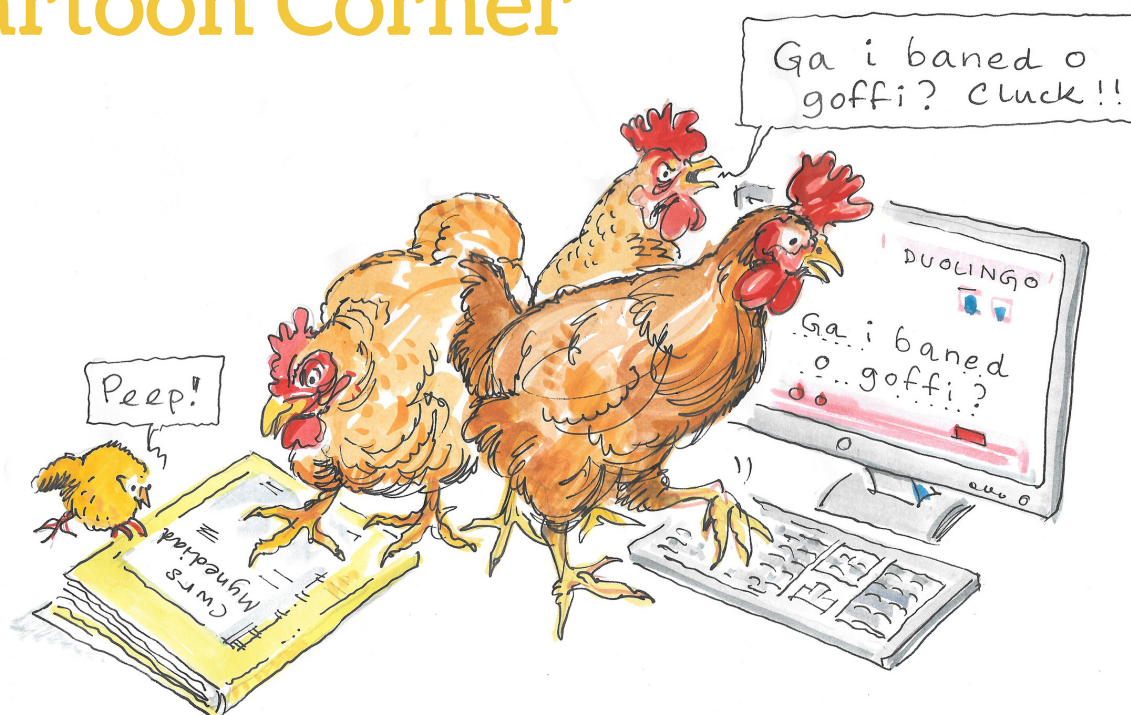


If you'd like to find out more about Footprints on the Moon, or support them on their Mighty Hike, you can do so via the following links:

<https://www.footprintsonthemoon.co.uk/>

<https://www.crowdfunder.co.uk/p/footprints-mighty-hike>

Cartoon Corner



During Covid lockdown these enterprising chickens decided to improve their language skills. Here we see them mastering conversational Welsh. They should have no trouble ordering a cup of coffee when the Poultry Club goes to Aberystwyth.

Sadly this is John's last 'toon for Up! Thanks so much John for all the cluckles!

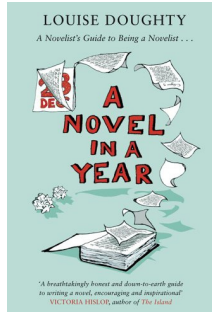
Read Up!

JENNA WARREN

They say everyone has a book in them ...



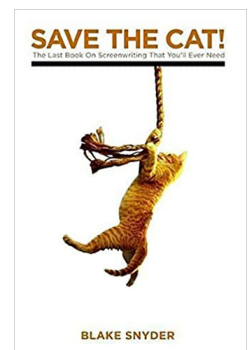
Over the last decade or so, I've turned to many creative writing guides in the hope of finding help and



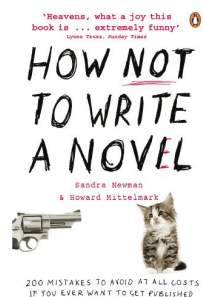
inspiration. Some of these books focus specifically on novel writing, which is my area, while others are wider in scope. For this learning-themed column, I thought I would talk about some of my favourites.

One of the first guides I read was *A Novel in a Year* by Louise Doughty. This excellent, highly accessible book is broken into a chapter for each week of the year, with an accompanying writing exercise. It recognises that there's more to the process than sitting down and writing, including reading widely and giving yourself thinking time.

The next guide I read was recommended to me at a writing workshop: *Save the Cat!* By Blake Snyder. Snyder is a screenwriter, so the book is primarily aimed at writers working in this medium, but it's an excellent introduction to story structure for any sort of writing. It tells you about story beats and character arcs, all the various components that come together to create a story ('*Save the Cat!*', for example, describes the scene in a film where the main character does something to make the audience like them). This is a very useful book. A word of caution, however: it's possible to get bogged down in technicalities. I spent many months trying to plot my novel in advance, before realising that sitting down and doing some writing was a better way for me to find my way through the maze. Never be a slave to anything. Choose what works for you.



This brings me to my favourite novel writing guide of all time: *How Not to Write a Novel* by Sandra Newman and Howard Mittelmark. This book offers humorous examples of various mistakes it's possible to make while writing a novel. The examples cited are all from pretend novels, and they made me laugh and cringe (many are easy mistakes to make!). One of my favourite sections is entitled 'If there Must be a Cat, Do Not for the Love of God Name It...' followed by examples of dubious cat names. There's also "'But, Captain...!'" Where characters tell each other things they both already know'. The book is funny, but the concrete examples also make it very helpful.

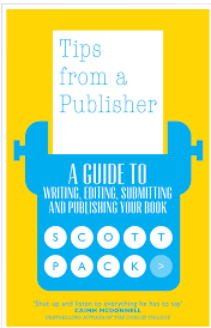
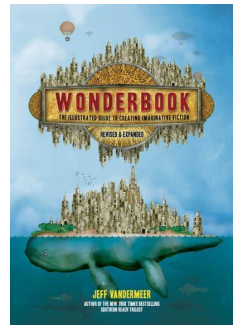


For writers of Science Fiction or Fantasy, I would highly recommend *Wonderbook* by Jeff Vandermeer. This is a stunning, fully illustrated 'guide to creating imaginative fiction'. Colourful and detailed graphics take you through the history of SFF, and analyse famous examples from the

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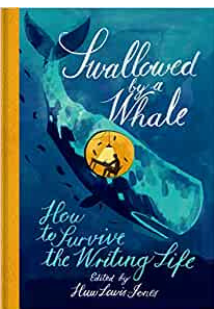
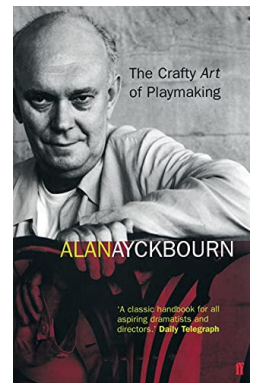
JENNA WARREN

genres. It helps with story structure and world building, while also offering unusual ways to generate ideas. This book is every bit as rich and varied as the Science Fiction and Fantasy genres, and much of the advice is relevant whatever you're writing. A truly inspirational and unique book.



If you're interested in getting your work published, I would recommend *Tips from a Publisher* by Scott Pack. This book demystifies the publishing world by exploring the entire process, from writing to publication. It includes sections on revising your book, guides you through writing a cover letter and synopsis, and tells you what to expect when submitting to agents and publishers. It also examines the pros and cons of various publication models, including traditional publishing, self-publishing, and hybrid. It's a great and very accessible introduction.

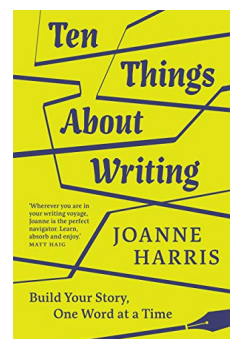
If you would like to try your hand at playwriting, there's *The Crafty Art of Playmaking* by Alan Ayckbourn. This book is divided into two main sections: Writing and Directing. The Writing section guides you through the various things to consider when writing a play, including characters, time frames and dialogue. The Directing section gives an overview of the entire process of staging a play, from the role of the director to the press night, and beyond. Whether you're interested in writing your own plays or not, this book offers a fascinating insight into the world of theatre through the eyes of one of the UK's most famous and prolific playwrights.



For more general inspiration, I would recommend *Swallowed by a Whale: How to Survive the Writing Life*, a beautiful anthology featuring advice and insights from sixty authors. They work in various disciplines, and include novelists, poets and illustrators. It's a lovely book to dip into when you need a writing boost.

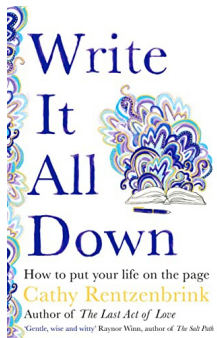
New writing guides get published regularly, so there's something out there to suit every writer.

Other guides include *Ten Things About Writing* by Joanne Harris. The novelist frequently shares writing advice on Twitter in the form of 'Ten Tweets'. This book compiles many of her extremely useful lists.

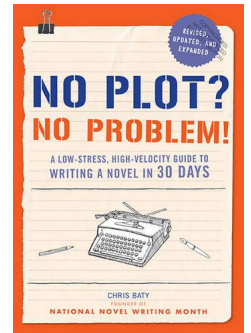


Read Up!

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For anyone who would like to write a memoir, there's *Write It All Down* by Cathy Rentzenbrink. And, if you're thinking of taking part in National Novel Writing Month (NaNoWriMo) this year, there's *No Plot? No Problem!* A low-stress, high-velocity guide to writing a novel in 30 days by Chris Baty. NaNoWriMo aims to encourage you to focus on writing, rather than editing, and getting as much down in as short a space of time as possible. I've found it very useful, although I've never reached the 50,000 word goal. It's a great way of generating ideas and connecting with other writers.



Jenna Warren is a bookseller and writer from Teesside. She studied Theatre and later Creative Writing at university. She runs Book Corner, an independent bookshop in Saltburn-by-the-Sea. Her debut novel will be published by Fairlight Books in autumn 2022.



*Tell me and I forget, teach me and I may remember,
involve me and I learn.*

Benjamin Franklin

He who laughs most, learns best.

John Cleese

The beautiful thing about learning is nobody can take it away from you.

B.B. King

I am still learning.

Michelangelo

Spoon feeding in the long run teaches us nothing but the shape of the spoon.

E.M. Forster

Coming Up!

So there we are. We hope you've learned a thing or two - we certainly did! Thanks to our resident cartoonist, John Pickin, we now know how to order a coffee on our next venture to the valleys! It's been a joy to have John on board for the last twelve months and we wish him well. From next month we'll have a fun new travel-related feature in place of Cartoon Corner. More anon ...

Talking of travel, that's next month's theme and here's where you come in! We want to hear all about your memorable holidays. We're thinking - early family holidays (were you a Butlins Boy or a Great Yarmouth Girl?), or maybe your first time abroad. Whatever the weather, we'd love to hear about it. Email us at TalkToUp@gmail.com and we'll publish as many as we can. Feel free to send photos too!

Happy travels



Much love
Bridget & Harry xx

PS - Our reader numbers are ever rising, but it's always great to have more. If you've enjoyed reading this issue we'd love it if you would consider inviting your friends to join the group - we can't wait to hit the 1,000 mark!

Thank you x



As always, if you have any suggestions for future articles or features, we'd love to hear from you.
Just email us at TalkToUp@gmail.com