**Field notes 29th 2024 (Educationalist)**

**Description:** After a year we were going to the school. This time Philosopher was busy so he could not join us. We were excited for the day as we started planning for the day for nearly a month ago. As this was going to be the last session with children in the school, so we wanted to make sure that it goes well.

I always feel excited to think about our work in this school. This time I was a bit anxious due to having some issues with the tree planting space which resulted in moving some of the trees on the other side of the school ground. There was also a train strike and a little disruption on services was expected. All this has increased my anxiety a bit.

Despite all these tiny worries, we all team members reached to the school on time. On the day, I felt everything is now settling well. Ethnographer kindly offered to pick me up from the station. My train was on time. We I went to the school.

We met with the team outside the school as they both have parked their cars on a road nearby to the school

We signed in. Our DBS and ID(s) were checked. I would say this scrutiny of ID checking was a bit tough. Based on our experiences of working with other schools, we discussed how different schools tend to apply different strict or somehow flexible check in rules for visitors.

We met with the TA who introduced herself to us and took us to the classroom. We were working with 30 Year 4 children this morning.

Majority of them had worked with us in the last year. Some of them were new to us and we were new (strangers) to them perhaps. We introduced ourselves. Some of children remembered us. They tried to guess our names. We talked about the day and activities we have been doing previously.

***Reflection:*** *It was fascinating to see that some of the children completely forgot what they did in the last year. Perhaps what children did as part of the project was different from what they do in their routinely lessons. There were two or three sessions which they did a year ago. I noticed those sessions now looked like as “forgotten stories”. These are forgotten by the children, but we have saved these. Some of these stories are alive as some children recalled and talked about “tree planting and what happened before and after. This includes the story of some of the planted trees, uprooted and being taken to and planted in other side of the school ground.*

**Description:** The team talked about Treescapes conference and Glasgow messages. Children did well in terms of sharing their stories of trees and key messages.

We went outside for tree care session. We recorded Hello Glasgow message …

The tree organisation introduced the session to the children. They showed children what to do as part of weeding and wood chipping. We all stood around the hedge which children has planted in March 2023. Trees were grown and now have some lovely leaves on their tiny barks.

Children were weeding and spreading the wood chip around tree roots. The tree organisation talked about how doing this will help trees grow faster and why weeding is important as part of tree care. ***Reflection:*** *I am not sure how children find this activity , but I learnt that this is a skill (taking from Ingold…skill-learning) as part of tree care. I sometimes do weed-ing in the front garden of my brother’s house, but I mainly do it for aesthetic purposes, just to keep the lawn neat, clean, and tidy. But how this is helpful for the tree and its healthy growth, I learnt today from forester.*

We all get excited and children working as a pair were doing a great job. I worked with a group of two girls and boys… who first were engaged in weeding but then they were excited to interview one another and to do some filming.

***Reflection:*** *Children doing stuff in their ways … not weeding but putting a lot of wood chips on the grass. Taking grass out of the mud was difficult. Some weeds were stubborn … looking like they are not ready to leave their places. Children came to me and asked about tough and hard weeds. Some weeds were being difficult to be taken out from the soil, so they were covered/layered upon by wood chips.*

We went inside and get the children to sign additional consent forms for their photos and films to be shared in the Glasgow conference in June.

**Lunch:** We had our lunch in the staff room. We talked about the project; policy impact and Geographershared some useful ideas about the impact. Research impact is something; I am learning quite a lot about now a day. It is exciting learning journey but a bit nerve taking as well, and the reason is perhaps I am doing it for the first time. We also discussed our research day in Lindow which is going to happen soon. Again, it is going to a train that day. We all agreed that we will go ahead, and Ethnographer will drive me to the school.

In the afternoon, we repeated the session with children and this time we had 17 children. There is something with this group of the children as they energised us all every time. I call them soul of our work in the school. I like the way they own their research and take lead whether it is to do with activities or recording their activities. They just do thing and revive our energies which to sometimes start fading especially after the morning sessions. Children also remembered us well and what we did in the last year.

We had indoor discussion with children. I would say I lost the track of the session and was a bit baffled with introduction. I could not remember what we discussed before and who will speak next. I forgot the order.

It was exciting day, but I have a couple of observations which made to think about trees, children, and future.

**A lonely tree:** One is about a lonely tree in the hedge … There was a tree not grouped with any other tree on either side. I noticed this tree when we finished our day and thanked our colleagues from Tree organisation. I am not sure whether being all alone will help this tree to survive. There is passing pathway just next to the tree through which children walked and passed by. The lonely tree and its future is in my thought.

**What is tree care for the children**: All day we talked about tree care with two groups of children, and I am not sure the word care is well picked up by the children. Children were engaged in tree care actions but then jumping over the trees in a rush to go to the other side of the hedge.

**How do we see tree in children’s lives:** We have been seeing children and trees as embedded and embodied particularly based on children’s work and their ways of being with trees. We still need to think when we talked to children about ways in which trees can be useful to children. Thinking about trees only for our own wellbeing, relaxation, and recreational purposes (is this a just way of thinking about children and trees). How children do things otherwise … which need to be paid attention to…