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| **Fieldnotes 7th March North western primary school**  **Ethnographer**  **DESCRIPTION** | **INTERPRETATION** | **ANALYSIS** |
| Background: On the 6th there was a huge email panic about whether the trees could be planted. After a nail -biting period it was agreed we could go ahead. We had also had two previous sessions scoping the land and deciding which classes were going to plant each space and also decided on which trees. We had done hope dialogues and discussed ethics.  Research Assistant had watched tree planting in Liverpool and she talked about the word ‘Screefing’ used by Community Forester to describe a large wide hole for the trees to be planted in.  People who came: artist (film), Research assistant, me, Geographer, Philosopher, tree scientist for the first time, Tree charity people. We had the teachers with us and Rob for some of the time. | I used to put reflections in and links to other parts of the project | I used to put in ideas from other sources. Ingold’s talk on tree roots and genealogy and Philosopher’s discussion of Human-post human and the moment of creativity is interesting. |
| 8.43 I arrived and saw Artist with a large pack of film stuff on his back. He had recently become a grandparent and looked tired. I got out of my car onto an ice puddle. A parent said ‘watch out’. The road was full of cars, reminding me that the school is semi-rural with many children only able to come by car – there don’t seem to be bus routes about and the landscape is fairly dispersed.  When I got in everyone was there including Rob who looked a bit pale.  We went into[the] class (the youngest) and we introduced ourselves. Several children recognised Johan and waved to him. The children seemed clear about the project being saving the world. Few remembered the word Ethics. They did remember the word research and that they were researchers.  We talked about the age of the trees when they were grown and established that the children would be 37 when the trees were grown – [Forest school teacher’s] age.  The children tried to imagine themselves at 37 but mostly couldn’t.  We then went out to the front of the school. We were to plant a hedge. There was quite a lot of road traffic. The children moved in and out of asking for the recorders and the IPADs. I put the Ipad on for the first talk (by person from the tree-planting organisation) and absorbed the atmosphere.  The children were given instructions about tree planting and how to hold a spade and how to ‘dance’ on the tree when it was planted. The children also each got a pair of gloves. They had all brought wellies in plastic bags. | One of the things I am interested in is place, and how place constructs ideas. Talking to Literary theorist about the [name of place] Curriculum was interesting. Here, place is entwined with the rural knowledge that [Forest school teacher] has.  The age of the tree/child discussion was complex. In the [second] class the trees were more like 1000 years old. Here they were 30. The genealogy of non human things is both perplexing and challenging to humans. | See Ingold and Johan’s thinking about Whitehead and reality is the continuous creation of the absolutely new –  Children and young people need to embrace that moment of freedom. THIS IS ALSO WHERE HOPE LIES - Bloch |