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# Final Report for Green Pathways

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# Project Overview: Aims and Objectives

Since June 2008 Froglife's **Green Pathways Scheme** has been funded by BBC Children in Need. The scheme works to offer 'vulnerable' and 'disadvantaged' young people between the ages of 10-17 the opportunity to participate in innovative conservation projects and explore their full potential as young conservationists.

Focusing on the benefits of positive outdoor education, a concept that noticeably engages those who would usually rebel against formal education techniques, the scheme has been successful in delivering informal conservation tuition through targeted 'on the job' training and physical engagement with their surroundings.



Toad on the allotment

"Young people must be offered *challenges* that reflect their *needs* in an environment of *support* in which they can *reflect* on their experiences and are given *authentic opportunities* to make decisions and effect change."

(Kahn *et al.*, 2009)

## SPECIFIC AIMS

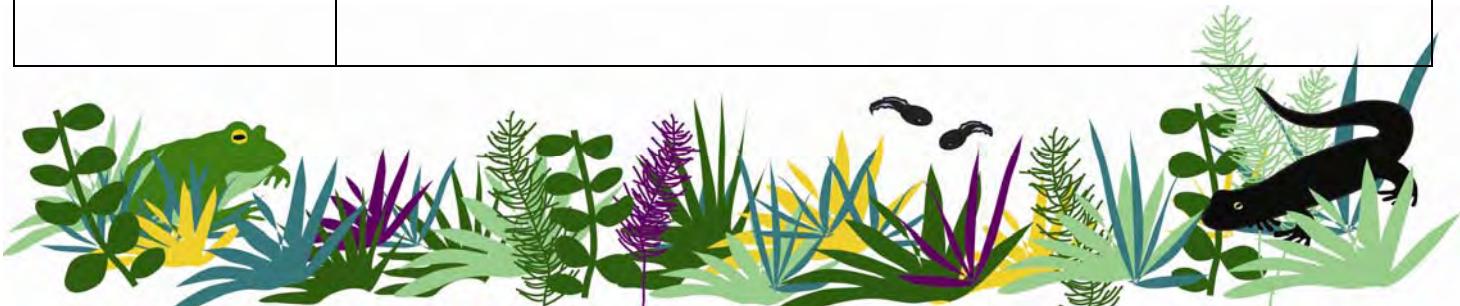
- To engage with vulnerable young people aged 10-17 referred through the Youth Offending Service (YOS) and other agencies
- To encourage a cyclical peer modelling system throughout the scheme
- To improve young people's future choices through innovative conservation projects



# SUMMARY OF TARGETS AND ACHIEVEMENTS

(In accordance with BBC Children in Need Monitoring Form)

Target	Achievements from June 2008–June 2011
<b>Receive 4 referrals from each agency per year (YOS, ASB Team, Pupil Referral Unit and Schools – from each involved)</b>	<p>The scheme has been continually successful in obtaining referrals from agencies, with maximum referral numbers reaching 28 young people per agency per group. The number of working partnerships totalised 39 different organisations. The majority of referrals have been through schools, however demand for activities during school holidays and after school groups increased throughout the three years allowing greater contact with a wider variety of referring agencies.</p>
<b>Run 4-5 sessions per week with 8-10 young people regularly attending</b>	<p>In years one and two the scheme coordinated six weekly sessions rising to seven sessions in year three. Each session had a mixture of referrals with both Monday and Thursday after-school groups becoming a great success. Although numbers in these sessions decreased from the 15 young people regularly attending at the end of year two, they did not fall below five young people. The reason for the decrease during the winter period of year three was due to access problems resulting from the sessions being moved indoors.</p> <p>Over the course of the scheme there was a preference from some schools for smaller group sizes as this enabled greater support for more 'challenging' young people. This meant that on average, group size did not always hit the 8-10 young people target. However work carried out with smaller groups benefited those young people whom attended greatly. Running seven sessions off set the smaller group size, as it enabled more intensive work to be carried out without jeopardising the number of young people that the scheme worked with.</p>
<b>Offer a minimum of 20 conservation activities</b>	<p>The activities and outcomes of sessions exceeded expectations across all three years, with over 30 activities per year to suit a range of learning styles and National Curriculum needs. A learner-centred approach was adopted within the delivery of sessions, making the needs of individuals the focus point for building upon and developing programs.</p> <p>Conservation activities carried out during the scheme contributed greatly towards Froglife's Education Pack and Curriculum development. Young people contributed by constructing worksheets, writing instructions for activities and taking photos for visual aids. In year three we also added a Code of Conduct which several groups created and signed. This enabled the young people involved to gain a sense of ownership over their own behaviour and helped them to realise the reasoning behind rules and regulations.</p>



<b>Hold 6 sessions per year that are planned and led by the young people</b>	Leadership roles were taken on within groups resulting in six Super Saturdays and 12 Super Event days. In particular Monday and Thursday evening groups, where some young people attended for the duration of the scheme, can clearly be reported to have planned and led six sessions in year three. The two groups worked in conjunction creating and developing an exhibit for The British Science Association's, National Science and Engineering Week. They came up with ideas, created items for the exhibit, organised other groups by creating a work program, did all the final preparation for the display and volunteered their time at the exhibit. Green Pathways received 'Highly Commended' for the Outstanding Achievement Award.
<b>Empower young people to develop into Young Leaders through the Youth Achievement Award</b>	Over the duration of the scheme it was recognised that time limitations, considering the outdoor nature of the project, made the Youth Achievement Award an infeasible option. Despite this one young person did complete their Silver Youth Achievement Award – a great recognition of their effort. Instead every young person was encouraged to take ownership and leadership of the scheme as it evolved. Towards the end of year two the Duke of Edinburgh Award Scheme was looked into as a viable alternative. This proved more successful with four young people completing their Bronze Duke of Edinburgh Award. It was felt that the Duke of Edinburgh Award Scheme was a more time efficient way for Green Pathways to empower young people to develop into Young Leaders.
<b>Run at least 8 Conservation-specific training sessions per year</b>	Conservation specific training was carried out effectively throughout the scheme. This culminated in year three with every session being focused on the core element of conservation specific training. 'Super Saturday's', project site visits, Summer and Easter activities and celebration sessions as recognition of the young people's achievements, all aided conservation training development. The young people were constantly monitored and sessions evaluated for their effectiveness.
<b>Invite professionals from the field to get involved in sessions and interact with the young people about their experiences</b>	Site visits from Froglife staff and visits to local green spaces and learning facilities, where representatives were present to provide a talk and information, ensured that effective contact with professionals was at hand throughout the scheme. At times, young people used the opportunities to be signposted onto educational/employment based pathways. The scheme was also visited by Julia Bradbury from Countryfile and Mike Dilger - ecologist and natural history presenter from BBC 1's The One Show. BBC Look East also visited the project in year one.
<b>Complete two challenges of the Youth Achievement Awards per year (for those who choose to pursue them)</b>	As already stated it was felt that the Youth Achievement Award was not a viable option due to the amount of admin time that is needed to compile the award. Duke of Edinburgh Award Scheme produced greater success rates with four young people receiving Bronze Award. Please look at "Recommendations" for more information.



# Highlights of the Scheme

## STATISTICS

During year one (June 2008 – August 2009) the scheme worked with 907 young people and volunteers. This number increased to 1097 in year two (September 2009 – August 2010), making the total number of people worked with 2004 in the first two years of the scheme. Year three ran from September 2010 – April 2011 (7 months), in this shortened period Green Pathways worked with 651 young people and volunteers. This takes the total number of people worked with to 2655, 85% of those being 'disadvantaged' and approximately 8% coming from a variety of ethnic backgrounds. All referral agencies and schools report increased confidence levels, self esteem and willingness to learn in young people whom attended the scheme:



Making a wormery at the allotment

"The enthusiasm and commitment displayed by our children to the projects they have been involved in is a testament to the hard work and dedication of you and your team. We have witnessed an increase in the children's determination, concentration and respect for each other and the natural world," Staff at St Georges KS2 Centre.



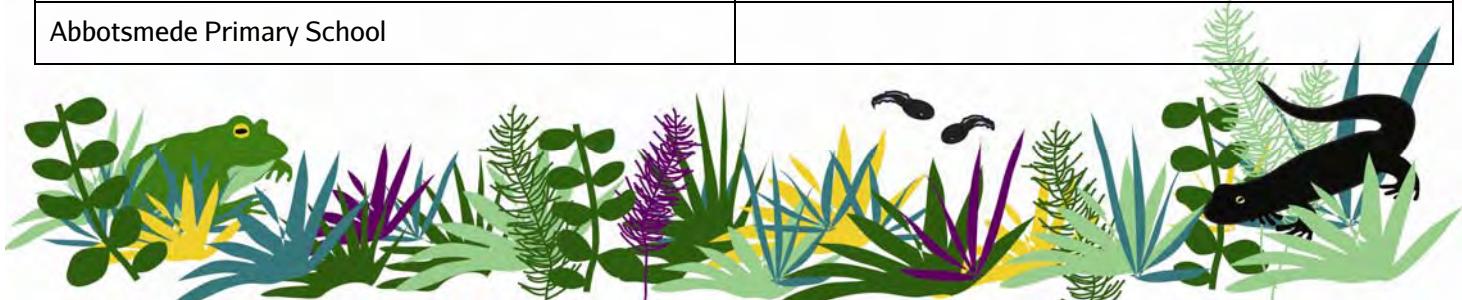
Group playing Zoo am I?



## REFERRAL AGENCIES

The scheme has been received positively by schools and local referring agencies. This is highlighted by the increased numbers of referred young people and referral sources over the three years.

All Referral Agencies (2008-2011)	
Sacred Heart RC Primary School	Thomas Deacon Academy
St Thomas More RC Primary School	Orton Longueville Secondary School
St George's Centre (Pupil Referral Unit) aka Riverside Pupil Referral Unit	Peterborough Libraries – involving more individual libraries
The Voyager School	Gleed Boys' Secondary School
YMCA Transitions Project	Drinksense
Cross Keys Homes	Young Carers
Social Workers	Ormiston Bushfield Academy (independent referral)
Neighbourhood Engagement Officers	Parnwell Primary School
Peterborough Youth Offending Service (YOS)	YMCA youth inclusion project (YIP)
Marshfields School; community special school	Peterborough Education and Employment Team
Duke of Edinburgh Leaders	YMCA Intensive Intervention Project (IIP)
Peterborough City Council's Targeted Activities Project (TAP)	Mansfield Skills Centre (part of City of Peterborough College)
Peterborough Libraries (Vivacity)	Peterborough Anti- social behaviour team
Nene Gate School: for children with social, behavioural and emotional difficulties	Park House School: for children with special educational needs
Bushfield Community College	Ormiston Children's Centre
Crofts Corner Play Centre	Paston Play Centre
Ken Stimpson Secondary School (independent referral)	Spinneyfields Play Centre
Oakdale primary school	1 <sup>st</sup> Yaxley Brownies
Farcet Brownies	Phoenix School
Abbotsmeade Primary School	



## DONATIONS AND SUPPORT

There has also been astounding support from a number of agencies that have not referred young people to the scheme but have instead donated funding, equipment and/or facilities that have been invaluable to the project. These relationships have enabled partnership work to be carried out that has ensured events could take place and access to Green Pathways could continue despite problems such as bad weather. The provision of indoor facilities allowed young people valuable time to spend planning and creating items for use in Spring/Summer and time to prepare for National Science and Engineering Week.

Partnership Agencies	
MEARS Training Academy	Perkins Learning Centre
Peterborough City Council	Opportunity Peterborough
St John the Baptists Church	Wesleyan Road Allotments and its representatives
Vivacity Libraries	Abbey Charitable Trust
Dulverton Trust	John Spedan Lewis Foundation
Wakeham Trust	O2 It's your Community
Tudor Trust	



# Highlights for year three

## BIODIVERSITY BLITZ (2 GROUPS)

This project was carried out by both after school groups. The aim was for the groups to experience and take part in a variety of conservation tasks that enabled a greater understanding of the biodiversity found in green spaces.



Pond dipping at the allotment



Making a wormery

Tasks included: worm charming and creating a wormery, pond dipping, camouflage sessions, boathouses for water boatmen, creating mini beast hotels, mollusc mansions and releasing any captured animals back into their natural habitat.

The project enabled opportunities for participants to work as one large group, smaller groups or as one-to-ones with the Green Pathways Project Officer. This allowed each young person to feel confident in their environment thus enabling opportunity for learning and development.



Signing their Code of Conduct



## REPTILE RUMMAGE – MOSAIC (3 GROUPS)

The aim of the project was to improve young people's wildlife identification and knowledge through the creation of a wildlife mosaic. Recycling was also promoted through the reuse of tiles. The groups were given FSC guides and books to look through. They worked together to come up with a final design and then transferred their ideas onto a board. Then they worked together to put each tile in the correct place. Each young person had a chance to break the tiles and therefore had to pay attention to health and safety instructions before the session progressed, thus developing listening skills.



Making a mosaic



Breaking tiles for the mosaic

Voyager Secondary School and Parnwell Primary School started the task working together as one group, however, there was some concern over the behaviour of the Voyager students. It became apparent that there was some evidence of bullying, towards each other and the younger participants. The Voyager School's teacher decided to retract her students from the sessions. There was hope that sessions would commence again after Christmas however an unforeseeable cut in the schools budget meant that they would no longer be able to send support staff to the session. This meant that regrettably, the school had to discontinue working in partnership with Froglife. The school was sent letters to inform any interested young people about the after school groups but none attended.

The disruption coupled with a number of cancelled sessions (the school closed during the bad weather) meant that unfortunately Parnwell did not complete their wildlife mosaic. They were given the option of completing the task after Christmas however the school decided it would be more beneficial to start a fresh project in the Easter term.



TDA with their finished mosaic

Both Thomas Deacon Academy and St Georges PRU finished the task in time for Christmas break. Both groups had celebration sessions to acknowledge their hard work and achievements.



## REPTILE RUMMAGE – SNAKE BOTTLE TRAIL (3 GROUPS)

This project aimed to improve and develop young people's wildlife identification skills and knowledge through the creation of a snake bottle trail.



Group with their snake bottle trail



Group with their snakes

Sacred Heart worked individually to create single snake bottles. It was felt this would be more achievable as there had been some delay in the group starting back after summer due to time-table problems at the school. The group did really well and completed their task. They enjoyed the sessions immensely and although one young person had been ear marked as "very difficult" his attention span and focus was outstanding in sessions.

Both Gleed Boys and St Thomas Moore Primary School worked in groups to produce one large snake bottle trail per group. In order to create the bottle trail young people had to decide where it was to be placed on the site. Then work together to clean bottles, cut the ends off and finally tape them back together to make a large snake. This structure was then secured onto bamboo and stuck into the ground. The task required young people to listen carefully to instruction and health and safety, as there was high risk of injury. It also developed their social communication skills. Both groups enjoyed using spray paints.



Priming the snake bottle trail



Spray painting the grass snake

Unfortunately neither group completed the snake bottle trail due to a combination of both groups only having sessions once a fortnight and bad weather either cancelling sessions (Gleed Boys) or meaning that other activities had to be carried out as sessions were moved indoors (St Thomas Moore).



## INDOOR AMPHIBIAN CHRISTMAS CRAFT

A number of smaller craft based sessions were set up in case of bad weather. The focus of this was to improve wildlife and species specific knowledge through mini arts and craft based session. Due to the time of year it was deemed appropriate to link sessions to the festive season. Tasks carried out included: festive tree frogs, pinecone tree decorations, toad Christmas cards and newt sock puppets.



Festive tree frogs



Newt sock puppets

Almost every group completed at least one of these mini tasks. The fact that the session developed creative dexterity allowed young people to use skills that they often did not use. It was highlighted that primary schools do not facilitate many "art" lessons due to the high targets set for numeracy and literacy.



Pinecone tree decorations



## CODE OF CONDUCT

The Code of Conduct was undertaken by several groups in order to regulate and monitor behaviour. The concept arose from problems with the behaviour of one young person during school time. Although behaviour in Green Pathways sessions was generally of a "good" standard it was felt that through a "code of conduct" the young person would learn why certain behaviours are deemed good and bad.



Group taking pride in their Code of Conduct.

The young people, in the participating groups, made all the decisions on which rules and restrictions would apply to their group and put in place penalties that would apply for rule breaking. Everyone in the group had to abide by the Code of Conduct including the Green Pathways Project Officer and Teacher Support Staff.

The results, in all participating groups, were astounding. The rules that the young people brought to the table were extremely responsible, illustrating a good understanding of right and wrong. The penalties set out were fair – offering a system of yellow and red cards and bonuses for good behaviour.

### Fantastic Froggy Rules - Sacred Heart

- NO SWEARING (2PTS)
- NO FIGHTING, BULLYING OR HITTING (4PTS)
- NO THROWING THINGS
- NO MESSING AROUND – RUNNING AROUND – BEING SILLY – RUNNING OFF
- NO SWINGING ON CHAIRS
- DO NOT TOUCH THINGS YOUR NOT ALLOWED TO
- LISTEN TO INSTRUCTIONS
- ALWAYS BRING THE RIGHT EQUIPMENT – WARM CLOTHES – WATERPROOF
- BE CAREFUL WITH ALL EQUIPMENT
- RESPECT EACH OTHERS IDEAS AND PROPERTY
- HELP EACH OTHER
- ALWAYS FOLLOW CACEY CHAMELEON'S SAFETY RULES
- NO SHOUTING – PUT HANDS UP WHEN HAVING GROUP DISCUSSION
- ALWAYS SHARE – NO SNATCHING

The young people were empowered by creating the rules themselves and continued to refer back to them when 'bad' behaviours occurred in the group without prompt. They clearly felt a sense of ownership and inclusion in the decision making of the group. There was no bad behaviour from the young person whom had triggered the Code of Conduct to be set.

This task highlights how ownership will in turn give a sense of pride to the young person or group thus in turn behaviour will improve via empowerment. It was so successful that it was used with two other 'more disruptive' groups and in all cases there was a marked change in behaviour and in the group dynamics.

Example of the Code of Conduct from one group



## TOADS ON ROADS EXHIBITION

The aim of this project was to put on an exhibition for The British Science Association's National Science and Engineering Week and to enter for the award of Outstanding Achievement. The project was undertaken by all seven groups. Monday and Thursday after school groups took the lead on the project using the indoor sessions that fell before Christmas break to plan and design the exhibit. With the groups working on different days it was important to monitor the progress of every session so that a solid and achievable design was established.

The Thursday group came up with the idea of creating a toad crossing based on a school crossing but with a twist. The lollipop lady would be a giant toad helping three young "toadlets" cross the road for school. They decided that on one side of the road there needed to be a breeding area and on the road a car that had stopped to let the toadlets cross. The group also came up with the concept of the 'Lily-pad Area' to provide a space where people could sit and learn or do activities such as making origami toads



Toads on Roads Exhibit



Making origami toads



Scales of Justice

The Monday group found out that 20tons of toads die each year on Britain's roads and that this weighed the same as 3 fully grown African elephants, 250 people or 4000 cats. The group decide that an interactive 'Scales of Justice' would offer a visual comparative concept of how many toads actually die. The group was also keen that everything in the exhibition was handmade from recycled materials, thus keeping the environment at the heart of the exhibition.



View of the exhibit from the breeding pond





The event took place at Peterborough Guildhall between 13<sup>th</sup> and 19<sup>th</sup> March 2011. Overall, 431 people visited over the four days and it received a 'Highly Commended' in the Outstanding Achievement Award category. All of the participants and visitors were extremely impressed with the standard of the exhibit.

Group at the exhibit

Visitor: "What a delightful concept, it's great to see children learning and having fun!"

Participant (age 9): "Making origami toads was my favourite because it made me happy and I made something new"

Visitor: "The scales really work; I can't believe how many toads die each year."

The Toads on Roads exhibit successfully communicated the plight of toads on British roads to the general public of Peterborough; we appeared twice in the Peterborough Evening Telegraph and also on local radio.

## OAKDALE VISIT

Oakdale Primary School received an hour's session from Green Pathways as part of the schools Environment Week. 28 young people and four volunteers attended the session where they were taught about the lifecycle of a Newt. After listening to a short, educative presentation the young people took part in several games. The games were constructed to enable recall of information through informal learning. The group also took part in a quiz and coloured in an activity sheet.

The whole group worked really hard and it was clear to see that a lot was learnt from the session. There was evidence of peer mentoring as each young person helped another to get the correct answers. The activity and quiz sheets were used in the young people's environment folders. A "newt area" explaining a newt's lifecycle was created in the classroom after the session.



## HUNTINGDONSHIRE GREEN HEART COMMUNITY AWARDS

Froglife Green Pathways Scheme was shortlisted for the Best Environmental Project Award and one of the schemes volunteers gained First Place in the Young Green Achiever Award category.

The Green Heart Community Environment Awards recognise community groups and individuals who are making a real difference by reducing their environmental footprint. From energy projects, waste and recycling schemes to sustainable growing schemes and environmental awareness raising events, to getting ideas off the ground. The awards are organised by Huntingdonshire District Council in association with The Hunts Post.

Froglife's Green Pathways scheme entered its National Science and Engineering Week (NSEW) exhibition with specific reference to the input 1<sup>st</sup> Yaxley Brownies had in making items for the exhibition. Their involvement also went towards their Wildlife Explorer badges. In the application Froglife highlighted how the exhibit successfully communicated the plight of toads on British roads to over 430 members of the general public of Huntingdonshire and Peterborough – a wonderful and unique way of raising environmental awareness.

The volunteer was entered for her invaluable seven year commitment to Froglife. Starting her service at just five years old she has developed into an enthusiastic and thoughtful young person who has taken the lead on many environmental projects and fundraising initiatives, whilst continually spreading Froglife's environmental message to her peers and the general public. Earlier this year she swam an incredible 3000 metres in aid of our Tuppence a Toad campaign (raising around £300) and in the past she has taken part in the Great Eastern Fun Run. She has regularly attended all sorts of events as a Froglife representative, including Bird Fair, NSEW and local school fêtes. Several years ago she also became a founder of the Eco Club at Faracet School and took the lead on the Secret Garden project that was undertaken by Froglife. This project was integral in the school receiving their Green Flag Award and even inspired Froglife to develop new environmental education projects. As well as being awarded a trophy and a certificate to endorse her efforts on the scheme, the project was awarded £200 for further work.



## SUPER SATURDAYS

### The One Show

BBC 1's The One Show visited Green Pathways in early November 2010 as part of the build up to Children in Need's main fundraising event evening. As well as gaining national publicity for the scheme the event allowed young people to meet professionals from the field and learn from their experiences.



Pond dipping and filming

Eleven young people attended the event as a way of celebrating their hard work on the scheme. They took part in several tasks including: pond dipping, planting, sign painting and learning how to identify UK snake species.



Young person with Mike Dilger getting a certificate

One young person was interviewed for the program as a way of highlighting her progression on the scheme. The program also highlighted how the project increased the young people's confidence, allowed for new exciting experiences, encouraged social inclusion and used positive outdoor experiences as an alternative to formal education.

4.98 million viewers watched The One Show on the evening that Froglife was featured (as per Broadcaster Audience Research Board BARB)

### NSEW finish off day

A Saturday session was held prior to the NSEW event in order to finish off and touch up some of the display items. Unfortunately only one young person attended however the day was a success in terms of Froglife staff attendance and the amount of work that was achieved. The four young people who could not attend did complete their part of the task another day.



Making a toadlet



## Trip to Lush

As part of the Toads on Roads project the Thursday evening group participated in a fundraising event at Lush. The event was held in order to promote Froglife's Tuppence a Toad Campaign to the general public.

The group explained to shop visitors how many toads die each year and the reasons behind their deaths. It was great for the young people to share their knowledge with adults and explain the story of toad migration. There was a clear sense of achievement and pride within the group. They also completed quizzes and helped to facilitate a Lush product Lucky Dip, from which all the funds raised went to Froglife's campaign. The event raised £62.00 in total.



Young person facilitating lucky dip

## GET WILD IN THE LIBRARY

During the Easter holidays Froglife worked in partnership with Peterborough Libraries to offer six indoor "Get Wild in the Library" sessions. The sessions consisted of: a discussion about Froglife's species where the young people could learn, share knowledge and look at large pictures of each animal, a quiz about pond lifecycles and an arts and craft section where young people made a Frog Easter egg to take home. The good weather did have a negative effect on numbers as the sessions were indoors, however over the six sessions 23 young people and volunteers attended.

## VOLUNTEERS

The scheme recruited a volunteer through the Peterborough City Council Better Together Volunteer Training Program. The program is funded by the Youth Offending Service to train volunteers to work with 'vulnerable' and 'disadvantaged' young people on a number of projects. The volunteer regularly attended Thursday evening session and was a benefit to all those present. His enthusiasm and commitment was highlighted through the amount of work the young people completed during each session. At points he also led games and activities so that the young people gained the experience of having a different adult perspective.



Volunteer showing young people how to laminate photos for NSEW exhibition



# Highlights of years one and two

Project	Year	Aims/Outcomes
<b>Butterfly garden</b>	1	Improved young people's communication and social skills, whilst improving habitat for butterfly conservation and in turn providing a food source for our species. Peer mentoring and social inclusion was encouraged through two different schools working in the same group. Young people gained experience from professionals through a visit to a local Garden Centre where they had a talk from a Planteria Manager. Through this project one young person, whom was previously in need of constant support, managed to engage without support. His concentration levels saw significant improvement.
<b>Willodome</b>	1	This project was extremely successful in terms of the schemes targets. All young people in this group had various barriers to learning, whether social, personal or educational, however they were focused and enthusiastic at all times. As part of the project development the group visited the Green Backyard, making use of local green spaces they would otherwise be unaware of. They were also visited by Radio Cambridge and responded well to interview. The group itself stayed with the project for the following year and the school continued on until the end of the project.
<b>Pond project</b>	1	This project was set up to work in conjunction with initiatives set up in Peterborough to prevent anti-social behaviour on Friday nights. Starting in November 2008 the project aims were to: identify projects and activities for completion and mark out areas on site for them. During the darker evenings the group was moved to MEARS where they planned and constructed activities whilst working on their youth achievement award portfolios. Transport was a problem and sometimes hindered attendance. However young people that were transported by Froglife staff did attend sessions in year 2 on their own, as part of their personal development.
<b>School pond restoration</b>	1	Provided 3 disadvantaged young people an opportunity to excel in a small group setting. Outcomes included increased enthusiasm, confidence and communication skills. Hands on outdoor activities were balanced with formal and informal learning. Numeracy, literacy and IT skills were also improved on where appropriate.
<b>Super Saturdays</b>	1 & 2	Super Saturday tasks included: building the shed, lining and planting the pond, tree o'clock, The One Show, Young Carers Hampton Nature reserve visit, Intensive Intervention Project, National Science and Engineering Week and a making and creating day.
<b>Wildflower garden</b>	2	With the remit of enhancing an area of green space for the purpose of wildlife, two secondary schools worked together, although on separate days. The two groups planned and designed various tasks which were then implemented and carried out. The tasks achieved included two bog gardens, a brick and woodchip path, tyre planters, raised beds for flowers and a bench area.



<b>Dragons garden</b>	2	Peer mentoring was a key focus in this group as it consisted of both Primary and Secondary School aged young people. The group designed, planned and constructed a Dragon garden. They worked well together and confidence grew. The team building activities that were carried out alongside the task encouraged communication and friendships between the young people.
<b>Animal sculpture garden</b>	2	This project also worked with two groups of predominately male young people. Overtime, with the use of team building games, both groups learnt to work collectively, improving both their social and communication skills. The tasks given were structured to engage the group in constructive and physical activities as they had all been identified as disengaged from formal learning techniques.
<b>Animation project</b>	2	3 schools took part in this project. Although all young people found it hard to adjust to learning in a formal setting after completing outdoor projects, the introduction of a 'happy and sad face system' and a team building day enabled all groups to produce wonderful pieces of animation.
<b>Pond continuation project</b>	2	This project enabled young people whom were not normally able to attend or be referred to Green Pathways sessions, access activities. Set up on Thursday evenings young people showed high levels of commitment by accessing sessions without help. The group chose, researched, planned and implemented a variety of tasks including: bug hunts, raft making, pond planting, weeding and the pond continuation project. Each activity carried out increased their independence and improved leadership skills.
<b>Bottle wall</b>	2	Although this task was not completed by the young people involved, it did highlight how positive contact with wildlife can assist in the delivery and achievement of work with young people. The group's attention and focus to the task was much greater after they had looked around the site for wildlife – this however shortened focused task time hence the incompleteness of the task.
<b>Discovering the wild child</b>	2	These multi-task sessions enabled individuals to gain confidence and learn to work with others productively through a range of conservation tasks. The activities included: pond dipping, mini-beast hotel construction, wildlife identification, and many more hands-on learning and messy play opportunities, that encouraged learning outside of the classroom.
<b>National Science and Engineering Week</b>	2	<b>Under the Surface Exhibition</b> -To celebrate the success of Froglife's proactive educational project "Ponds for Life" Green Pathways organised and carried out an exhibition for National Science and Engineering Week. This event also interlinked with Froglife's "Just Add Water" campaign and the International Year of Biodiversity 2010. The exhibition replicated a pond where everything was ten times its normal size. 300 people helped to make the exhibition items and 288 people visited the display. Froglife were awarded "First Place" for the Best Science Event Award.
<b>Summer holiday activities</b>	1&2	The calendar of events in both years one and two was posted to each young person whom participated on the scheme. Year two's demand beat all expectations however attendance from regular participants remained low. Numbers of young people from other sources was high, showing a clear need for this service. These sessions offered a great opportunity to reach out to new audiences and potentially recruit new young people and/or referring agencies.



# Overall summary of achievements

Over the three years Green Pathways has worked with many special and enthusiastic young people that despite being known as 'hard to engage' in education, have thoroughly enjoyed the activities on offer. We have continually found that those labelled as difficult, aggressive or withdrawn can transform themselves into willing learners if they are given the opportunity beyond the classroom. Both soft and hard outcomes have been generated from the project, ranging from reintegration into formal learning, to completion of Silver Youth Achievement Awards and Bronze Duke of Edinburgh Awards.

Referral agencies have reported an increase in participant's confidence, self-esteem and a development in social and physical skills. The partnership work has been a great success. All 39 referral agencies in Peterborough are keen to continue working with us and feel that the service will be missed:

"To have this facility in the local area has been something which has been lacking in recent years and considering the benefits to Peterborough and our students it will be sorely missed," Teacher.

The activities that have been carried out have allowed an area of green space to be transformed. The pond created in 2008 now has smooth newt presence along with numerous other water inhabitants, including our beloved frogs. Trees and plants have been planted and continue to grow, attracting all manner of wildlife and bonds have been formed between community members and young people providing greater community understanding and awareness. Other activities have included pond maintenance, wildlife surveying and identification, habitat creation and restoration, arts and craft and making wildlife friendly products. All of which have provided an exciting, fun, "hands on" conservation experience to our participants.

Our unique emphasis on wildlife conservation has enabled us to offer something inspiring and exciting to young people that is often outside their normal sphere of experience. Over subscription to Green Pathways throughout its three years illustrates how appreciated the service was. The disappointment expressed from referral agencies regarding the closure of Green Pathways provision has been astounding.

"This facility has improved the children's confidence and determination .... Disengaged children have reintegrated themselves with social groups and formal learning through .... Green Pathways sessions. It is such a shame that it must come to an end," Teacher.



## **AWARDS**

### **National Science and Engineering Week**

In all three years of the scheme Green Pathways has entered the British Science Association's, National Science and Engineering Week. The project obtained 'First Place' 2010 for Best Science Project and 'Highly Commended' 2011 for Outstanding Contribution Award. In both instances local press attention and media coverage was abundant.

### **Peterborough Evening Telegraph Green Awards**

The project received the Evening Telegraph's Green Award for Green Youth Group in 2010. This was due to the positive nature-based activities that the scheme offered to young people in Peterborough. Along with a certificate the scheme received a pear tree that was planted on the allotment by participants of Green Pathways. This award showed the young people that their work was valued by both the wildlife that they help and the city in which they live. There was wide coverage by local media.

### **Huntingdonshire Green Heart Community Environment Awards**

Froglife Green Pathways Scheme was shortlisted for the Best Environmental Project Award and one of the scheme's volunteers gained First Place in the Young Green Achiever Award category. The results showed the young people involved in the scheme how highly valued their efforts are. The evening was covered by both the Peterborough Evening Telegraph and The Hunts Post, offering wide press coverage for the project in local and surrounding communities.

### **Young person achievement awards**

Over the course of the scheme one young person completed their Silver Youth Achievement Award and four young people completed their Bronze Duke of Edinburgh Award. This demonstrates the great achievement for all five young people and formalises their dedication and hard work.



## MEDIA

### Julia Bradbury from BBC's Countryfile

In August 2010 Julia Bradbury visited the project's wildlife allotment site along with Lizzie Fee from BBC Children in Need. The session included:

- Pond dipping, where newts at different stages of their lifecycle were found as well as dragonfly nymphs, water boatman and a toad
- CD decoration, to hang around the site
- Flower survey, as part of the biodiversity challenge

An article of her visit was published in Countryfile magazine.

### The One Show

In November 2010 BBC 1's The One Show visited the scheme as part of the build up to Children in Need's main fundraising event evening. 4.98 million viewers watched The One Show on the evening that Froglife was featured (For more information please refer to page 18).

### Local newspapers and Radio

Over the course of the scheme there have been several features in local newspapers, including a large article in the Peterborough Evening Telegraph in year three regarding the success of the Toads on Roads exhibition. The Peterborough Evening Telegraph and the Hunts Post also featured the project as part of their Green Heart Community Awards.

The scheme has appeared on local radio stations and BBC Radio Cambridge has visited the project, interviewing young people about their experience on the scheme.



# VOLUNTEERS, STUDENTS AND THE CORPORATE WORK PARTY

## Volunteers

In total three volunteers were recruited through Peterborough City Council's Better Together Program. The volunteers were paramount in supporting the project. Their contributions are highly appreciated by Green Pathways and its participants.

## Corporate work party

The scheme was chosen by a local company to be part of their corporate volunteering scheme where employees were given the opportunity to take time out of their working day to volunteer on local projects. 16 employees visited the project over the course of the day, helping with site maintenance. The day was very successful and extremely productive, assisting greatly with the running of the project.

## University student

A six week work placement was completed by a student studying a JNC Youth Work Course at Anglia Ruskin University. She worked 30 hours per week (15 hours admin and 15 hours face-to-face). Her placement involved session planning, researching, facilitation and evaluation. She was well received by the young people and was a valued member of the team.



# Learning Curves

## TRANSPORT

Transport was a major issue in year one, however problems were rectified by ensuring referral agencies and schools were responsible for the attendance of their young people. Year three saw a reduction in participants to after school sessions during the winter period. It had been deemed that travel arrangements were the responsibility of the young person to all after school sessions. It was felt that a combination of lack of enthusiasm for working in an indoor environment and access problems to the new venue of Perkins Learning Centre was the cause for the decrease. However attendance to the Monday after school group saw an improvement in numbers.

## WEATHER

By year three, bad weather only prohibited sessions where the school itself was closed. The use of indoor facilities such as MEARS workshop, Perkins Learning centre and the referring school itself meant that most groups could continue. The older age groups that had proved unproductive during indoor sessions in year one were taken to MEARS to do practical work which kept motivation levels high and interest keen. Operating in school facilities formed stronger working relationships between Froglife and the referring school, whilst allowing other pupils and teachers, not included in the project, to see the achievements of the Green Pathways participants.

## ATTENDANCE

Problems with attendance (outlined in year one) were resolved through staff and volunteer enthusiasm. Strong bonds with referral agencies also helped, as they reminded and praised participants of their achievements thus encouraging attendance.



## SCHOOLS

Following introductory problems regarding school partnership work (outlined in year one), the scheme was successful with 15 schools in and around the Peterborough area. The high percentage of school referrals shows that organisations with varying objectives can work in partnership towards a variety of achievable goals.

## ANIMAL HANDLING

In year two, the Introduction of animal handling increased young people's knowledge, interest and understanding of conservation and the natural world. It enabled them to witness species and conservation first hand, thus allowing them to identify key reasons behind the importance of tasks they were participating in. Furthermore animal handling also improved the young people's species identification skills which are an important factor in environmental education and nature conservation.

## REFERRAL AGENCY BUDGET CUTS

Government cutbacks put added staffing pressures on schools and referring agencies. During year three of the scheme, four major referral agencies suffered significant cutbacks, leading to (in two cases) a change in staff and job roles. This was a blow to Green Pathways, in terms of the strong relationships that had been built up over time, however every effort was made to renew links and form new contacts within the agencies.

Unfortunately the other two agencies that suffered cutbacks were schools. The reduced funding meant that support staff would no longer be available for sessions. Cancellation was the only possible solution. Green Pathways invited young people to attend after school groups, Super Saturday, Summer Holiday and Easter Holiday events in order to encourage continued involvement in the project.



# Recommendations

## AGE RANGE

Green Pathways originally aimed to include 10-17 year olds. Over the course of the three years, over-subscription meant that focus was afforded to those between the ages of 10-14 with only a handful of the groups being in the older category (14-17). Although not necessarily negative, it is something that needs to be addressed in the future.

Narrowing the age range and focusing on an older target group will enable greater focus on project based conservation activities. An older group will be able to work safely with a more "hands on" and physical conservation approach. It would also afford greater opportunity for progression, to interested young people, throughout Froglife's education program. Allowing each project to act as a stepping stone to the next, thus enhancing opportunity for improvement and development of skills and abilities.

## CODE OF CONDUCT

Following the success of the Code of Conduct (see page 14) it is thought that in the future all new participants should be involved in the process of creating a document for their group. The document should be produced in the "introduction session" alongside informal "getting to know you" and project planning tasks. It is felt that a Code of Conduct will offer an outline of boundaries for which the young people and staff members can work within, thus allowing a better understanding of the limitations of behaviour and the penalties that "bad" behaviours may incur.



## SESSION LAYOUT

After much consideration it is felt that in the future participants should revolve each term. This will allow additional young people participation whilst affording clear objectives and a time frame for task completion. A six or twelve week course (dependant on project/referral agency) would include:

- Introduction
- Research
- Planning
- Development
- Facilitation/implementation
- Completion
- Celebration

This structure would also enable greater movement between local green spaces and sites for development, thus encouraging wider community involvement. Groups may wish to participate in a twelve week scheme, where six weeks would focus on choosing and developing a project and six weeks on implementing the proposed piece of work. All projects should have an introductory and celebration session.



# MAKING ITEMS FOR NSEW



# GREEN PATHWAYS FUN!

