



Peak District National Park Year of Green Action – Ideas for Schools & Youth Groups to Enhance and Enjoy Your Wild Space

Discover, Explore and Connect to Activities - You will need to carefully plan, risk assess and supervise all activities.

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

Find something to protect (Outside)

One of the 2 aims of the Peak District National Park is to 'conserve and enhance the natural beauty, wildlife and cultural heritage of the Peak District'

Ask the YP to have a look around you to find something that needs protecting. Think about why you want to protect it and what it needs to be protected from.

Take a walk around everyone's and ask them to tell the others about it.

Resources –none

Time– 5–10 minutes to find something and think about why it needs to be protected. Another 10 to 15 minutes to look around them all

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

Discover (Outside, somewhere open ideally)

Ask the YP to sit or stand in a rough circle, all facing a different direction. They need to find something that they can see, either near or far, that they can either tell people about or think of a question that they want to ask, to find out more.

This works best in an area with lots of different things to see, maybe somewhere with open views. Also it is helpful if you know a bit about the area that people are looking at, so you can answer the questions.

Resources—none

Time – 5 to 10 minutes to sit and look. Another 10—20 minutes to talk about everything, depending on how much you know.

Bird Count (Outside, in an area with trees)

If you're in a wood you can develop the Special Spot activity and ask the YP to listen for different bird songs, both near and far. How many different songs can they hear?

They don't have to be able to identify the birds, just count the different songs.

You could also develop the activity by looking for different birds and using ID cards or books to identify them.

Resources - bird ID cards or books

Time - as long as you like

Micro-explore (Outside, could be just a flower bed or any wild area)

Give the YP a specific place to look. It needs to be a small area, maybe just a plant and a patch of earth. They can work individually or in pairs. Each having a different place to work. Look & listen. How many living things can they find?

Resources - none

Time - at least 10 minutes to really look into their space. If you want to share then add another 10 - 20 minutes.

Lead the way (Outside) (Explore without a map)

Each YP takes it in turns to lead the way. This can be done in 2 ways. (1) In silence so everyone gets a chance to listen to the natural sounds. (2) The leader can talk about the things they are passing, making up stories about objects they pass. Or, the YP can choose if how they want to lead.

Whilst leading, they can go wherever they want. They don't have to follow a path or track. Ensure you are comfortable with the area that they will be doing this in. When they are ready they stop and go to the back of the line allowing the next person to lead. Or you can decide when this happens.

You can add this task - each leader has to find something natural, that they think is special, on their lead. They can then tell everyone why they liked it, if they want to, at the end.

Resources - none

Time - as long as you like.

Trees Talk (Outside)

Ask the YP to pick a tree that they like the look of, in a small group. Decide who is going to do which of the following:

- Feel it
- Go around it
- Lie down with your head at its base and look up
- Micro-explore it

All YP are to think of one word that describes the tree from their point of view.

Then, as a group, think about what this tree has seen over the 100 or so years that it has been here. What could it tell you?

Make a story, poem or song about the tree using the words you chose earlier. Share with the other groups.

Resources - none

Time - 15 minutes for the YP to discover their trees and another 15 minutes to look at them all, listening to the stories.

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

Musical Symphony (Outdoors)

Ask the YP to make instruments or find a way of making a noise with wild, natural objects only. Play a tune with your group.

Go round the different groups to listen to their musical masterpieces.

Resources - none

Time - 20 - 30 minutes for the YP to find their instruments and to create their music.

Maybe try out Persil's [Wild Explorer App](#)



Or perhaps [50 things to do before you're 11 ¾](#) with the National Trust



Why not take inspiration from [John Muir](#) or specifically in [National Parks](#)

Primary Curriculum Links to Discover and Explore Activities

Subject	Activity	Examples of where activities fit with the Primary curriculum
English	Trees Talk	<ul style="list-style-type: none"> • Writing poems, listening to different types of writing
	Early Explorers	<ul style="list-style-type: none"> • Learning and using new words
Maths	Building bird boxes	<ul style="list-style-type: none"> • Units of measurement, 2D & 3D shapes
Science	Micro-explore	<ul style="list-style-type: none"> • Understanding nature • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Identify and name a variety of plants and animals in their habitats, including microhabitats
	Surveys	<ul style="list-style-type: none"> • Gathering, recording, classifying and presenting data in a variety of ways • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
	Building bird boxes	<ul style="list-style-type: none"> • Use new equipment
	Exploring your wild space	<ul style="list-style-type: none"> • Observe and describe weather associated with the seasons and how day length varies • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
	Musical Symphony	<ul style="list-style-type: none"> • Sounds
Design & Technology	Building bird boxes	<ul style="list-style-type: none"> • 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 • Select and use a range of tools • Select and use a range of materials
Art & Design	Make your own National Park	<ul style="list-style-type: none"> • Use a range of different materials
Geography	Exploring your wild space	<ul style="list-style-type: none"> • 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
Music	Musical Symphony	<ul style="list-style-type: none"> • Improvise and compose music

