

## Peak and Parks Young Ranger Programme Skill Levels

Programme Areas	Activities	Level 1	Level 2	Level 3
<b>Access, recreation &amp; tourism</b>	Navigation (JMA-E)	<ul style="list-style-type: none"> <li>• Understand 6 figure grid references</li> <li>• Be able to follow rights of way on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to take and follow a compass bearing</li> <li>• Know of the CRoW Act 2000</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the MTE Hill Skills Award</li> </ul>
	Hill Safety (JMA-E)	<ul style="list-style-type: none"> <li>• Know what to take with you for a walk in the countryside</li> <li>• Be able to give a 6 figure grid reference</li> </ul>	<ul style="list-style-type: none"> <li>• Know what to take with you when leading others in the countryside</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the MTE Hill Skills Award</li> </ul>
	First Aid	<ul style="list-style-type: none"> <li>• Know how to call Emergency Services</li> <li>• Know DRCABCD</li> <li>• Know how to put someone in the recovery position</li> </ul>	<ul style="list-style-type: none"> <li>• Know how to recognise serious injuries</li> <li>• Know how to control serious bleeding</li> <li>• Recognise the signs of cardiac arrest / heart attack</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a first aid certificate</li> </ul>
	Events (JMA-S)	<ul style="list-style-type: none"> <li>• Attend an event, eg; Young Ranger residential, Europarc event, Big Shake Out etc..</li> </ul>	<ul style="list-style-type: none"> <li>• Help out at an event</li> </ul>	<ul style="list-style-type: none"> <li>• Be involved in the planning of an event</li> <li>• Help lead an activity</li> </ul>
	Working with others (JMA-S)	<ul style="list-style-type: none"> <li>• Work well with other members of the group; always being polite and helpful</li> <li>• Be reliable</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the requirements of different users</li> <li>• Explain why there might be conflicts between different users</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what different users want from your area &amp; why there might be conflicts</li> <li>• Engage with a particular user group (survey / event / presence)</li> </ul>
<b>Landscape &amp; geology</b>	Geology & landscape (JMA-E)	<ul style="list-style-type: none"> <li>• Experience the basic geology / landscape history / land use of your area</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify 3 factors that have shaped the landscape (at least 1 physical &amp; 1 human)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to inform others on the geology &amp; landscape of your area</li> <li>• Make a resource to show the geology and human factors on a landscape of your choice</li> </ul>

	Landscape & management (JMA-C)	<ul style="list-style-type: none"> <li>• Be aware of the practical tasks required to manage the landscape</li> <li>• Take part in at least one practical task</li> <li>• Be aware of different organisations that manage resources in and around your area</li> <li>• Take part in a traditional land management practice</li> </ul>	<ul style="list-style-type: none"> <li>• Identify 3 ways in which the landscape is managed</li> <li>• Know which tools are appropriate for different tasks</li> <li>• Take part in another, different practical task</li> <li>• Be aware of the importance of traditional land management practices</li> </ul>	<ul style="list-style-type: none"> <li>• Have taken part in at least 4 different tasks</li> <li>• Help set up a practical task, giving guidance to others</li> <li>• Be able to help supervise the use of tools</li> </ul>
	Maintenance (JMA-C)	<ul style="list-style-type: none"> <li>• Be able to use tools safely</li> <li>• Take part in at least one maintenance task</li> </ul>	<ul style="list-style-type: none"> <li>• Know which tools are required for different tasks</li> <li>• Take part in another, different maintenance task</li> <li>• Understand the need for a risk assessment how to perform one</li> <li>• Understand the term 'dynamic risk assessment'</li> </ul>	<ul style="list-style-type: none"> <li>• Have been involved in at least 4 different tasks</li> <li>• Help set up and lead a practical task and give guidance to others / including a tool talk</li> <li>• Be able to help supervise the use of tools</li> <li>• Undertake a risk assessment for a practical task</li> </ul>
Ecology, habitat & biodiversity	Ecology (JMA-E)	<ul style="list-style-type: none"> <li>• Use charts to identify 3 key plant species and 3 key animal species found in your area</li> <li>• Take part in an activity looking at a species particular to your area, eg; mammals, bats, wildflowers</li> </ul>	<ul style="list-style-type: none"> <li>• Know where to look to find more information out about flora &amp; fauna</li> <li>• Take part in another activity looking at a different species particular to your area</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to inform others on the flora and fauna in your area</li> <li>• Have undertaken at least 4 different activities looking at species both in your area and further afield</li> </ul>
	Habitat (JMA-E)	<ul style="list-style-type: none"> <li>• Understand the different habitats found in your area</li> </ul>	<ul style="list-style-type: none"> <li>• Identify at least one other organisation that works to protect flora and / or fauna</li> <li>• Identify species in a variety of habitats</li> </ul>	<ul style="list-style-type: none"> <li>• Identify species in a variety of habitats</li> <li>• Understand the relationships between species and their habitat characteristics including landscape, weather etc..</li> </ul>

	Biodiversity & bio-security (JMA-C) (JMA-S)	<ul style="list-style-type: none"> <li>• Take part in a survey to study the variety of flora and / or fauna found in your area</li> <li>• Identify at least one other organisation that works to protect flora and / or fauna</li> </ul>	<ul style="list-style-type: none"> <li>• Independently undertake a survey</li> <li>• Be able to record information accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out an survey independently and use your results to help a bigger cause, eg; Garden Bird Watch or Citizen Science project</li> <li>• Understand the work of at least one other organisation that seeks to protect wildlife</li> </ul>
	Legislation (JMA-C)	<ul style="list-style-type: none"> <li>• Be aware of the Country Code</li> <li>• Know of a designation for protecting the landscape (other than NP)</li> </ul> <a href="http://incc.defra.gov.uk/page-1527">http://incc.defra.gov.uk/page-1527</a>	<ul style="list-style-type: none"> <li>• Know about the Wildlife and Countryside Act 1981</li> <li>• Know of 2 or more protected area designations in or near your area</li> </ul>	<ul style="list-style-type: none"> <li>• Know about wildlife crimes and how to report them to</li> <li>• Understand the importance of at least 2 other protected area designations</li> </ul>
<b>Cultural heritage</b>	Historic buildings, sites and monuments (JMA-E) (JMA-C)	<ul style="list-style-type: none"> <li>• Visit a cultural heritage asset or explore an event which took place (eg mass trespass)</li> <li>• Know how to find out information about heritage</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in archaeological monitoring, surveying or excavating activity</li> <li>• Understand the importance of creating &amp; maintaining records of historical features</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct a condition survey of a heritage asset, identifying risks and threats</li> <li>• Produce an action plan for managing the threats and risks</li> </ul>
<b>Environmental sustainability</b>	Resources, climate change and pressures on the environment (JMA-C) (JMA-S)	<ul style="list-style-type: none"> <li>• Be aware of the importance of your area with regards to resources, not just for those within your area</li> <li>• Give 1 reason for the importance of national parks/green spaces</li> <li>• Be aware of the pressures on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware of conflicts within conservation</li> <li>• Give multiple reasons for the importance of green spaces / national parks</li> <li>• Share relevant stories from the media (eg; climate change)</li> </ul>	<ul style="list-style-type: none"> <li>• Inform others about the importance of your area for the future in terms of climate change, resources and habitats and how they are threatened by many different pressures</li> <li>• Make your voice heard about how you are standing up for you area</li> </ul>
	Sustainability (JMA-C)	<ul style="list-style-type: none"> <li>• Undertake activities to help sustain your protected area for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of your activities as a young ranger for the future</li> </ul>	<ul style="list-style-type: none"> <li>• Take action to reduce the environmental impact of your activities</li> <li>• Share a positive message about your actions and their impact</li> </ul>

<b>Communities, stakeholders &amp; partnerships</b>	Local communities (JMA-C) (JMA-S)	<ul style="list-style-type: none"> <li>Identify one issue from your local community linked to the environment / outdoors / conservation</li> </ul>	<ul style="list-style-type: none"> <li>Share your community's issues with others</li> </ul>	<ul style="list-style-type: none"> <li>Take action to do something positive in your local community related to the environment / outdoors / conservation</li> </ul>
	Stakeholders (JMA-C) (JMA-S)	<ul style="list-style-type: none"> <li>Be aware of the term stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>Understand that stakeholders may have different views</li> </ul>	<ul style="list-style-type: none"> <li>Understand how a task you have undertaken links to a particular stakeholder</li> </ul>
	Partnerships (JMA-E)	<ul style="list-style-type: none"> <li>Be aware of different organisations that work together in your area</li> </ul>	<ul style="list-style-type: none"> <li>Engage with one of your partners through volunteering, attending an event etc...</li> </ul>	<ul style="list-style-type: none"> <li>Independently undertake an activity with one of your partners, eg; PPCV</li> </ul>