

GENERATION WILD

Creating lasting and meaningful connections with nature through storytelling and adventure.

Phase 1 Evaluation Report.

September 2021 - August 2024



A large flock of birds, likely Red-throated Loons, is captured in flight over a body of water. The birds have brown upperparts, white underparts, and distinctive long, straight red beaks. Their wings are spread, showing a mix of brown and white feathers. The background is a soft-focus view of water and distant greenery.

WE ARE WWT

WWT is the charity for wetlands and wildlife. In a world full of challenges, we're on a mission to restore wetlands and unlock their power. Because when wetlands thrive, so do we.

As nature faces an unprecedented crisis, wetlands offer a vital solution. But they're disappearing at an alarming rate, faster than forests.

WWT directly manages over 6,900 hectares of wetland habitat in the UK. We create wetland experiences for people at our 10 unique wetland sites and inspire them to become wetland supporters.

Through our work, we prove how bigger and more connected networks of wetlands can sustain wetland nature and provide a range of benefits for people.

A young boy with light brown hair, wearing a maroon school sweater and a grey jacket, is running through a field of white daisies. He is smiling and holding a white feather in his right hand. The background is a lush green field with many daisies. A large, stylized yellow shape, resembling a drop or a leaf, is overlaid on the right side of the image, partially obscuring the boy and the flowers.

CREATE A BRIGHTER FUTURE FOR US ALL

FOREWORD

Here at WWT our vision is a world where healthy wetland nature thrives and enriches lives. As the decision makers and consumers of the future, today's young people are crucial in achieving this. That is why we developed Generation Wild, a nature connection programme for schools, children and families in economically disadvantaged areas.

Generation Wild inspires young people to care for and connect with nature through a magical combination of storytelling, puppetry and innovative technology. Their journey starts with a visit to a WWT wetland centre, where they come face to face with the natural world, sometimes for the first time. The activities create a springboard to further activity in the local community.

Nature is for everyone, not just the privileged few. Young people from economically disadvantaged communities often have less opportunity to connect with nature, yet they potentially have the most to gain.

We also know, first hand, that where these young people have supported nature, nature has supported them in return. Through Generation Wild, children gain confidence, find meaning in their lives and feel happier.

None of this would have been possible without the hard work and dedication of the staff and volunteers that have brought this project to life. I would like to thank every one of them. You have made a real difference to these young people and to the future of wetlands and their wildlife.

Mark Stead, Head of Learning

WHY GENERATION WILD?

Evidence shows that connecting with nature makes children feel happier, increases their self-esteem, and improves their behaviour as well as their mental and physical health.¹

If children are to care for the natural world, they need to feel connected to it.² Children from disadvantaged communities have fewer opportunities to connect with nature.³ Through Generation Wild we work with schools, children and families in these communities to inspire the next generation of nature lovers.

Generation Wild was co-created in partnership with Stand + Stare, an interactive design studio. We worked alongside children, teachers and families from schools in economically disadvantaged areas. A range of access, diversity and inclusion consultants ensured that all needs were considered as the programme was developed.

“

It's brilliant to see children who spend most of their lives living in the middle of a large city getting time to interact with nature.

Parent



WITH THANKS TO OUR FUNDERS

Generation Wild has been made possible thanks to the generosity of our funders.

The majority of the programme has been generously supported by a long term funding partner. We also extend our gratitude to the ScottishPower Foundation and the Moto Foundation for their contributions.

This has enabled us to develop the programme and offer it free of charge to participating schools (including free transport to our sites). This has helped overcome one of the major barriers to these schools participating.

£1.55M

Total contributions



“

This is not something we could offer without the funding that has been provided. This is also not something our families would usually choose to engage with, making it more important for us, as a school, to provide.

Jackie Brown – Teacher at Fairfield C.P. School

HOW DOES IT WORK?

It all starts with a story...

Ava starts her life as an osprey but is transformed into part-osprey, part human by the Guardians of the Wild. This enables her to fulfil her destiny as a bridge between humans and the rest of the natural world.

Children are introduced to Ava through a digital story book before visiting one of our wetland centres, where they meet her in life-sized puppet form in her giant nest.

Using magical translatorphones that translate animal speech to human language, they help Ava discover her mission whilst completing activities towards becoming Guardians themselves.

Back at school, they track Ava on the programme website as she migrates to West Africa to find the rest of her family. Here she presents the case for humans once again being welcomed as Guardians.

On her way, she shares her love of the natural world with other children, building a community of young people acting for nature.

On the website, the children discover activities to connect them with nature. Once they complete 10 or more activities they become Guardians of the Wild, receiving a certificate and membership badge.

“

My child loves telling people she is a Guardian of nature!



Pre-visit

Children are introduced to Ava and her story.

School visit

Children meet Ava. She challenges them to complete nature activities to become 'Guardians of the Wild'.



Post-visit

Children follow Ava on her journey. They complete nature activities to become Guardians of the Wild.

WHAT MAKES IT UNIQUE?

Generation Wild takes an innovative new approach to nature education.

Reaching a new audience

It can be challenging to connect with families who are not already interested in nature. By using schools as a gateway to the local community, Generation Wild reaches out to a new audience, one that may not ordinarily engage with conservation organisations.

More than a one-off visit

Evaluations from previous programmes show that a one-off visit isn't enough to create long-term love and care for the natural world.⁴ Generation Wild goes beyond a single site visit, using this visit as a springboard to further action in the local community. It's ultimately teachers and parents who can provide long-term nature connection experiences for their children. Generation Wild provides them with the confidence and tools to do just that.

A nature-connection focus

Whilst we provide tools and resources to enable teachers to link Generation Wild to their curriculum work, this isn't the main focus of the programme. We know that it's not enough to simply teach children about nature if they're to develop a care and concern for the natural world. We need to connect them emotionally with nature through direct, hands-on experiences. They need to see it, hear it, touch it, smell it, taste it and most importantly feel part of it.

The Generation Wild activities are based on the five pathways to nature connection identified by the University of Derby; senses, emotion, beauty, compassion and meaning. They are incredibly simple, require no specialist equipment and can be carried out in virtually any outdoor space.

Bringing together arts and sciences

The arts can play an important role when it comes to creating an emotional connection with nature. Generation Wild effectively combines the arts and sciences, using immersive experiences created through storytelling, puppetry and innovative use of technology.

Technology as an enabler

Harnessing the power of technology and its appeal to young people was important to us. However, we're aware that screens often become a barrier between children and nature. To overcome this, our creative partners, Stand + Stare, developed the concept of 'translatorphones'. Through them the children can listen to what the animals are saying with audio triggered by a sensor embedded in listening posts located around our centres.



The Generation Wild activities are based on the five pathways to nature connection; senses, emotion, beauty, compassion and meaning

PARTICIPANTS

During the first phase of the programme:

 **45,676**
children participated

 **605**
schools have taken part

 from
1,504
classes

Participation levels have increased
as the programme has progressed.



“

I love to look at nature and see the meanings of it.
Looking at the stream makes me think more about
the important meanings of nature and how to keep it safe.

The programme
runs at seven of our
wetland centres

No. of participating children to end of August 2024:

2,274

1. WWT Arundel
West Sussex, BN18 9PB

2,117

2. WWT Castle Espie
Co Down, N Ireland, BT23 6EA

3,512

3. WWT Llanelli
Carmarthenshire, SA14 9SH

9,044

4. WWT London
Barnes, SW13 9WT

13,334

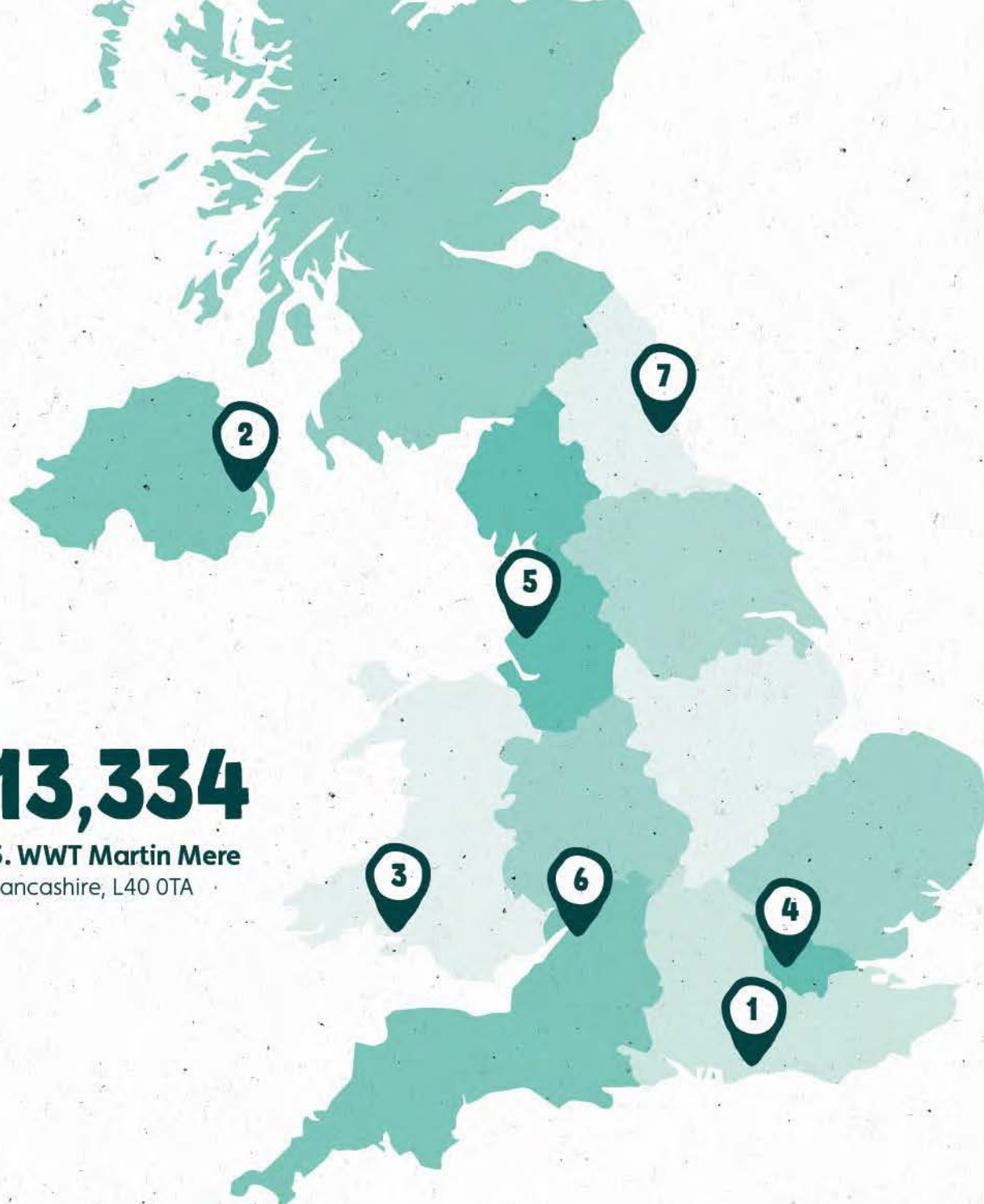
5. WWT Martin Mere
Lancashire, L40 0TA

7,962

6. WWT Slimbridge
Gloucestershire, GL2 7BT

7,433

7. WWT Washington
Tyne and Wear, NE38 8LE

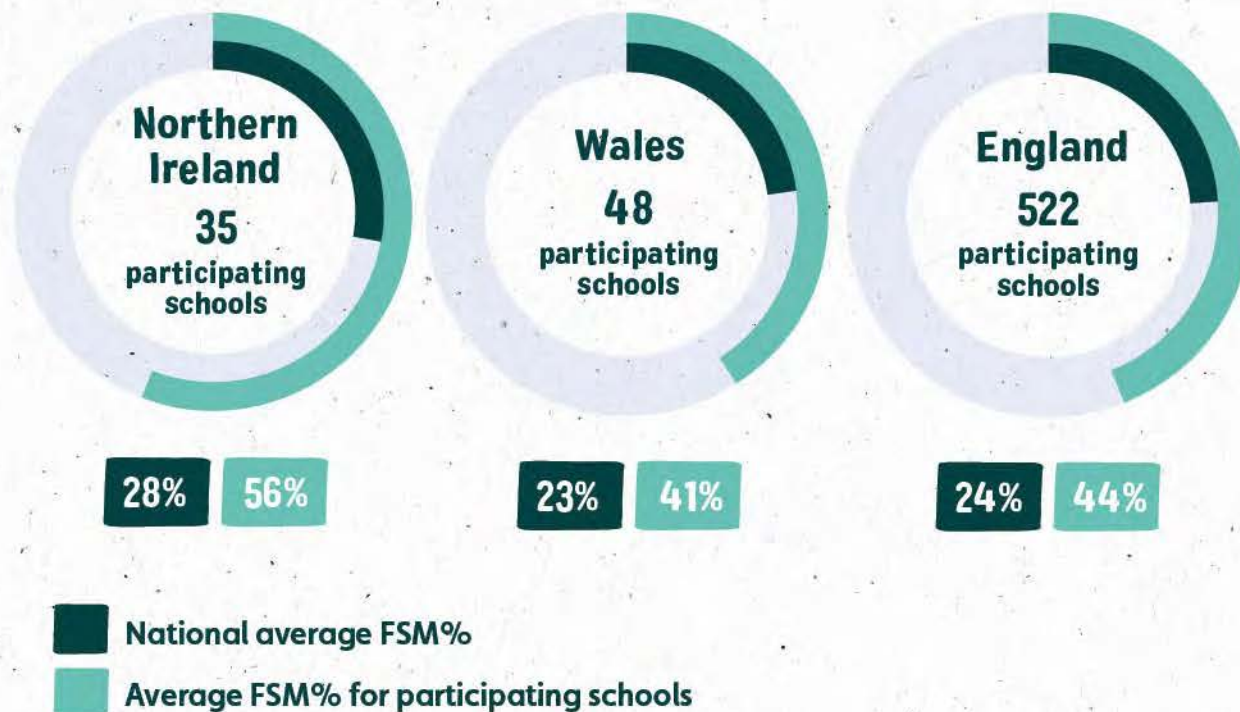


Exploring the demographics

Generation Wild is specifically targeted at schools in economically disadvantaged areas.

We use the percentage of children eligible for free school meals as the qualifying criteria. Schools are ranked according to this criteria with the top **20%** of schools in each area eligible to take part. The average percentage of pupils eligible for free school meals was **44%** in schools participating in Generation Wild. This is higher than the average of **25%** across the three nations.

We have analysed data on the relative levels of deprivation in the areas where participating schools are located. This deprivation is measured using the Indices of Multiple Deprivation (IMD). Of the **605** participating schools, **413 (68%)** were in the **30%** most deprived areas of their nation. **507 (84%)** were in the **50%** most deprived.



We have analysed other demographic factors and found that within schools taking part in our Generation Wild research:

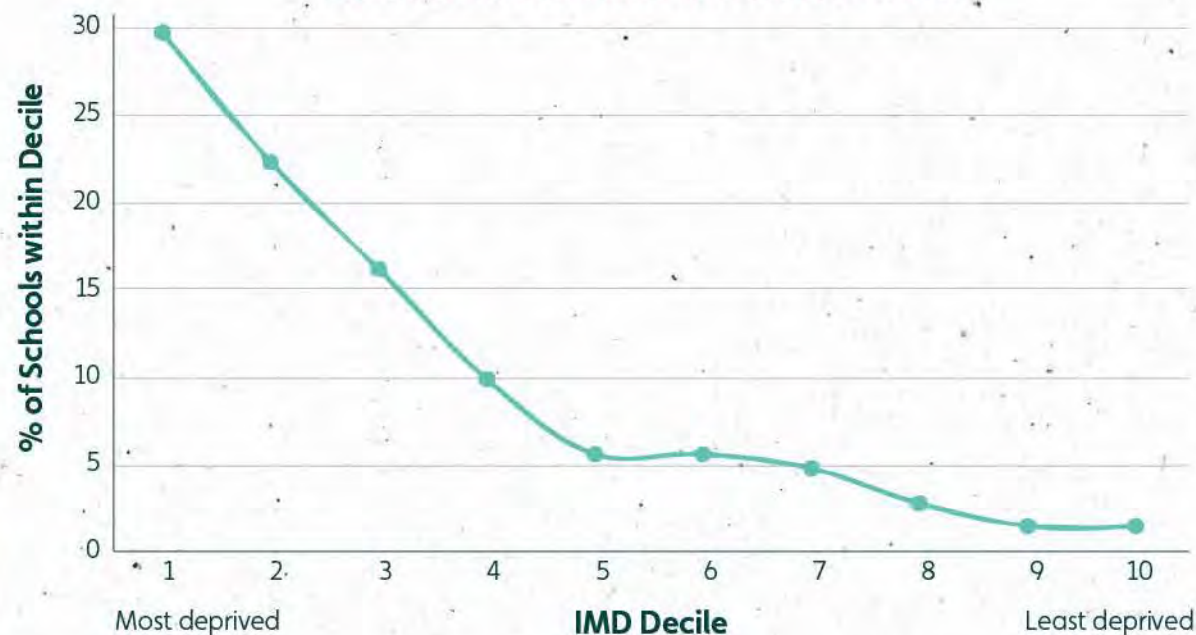
An average **44%** of pupils are from black or minority ethnic communities (global majority⁵) compared to **36%** across England.

An average **28%** of pupils have English as an additional language compared to **21%** across England.

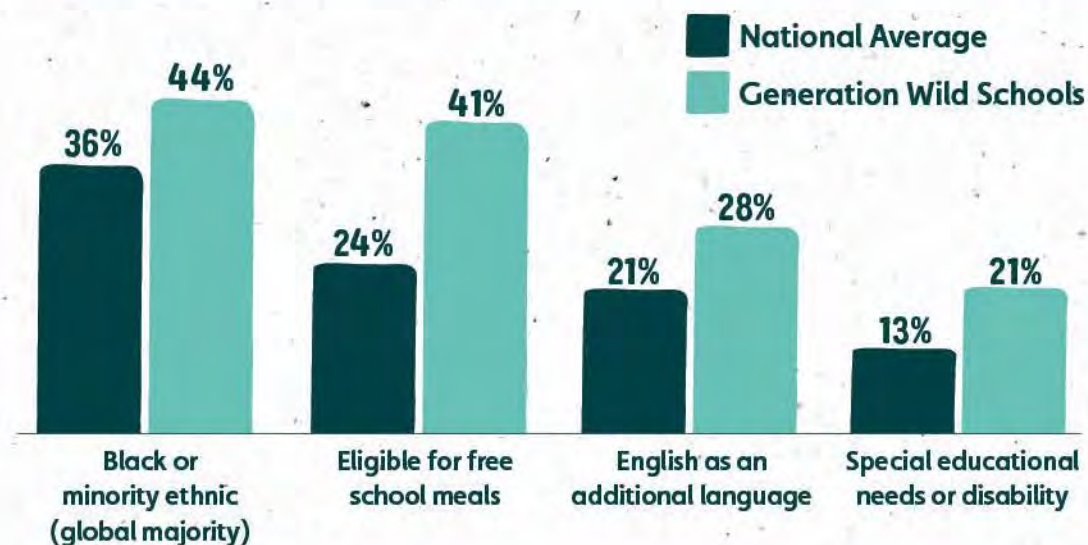
An average **21%** of pupils have special educational needs or disabilities compared to **13%** across England.



Distribution of Schools within IMD Deciles



Comparison of Generation Wild Schools Data with National Average





INSPIRING **NATURE** **CONNECTION**

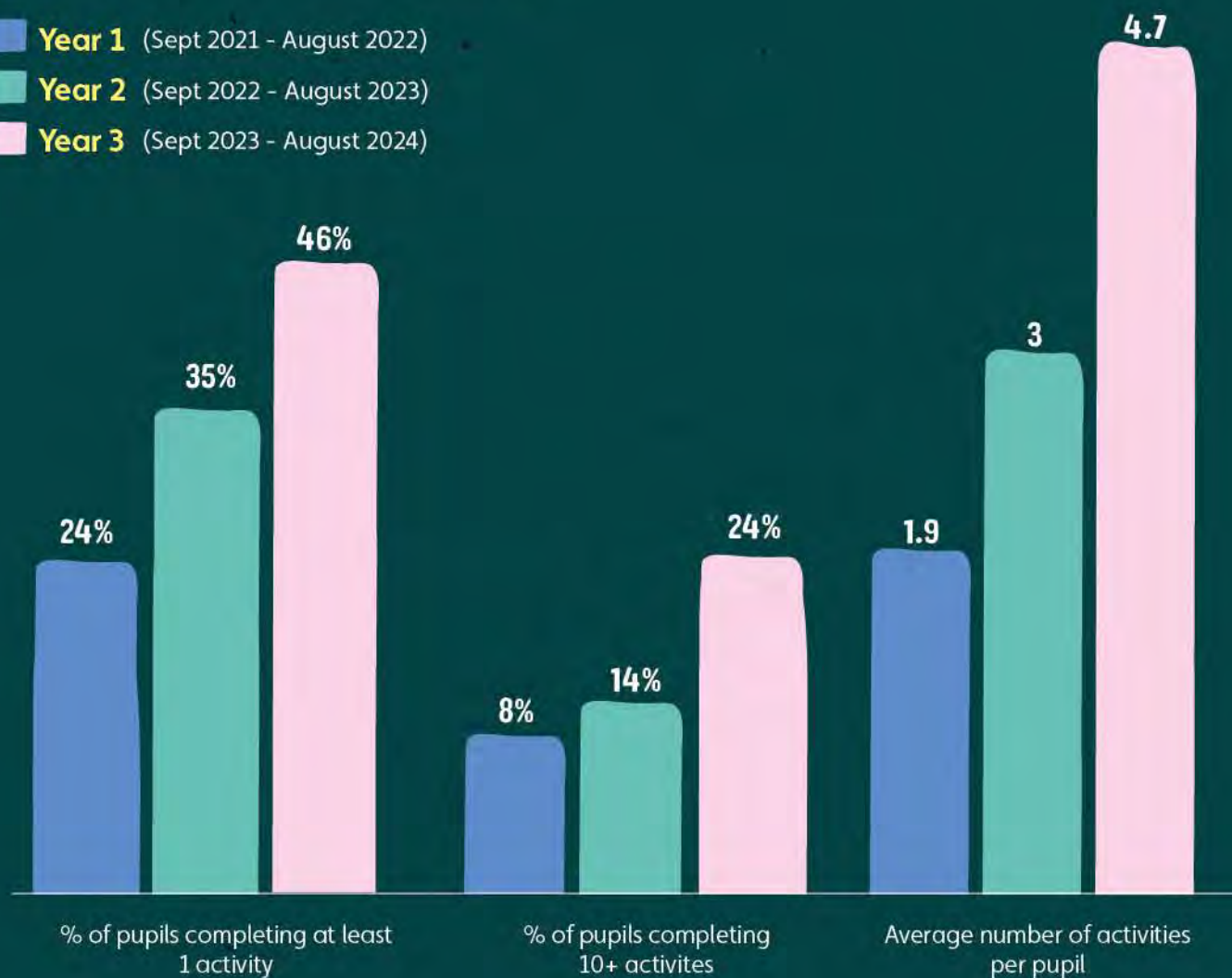
The main aim of the programme is to encourage and enable children to complete further nature connection activities in their school grounds, gardens and local nature spaces.

Generation Wild Engagement 2021-2024

Year 1 (Sept 2021 - August 2022)

Year 2 (Sept 2022 - August 2023)

Year 3 (Sept 2023 - August 2024)



150,000+

activities

completed by the children during Phase 1 of the programme.

7,000+

children

have completed 10 or more activities and become '**Guardians of the Wild**'.

We saw levels of teacher, child and family engagement rise as the programme progressed.

We feel this is a result of:

- Improvements to our promotion and communications to teachers, making clear the longer-term nature of the programme.
- Additional email support provided post-visit.
- The development of additional materials to support activities being completed in school where they are unable to be completed at home.
- Additional incentives for teacher engagement (e.g. **a competition for schools**).

We have analysed which of the activities were most popular with participating children and which they feel were most impactful in promoting care and concern for nature.⁶

Nature activities as rated by children

Most completed:

1. Make friends with a tree
2. Go cloudspotting
3. Listen to the sounds of nature
4. Roll on the grass
5. Imitate an animal

Highest recommendation scores:

1. Ava's visit (school trip to wetland centre)
2. Go for a picnic
3. Make a nest
4. Make your own binoculars
5. Make a natural picture

Highest care for nature scores:

1. Ava's visit
2. Build a home for an animal
3. Make a nest
4. Feed a bird
5. Rescue an animal



Every child that takes part in Generation Wild is given a free visit voucher entitling them and their families to a free visit to the wetland centre. During this first phase of the programme, 7,524 children with 5,848 adults have visited our centres free of charge using these vouchers.

Free return family visits

WWT Arundel: **518** Children **445** Adults

WWT Castle Espie: **808** Children **261** Adults


WWT Llanelli: **601** Children **503** Adults

WWT London: **1314** Children **894** Adults

WWT Martin Mere: **1339** Children **1209** Adults

WWT Slimbridge: **2019** Children **1700** Adults

WWT Washington: **925** Children **836** Adults

A man with curly hair, wearing a green sweater and blue jeans, is walking through tall green grass next to a pond. He is holding the hand of a young girl with long dark hair, wearing a light green sweater and blue jeans. They are both smiling and looking down at the ground. In the background, there are more green plants and a cloudy sky.

During this first phase
of the programme,

7,524 children,

5,848 adults

have visited our centres
free of charge using their
free vouchers

Creating nature connection – a case study

Holy Child Primary School, Belfast is a great case study of a school that really embraced Generation Wild, with both the school and families fully engaged. Collectively their 132 children who have taken part completed 1,504 nature activities at school, home and within their local community. 124 of these students at Holy Child have become Guardians of the Wild so far, completing 10 activities and pledging to help nature.

“

The Generation Wild Programme helped the generations in our family reconnect with each other through a love of all things nature. As a family, we've all become Guardians of the Wild and have enjoyed every minute of it.

Parent of Generation Wild participant.

“

I felt our children had a sense of achievement from completing the programme, but more importantly, they were emboldened, ready, and enthusiastic about their new role of Guardians of the Wild. I'd like to commend the programme for their work in engaging the children in real-life, impactful learning.

Mr. Austen, Principal, Holy Child Primary School



AN AWARD-WINNING PROGRAMME

Generation Wild has won three prestigious awards.

- Gold Award in the education category of the **British and Irish Association for Zoos and Aquariums Awards**.
- Best contribution towards transforming nature connection in the **Outdoor Recreation Network Awards**.
- Highly commended in the Diversity, Equity and Inclusion category of the **Green Gown Awards**.



“

An outstanding project which is of clear benefit to nature and to young people's wellbeing. Overall, very impressive in its scale and impact!

BIAZA Award judges

This innovative, inclusive nature project is a commendable initiative that allows underprivileged children to connect with nature.

Green Gown Award judges

The reach of the programme has been extensive with impact in harder to reach communities, demonstrating nature is for everyone. The formative research of this programme and resulting measured change is exemplary.

ORN Award judges

DELIVERING QUALITY

Teachers complete a survey following their visit to the wetland centre⁷ and another six weeks later⁸. Parents / carers also complete a survey following a free family visit to the wetland centre⁹.



These surveys revealed that...

99%

of teachers surveyed would recommend Generation Wild to a colleague.

96%

of parents / carers surveyed would recommend a Generation Wild family visit to families like theirs.

Quotes from teachers

“

Absolutely incredible. The kids really enjoyed it, even those who normally aren't interested in nature.

It's brilliant to see children who spend most of their lives living in the middle of a large city getting time to interact with nature.

Full of excitement and magic from start to finish. Gave the children memories that will last forever.

I've never experienced such initiative and enthusiasm from children for any topic I've completed in all of my teaching career. They were actually 'children' again. It brought them alive.

Quotes from parents / carers

“

The activities were very accessible and [my child] could do lots of them in the park.

I loved seeing the excitement on my children's faces.

When she got her login from school, she told me about it for a whole week straight!

[My child] loves telling people she is a Guardian of nature.



MAKING AN IMPACT

The programme is designed to show teachers that nature connection needn't be difficult and to give them the tools and confidence to continue to provide nature connection experiences for their pupils.

Our survey showed that **71%** of teachers now do more nature-related activities with their classes.

“

It's given me the confidence to take them outside and enjoy nature more often.

Seeing children enjoy time spent outside makes me want to give more of these opportunities to them.

Fantastic experience for the children and I now feel more confident in teaching outside of the classroom.

We asked teachers to what extent they felt that the programme had a **positive impact on pupils' mental wellbeing and care and concern for nature**:

Do you think GW has had a long-term impact on pupils' care and concern for nature?



“

This project has certainly helped our Key Stage 1 children connect with nature and weeks later, they are still caring for nature more than ever.

Children are now setting up bug hotels, rescuing bugs and even birds that flew into our classroom. They are so enthusiastic and caring since our visit to WWT.

Pupils still mention different animals with more affection than before. They are more concerned about the environment now.

Do you think GW has had a long-term impact on pupils' mental wellbeing?



“

The children were happier when experiencing nature and they were also calmer and more mindful.

It was so good seeing inner city children outside and happy and free.

After the awful couple of years of Covid, the sound of children squealing with excitement, laughter and having fun is priceless. Thank you for making a group of deprived children so happy.

CHANGING YOUNG LIVES WITH NATURE

We reviewed comments children submitted to the Generation Wild website. Our aim was to find any common themes in their responses. The themes we identified can be broadly grouped into two categories - relationship with nature and emotional, social and mental health.

Relationship with nature

- Getting dirty / wet
- Getting outside (away from screens)
- Feeling comfortable in nature
- Changing perceptions of nature
- Overcoming fear of nature
- Empathy with other creatures
- Kinship with nature
- Feeling at one with nature
- A love and care of nature
- Action for nature
- The ability to make a difference
- Noticing nature
- The wonder and beauty of nature
- Giving nature meaning
- Recognising the importance of nature

Emotional, social and mental health

- The calming / relaxing effects of nature
- Mindfulness
- A place of safety
- A sense of freedom
- A sense of fun and happiness
- Feeling special
- Feeling loved
- Feeling good about yourself
- Spending time with friends and family



“

It was cool since I have a friend that will never tell anyone my secrets. She [my tree friend] doesn't talk but she's always there in the same place. I talk to her when I'm alone.

It made me feel happy. I realised going on your iPad isn't everything - there's so much more things in life.

It felt magical, like I was all alone with nature.

I love to look at nature and see the meanings of it. Looking at the stream makes me think more about the important meanings of nature and how to keep it safe.

It made me feel serene and connected to nature, almost like the bird was sharing a secret.

It made me feel like I have a new friend [a robin] and that I'm loved.

It made me feel like I was an actual bug. I could think what the animal was thinking. I felt what they could feel. I liked being in the animal's mind.

I said, "I love you tree" and gave a kiss. I felt so sad because some people cut down trees.

I'm a different, kinder person thanks to Generation Wild.



We have used a selection of children's quotes to develop a 'must-see' animation created by Tom Sears.

See: [**generationwild.wwt.org.uk/impact**](https://generationwild.wwt.org.uk/impact)

A person is holding a large, winged doll with brown skin, curly hair, and large, golden-brown wings. The doll is wearing a light green tunic with black lacing and a yellow sash. The person holding the doll is wearing a dark blue long-sleeved shirt. In the foreground, three children in blue school uniforms are looking up at the doll. The background shows a blue sky and green trees.

CARDIFF UNIVERSITY RESEARCH STUDIES

An interdisciplinary team of staff and students at Cardiff University have conducted a series of research studies with the children and teachers taking part in Generation Wild. Research areas, methods and likely research outputs are briefly outlined below. Specific research findings will be detailed here when they have been formally published.

Research topic	Method	Talks, presentations	Written output
Teacher beliefs and experiences with disadvantaged children, nature access and outdoor learning	Interviews with teachers taking part in Generation Wild	BERA conference 2023 - prize for best presentation from Nature, Outdoor Learning and Play group	Thesis chapters 2 papers in preparation <i>(intended submission early 2025)</i>
The impact of Generation Wild on teachers' nature connection, wellbeing and outdoor teaching beliefs and practices	Survey with teachers before and after taking part in Generation Wild	BPS Psychology of Education conference 2024 BPS Cardiff conference 2024	Thesis chapters 2 papers in preparation <i>(Intended submission late 2025)</i>
The impact of Generation Wild on children's nature connection and wellbeing	Survey with almost 4000 children before and after taking part in Generation Wild	BrEPS conference 2023 - prize for best presentation University of Derby nature connection conference 2024 BrEPS conference 2024	Thesis chapters 2 papers in preparation <i>(intended submission early 2025)</i>
The impact of Generation Wild and nature connection on children's concern for nature	Behavioural tasks with children in their schools after Generation Wild participation	BPS Cardiff conference 2024	Thesis chapters 1 paper in preparation <i>(intended submission mid 2025)</i>
Assessment of children's engagement with nature within Generation Wild	Photovoice study with children during Generation Wild site visits	Poster at University of Derby nature connection conference 2024	Thesis chapters 1 paper in preparation <i>(intended submission early 2025)</i>
SEND accessibility audit	Observations of Generation Wild visits; interviews with WWT learning managers	Workshop with learning managers; BPS Cardiff conference	Resources for Slimbridge, London and Llanelli centres Paper in preparation

SHARING OUR FINDINGS

It is important that learning from the programme is shared with other organisations and with decision-makers so that the impacts of the programme can be amplified. The programme and its impacts have been widely disseminated across the environmental, education and health sectors as well as to decision-makers and the general public.

During this first phase of the programme, articles featuring Generation Wild have featured in over **80 different publications and newsletters**. This includes a feature in *The Times* newspaper and articles in the journals of the Primary Science Teaching Trust, the Association of Science Educators, the National Association of Environmental Educators, the Geographical Association and the Council for Learning Outside the Classroom. It has also featured in *Educate*, the magazine of the National Education Union and been included as a best-practice case study in the Nature Connection Handbook published by Natural England and the Nature Connectedness Research Group at the University of Derby.

The programme has been presented at over **25 conferences, meetings and events**. This has included meetings of the UK Nature Connection Network, the Council for Learning Outside the Classroom Natural Environment Sector, the UK Heads of Conservation Education Group, the Primary Science Teaching Trust, the Geographical Association and the Royal Geographical Society.



Generation Wild has featured in over 80 different publications and newsletters

Conferences have included a Vulnerable Children Conference hosted by the University of Roehampton, a Primary Science Teaching Trust Climate Symposium, a STEM Wales conference, the BIAZA National Education Conference and the Council for Learning Outside the Classroom National Conference. We have presented in partnership with Cardiff University at several academic conferences including the Geographies of Blended Learning Conference hosted by Cardiff University, the Wellbeing in Outdoor and Environmental Education Conference hosted by Exeter University, the British Environmental Psychology Conference and the British Educational Research Association Annual Conference. The latter two won best overall presentation and best presentation from the Nature, Outdoor Learning and Play special interest group respectively. A poster was displayed at the ICEP 2023 International Conference on Environmental Psychology in Aarhus, Denmark.

The programme has been featured **on TV** on 'London Live' and in several **podcasts** including the 'Get Birding' podcast with Hamza Yasin, the 'Rock and Roll Birder' podcast and the BBC's 'Science Café'.

WHAT WE'VE LEARNED

As you would expect, a great deal of learning has come from this first three-year phase of the programme. This includes:

The importance of co-production:

It is essential that programmes are co-produced with the intended audience to ensure that they meet their needs.

The challenges of working with schools:

Teachers are incredibly busy and face considerable pressures. In the first year of the programme, levels of teacher engagement were lower than we had hoped. In subsequent years, we ensured that our communications with teachers were concise and focused on the key information that needed to be communicated. This included showing how the programme can help them to meet their needs and those of their pupils. There is growing recognition within schools of the role that nature connection can play in improving child wellbeing, behaviour and attainment and this provided a great 'hook' for getting schools involved. We made the longer-term nature of the programme clear from the very start and were clear of our expectations of schools and what they would gain in return.

Using schools as a gateway to the wider community:

Schools play a very important role in their communities and are largely trusted by parents / carers. This means they can have a key role to play, acting as gateways to the wider community, helping to engage with families who may not ordinarily engage with these types of programmes.

The importance of making it relevant:

It is important to consider how to make programmes relevant for the intended audience. In this case, we ensured that the nature activities were incredibly simple, required no equipment and could be carried out in even the smallest outdoor spaces. We developed the concept of Ava the osprey because ospreys spend part of their lives in the UK and part in West Africa. This helped make her story relevant for children from a range of backgrounds. We also carefully considered how the programme could be accessed by families who weren't able to access the programme website.

The power of the arts:

Ava's story, the puppetry and the translatorphones have added an element of magic that has really engaged the children. The Ava character has been central to them developing a care and concern for nature.

Be prepared to adapt:

We initially promoted the programme for ages 5-11. From teacher feedback, it became clear that the programme was pitched a bit too low for 9-11-year-olds. As a result, we changed tack and promoted it only for ages 5-8. We have since worked with our creative partners, Stand and Stare, to develop a new on-site experience pitched specifically at the older age group and will revert to promoting it for ages 5-11 in Phase II. We also recognised that many children were unable to access and evidence the nature activities on the website. We produced activity materials that teachers could print off and send home and made it easier for the teachers to then evidence these themselves on the website.

Culture change takes time:

It has been a significant change for our learning teams to move from a knowledge-based approach to one built around the concept of nature connection. It's also fair to say that when we first mentioned puppets, the reaction was mixed! This is to be expected with any major change. However, once our learning teams could see the reaction of the children and the impact the programme was having on them, they quickly bought into the programme. Don't be afraid to take risks and try new things.

Be clear of your measures of success:

Initially we worried that fewer families were taking advantage of the free family visit vouchers than we had hoped. Having reflected on this, we decided that this wasn't essential to the success of Generation Wild. The programme had always been designed with the return family visit as an added extra and we felt it is more important that children and their families connect with nature where they live. It is here that they'll develop a long-term connection with the natural world. Therefore, we focused our efforts in years two and three on getting more children and families to engage with the nature activities post-visit.

Collect and act on feedback as the programme progresses:

The feedback we were getting from teachers and families was important to us and enabled us to continuously improve the programme as it progressed. For example, it became clear that the translatorphones weren't loud enough when there was lots of competing noise (e.g. high winds, work on site). As a result, we adjusted the technology to make these louder. Teachers also told us that they didn't have time to complete all of Ava's story back in school. Therefore, we streamlined the content, making it easier for the full story to be completed in a single session.



WHAT NEXT?

We have secured additional funding from our anonymous charitable donor that will enable us to continue the programme until at least August 2027. We will use this time to search for further funding to enable the programme to continue beyond this point. During the second phase of the programme (September 2024 to August 2027), a further 51,000 children will take part.

The new version of the onsite experience for older pupils is now ready and will be available to schools during this second phase. We hope to continue our partnership with Cardiff University, enabling us to effectively evaluate the impact of this new phase.



A HUGE THANK YOU

As we have seen, Generation Wild has made a real difference to schools, children and their families as well as creating the next generation of nature lovers. None of this would have been possible without the fantastic team of people and organisations who have worked to develop and deliver the programme. We would like to thank:

Our funders: The ScottishPower Foundation, the Moto Foundation and of course, our anonymous main charitable donor.

Our central delivery team: Mark Stead, Head of Learning; Morgan Marshall, Generation Wild Programme Manager; Tracy Books, Generation Wild Programme Administrator.

The WWT research team: Julia Newth, Ecosystem Health and Social Dimensions Manager; Jonathon Reeves, Principal Research Officer (Health and Wellbeing).

The WWT design team: Jacqui Coakham, Mhari Hackett and Kate Newman.

Everyone else at WWT HQ who has supported the delivery and promotion of the programme.

Our site-based learning teams: Our Learning Managers, Lizzy Pearce, John McCullough, Sarah Mitchell, Paul Lawston, Chris Whitehead, Sue Belej, Joanne Newbury and their learning teams.

Everyone else that has supported delivery of the programme across the seven sites.

The Programme Board: Cath Cooke, Head of Experience and Engagement; Gill Pipes, Centre Manager, Washington Wetland Centre; Scott McWilliams, Senior Finance Business Partner; Elliot Cassley, Communications Manager (Major Projects); Andrew Wilson, Grants Fundraiser

Previous WWT staff who have worked on the programme: Rob Campbell, Charlotte Levene, Matt Cooke and Liz Gaffer.

Our creative partners: Stand and Stare (standandstare.com)

Co-directors: Lucy Telling and Barney Heywood

Creative technologist: Barney Livingston

Creative producer (until 2022): Debs Hoy

Puppet Designer: Jess Jones

Puppet makers: Jess Jones, Ruby Gibbens, Bella Lyster, Lizzie Johnson

Puppet costumes and hair: Sophie Litten, Comfort's Hairbraiding

Puppet trainers: Jess Jones, Ruby Gibbens, Bella Lyster and Elliot Ditton

Puppet training videos: Pip Heywood

Nest creator: Aron Duckworth,

Metalwork: Ollie Hallet

Illustrator: Miriam Serafin

Animator: Uncle Ginger

Sound Designer: Jon Nicholls

Voice of Ava: Patricia Allison

VO artists: David Beames (Marsh Harrier), Anna Carus-Wilson (Woodlouse), Sian Cornelius (Willow Tree), Mary Eddowes (Reed Warbler), Daniel Naddafy, John McCullough and Michael Dodds (Grass Snake), Jonnie Riordan (Otter), Naomi Said (Water Vole), Keziah Wenham-Kenyon (Lapwing), Sally Vanderpump and Alice Hutcheson (Dragonfly)

Picture book voice over artist: Hamza Yassin

Script consultant: Tim Telling

Welsh Producer: Niamh O'Donnell

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Access advice: Jayne Earnscliffe.

Diversity and Inclusion advice: Jazlyn Pinckney, Ibrahim Hama, Ngai Anyia, Lamin Sanneh and of course...all of the participating teachers, children and families.

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⁵ The term 'black or minority ethnic communities' was the language used in the source data. We prefer to use the term 'global majority'

⁶ Data provided by 16,861 children that registered at least one activity on the website between 1st September 2021 and 31st August 2024.

⁷ Post-visit teacher survey: 699 responses

⁸ End of project teacher survey: 118 responses

⁹ Family visit survey = 78 responses



To find out more about Generation Wild,
please visit the programme website
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