

# Water, Mills and Marshes

Learning,  
Interpretation &  
Audience development report







# Introduction

This report relates to the development stage of Water, Mills and Marshes - a £4.5 million programme of projects that focus on the people, communities and heritage of the Broads drained marsh landscape.

There are 38 projects and 55 partners involved in the initiative which is presented by the Broads Landscape Partnership.

The project will be based within areas of the Broads National Park, 117 square miles of the UK's largest nationally protected wetland with 125 miles of navigable waterways within Norfolk and Suffolk.

The vast majority of the projects take place within the National Park but aim to make an impact in the neighbouring conurbations of Norwich, Great Yarmouth and Lowestoft. The report was prepared by the team at Claritie CIC.



# Contents

Methodology .....	Page 1
The projects .....	Page 2 - 3
The approach .....	Page 4
Developing the strategy .....	Page 5
Redeveloping existing project themes .....	Page 6
Developing learning programmes .....	Page 7 - 8
Extending the learning programmes .....	Page 9 - 10
Engaging with the community .....	Page 11 - 15
Audience development .....	Page 16
Primary schools .....	Page 17 - 21
High schools .....	Page 22 - 31
University of East Anglia .....	Page 32
Wider community .....	Page 33 - 38
Interpretation .....	Page 39
Developing the programmes .....	Page 40 - 41
Shaping the content .....	Page 42 – 49
Scheduling the programmes .....	Page 50 – 55
Programme targets .....	Page 56 - 59

---

# Methodology

Our brief was to provide individual reports to cover the learning, interpretation and audience development aspects of this project.

Our method of approach would be to:

- Undertake a thorough desk review of each project
- Identify key elements relevant to our reports
- Meet with individual project leads
- Prepare our findings and recommendations

Due to the quality of the projects involved, the support of individual project leads, a large gap in community engagement provision and a forward thinking Project Manager we modified our approach after the initial project review stage.

This report now features an exciting approach that includes a single integrated strategy that covers all three elements required of the report.

## *'learning'*

.. the acquisition of knowledge or skills through study, teaching or experience

## *'interpretation'*

.. enhancing visitor appreciation and promoting better understanding

## *'audience'*

.. spectators, listeners or viewers

# The projects

There are 38 proposed projects as part of the scheme and subject matter include history, geology, archaeology, landscape mapping, heritage construction, boat building, wildlife and land management.

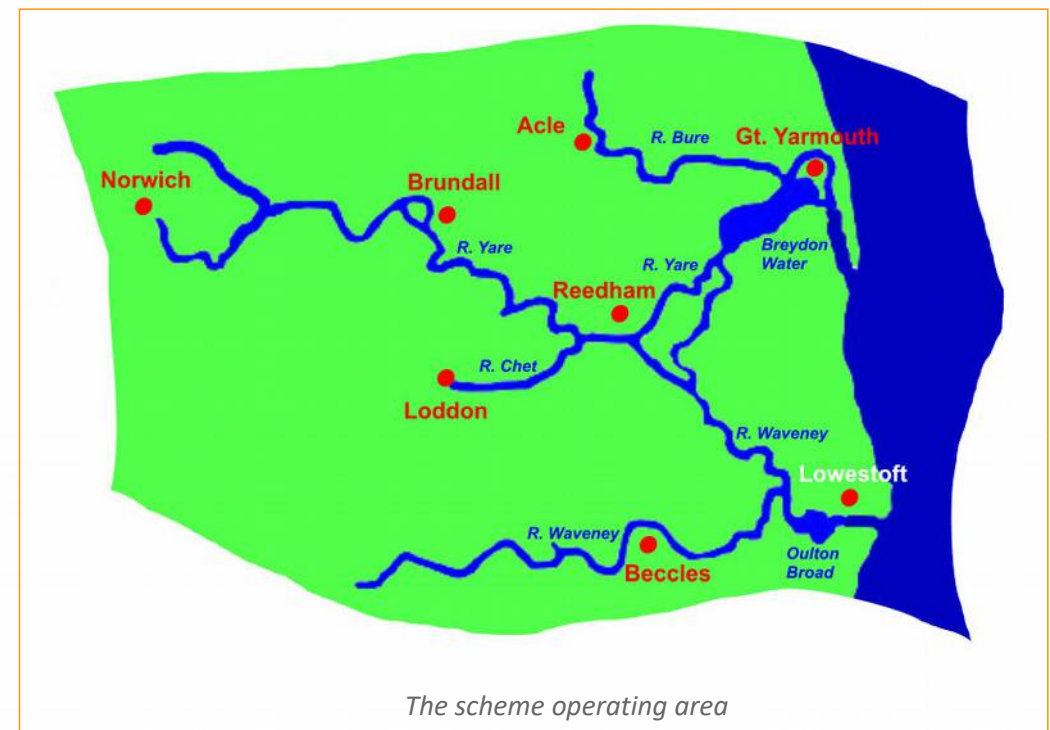
Specific projects have art, drama, audio recording, reading and writing as core interpretation elements.

Key partners include the Broads Authority, RSPB, Suffolk and Norfolk Wildlife Trusts, Norfolk County Council and Norwich University of the Arts.

Local groups are very well represented and include the Norfolk Archaeological Trust, the South Yare Wildlife Group and the Norfolk Farming and Wildlife Advisory Group.

The proposed educational projects reach both primary, and upper schools.

The cornerstone of the scheme is the renovation of a number of wind pumps and the heritage construction skills training opportunities this offers to young people.



# The projects

## Project review

The initiative divides projects into six groups:

1. Interpreting the Landscape
2. Exploring the Landscape
3. Learning and Future Skills
4. The Historic Landscape
5. Natural Landscapes
6. Community Grant Fund

Extensive analysis of the projects revealed that with the exception of the Learning and Skills Training projects, all were well developed, had strong objectives, knew their audiences and had previous experience of engaging with them. There was one main issue however – many of the projects were going to operate within their own small geographical area creating a 'silo' effect.

In addition, some projects due to their academic or specialist nature, although valuable, would only interest project participants.

Having reviewed the projects we decided to recommend a course of action that would enable the whole community in and around the project area to benefit from all the projects. In addition we redesigned the learning projects into an integrated community learning and engagement strategy that was capable of delivering these changes.

Extensive revisions were made to the Heritage Skills Training programmes which are subject to a separate report.



# The approach

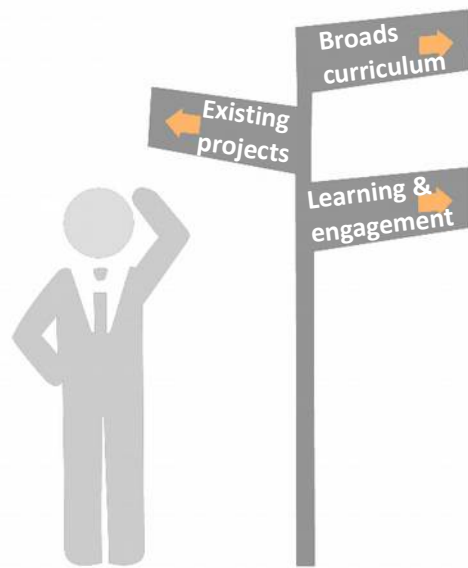
In developing the approach to constructing an integrated learning and engagement strategy we were conscious of the following parameters and opportunities:

- All projects already had methods of reaching their own local audiences – these must not be disrupted
- Current learning/education projects had been developed as stand alone items by the Broads Authority. These needed extensively revising and extending to include all levels of education including Further Education establishments and the wider community
- The scheme needed to reflect the ethos of 'the community learning from the community' and encourage self discovery.
- Interpretation would heavily involve the community being presented with facts and interpreting them to others using a wide variety of formats
- The creation of a central delivery team to assist individual projects in recording, showcasing and publicising their work and delivering the learning and community engagement strategy
- Achieving value for money - proposed contractors were going to be employed to duplicate existing partner expertise that could be employed at a fraction of the cost.
- The strategy should offer genuine learning or experience progressions for each project to ensure that those who wish to do or learn more knew how and where they could.

# Developing the strategy

We wanted a strategy that would enable the programme to:

- Make the original content of local projects available to all geographical areas
- Introduce new projects and themes to engage with the community
- Allow the community to interact with, and learn from, itself



In order to achieve this we needed to develop a structure that was capable of delivering themes, projects, learning modules, experiences into the education sector and the wider community.

Our starting point were the two known elements, the Broads Curriculum and the existing projects.

The Broads Curriculum is not part of the Water, Mills and Marshes project portfolio but it is an essential part of the learning programme. Recognising that the Broads environment holds a multitude of subject matter that is relevant to the school curriculum the Broads Authority instituted a process of analysing elements such as wildlife, heritage and landscape and forming the results into a complete set of learning modules.

Existing projects would be able to call upon the Central Delivery Team (CDT) for advice on audience engagement, publicity and promotion. They could also avail themselves of centrally held resources such as audio visual equipment and display stands etc.



# Developing the strategy

## Stage 1

### a) Redeveloping existing project themes

We knew that highly capable partners would be able to deliver their projects within the geographical and demographic areas stated in their project proposals. Our task was to design a strategy and structure that would enable wider areas of the community to participate. A classic example of such a project is the 'Wild patches' project being undertaken by the South Yare Wildlife Group.

The essence of the project is to examine any wild patch of land – even as small as a few meters square – establish what wildlife lives within the habitat, how the habitat can be maintained and how the habitat can be improved to attract further wildlife. The project would obviously be delivered within the area covered by the southern parts of the River Yare.

Working with key members of the original project team, the proposed Central Delivery Team, in association with Broads Authority wildlife experts could produce a learning module that could be used by all schools within the project area. Volunteers trained by the South Yare Group could lend their expertise by assisting in the delivery in schools. Among the many projects that would also benefit from this treatment are those being undertaken by the Norfolk Historic Environment Service and projects featuring the arts and drama productions.



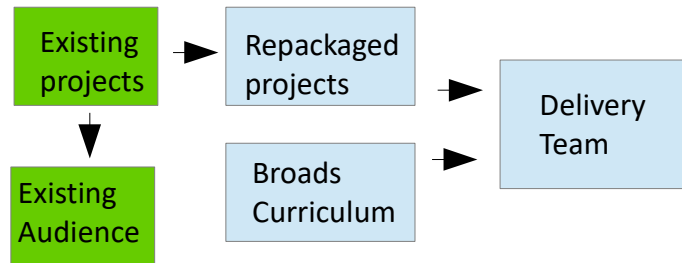
*River Yare*

### b) The Broads Curriculum

Working with the Broads Authority Education Officer we developed a strategy for delivering the Broads Curriculum (BC). The BC is a series of learning modules based on the wildlife, history and landscape of the Broads all packaged in a manner that they relate to the school curriculum. We advised that these packages take a digital format including downloadable PDF's and video content. These could be hosted on a dedicated website organised for ease of access into the Key Stage learning groups. The Curriculum would be promoted to schools as part of the new learning engagement programme.

# Developing the strategy

## Stage 1 review



Existing projects delivered as per the original project proposals. Original project is redeveloped to meet the needs of wider audiences and placed with the Delivery Team who will also promote the Broads Curriculum.

## Stage 2: Developing learning programmes for schools

### a) Background

An extensive review was undertaken of the learning projects and delivery methodology proposed by the Broads Authority. Although elements of learning are incorporated into most projects, the Authority took the correct step of identifying education as worthy of a set of projects in its own right.

Education activities would take place in schools, 'Experience days' would be offered to school pupils getting them out onto the Broads and learning about wildlife and heritage. An 'Activating Enthusiasm' programme for the 16-24 age group offered John Muir Awards and outdoor experiences including canoeing. Youths from local youth clubs would be targeted and young people attending short stay schools had their own programme.

None of the above activities are out of place in any HLF programme but we identified severe weaknesses that we felt could be rectified by keeping the basic approach but changing content, reaching the same groups in a different manner, dramatically reducing costs per child/young person, replacing contractor expertise with existing partner expertise and integrating the learning programmes into a wider community engagement strategy.

# Developing the strategy

## Stage 2: Developing learning programmes for schools

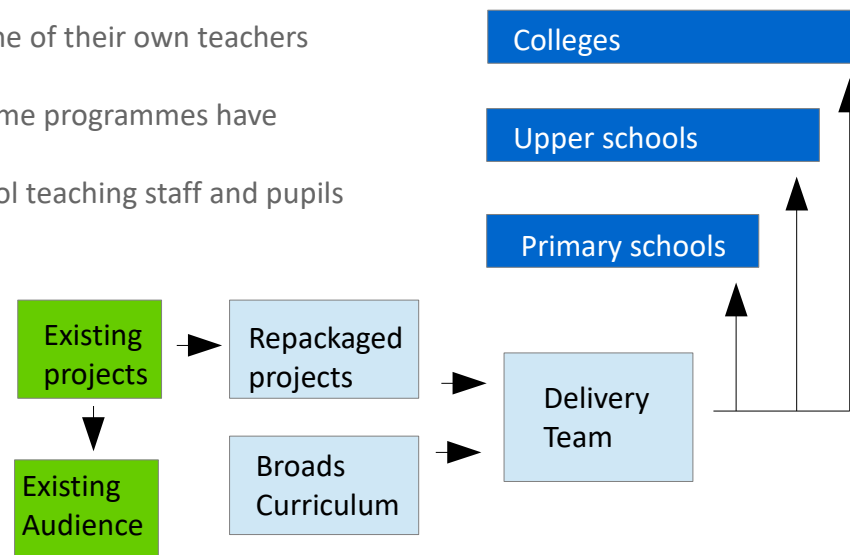
### B) Background

We propose that the Central Delivery Team take prime responsibility for the delivery of the learning programmes into schools. Original project outputs will be reformed to provide the core of the learning material and become themes such as history, geography, wildlife, culture and the arts. These themes will offer a wide choice of subject matter that can easily be tailored to needs of each school and age group.

We also propose that the team 'teaches' the subject matter as part of normal school curriculum input. Many schemes contain elements of school visits by specialists. We propose the this scheme takes a more professional teaching view and presents lessons that are geared to the timetable and curriculum outputs. This system has many advantages:

- It has already won a major award for its format and content structure in raising the bar in education. (Suffolk County Council 2015)
- It appeals to schools as it has the capability to free up one of their own teachers for a given number of periods.
- Schools allow longer continued access to the pupils – some programmes have taken up three continuous periods
- A special relationship can be established with both school teaching staff and pupils

This approach could be taken in Primary, Upper and FE establishments.



# Developing the strategy

## Stage 3: Extending learning programmes for schools

Having examined the original extended learning programmes (Experience Days and Activating Enthusiasm) we modified the content, locations, age groups and instruction methods. Experience Days will be offered to both primary and upper school students once the schools have participated in some of our taught project packages, some of which will be specifically designed to give the pupils a basic understanding of the wildlife and heritage of the Broads.

The **Experience Days** will be delivered primarily on partner nature reserves and delivered by the Central Delivery Team, Nature Reserve Officers and specialists from the Broads Authority. The days will consist of a rich mix of wildlife and heritage experiences and activities. Transport will be provided free of charge to and from the nature reserves.

The Experience Day programme will be shaped by the result of consultations undertaken with teaching staff, pupils and delivery partners during the audience development phase of the stage 1 development activity.

Upper school students that enjoy these Experience Days can opt to undertake the **Broads National Park Award scheme**. This is a new scheme and replaces the John Muir Awards. The reasons for replacing the John Muir awards were that:

- The ethos of the award was more suited to Exmoor, the Peak and Lake District National Parks where the destination environment is naturally more challenging
- It has little local recognition and therefore offers the participant less kudos upon completion
- Developing the Broads own prestigious award system offers total ownership over themes, content and timeframes etc.
- There are no additional costs or reporting requirements.

The awards scheme will offer students the opportunity to study in more depth subject matter offered as a result of existing projects within the WMM portfolio and others that will be developed to reflect their interests. This is a natural extension to Experience Days. The forthcoming Audience Development work will shape these additional projects. This scheme would be delivered by the same personnel as above but would also include Teacher Training students from the University of East Anglia. These students lack 'Out of the classroom' teaching experience and will initially attend a short course delivered by Suffolk Wildlife Trust prior to assisting the Delivery Team.



# Developing the strategy

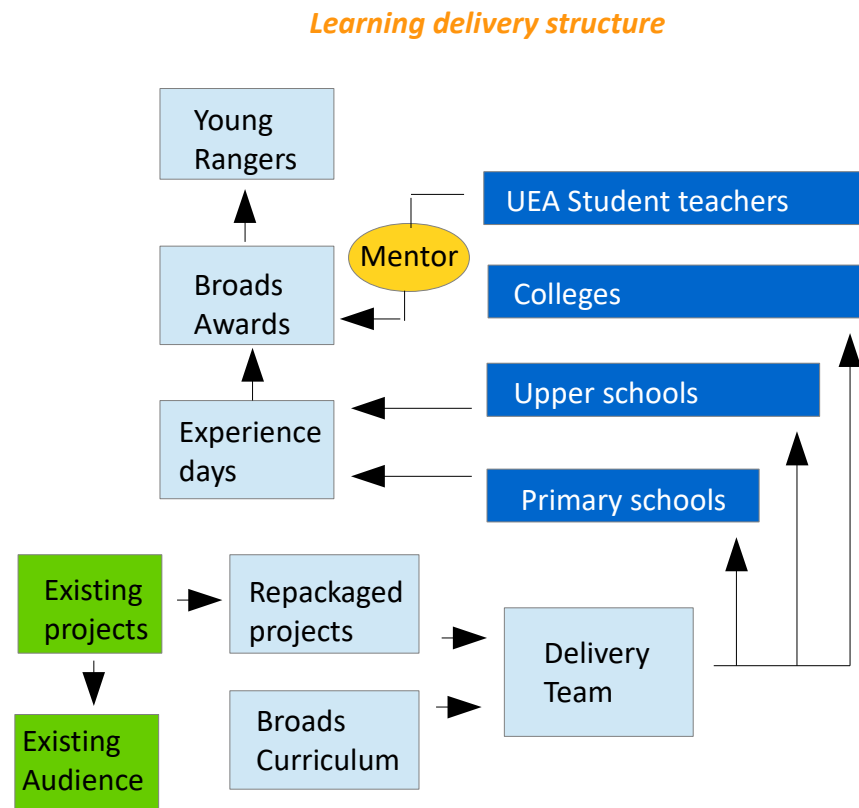
## Stage 3: Extending learning programmes for schools

The final element of the extended learning programme is the **Broads Young Ranger** programme.

Proposed in the original HLF application document as part of the Learning programme, this project aims to offer a true progression path for any young person 16 to 24 yrs. to become a volunteer young ranger.

Recruiting for the Young Ranger programme will take place both from within the general community and those achieving the Broads national Park Awards. This programme has yet to be fully developed but it is anticipated that this will be completed by February 2017.

Once all three learning elements are added, the delivery structure begins to take shape and is shown opposite.



# Developing the strategy

## Stage 4: Engaging with the community

For an integrated learning and engagement strategy to operate effectively the structure needs to be seamless. It also needs to capitalise on the work already completed and offer further avenues of participation. In designing this structure we wanted to:

- Use education establishments as conduits for reaching the community and
- Access the community directly and in partnership with key community organisations
- Offer the community similar learning and experience opportunities that had been made available to education establishments.

### Using education establishments as conduits – Primary schools

The learning modules on heritage and wildlife etc. that will be prepared for primary schools, and the experience day visits, will lead to a number of art and craft projects that will enable pupils to prepare drawings and models of the subject matter. These lead to showcasing opportunities.

Showcasing offers two obvious routes to reach a wider audience.

These are:

1. The year groups in the school that are yet to take part in the project
2. Parents, relatives and family friends.

Showcasing events highlight the subject matter to a wider audience, offer publicity opportunities and are an ideal mechanism for the delivery team to engage with a wider audience within schools and the community as a whole.



*Showcasing events are popular*

Community showcasing events are very productive if the models or drawings displayed are subject to an award or competition in which four or five schools showcase at the time in the same venue.

# Developing the strategy

## Stage 4: Engaging with the community

### Using education establishments as conduits – High schools

High schools have active after school and Enrichment clubs such as art, drama and science – all of which can be mentored by the delivery team to produce projects that can be taken into the local community. In addition Upper schools operate the Duke of Edinburgh Award scheme that incorporates a high degree of community activity.

High schools also have an important role to play in encouraging younger pupils in Primary schools to participate. All Upper schools retain great links with their feeder Primary schools. An ideal method to cement this link and promote the project ideals is to mentor and aid High school students to deliver small 30 minute projects into Primary schools. This offers the following benefits:

- Primary pupils idolise the Upper school pupils and are influenced by their ideals – harnessing this pays large benefits to the project as a whole
- Primary schools welcome these visits as having positive role models in the classroom aids aspirations and improves behaviour
- The project has created yet another opportunity to engage with two key groups.

### Using education establishments as conduits – Colleges

Colleges have the task of preparing their students for life in general and employment in particular. As comprehensive as they are at providing academic solutions colleges readily admit that students lack the 'life skills' required when they leave college and face the challenges that lay ahead of them.

The delivery team have the opportunity to capitalise on this and provide students with real life, real time projects and experiences. The delivery team should work with small groups of student volunteers and begin by outlining some of the issues the project faces – this could be as simple as 'how to we involve families with young children in this project'. Students have a given amount of time to design a project that they will take out into the community to reach the intended targets. The delivery team work closely with the students offering advice on the structure and delivery mechanisms that the students put forward.

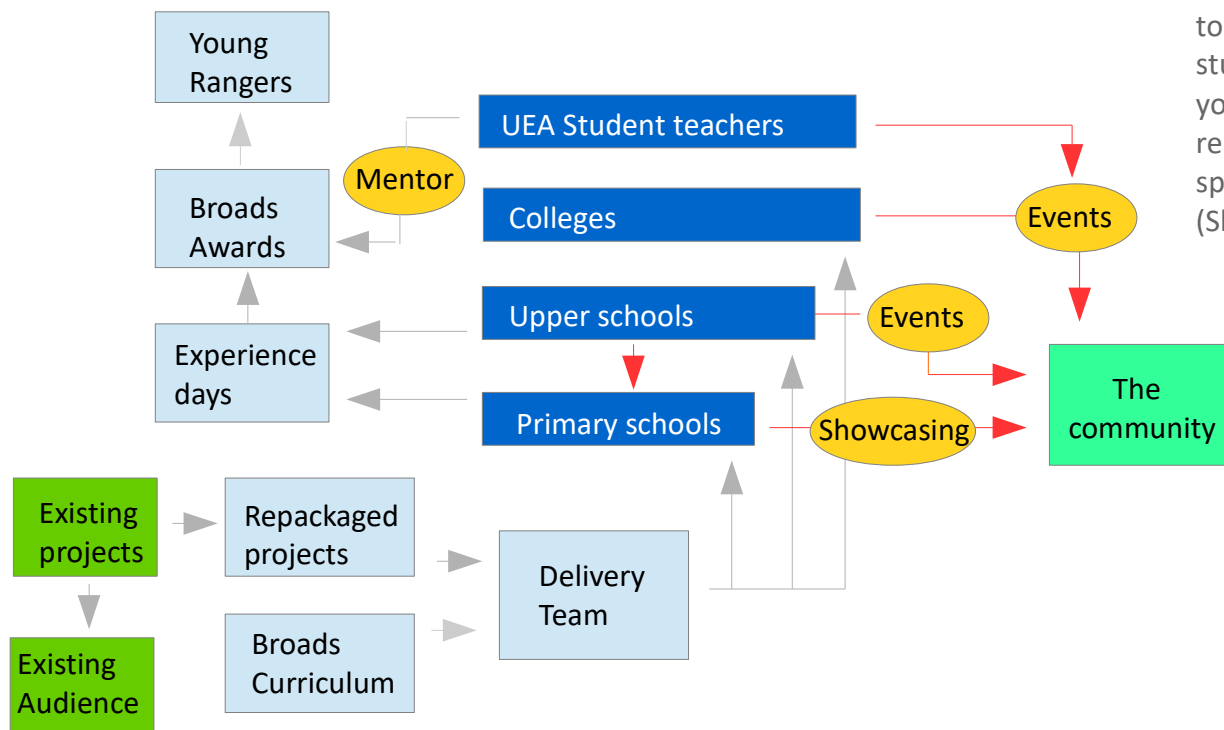
The delivery team then support the students to deliver and evaluate the project. The students are rewarded with a Broads National Park Award that will aid them in their future quest for employment.

# Developing the strategy

## Stage 4: Engaging with the community

### Using education establishments as conduits – Universities

The project has already identified and secured the use of University of East Anglia (UEA) Teacher Training students as assistants in delivering the Broads National Park Awards. As part of their training the project is offering these trainee teachers the opportunity to undertake a two day course on wildlife teaching with the Suffolk Wildlife Trust. There are of course many opportunities for other student at the UEA to volunteer to assist the project in delivering Wildlife and heritage programmes to the public.



We aim to introduce an additional element to the volunteering mix. We will train UEA students to act as supervised mentors to young people who form part of our 'hard to reach' groups that we will engage with via specialist community support groups. (Shown later)



# Developing the strategy

## Stage 4: Engaging with the community

### Directly engaging with the community

The final piece of the integrated learning and engagement strategy involves directly engaging with the community.

Reaching educational establishments and the subsequent community related showcasing, event and campaign generation and delivery all enable the scheme to reach a large percentage of the community - directly and in a personal manner.

We do recognise however that the scheme must also engage with members of the community that are often difficult to reach. These include those who have a disability, are single parents or have special needs etc.

In order that we can appreciate the needs, opportunities and barriers to heavily involving these groups and individuals we have created links with community and special representative groups.

In addition we are able to link elements of this direct community engagement with our Skills and Training programme by encouraging those community groups with a special interest in NEAT individuals to encourage them to join the scheme's work experience programme.

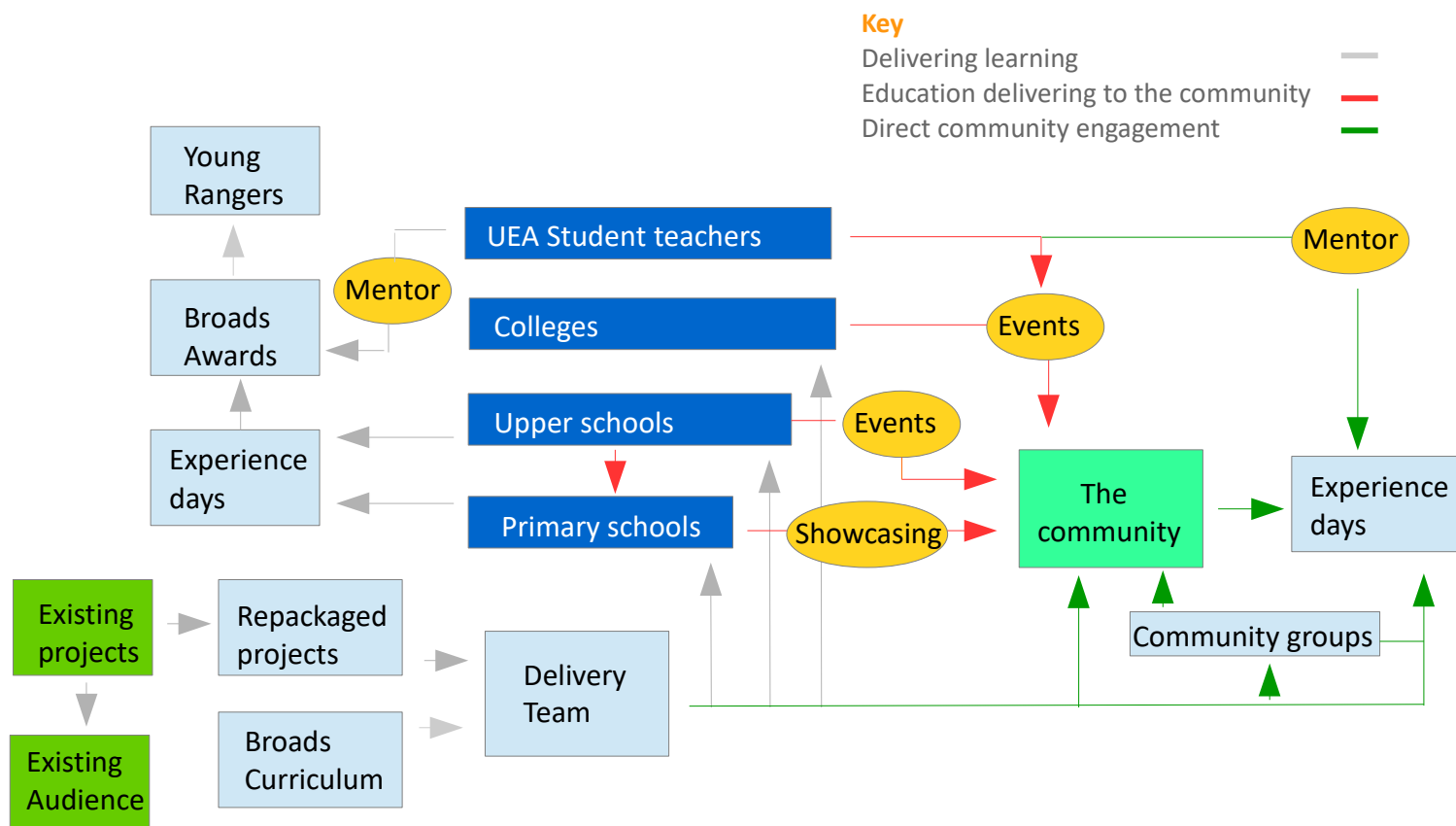
We feel it is crucial that all members of the community are reached and to achieve this we will incorporate roadshows, talks, seminars, exhibitions and events into the final engagement template.

We also want to offer all members of the community the opportunity to experience the Broads and will run 'Experience Days' for them in a similar format to that used for the education module.



# Developing the strategy

## The complete integrated learning and engagement structure

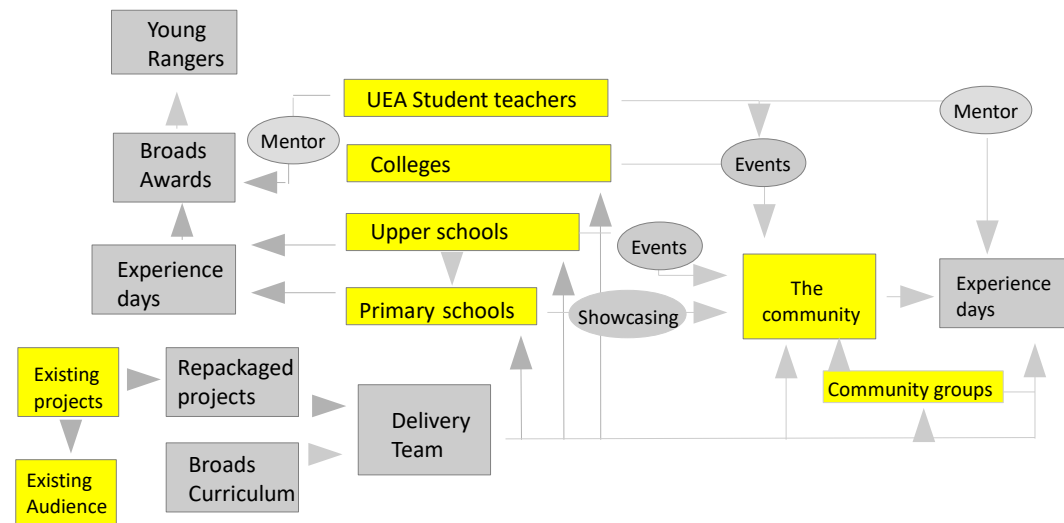


# Audience Development

The audience development element of the development stage is totally driven by the audiences identified in the structure below. All existing projects involve the community, universities, colleges, schools and specialist community support groups. We undertook research and consultation processes including meetings, focus groups and questionnaires with all the groups highlighted below.

The research was geared to obtaining the following information:

- What audiences already know about the Broads
- How they use the area
- What currently interests them
- What would they like to learn more about
- How they would like to experience this learning
- Which methods they use to receive information
- Any barriers to access (covered in a separate report).



# Audience Development

## Primary schools

The team visited Dell primary school, Lowestoft to engage with two classes of year 5 pupils aged 10yrs. old.

Dell primary is situated in the south of Lowestoft less than half a mile from Oulton Broad and a mile from Carlton Marshes.

The aim of the visit was to gather baseline data regarding the pupils knowledge of key elements that form a major part of the Water, Mills and Marshes scheme.

To achieve this we held informal discussions as well as asking the 50 pupils to fill in a questionnaire.





# Audience Development

## Primary schools

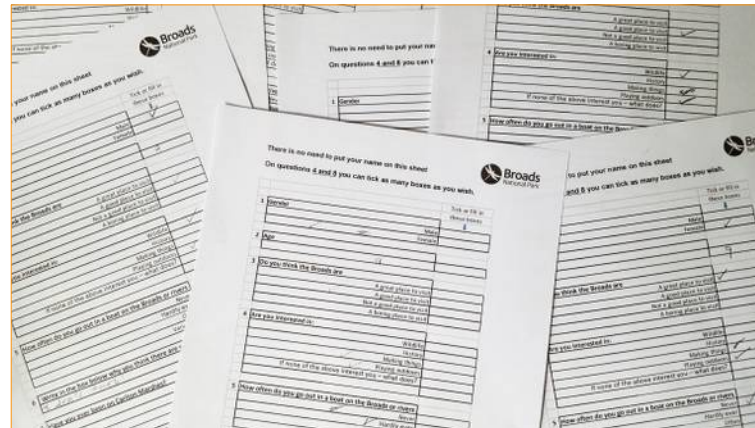
### Baseline questionnaires

1. 50 pupils completed the questionnaire
2. 56% were boys, 46% girls
3. Not one could name a Broad other than Oulton Broad
4. 70% had visited Carlton Marshes
5. 26% attempted to answer the question:  
'Why do you think there are windmills on the Broads?'

Not one mentioned drainage.

The most popular reasons given were:

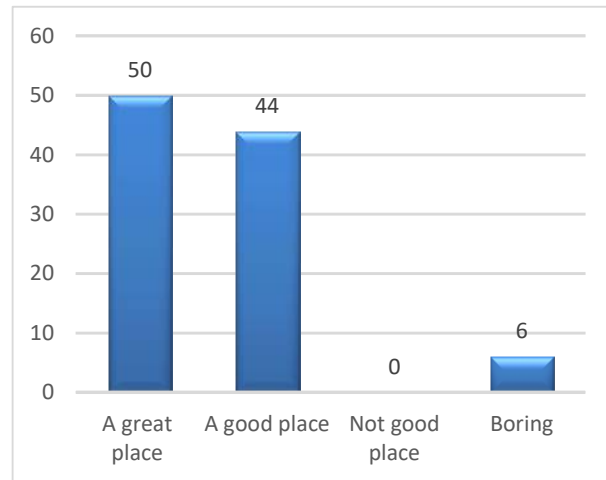
- Make crops
- For energy
- Testing wind speed
- Because it is very hot
- To create electricity
- Power electricity to the boats
- Run dirty water into the sea
- To make flour



# Audience Development

## Primary schools

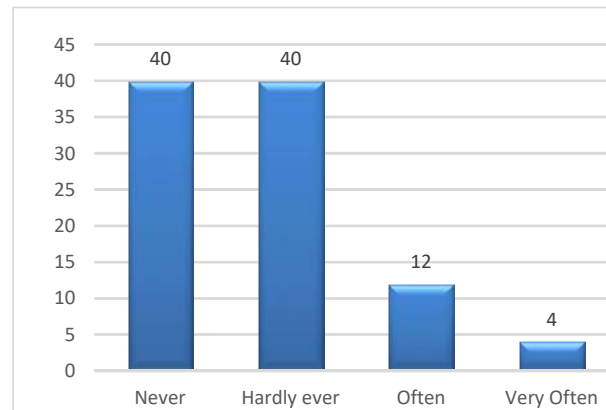
**As a place to visit, do you think the Broads are:**



94% thought the Broads were a great or good place to visit. This should be seen as them being happy with their fairly immediate surroundings as their actual knowledge of the Broads in terms of size and content is distinctly sketchy – see informal discussions section later in this document.

Of the 6% that found it boring, all listed wildlife as one of their key interests.

**How often did you go out on a boat:**

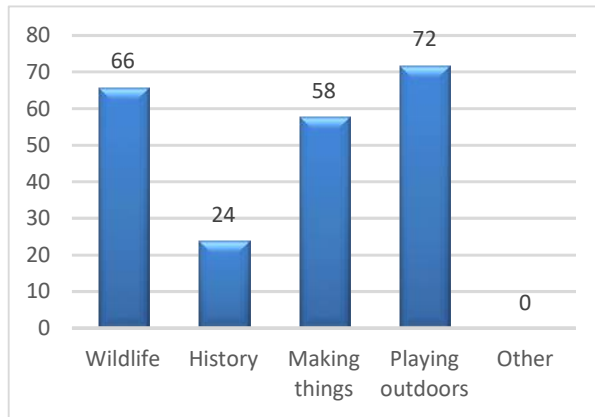


40% have never been on a boat and another 40% have hardly ever been on a boat. Not that it is needed but these answers, coupled with the rest of the outcomes, more than justifies the purchase of a floating classroom.

# Audience Development

## Primary schools

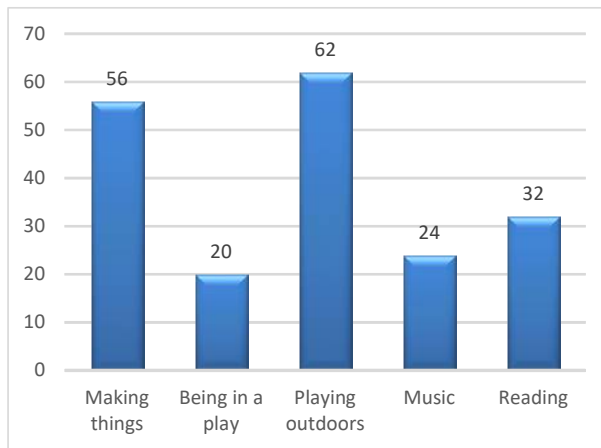
### Are you interested in:



This question was aimed at establishing if there was a general interest in the types of activity that we plan to offer. The Experience Days involve heritage, wildlife and being outdoors. Follow on activities could include model making and drawing etc.

The results show that the school engagement model is correct and that we have to continue to be innovative in how we introduce the heritage/history elements as these are currently less attractive.

### What do you like doing at school:



Designing programmes that meet the needs of the curriculum and excite the pupils is a cornerstone of the education strategy. Model making and outdoor activities are obviously popular but there is scope to use the Arts to full effect in the classroom with music, reading and being in a play gaining more than just acceptable levels of interest.

# Audience Development

## Primary schools

### Informal discussions

The classes interviewed were currently undertaking a project on Oulton Broad. This gave us an opportunity to ask the pupils some general questions and answer some of theirs.

We asked them:

- If they knew how the Broads came into being – nobody knew the correct answer
- Name any rivers that make up the Broads – nobody knew any
- How many Broads there are – the average answer was three.
- Nobody knew the Broads was a National Park and nobody could name any other National Park.

Their lack of knowledge is in complete contrast with their willingness to learn. Their questions included:

- Do the Broads freeze in winter
- What types of fish are there in the Broads
- Do the Broads flood
- Are they saltwater
- Can you swim in them
- What types of birds and animals live on the Broads
- What sort of boats can use the Broads and is there a limit to the number allowed on them.

### Primary School conclusions.

The most striking feature is that the pupils love where they are, know very little about it but are very keen to learn more. One of the key aims must be to provide programmes that give them a sense of place – the Broads as a National Park. Once this has been achieved all the other wildlife and heritage programmes will have both context and a deeper meaning for them.



# Audience Development

## High schools

### Overview

The team have made three visits to Pakefield High School and are working with both key staff and representatives from year groups 7, 8 and 9.

We decided to take the unusual step of giving year group pupil representatives the task of assisting in the design of the baseline questionnaire. We thoroughly briefed them on the project, how it related to them and what outcomes we might be looking for. We also gave them a previous questionnaire that we had prepared for the Another major HLF project.

The team of pupils worked to amend the form to suite the Broads geography etc. and added some questions they felt were pertinent. The questionnaire was then circulated to their year groups for completion during lesson time.

The pupils were keen to include a 'freehand' section that would allow their year groups to formulate and explain activities that they would like to undertake. The school offered its prestigious Gold, Silver and Bronze Awards for the three best freehand answers. These awards are very hard to achieve and the majority of pupils never get beyond a Bronze award as they are all based on merit points.

As the school really backed this initiative Claritie decided to add to the awards with retail gift vouchers.



## Pakefield High school questionnaire

		Tick or fill in these boxes
1	Gender	
	Male	
	Female	
2	Age	
3	Do you think the Broads are:	
	Lakes made by nature	
	Lakes dug out by people	
4	Do you think the Broads and rivers are:	
	A great place to visit	
	A good place to visit	
	Not a good place to visit	
	A boring place to visit	
5	How often did you visit a Broad in the past two years:	
	Never	
	Once or twice	
	Three or more times	
6	If you never visited a broad, was it because:	
	You did not want to go	
	There was nobody to take you	
	You did not know how to get there	
	You have a disability and getting around a Broad is difficult	
7	If you do visit a Broad often is if for:	
	Walking	
	Boating	
	Fishing	
	Exploring	
	Seeing the wildlife	
	If it isn't for ANY of the above, what is the reason for your visits	
8	When you are not at school, are you interested in:	
	Wildlife	
	History	
	Making things	
	Being outdoors	
	If you don't like ANY of the above, what are you interested in	
9	What is your favourite lesson in school:	
10	What is your least favourite lesson in school:	

11	Which of these activities do you like most at school:	
	Making things	
	Being in a play	
	Doing things outdoors	
	Music	
	Reading	
12	Do you prefer lessons or activities where you:	
	Work in a small group	
	Work on your own	
13	Do you like the idea of having some of your lessons on a real boat on the Broads	
	Yes	
	No	
14	How often have you been on a boat on a Broad or river in the past 3 years	
	Never	
	Once or twice	
	Three or more times	

\* There are Bronze, Silver and Gold Awards for the best three answers to the question below.

In addition to this, the three winners will also receive shopping vouchers donated by the Broads Authority.

**If you could choose to do anything on the Broads, what would it be, why do you want to do it and who would you invite?**

# Audience Development

## High schools

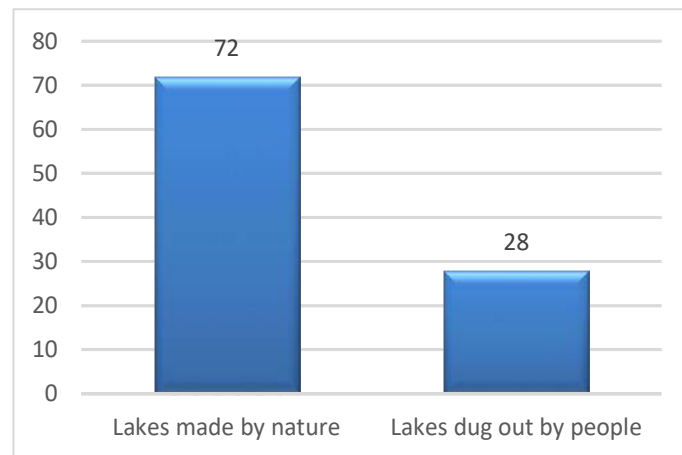
The data was gathered from 180 questionnaires filled in by students from year groups 7 and 8 and 9 and was facilitated by the year group school council representatives who also formulated some of the questions. The data gathered was designed to be used in two distinct areas. Section one was to establish their current knowledge and use of the Broads and section 2 was aimed at gathering information that would drive the formulation of the proposed education package for this age group.

### Section 1 aims to establish:

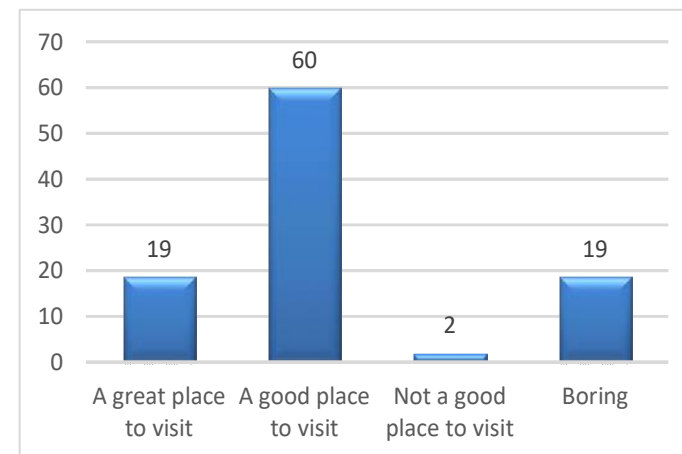
- Their current historical knowledge of the Broads
- What they think of the Broads
- How often they visit and for what purpose.

52% of the respondents were male and 48 were female. Data comparison shows an overall negligible variance between male and female opinions but is highlighted when it does occur.

### Do you think the Broads are:



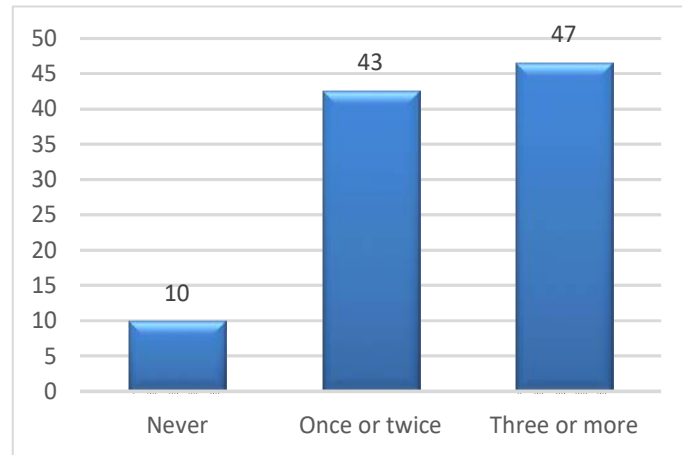
### Do you think the Broads and rivers are:



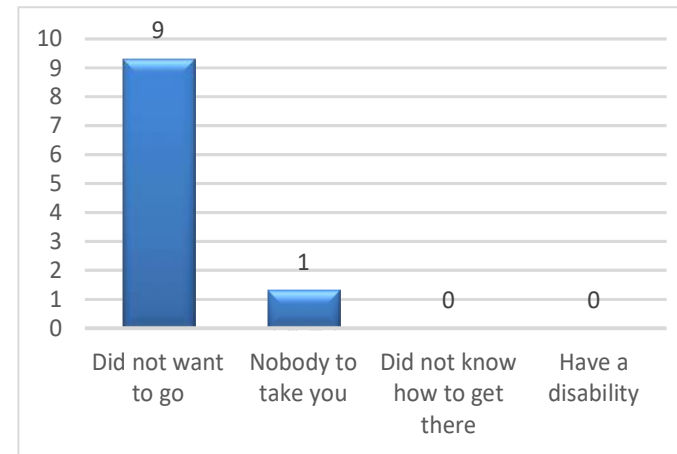
# Audience Development

## High schools

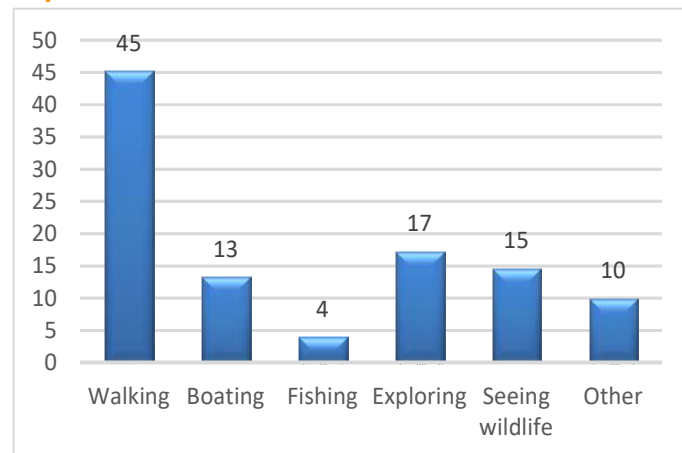
How often did you visit a Broad in the last 2 years:



If you never visited a Broad was it because:



If you do visit a Broad often is it for:



# Audience Development

## High schools

### Section 1 analysis

We chose to ask a single simple question to establish an overview of whether the students had any form of context to their historical relationship with the Broads. Only 28% knew that the Broads were man made. By any standards this is a low score for a set of geographical or heritage landmarks that define a region.

79% believe that the Broads are a great or good place to visit and 19% thought the Broads were boring. A closer examination of the data of the 19% that found the Broads boring revealed:

- 25% had never visited the Broads because they did not want to go
- 65% would welcome lessons on a floating classroom
- 70% were female (This and 'Most favourite school lessons' were the only significant gender variance in the data sets)

90% had visited a Broad at least once in the past two years with 47% visiting three or more times. Of the 10% who had not visited, almost all stated that they simply did not want to go and these correlated with the set of students who found the Broads 'Boring'.

The most common reasons for visiting were walking (45%) or exploring/seeing wildlife which had a combined response of 32%.

Other reasons for visiting were listed by the students as family outings and dog walking.

### Section 1 conclusions

Any educational work needs to be prefixed by basic history/heritage modules that offer the students a platform on which to work and give the area real context both locally and nationally. A very high percentage of students hold the broads in high regard – the majority of those that do not would welcome the floating classroom.

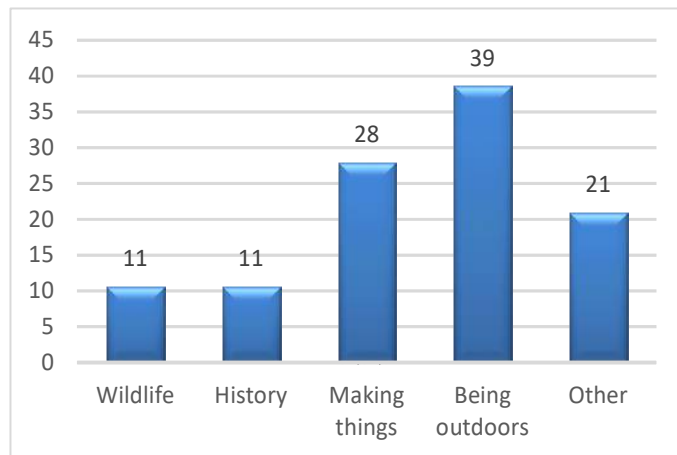
# Audience Development

## High schools

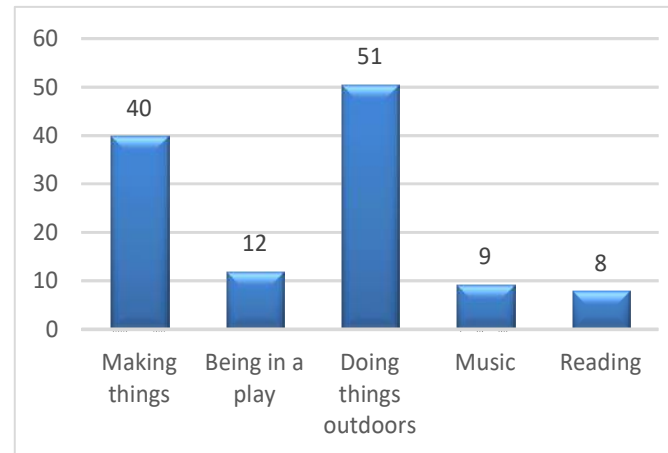
### Section 2 aims to establish:

- How best to frame the proposed learning packages for this age group
- Identify any variations from views obtained from year 5 primary pupils.

### When you are not at school are you interested in:



### Which of these activities do you like most at school:

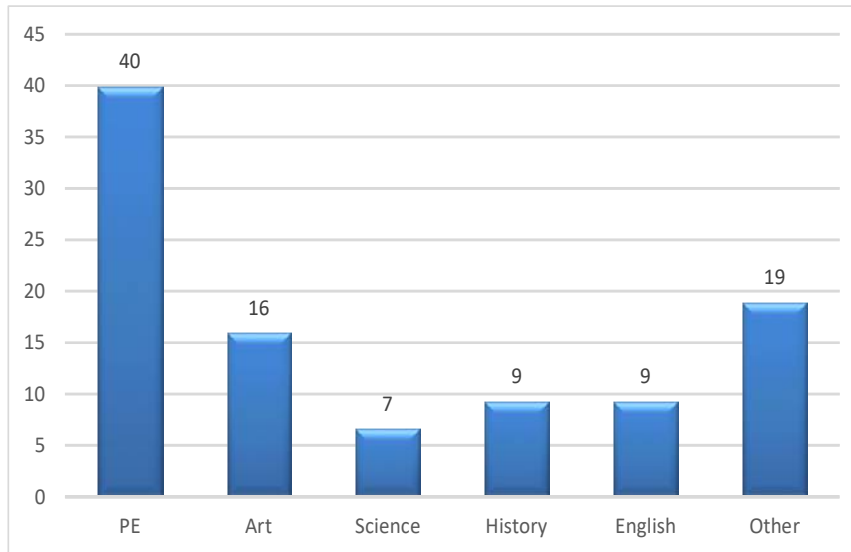




# Audience Development

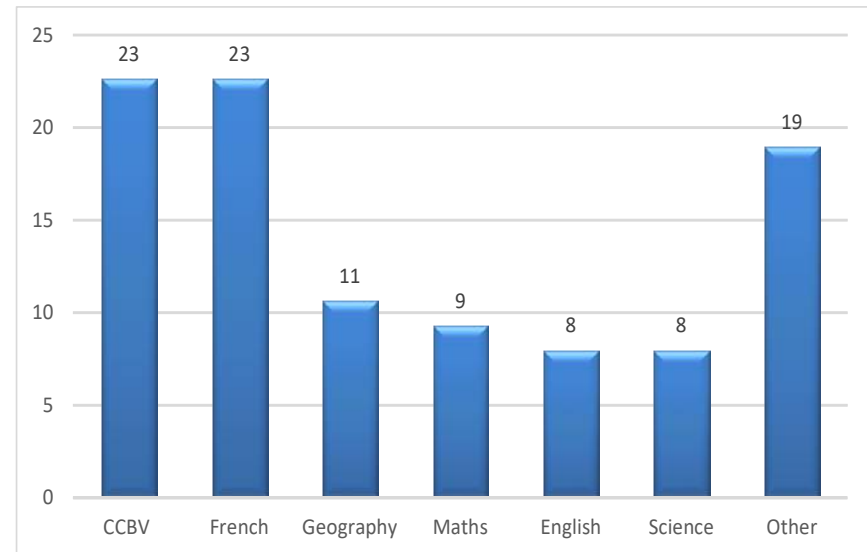
## High schools

What is your favourite lesson at school: \*1



**\*1:** 75% of those that selected PE were male, 75% that selected Art were female.

What is your least favourite lesson at school: \*2

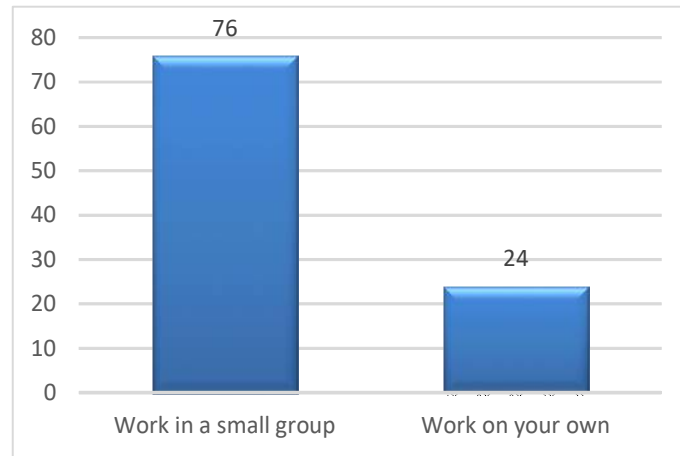


**\*2:** CCBV is Citizenship, Culture, Beliefs and Values

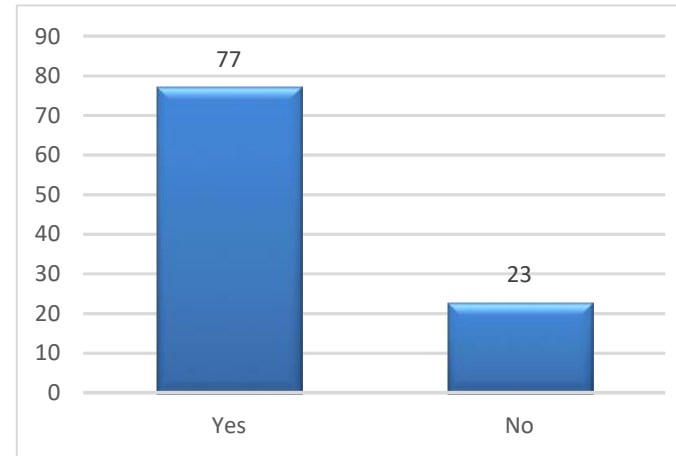
# Audience Development

## High schools

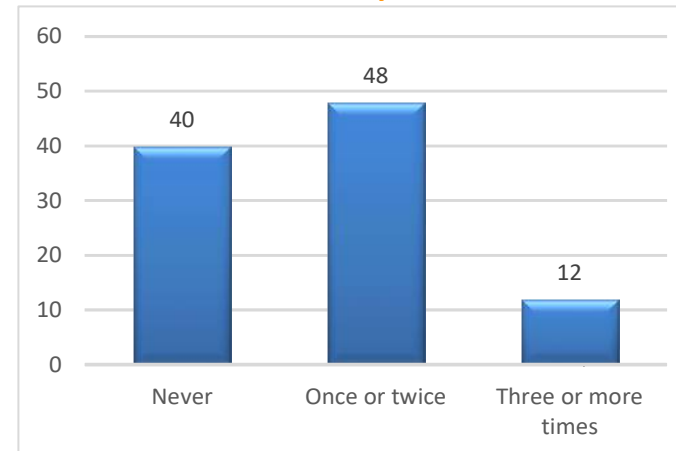
Do you prefer lessons or activities where you:



Do you like idea of having some of your lessons on a real boat on the Broads:



How often have you been on a boat on a Broad or river in the last 3 yrs



# Audience Development

## High schools

### Section 2 analysis

Being outdoors and making things - 39% and 28% respectively whilst out of school and 51/40% when in school - are the most popular activities for this group of students. This is further reflected in PE and Art being the most popular lessons.

76% preferred group working as opposed to working on their own and a similar percentage would welcome having lessons in a floating classroom environment. 40% had never been on a boat on Broad or river the past three years and a further 48% had only been once or twice.

### Section 2 conclusions

The findings support the Stage 1 HLF proposal of offering tactile learning modules coupled with outdoor experience days. The proposed floating classroom and associated group working sessions will also meet the aspirations of the vast majority of students. Model making and other forms of creativity will be woven into the themed learning modules that we are currently developing for the classroom based learning elements.

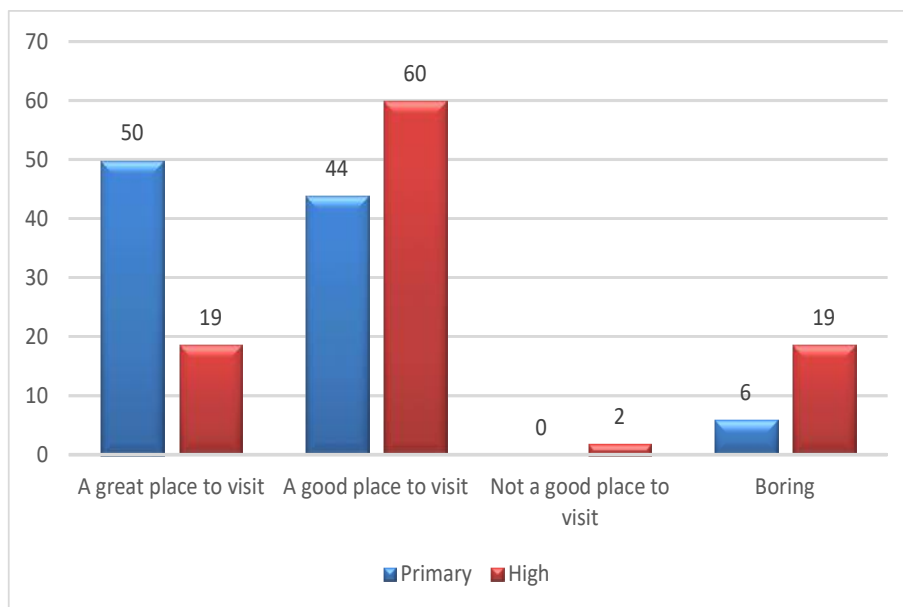
The section of the questionnaire that asked students ***'If you could choose to do anything on the Broads, what would it be, why do you want to do it and who would you invite?'*** proved invaluable for gaining insight and inspiration. Photography proved to be highly popular and will be incorporated into a new programme that brings together physical activity, the arts and the landscape.

The overwhelming passion the students had to share their experiences with friends was expected, but the vast number that wanted to share their experiences with family was not. We had already identified that the Experience Days programme should be also designed to parent and child participation and this exercise confirms this approach.

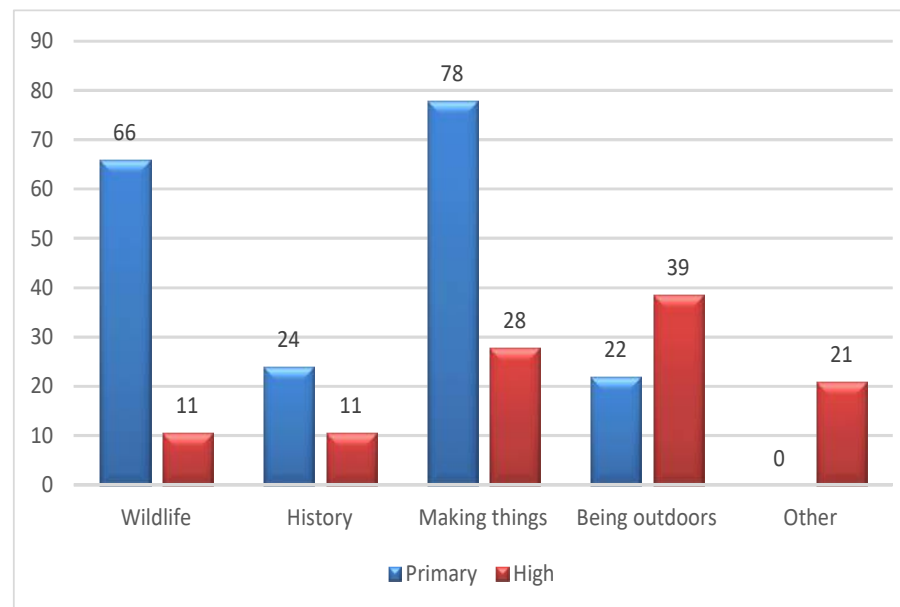
# Audience Development

## Primary and High school data comparisons

Do you think the Broads are:



What are you interested in:



### Comment

In keeping with the accepted progression towards adolescence and the associated changes of attitude, the Broads undergo a small drop in levels of popularity as the students grow older. Notwithstanding this, the Broads still have a high rating. Of more concern is the large drop in those finding the wildlife and history of interest.

The proposed experience days that combine the outdoors, wildlife and heritage are designed specifically to impact on attitudes in a positive manner. Working within both Primary and High schools the programme will form a bridge aimed at supporting and fostering attitudes towards the Broads and its wildlife and heritage.

# Audience Development

## University of East Anglia

We held a meetings with Sophie Cabot, Volunteering Administrator at University of East Anglia. The aim of the meetings was to progress the recruitment of two types of volunteers for the project:

- Those students undertaking teacher/education training
- Students whose specialist subjects were allied to the scheme outcomes.

We had already identified that students on these courses would welcome 'Out of the classroom' teaching experience and that suitably trained, they would be an asset to the Experience Days and Broads NP Awards initiatives.

After some discussion we felt that students undertaking the three year BA Education degree were our primary targets. Upon completion students may expect to work in the areas shown below:

- Teaching within Schools and Universities
- Museum and Library Service
- Business / Commerce Research
- Educational Research
- Managerial and Administrative roles within Schools
- Caring Professions
- Youth, Community or Charity Work
- City Councils

Further work with Sophie will be required to timetable the specialist student volunteer programme. These students will be able to assist the programme on archaeological digs, wildlife walks and general community engagement activities.

# Audience Development

## The wider community

The Broads and the surrounding towns of Gt. Yarmouth and Lowestoft offer an often stark contrast both environmentally and socially.

Although no methodology for engaging with the wider community had been established, the strategy of using the Broads environment to offset social and learning imbalances within the community had been identified.

The aim of the community consultation was therefore to determine if the experiences the Broads landscape could offer would be seen as beneficial to the community as a whole and hard to reach groups in particular.

The schools/colleges education initiative covered earlier already has the capability to reach such groups so this section specifically deals with a very broad sample of the community and those specialist organisations that support those in particular need.





# Audience Development

## The wider community

The team visited Greenbuild in Norfolk during September 2016. Greenbuild attracts a cross section of audiences in terms of age, gender, and social/economic groups.

We interviewed 50 visitors to the two day event and held hundreds of conversations outlining the project to others.

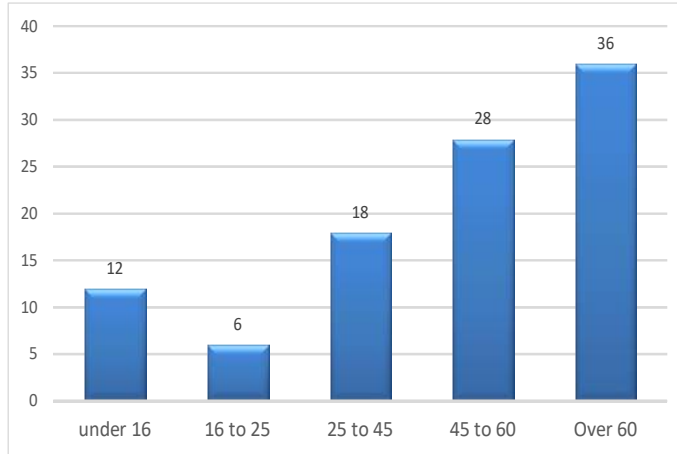
As well as producing a dedicated backdrop, the Team had also produced leaflets that outlined the aims of the Water, Mills and Marshes project and the areas in which the community could become involved.



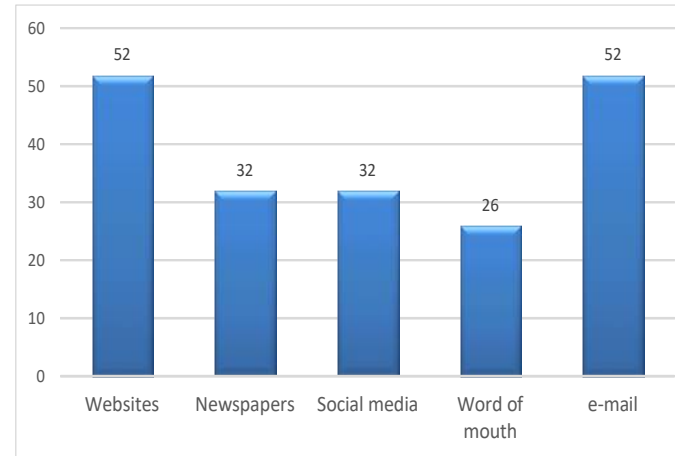
# Audience Development

## The wider community

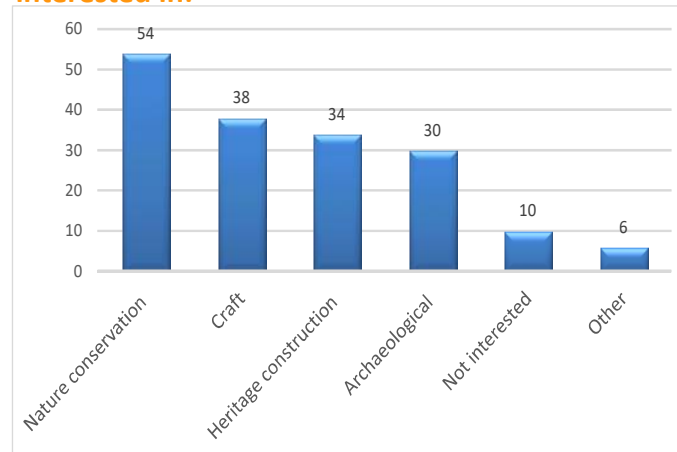
Age groups of those questioned:



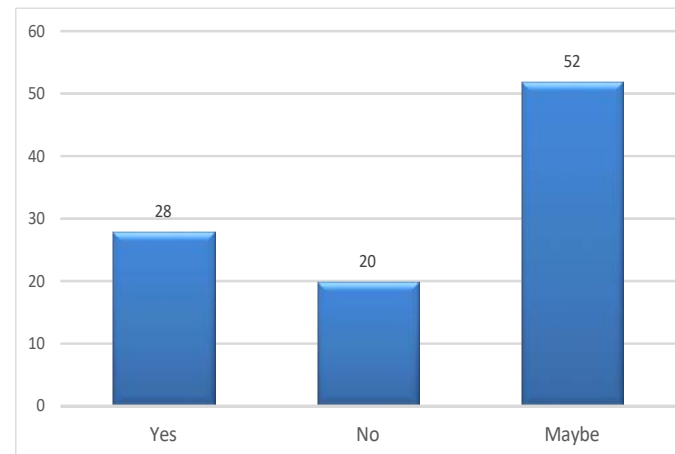
How do you prefer to get your info on local events:



What learning skills opportunities would you be interested in:



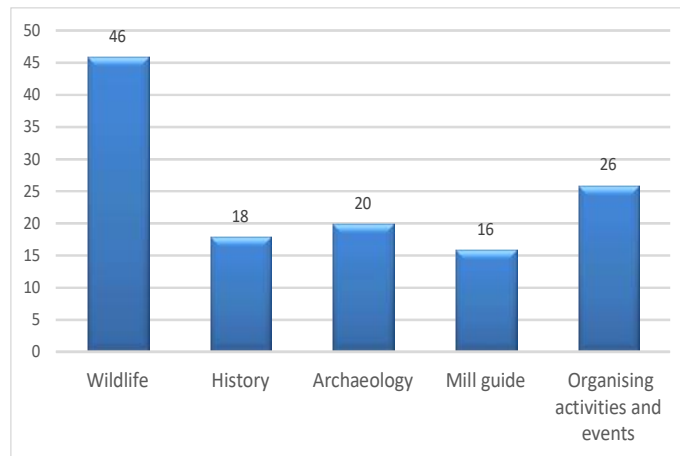
Would you be interested in volunteering:



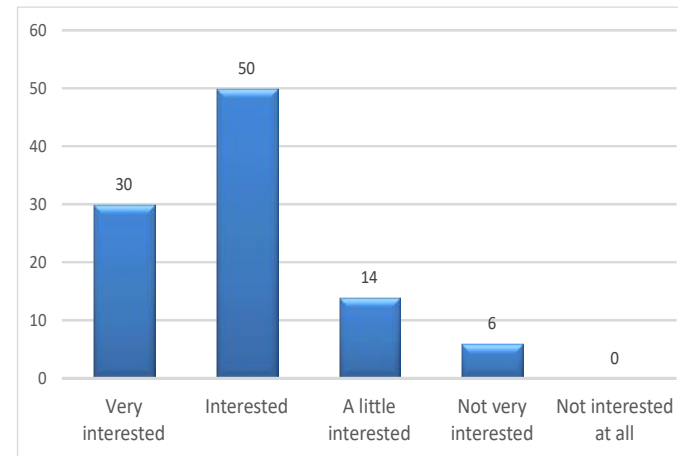
# Audience Development

## The wider community

### In what subject area(s) might you volunteer:



### How interested are you in the heritage, landscape and culture of the Broads:



### Data analysis

The interest shown in the project is reflected in those who were very interested/interested in the landscape and culture (80%), the wide areas in which they would volunteer and the breadth of subjects they wish to learn more about.

Age or gender played little part in distorting the responses and this includes the methods that they wish to receive information. Digital and traditional media were cited equally by all age groups.

20% would definitely volunteer and 52% might. During conversations, the 'might' element was qualified as how much time was required, location, knowing the exact purpose of the exercise.

# Audience Development

## The wider community

### Specialist support groups

We held extensive interviews with groups that support those that have specialist needs such as a disability or are subject to social pressures including long term unemployment or single parenting. The strategy of using the Broads environment as a backdrop to offer experience and/or learning modules was universally welcomed by the support providers.

In many instances the programmes we develop for the community, based on partner project work and other extended programmes need little adaptation when utilised by any of the wider community participants or groups.

Providers were keen to point out that any volunteering opportunities that were open to the community at large as part of the scheme should be open to representatives of their groups.

Far from causing any issues, ensuring that this takes place will greatly enhance the legacy of the project.

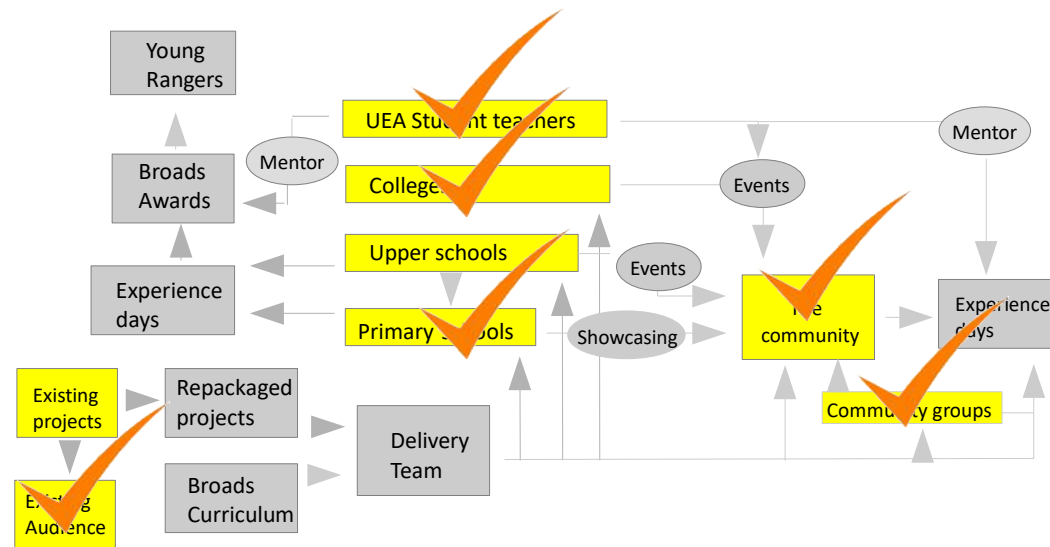
The community engagement team that deliver the programme should have no difficulty in achieving this – it will simply take a little more planning to ensure the activity is well resourced and managed.



# Audience Development

## Conclusion

The aim of the Audience Development element of the project development stage was to ascertain the views of key audiences and establish if the existing projects and proposed delivery strategy could form the basis of a successful community engagement programme. Wildlife, history and the outdoors all rated highly with those we engaged with. Experience Days, themed learning modules and volunteering packages will all reflect the aspirations of both the project and its public.



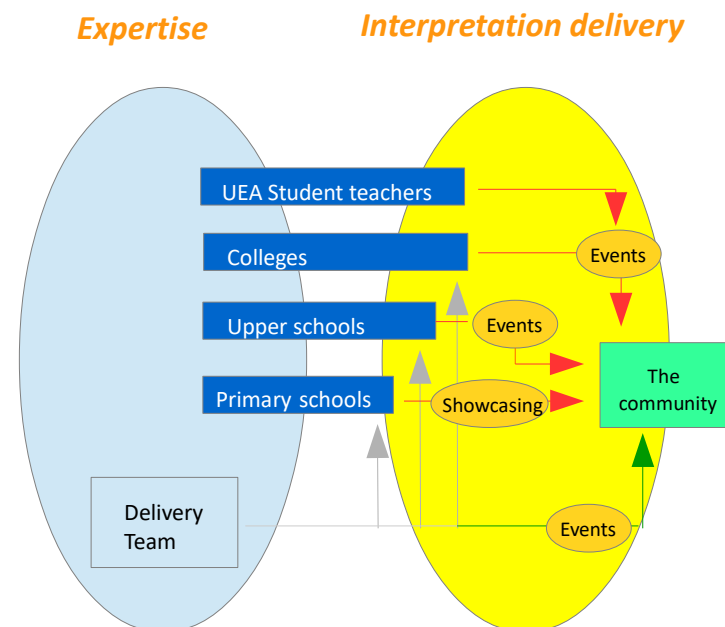
# Interpretation

As well as identifying traditional fixed point interpretation boards we are recommending that this scheme adopts the principle of 'community interpretation'. The delivery structure we have developed is ideally suited to particular sectors playing an extensive part in the interpretation process.

In line with the community engagement ethos of the community engaging with the community, we propose that for the most part and with the exception of certain academically driven projects, the community interprets to the community via the integrated delivery structure.

For this to operate successfully, the following must take place:

- The Delivery Team must be in possession of the basic pertinent facts concerning the element of heritage that needs to be interpreted
- The Team outline these facts to each group they work with either in schools or the community
- The groups interpret these facts using drama, arts, crafts and digital media etc.
- The results are showcased by the groups to the community via events and exhibitions
- All elements are recorded on video and added to the main scheme site for wider awareness.





# Developing the programmes

Having established the delivery strategy and mechanisms for the learning/education/community engagement programmes and consulted extensively with the community as part of the audience development activities, the process of constructing the content of the programmes can now be executed.

The process is undertaken as follows:

- Defining the Water, Mills and Marshes project subject areas
- Establishing the Broads Curriculum topic areas
- Understanding the subject matter and delivery mechanisms favoured by the recipients
- Appreciating the knowledge gaps and barriers of the recipients
- Shaping the programmes to incorporate all the above.

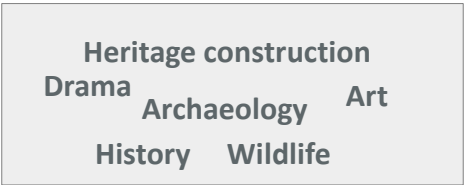
In order to simplify the development process all major elements are assigned ***programme tags***. These tags drive the content and shaping of the learning/education/engagement programmes and also provide a checklist to ensure all subjects are adequately covered.

# Developing the programmes

## Programme tags

Defining the Water, Mills and Marshes project subject areas and establishing the Broads Curriculum topic areas.

### WMM project areas



+

### Broads curriculum topics



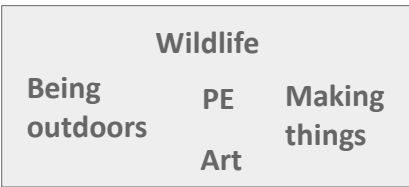
Understanding the subject matter and delivery mechanisms favoured by the recipients.

### Primary school pupil favourites



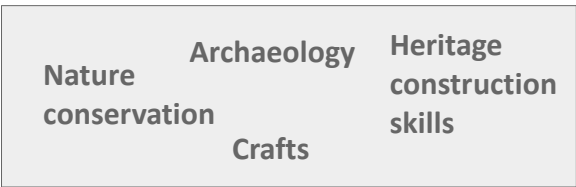
+

### High school pupil favourites



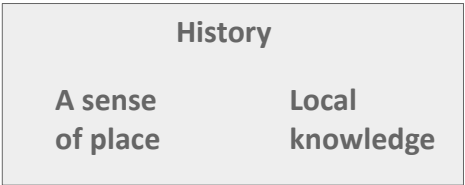
+

### Adult favourites



Appreciating the knowledge gaps and barriers of the recipients.

### Pupil deficiency areas



+

### Adult deficiency areas



# Shaping the programmes

## Education programmes

All programmes are shaped by the data produced in the previous page.

The programmes developed for use in education are of special significance. Not only do they reach young people but many are designed to create an engagement pathway to the wider community. Programmes are designed to be delivered sequentially in order to bring a structured approach to learning and to offer student progression opportunities. The primary programme headings are shown below:

- Introductory programme
- Broads experience
- Broads interpretation
- Broads National Park Awards
- Updates

The above programmes are complemented by events and competitions that include art, dance and drama.

# Shaping the programmes

## Introductory education programmes

### Aim:

Increase basic knowledge of the Broads in general, introduce the Water, Mills and Marshes project and provide foundations for the Broads Curriculum and future school visits.

### Audience:

Primary and High school pupils

### Format:

Multi class roadshows and/or special multi school events. 60 minutes duration

### Content:

- What is a National Park
- How the Broads were formed
- History of the Broads
- The Rivers, Waterways and Mills
- Habitats and ecology
- People and places



## Programme tags addressed:

WMM project areas:	Heritage construction	Drama	Archaeology	Art	Wildlife	History		
Broads curriculum:	History of the Broads	Transport	Habitats & ecology	People & places	National Parks	Waters & rivers	Sustainability	
Pupil favourites:	Being outdoors	Wildlife	PE	Making things	Art			
Adult favourites:	Nature conservation	Archaeology	Heritage construction skills	Crafts				
Pupil deficiencies:	A sense of place	History	Local knowledge					
Adult deficiencies:	Physical activity	Motivation	Opportunity					

# Shaping the programmes

## Broads Experience education programmes

### Aim:

To provide a greater understanding of the Broads

### Audience:

Pupils, parents, families and disadvantaged groups

### Format:

Short introductory talk, Broads walk and boat trip. Full day duration.

### Content:

- Introduction to the Water Mills and Marshes programme
- Brief history of the Broads
- Historic marsh tools
- Discovering habitats; dykes, marshes, wet woodland, meadows, pools, river walls and reed beds
- Animals, birds and other wildlife
- Local crafts
- Promotion of the National park Awards and Young rangers programmes.



## Programme tags addressed:

<b>WMM project areas:</b>	Heritage construction	Drama	Archaeology	Art	<b>Wildlife</b>	<b>History</b>			
<b>Broads curriculum:</b>	<b>History of the Broads</b>	Transport	<b>Habitats &amp; ecology</b>	<b>People &amp; places</b>	National Parks	<b>Waters &amp; rivers</b>	Sustainability		
<b>Pupil favourites:</b>	<b>Being outdoors</b>	<b>Wildlife</b>	PE	Making things	Art				
<b>Adult favourites:</b>	<b>Nature conservation</b>	Archaeology	Heritage construction skills	<b>Crafts</b>					
<b>Pupil deficiencies:</b>	<b>A sense of place</b>	<b>History</b>	<b>Local knowledge</b>						
<b>Adult deficiencies:</b>	<b>Physical activity</b>	<b>Motivation</b>							

# Shaping the programmes

## Classroom/playground education programmes

### Aim:

To reinforce the Broads Experience days and offer pupils the opportunity to interpret their knowledge and engage with the local community

### Audience:

Pupils and parents

### Format:

Group activity with a high degree of parental/community showcasing outputs. Duration – up to 4 x 50 minute sessions.

### Content:

- Short recap of their Broads experience programme
- Assistance to research, design and produce their chosen group activity
- Activities will include art, drama, music, dance, crafts and model making.



## Programme tags addressed:

<b>WMM project areas:</b>	Heritage construction	<b>Drama</b>	Archaeology	<b>Art</b>	<b>Wildlife</b>	<b>History</b>			
<b>Broads curriculum:</b>	<b>History of the Broads</b>	<b>Transport</b>	<b>Habitats &amp; ecology</b>	<b>People &amp; places</b>	National Parks	<b>Waters &amp; rivers</b>	<b>Sustainability</b>		
<b>Pupil favourites:</b>	<b>Being outdoors</b>	<b>Wildlife</b>	PE	<b>Making things</b>	<b>Art</b>				
<b>Adult favourites:</b>	<b>Nature conservation</b>	Archaeology	Heritage construction skills	<b>Crafts</b>					
<b>Pupil deficiencies:</b>	<b>A sense of place</b>	<b>History</b>	<b>Local knowledge</b>						
<b>Adult deficiencies:</b>	Physical activity	Motivation							



# Shaping the programmes

## Broads National Park Awards education programmes

### Aim:

To provide a recognised award linked to the National Park and its objectives.

### Audience:

Young people in the 13 to 17yrs age group.

### Format:

Using trained volunteers as mentors, young people can choose to explore aspects of the Broads using a series of subjects and methods. Duration: 4 to 6 x half day (weekends)

### Content:

- History
- Archaeology
- Art
- Photography/video
- Wildlife
- Heritage construction



### Programme tags addressed:

WMM project areas:	Heritage construction	Drama	Archaeology	Art	Wildlife	History	
Broads curriculum:	History of the Broads	Transport	Habitats & ecology	People & places	National Parks	Waters & rivers	Sustainability
Pupil favourites:	Being outdoors	Wildlife	PE	Making things	Art		
Adult favourites:	Nature conservation	Archaeology	Heritage construction skills	Crafts			
Pupil deficiencies:	A sense of place	History	Local knowledge				
Adult deficiencies:	Physical activity	Motivation					

# Shaping the programmes

## Special programmes

### Aim:

To introduce key elements of the Water Mills and Marshes main projects/key initiatives into the wider community

### Audience:

Schools and all other community members.

### Format:

Short and easily assimilated sessions lasting under an hour delivered in schools, colleges, community centres, outdoors or at specialised venues.

### Content:

- Digital Biathlon
- Archaeology
- Wild patches
- Boat building
- Heritage construction
- Art and crafts



## Programme tags addressed:

WMM project areas:	Heritage construction	Drama	Archaeology	Art	Wildlife	History	
Broads curriculum:	History of the Broads	Transport	Habitats & ecology	People & places	National Parks	Waters & rivers	Sustainability
Pupil favourites:	Being outdoors	Wildlife	PE	Making things	Art		
Adult favourites:	Nature conservation	Archaeology	Heritage construction skills	Crafts			
Pupil deficiencies:	A sense of place	History	Local knowledge				
Adult deficiencies:	Physical activity	Motivation					

# Shaping the programmes

## Education and community volunteering programmes

### Aim:

To offer the community the opportunity to increase its levels of skill and knowledge and promote the scheme to a wider audience

### Audience:

High school, college and university students as well as the wider community

### Format:

Short, medium and long term opportunities.

### Content:

- Adult volunteering opportunities will be signposted at all community events.
- The High School programme enables student to produce events within their own school and feeder primaries
- The College initiative enables students to deliver campaigns direct into the community
- University students will assist in delivering Experience Days and the Broads Awards initiatives



## Programme tags addressed:

WMM project areas:	Heritage construction	Drama	Archaeology	Art	Wildlife	History	
Broads curriculum:	History of the Broads	Transport	Habitats & ecology	People & places	National Parks	Waters & rivers	Sustainability
Pupil favourites:	Being outdoors	Wildlife	PE	Making things	Art		
Adult favourites:	Nature conservation	Archaeology	Heritage construction skills	Crafts			
Pupil deficiencies:	A sense of place	History	Local knowledge				
Adult deficiencies:	Physical activity	Motivation					

# Shaping the programmes

## Events

### Aim:

To increase awareness of, and participation in, the Water, Mills and Marshes programme.

### Audience:

The community.

### Format:

Roadshows, exhibitions, organised visits/activities, talks and showcasing events.

Duration: From 1 hour.

### Content:

- Individual and collective project awareness and update material
- Heritage and wildlife
- Conservation
- Promotion of walking and cycling in the Broads



## Programme tags addressed:

<b>WMM project areas:</b>	Heritage construction Drama Archaeology Art Wildlife History
<b>Broads curriculum:</b>	History of the Broads Transport Habitats & ecology People & places National Parks Waters & rivers Sustainability
<b>Pupil favourites:</b>	Being outdoors Wildlife PE Making things Art
<b>Adult favourites:</b>	Nature conservation Archaeology Heritage construction skills Crafts
<b>Pupil deficiencies:</b>	A sense of place History Local knowledge
<b>Adult deficiencies:</b>	Physical activity Motivation

# Scheduling the programmes

## Background

Any learning and community engagement programme obviously needs to reach as many people as possible. There are however some constraints.

General community engagement constraints can include:

- Budget
- Geographical location
- Seasonal weather
- Population size

Additional restraints on learning programmes include limited access owing to:

- School holidays
- Examination periods
- School undertaking remedial Ofsted measures

The key to successful community engagement is to assemble the basic data and schedule the programmes to make the most effective impact within the known constraint criteria.

# Scheduling the programmes

## Basic data

The Water Mills & Marshes project area may be divided into 3 geographical sectors:

- Gt Yarmouth
- Lowestoft
- Broads rural areas including Acle, Beccles and Bungay.

Area	General population	Primary schools	Primary pupils	Year 5 pupils	High Schools	High school pupils	Year 8 pupils
Great Yarmouth, Gorleston & Horton	55866	16	4508	694	5	3497	700
Lowestoft, Corton, Carlton Coleville & Oulton Broad	72150	17	5690	860	4	3290	658
Rural areas including Acle, Beccles & Bungay	38480	18	2700	419	3	3322	664
<b>Totals</b>	166496	51	12898	1973	12	10109	2022

# Scheduling the programmes

## Basic data

The basic data shows that within the project area there are a total of:

- 166,496 residents
- 63 schools
- 23,8007 pupils in total
- 3,995 pupils within target years 5 and 8
- 160 classes of pupils within the target group

Effective community engagement achieves a high level of cohesion and momentum. It relies on the constant introduction and reinforcement of a series of related themes and messages. Some constraints, mentioned earlier, apply to this project so in order to overcome them and remain highly effective we suggest the following plan of action:

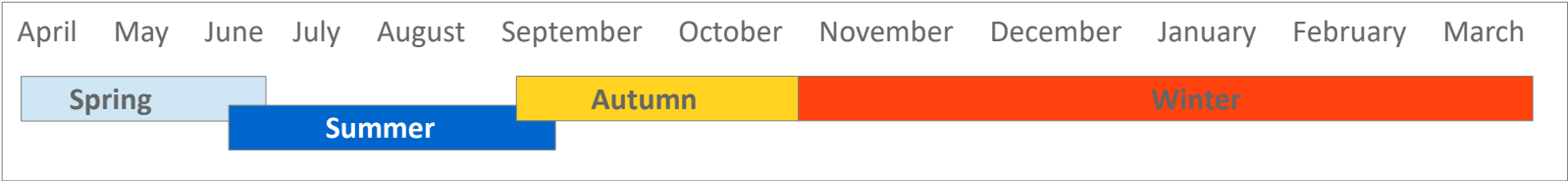
1. Divide the total project area into three areas: Gt Yarmouth, Lowestoft and a Rural area to include everything outside of these conurbations
2. In any given 12 month period, concentrate 75% of all direct community activity into a single area with a 'holding' degree of activity in the remaining two areas.

This has the advantages of giving a smaller targeted area the opportunity to become fully immersed in the project, allows real community ties to be established but allows room for main project support or other strategic activity to take place outside the area.

Partner organisations and other interested groups also have the opportunity to benefit by having a regular throughput of local members of the community -enhancing the prospects of achieving a lasting legacy.

# Scheduling the programmes

## Schedule outline



We suggest that activities are scheduled to coincide with the known benefits of the mild weather and the constraints outlined earlier. In view of this we would loosely schedule community and learning programmes within the four seasons shown above. Community engagement support for existing scheduled partner projects are unaffected by this plan and will take place when needed by the individual projects.

In essence the plan is to schedule the majority of school and classroom activity during the winter months and undertake as much outdoor based activity as possible in the Spring, Summer and Autumn months.

We accept that some wildlife activities are best taken place outside of these parameters and these will be fully catered for.



# Scheduling the programmes

## Engagement schedule

April	May	June	July	August	September	October	November	December	January	February	March
Spring			Summer			Autumn	Winter				
School experience days (1 <sup>st</sup> . phase)			Family experience days			School roadshows (2 <sup>nd</sup> . phase)	School interpretation projects (2 <sup>nd</sup> . phase)				
School interpretation projects (1 <sup>st</sup> . phase)			Community events and mobile exhibitions (including village fetes etc.)			School experience days (2 <sup>nd</sup> . phase)	Parental showcasing events (2 <sup>nd</sup> . phase)				
Parental showcasing events (1 <sup>st</sup> . phase)			Showcasing events for partner projects			Broads Awards sessions	College and 6 <sup>th</sup> . Form student planning sessions				
College and 6 <sup>th</sup> . Form student delivery sessions						Community group experience days	School roadshows (1 <sup>st</sup> . Phase)				
Broads Awards sessions							Community group talks and presentations				
Community group experience days							School update visit sessions				

# Scheduling the programmes

## Engagement schedule

The schedule allows for all year round activity to take place and also offers flexibility when required. Key parts of the delivery strategy rely on the progression from pupils learning about the Broads, experiencing them, interpreting them and influencing their parents. In view of this we have built into the programme opportunities to run this sequence twice in an academic year – albeit with differing schools. Phase 1 begins in Winter and ends in Spring/Summer and Phase 2 operates early Autumn to Winter. All outdoor activity therefore takes place in early Autumn or Spring.

Wider community activity takes place all year round with emphasis on mobile outdoor events in late spring and summer to coincide with traditional outdoor activities.

Yarmouth and Lowestoft benefit greatly from tourism during the summer months and this effectively doubles the size of the local population.

Mobile WMM exhibitions held in popular public locations will both encourage visits by tourists to heritage hot spots and offer a showcasing point for partner project and local community work.

Broads Awards are scheduled to take place in October/November and April/May to ensure the students have a fair chance of good weather and that University Mentors are on Campus. The student volunteer programme begins during winter to allow planning and development to take place in time to deliver events in the Spring. Most students work during their holidays and are unavailable during the summer.



# Programme targets

## Engagement target numbers - education

The table below represents the total and targeted numbers of schools and students for this project. The figures relate to a four year period. The 'at 70% take up' figures represent the delivery team targets. **In total these equate to directly engaging with at least 2,700 pupils, undertaking 332 school visits which generate 437 activity days.** Each school receives at least 4 visits during its one year cycle with the project.

Activity	Total number of schools	Number of schools targeted	Number of pupils targeted	Number of school visits	Number of activity days
School roadshows	63	63	3995	63	63
At 70 percent take up	44	44	2797	44	44
<b>School experience days</b>	<b>63</b>	<b>63</b>	<b>3995</b>	<b>160</b>	<b>160</b>
At 70 percent take up	44	44	2797	112	112
<b>School interpretation projects</b>	<b>63</b>	<b>63</b>	<b>3995</b>	<b>63</b>	<b>63</b>
At 70 percent take up	44	44	2797	44	44
<b>Interpretation showcasing events</b>	<b>63</b>	<b>63</b>	<b>3995</b>	<b>63</b>	<b>13</b>
At 70 percent take up	44	44	2797	44	9
<b>Special event project sessions</b>	<b>63</b>	<b>63</b>	<b>3995</b>	<b>126</b>	<b>126</b>
	44	44	2797	88	88
<b>Broads Awards</b>	<b>12</b>	<b>12</b>	<b>600</b>	<b>n/a</b>	<b>200</b>
At 70 percent take up	8	8	420	n/a	140

# Programme targets

## Engagement target numbers – Student volunteering

The table below represents the total and targeted numbers of student volunteers for this project. The figures relate to a four year period. The 'at 70% take up' figures represent the delivery team targets. **In total these equate to directly engaging with at least 520 students, undertaking 178 school visits which will generate 224 activity days.**

Students will be preparing campaigns and activities to deliver within their own establishments as well as direct into the community. UEA undergraduate volunteers will assist in the delivery of experience days and the Broads National Park Awards

Volunteer source	Total number of establishments	Number targeted	Number of students targeted	Number of establishment visits	Number of activity days
High school volunteers	12	12	400	160	80
At 70 percent take up	8	8	280	112	56
FE/6th. Form college volunteers	6	6	200	80	40
At 70 percent take up	4	4	140	56	28
UEA teaching volunteers	1	1	100	10	140

# Programme targets

## Engagement target numbers – adult community members

The table below represents the total numbers of adults to be directly engaged during the four year delivery period. These figures do not include those reached by public relations/digit media editorials and other media generation. **There are 171 events that will reach 47,450 adults using a variety of approaches.**

Activity	Number of events	Visitors
School showcasing events	9	2250
Family experience days	40	1200
Mobile exhibition events	60	30000
Student volunteer events	40	6000
Project events	20	3000
Festivals	2	5000

# Programme targets

## Engagement target total outputs

The table below represents the total output targets during the four year delivery period. It aims to achieve an event or activity at the rate of just over 1 every other day and directly engage with just under 12,000 adults per annum. School and college figures are based on a 70% participation rate target.

Targets	Persons engaged	Number of visits	Events/activity days
Schools	2700	332	437
Colleges	520	178	224
Adults	47450	n/a	171
Totals	50670	510	832

Report compiled by the team at Claritie

February 17<sup>th</sup>. 2017

