



## Peak District National Park Year of Green Action – Example Project

This sample project offers you a number of activities that can be undertaken on their own or followed as an ongoing programme throughout the year

	Activity	Time taken	Resources
1.	Introduction to the Peak District National Park & Year of Green Action	20 – 30 mins	'Use PDNP Intro' power-point & Notes. Need PC, projector & screen
2.	Outdoor activities to explore and appreciate the outdoors	20 – 40 mins per activity	3 activities provided; you need an outdoor space
3.	Take part in a survey or play nature bingo	30 mins – 3 hours	Online links provided. Can be done in your local outdoor space
4.	Take part in a litter pick, maybe play litter bingo	30 mins – 2 hours	Can be done in your grounds, local outdoor space or elsewhere
5.	Organise a fund-raising activity, apply for a grant, or just ask for donations	?	Look at 'Funding for Communities' for links to funding
6.	Complete a practical, conservation task such as painting bird boxes or making a sculpture trail	30 mins – 3 hours	Links to resources and instructions provided. Materials required.
7.	Undertake a celebratory event to showcase your rejuvenated, outdoor space	3 – 4 hours	
8.	Organise a trip to the Peak District National Park	½ or full day	Contact the PDNP if you would like to have a guided trip
9.	Share your activities with @peakdistrict		

You might like to consider completing a [John Muir Award](#) whilst undertaking your environmental action. The Award is completely free to undertake and will support you in your project.

**You will need to carefully plan, risk assess and supervise all activities.**

1. Introduce the Peak District National Park and the Year of Green Action

2. Discover your outdoor environment with some or all of the following activities:

Special Spot (Outside in a natural space)

Make sure all phones are turned off.

Take time out to sit on your own, in silence, within a defined area. Listen to the sounds that you can hear, focus on those nearby and those far away. What can you see? Look up, down and all around. Can you feel anything? Be sure to empty your minds of all other thoughts. Sit for at least 3 minutes.

When everyone returns, ask them to describe in one word how they feel / felt.

You can then talk a little about how being outside and immersed in nature is natural to us; it makes us feel at one and relaxed. It is in our ancestry. The hustle & bustle of everyday life can get a bit much. Sometimes it is good to get back to basics and to nature.

Resources –none

Time – at least 3 minutes to sit in silence and another 5 to 10 minutes to discuss afterwards

Early Explorers (Outside)

Ask the YP to find something that can move on its own and something that can't, both natural. (Specimen jars are useful for this). Imagine that you are the first people ever to have seen these things before. Describe them, give them a name. What do you think they do best?

Resources—specimen jars

Time - 10 minutes for the YP to discover their specimens and another 10 minutes to look at them all

Make your own National Park (Outside)

This works well once the YP have an idea of the sort of things found in the NP such as crags, moorland, wildlife etc...

Ask the YP to make their own mini NP. What do they want to put in it, to protect (conserve)? What do they want to keep out of it? Will it have a barrier? (You can give them a small length of string to make the boundary). Will they promote opportunities for people to enjoy it?

Take a walk around to see everyone's park. This works quite well when done in pairs.

Resources – possibly lengths of string for each group

Time – 20 to 30 minutes to make the Parks, another 20 minutes to look around them all

3. Take part in a survey, either in your own grounds, open spaces nearby, or come into the National Park:

- [Opal Survey](#)
- [Moors For the Future survey](#)
- [Bird Track](#)
- [Citizen Science](#)

You will need to visit the web page beforehand and decide where and when you can do the survey. If it is not in your usual area, you will need to think about access, risk assessments and transport, amongst other things. You may need parental consent if the activity is different to those you usually offer.

Spend time recording and comparing results. If possible, send your results into the relevant organisation.

You could play [nature bingo](#)

4. Have a [litter-pick](#) to tidy up your chosen space. You could make this into a competition or list all of the different types of litter you have found. Maybe you could look at reusing the litter.

You could register for [#GBSpringClean](#) 22<sup>nd</sup> March – 23<sup>rd</sup> April:

This could be linked in with National Parks Week, 6 – 21<sup>st</sup> April

5. Organise a fund raising event. This might be a bag-pack in a local store, a car-wash for the parents and guardians or simply asking for donations.

6. Complete your practical conservation task.

Buy some resources to enhance your chosen space. You could buy bird feeders and food or bird boxes: Maybe [build your own](#), or buy them ready-made and [paint them](#) to add a personal touch:

Or make [recycled bird feeders](#) out of plastic bottles.

You could get crafty and get the young people to create their own [sculpture trail](#).

7. Plan an event to enjoy your chosen space. This could be a picnic, football tournament, BBQ or another survey / exploratory day inviting families and friends. Maybe have your own Birdwatch Day.

8. Maybe have a celebratory visit to the Peak District National Park. Please contact me if you would like support in planning a trip or look at the [educational trips](#) we offer.

9. Share your activities with @peakdistrict

**You will need to carefully plan, risk assess and supervise all activities.**

Primary Curriculum Links to Activities

<b>Subject</b>	<b>Activity</b>	<b>Examples of where activities fit with the Primary curriculum</b>
<b>English</b>	Early Explorers	<ul style="list-style-type: none"> <li>• Learning and using new words</li> </ul>
<b>Maths</b>	Building bird boxes	<ul style="list-style-type: none"> <li>• Units of measurement, 2D &amp; 3D shapes</li> </ul>
	Surveys	<ul style="list-style-type: none"> <li>• Gathering, recording, classifying and presenting data in a variety of ways</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>
	Building bird boxes	<ul style="list-style-type: none"> <li>• Use new equipment</li> </ul>
	Exploring your wild space	<ul style="list-style-type: none"> <li>• Observe and describe weather associated with the seasons and how day length varies</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>
<b>Design &amp; Technology</b>	Building bird boxes	<ul style="list-style-type: none"> <li>• Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>• Select and use a range of tools</li> <li>• Select and use a range of materials</li> </ul>
<b>Art &amp; Design</b>	Make your own National Park	<ul style="list-style-type: none"> <li>• Use a range of different materials</li> </ul>
<b>Geography</b>	Exploring your wild space	<ul style="list-style-type: none"> <li>• Name geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>