# Green Pathways project 2 report

## TABLE OF CONTENTS

- Project overview ................................................................. 4
- Achievements ........................................................................ 4
- Outcomes ............................................................................. 5
- Year 1 overview .................................................................... 5
- Year 2 overview .................................................................... 6
- Year 3 overview .................................................................... 7
- Case studies and quotes ....................................................... 8
  - Year 1 case study ............................................................. 8
  - Year 2 case study ............................................................. 9
  - Year 3 case study ............................................................. 10
- Quotes .................................................................................... 11
- Highlights ............................................................................. 13
- Art projects ........................................................................... 13
  - Spray-art mural: Cuckoos Hollow .................................. 13
  - Spray-art mural: River Nene Railway Bridge ................. 13
  - Spray-art mural: Olive Branch ....................................... 15
  - Tile mosaic ......................................................................... 15
- Pond creations ....................................................................... 16
- Heltwate ................................................................................ 16
Project overview

This Green Pathways project ran from January 2012 until the end of December 2014. It was the second incarnation of the project, and was again majority-funded by BBC Children in Need. The lead was Conservation Youth Worker Rebecca Neal, who started at the beginning of the project and stayed throughout.

Green Pathways worked with vulnerable or disadvantaged young people aged 12-19, on practical projects and activities across Peterborough, which benefitted wildlife and people in the local community.

ACHIEVEMENTS

- 2026 young people engaged, of which 1740 (86%) were known to be vulnerable or disadvantaged
- 600+ sessions delivered
- 1250+ hours of sessions delivered
- 35+ different referral agencies
- 20+ green spaces improved
- 160+ hours spent doing habitat management 110+ of those on Hampton Nature Reserve
- 2 new ponds created
- 17 adults and 7 young people as volunteers
- 530+ volunteer hours, of which 260 were from one volunteer
OUTCOMES

These outcomes were generated after some training from BBC Children in Need.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
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| Froglife 1  
Increased knowledge of the environment and the sector | 1. Level of knowledge about specific benefits of the project to wildlife  
2. Ability to communicate information about local wildlife |
| Froglife 2  
Increased enjoyment of the outdoors | 1. Level of enthusiasm about taking part in the project  
2. Whether or not they access green spaces in their own time |
| Froglife 3  
Improved skills in conservation | 1. Level of practical ability  
2. Level of independence undertaking tasks |
| BBC Children in Need 1  
Improved confidence | 1. Level of independence undertaking tasks  
2. How they describe themselves/their abilities |
| BBC Children in Need 2  
Improved social skills | 1. Quality of interaction with peers, staff and other members of the community  
2. How they express their emotions |
| Children in Need 3  
Improved (positive) behaviour | 1. Whether or not they listen to and follow instructions  
2. Whether or not they choose appropriate behaviour  
3. Level of positive expression |
|  | Year 1 indicators:  
1. How often staff use sanctions from the behaviour policy  
2. How they express their emotions |

NB: this outcome was altered slightly after year 1 to be more about positivity than bad behaviour

YEAR 1 OVERVIEW

Green Pathways delivered 140 sessions in 2012. These sessions were either part of long term projects, one-off sessions, events or holiday activities. The majority of sessions were practical and outdoors.
Long term projects were tailored to the needs, interests and location of the groups. Many were wildlife gardening in school grounds or at community gardens involving creating bug hotels, hibernacula, bog gardens and log piles alongside general garden maintenance jobs. Several groups were based at Hampton Nature Reserve managed by Froglife where we did reptile surveys and practical habitat management using saws and loppers to do scrub clearance. The most successful sessions involved environmental art where young people used their experiences with nature to design art to improve local green spaces. Ken Stimpson students designed and spray painted a mural to go in a local underpass assisted by a professional artist.

Sixteen one-off sessions were delivered and included pond dipping, wildlife walks, photo treasure hunts, natural art, making bat boxes and classroom sessions on reptiles and amphibians. Included in these one-off sessions were three careers events in deprived areas. This involved advising students about career paths in the environmental sector and encouraging them to volunteer. For many young people this was a rare opportunity to talk to adults in a professional capacity.

Five days of summer holiday activities were delivered to looked-after children, centred on a community garden, which was also the location for activities for young people taking part in National Citizen Service over the summer.

YEAR 2 OVERVIEW

Green Pathways delivered 240 sessions in 2013 as a mix of long-term projects, one-off sessions, events, holiday activities and 1:1 sessions.

Many groups did habitat management on the Froglife nature reserve. This involved using saws and loppers to remove scrub, shading newt breeding ponds. This summer was good for reptiles and we ran two projects to create new transects to survey them. Following on from last year’s success, we carried out several art projects. We completed three wildlife themed mural projects to regenerate areas of Peterborough, recorded a piece of music based on natural sounds, created a video about Hampton Nature Reserve, and designed a mosaic for a community garden.

Two projects focussed on improving school grounds for wildlife and making them into a space usable for outdoor lessons, by planting wildlife-friendly plants, building animal shelters and constructing raised beds.
Nineteen one-off sessions were delivered and included pond dipping, den building, reptile walks and willow-weaving. Included in these were three events; one for National Science and Engineering Week delivered at a school in a deprived area of Peterborough, a family fun day at the same school and the Peterborough Eco-Awards event. We delivered proportionally less one-off sessions this year in response to the evaluation of their impact compared to longer projects.

Holiday activities were carried out with two local charities; Little Miracles who work with young people with additional needs and Young Carers who support children caring for a family member.

**YEAR 3 OVERVIEW**

Green Pathways delivered 248 sessions in 2014 as a mix of long-term projects, one-off sessions, events, holiday activities and 1:1 sessions.

Many groups spent time at community gardens working alongside volunteers to make the space better for wildlife and people, grow vegetables, weed, cook outdoors and construct wildlife homes. We had another good summer for reptiles and went on walks where we found animals that young people could hold. Building on previous successes, we completed another wildlife-themed mural, this time at a community gardens in a deprived area of Peterborough. A big project completed this year was digging an alternative amphibian breeding pond in a deprived area. We ran community events and designed an information board to raise awareness of why the pond was needed.

Thirty seven one-off sessions were delivered and included pond-dipping, bonfires and reptile walks. Nineteen of these were individual referrals from the Youth Offending Service for young people who had committed low-level offences for which they had not received a court order. Included in the one-off sessions were events for National Science and Engineering Week which were delivered at four schools in deprived areas of Peterborough on the decline in reptiles and amphibians. We also had a day where we used a professional film-maker to produce short videos and a celebration event for the end of the project.

Holiday activities were carried out with two charities; Little Miracles who work with young people with additional needs and Young Carers who support children caring for a family member.
Case studies and quotes

YEAR 1 CASE STUDY

“TS” was referred to Green pathways from Hampton College with Behaviour, Social and Emotional Difficulties. He was an exceptionally quiet young person with low confidence and exhibited a lack of positive thoughts. He rarely went on school outings and often struggled to attend and enjoy school. Initially during sessions, I found it difficult to extract individual thoughts from him; he often copied what others around him said. It was also very difficult to get him to express anything positive even to answer with something good that had happened to him in the week. Occasional positive comments would be balanced by something negative for example he once told me: “we used to go to the seaside and stayed at our auntie’s caravan…until she died”. “TS” did not interact with the other young people on the sessions despite already knowing them.

“TS” took part with other young people from the same school in an environmental art project at a wildlife garden close to the city centre. We spent some time exploring the garden and its inhabitants including pond dipping and seeing inside the honey bee hive and learned new skills from some local artists. They then used these experiences to inspire the design and creation of a piece of environmental art that was displayed in the garden.

Despite struggling with attendance at school, “TS” did not miss any of the nine Froglife sessions and in the final session he was caught in a photo actually smiling! Throughout other sessions, “TS” had managed to somehow wheedle out of giving an individual positive thought to start the session, but in the final session he offered without any encouragement to describe something that made him happy. In the evaluation, the accompanying teacher said that she felt “TS” had become more confident in expressing his views. The final piece of art was heavily based on “TS”s idea and he took a lead in completing it and stayed committed to the end when the enthusiasm of some of the other students had waned.
YEAR 2 CASE STUDY

C was referred to Green Pathways by a charity in Peterborough that helps young people with drink and drugs problems. She has ADHD and attends a specialist school for young people with emotional, social and behavioural difficulties. She has a history of abusing solvents. For the first session, she came along with her caseworker to help at an event to allow her the flexibility to leave when she wanted. She enjoyed the session and came to a further few sessions on her own and then through discussion with her grandmother who is her primary carer, we organised sessions together aimed at improving their relationship.

During the period C attended sessions she was excluded from school for a few days and her Grandmother was being prosecuted for her taking further unapproved time off. C was also the possible victim of grooming as she had been talking online to people she didn’t know. This meant there was a lot of upheaval in C’s life and the relationship between her and her grandmother was strained. They were often arguing when they were picked up for sessions and C spent most of her time “playing out” rather than doing things with her grandmother. C’s sessions were outside of school time and as such she was more able to make her own choice whether to attend. She only once asked to not have a session but was persuaded to go ahead by a change of activity and discussion over the phone. Her grandmother on several occasions said she looked forward to the sessions because it meant they had something shared to talk about.

C’s moods were improved at the end of sessions and arguments were diffused by the distraction of engaging in something positive away from home. On several occasions we discussed informally what was happening at home and school with Froglife staff acting as an intermediary.

D and Z were two year 10 students from Ken Stimpson Community School. They were selected due to their difficulty in particular lessons and the amount of time they spend in seclusion. School was a negative place for both of these lads and so the main aim was to ensure they had a positive session.

We did 6 outdoor sessions either on Froglife’s Hampton Nature Reserve or at a community gardens in a deprived area of Peterborough. Z was not as keen as D and did not want to attend all sessions. With his enthusiasm, D acted as an intermediary and persuaded Z to be more involved. We found a newt during a walk and Z held it,
which proved to be a lasting memory according to his evaluation form. D expressed an interest in doing jobs at Olive Branch in the future whilst we waited for baked potatoes to cook on the fire. Both lads were no problem on sessions.

YEAR 3 CASE STUDY

“M” was referred from the counselling side of the charity Drink and DrugSense. She did not have any substance abuse issues but was suffering from low self-esteem and being bullied at school. She was also having difficulties in relationships with peers and was diagnosed on the autistic spectrum during her project. She had various health issues including osteoarthritis, vitamin deficiencies and asthma as well as difficulty walking for which she sometimes used crutches. She worked with CAMHS for her anxiety and anger issues. Her mum had physical and learning disabilities and her dad worked away from home in the week so relationships between her and her parents were often strained. “M” had been attending Scouts, but had recently stopped and wanted something else to occupy her time outside of home.

Froglife have an excellent working relationship with Olive Branch and when “M” wanted to do a construction project, one of the volunteers agreed to help. This took a while to get going and in the mean-time, we helped out with various jobs onsite. The project she wanted to do was a climbing frame in the children’s area of the site which involved creating an a-frame, postceting it into the ground and attaching netting to it. Whilst doing this project “M” used tools and interacted with volunteers and other young people. We painted wildlife images and phrases onto the frame to help young people identify some of the wildlife they saw around the garden.

Over the course of the sessions, “M”’s outlook became more positive, she talked less about her illnesses and spoke in more positive terms about home. She used tools with confidence and looked forward to the sessions. Her relationship improved with her mum and she tidied her bedroom!

“M” continued sessions into the Autumn term and became a strong advocate for Froglife. She asked if she could use one of the Froglife sessions to do some awareness raising for Guide Dogs for the Blind, she prepared resources herself and talked in front of small groups of younger children on her own. She also took part in
making a video where she spoke confidently on camera. During this session she wrote when prompted “#Proudest moment: When we made our climbing frame and painted it and I also held a slow worm @ Hampton reserve. I also did some pond dipping and held a snail for the first time! And a frog at Olive Branch”.

At the end of project event, “M” did a presentation in front of 50 people including the Mayor of Peterborough. This is what she wrote on her slide entitled “What has Froglife done for me”

- I’m standing in front of a crowd.
- Positive thinking.
- Not to let medical issues get in my way
- Not saying sorry when there is no real reason to do so.
- Building confidence

**quotes**

“I like being outside and chopping the trees down. I feel happy and safe in the woods”

“S” from Heltwate Special School

“[I liked] learning about frogspawn and getting to touch it”

College student on Working Life course

“We really enjoyed this - being with teacher and exploring.”

Eritrean Refugee

“I am proud that I’m helping the community and that I am doing something good”

College Student on Public Service course

“I’ve learnt more today than all year in Science!”

Voyager student

“I feel like an 80’s child. No signal and I’m holding a stick”

Young Leader from Little Miracles
“I love Froglife. It gives me confidence and happiness and I especially love Olive Branch”

“M” from Drink and Drugsense’s Emotional Wellbeing Service

“I would however just like to say that I know they have all really enjoyed coming to Froglife. Not once did any of them say they didn’t want to come along. Their negative events within school dropped, as they knew they wouldn’t be able to attend if they had more than 5 in any one week. Obviously TDA6C was a slightly different case and has continued to get herself into trouble at school. They all tried things that they hadn’t done before and I will always remember TDA6D lifting the cover off to find snakes underneath. Something that he wasn’t keen on doing but did it anyway and had a massive smile on his face afterwards. None of them had held a frog or even seen a slowworm before. They have all learnt new skills (including me) like how to cut the trees properly and how to start a fire. They have learnt so much about wildlife and the environment and have enjoyed being outdoors, in all weathers. I feel that their social skills have improved and they are definitely more confident.”

Louise Lawrence, teacher at Thomas Deacon Academy

“This is a wonderful project that has allowed our children to do lots of things that they would never have done before. It has opened their eyes to the possibilities in their communities.”

Tania Scutt, teacher at NeneGate School

“Voy1D is a SEND Statemented student and struggles academically with his work. He absolutely loved all the various activities with Froglife, particularly the film-making, and showed a real flair for natural camera work, which was fantastic to see. Certainly his confidence grew, knowing that he found something he could really shine at.”

Teacher from Voyager Academy
Highlights

Art Projects

Spray-art mural: Cuckoos Hollow

Cuckoos Hollow is a green space in Werrington, North Peterborough. It is regularly used by dog walkers, cyclists and young people. The “friends of” group was recently revived, and involved several local councillors. Cuckoos Hollow is within walking distance of Ken Stimpson Community School and many of its students walk through it on the way to and from school. Some anti-social behaviour by young people had been reported in the past to the PCSOs, towards wildlife in the park.

The project ran over the autumn term 2012. The main outcome was to create a wildlife-inspired mural on an underpass on the edge of Cuckoos Hollow, supported by the local street-artist Stuart Payn of Blok Collective.

The group was made up of six year 8 students identified as lacking in confidence, and not fitting in well at school. Three of the young people had ADHD and most were identified as needing extra support with social skills such as communication. Two young people had unhappy home lives.

In the lead-up to the painting, the young people explored the wildlife of the site, carried out a community consultation, practiced using the paint, and did exercises to help generate design ideas. During one of the painting sessions, the students were interviewed by BBC Radio Cambridgeshire for a collection of stories they were doing about Children in Need projects.

This mural was visible to a lot of people, and became known throughout the city. The young people were proud of what they had produced and were engaged throughout the project. There was a lot of opportunity to learn about wildlife in the area, and the young people were able to demonstrate new skills when interacting with the public and designing the artwork.

Spray-art mural: River Nene Railway Bridge

This project worked with lots of different partners to create a wildlife-themed spray-art mural on a railway bridge, to regenerate an area of the River Nene close to the town centre. There were various different potential sites but the one used was
chosen because there were repairs happening at the first-choice site. Permission was granted by Network Rail. This project was the initial stage of a larger scheme to improve this area of the river which suffers from graffiti, anti-social behaviour (drug use and littering) and poor lighting.

The project planned to work with young people on a new youth project run by Peterborough City Council’s #OnePeterborough. These were a group of young people identified as needing to be kept occupied over the holidays to avoid potential antisocial behaviour. Over the summer of 2013, some of these young people took part in a session to discuss the project, and they spent time by the river exploring the wildlife and generating ideas for the design. The group were set to paint the mural the following week. Unfortunately the project was delayed by the discovery of an anti-graffiti layer on the wall. We rescheduled for the autumn half-term, planning to use the same group of young people. On the first day however, the young people could not be encouraged out of bed, so the youth worker brought a different group of young people from the Pyramid Youth Club in North Bretton. These young people had a range of issues including living in a deprived area, and being at risk of offending.

Despite the difficulties around participant involvement, the end product was high quality, and visible to lots of people using the river path. The young people enjoyed taking part, learned about the wildlife around the river, and were proud of what they achieved. It was a good collaborative project.

Shortly after completion, some of the young people were able to attend an event whereby the Mayor of Peterborough unveiled the information board about the mural.

Partners

- Rivercare: A joint scheme by Peterborough Environment City Trust, Anglian Water and Keep Britain Tidy to regenerate the River Nene for people and wildlife using volunteers. They provided funding for the project
- Blok Collective: The collaboration of artists that includes Stuart Payn, the street-art specialist who designed the mural and helped the students paint it.
- Peterborough City Council 0-19 service: provided the young people and a staff member who knew them
- Railworld: a heritage site next to the mural. Provided easy access to the bridge and use of their facilities for the young people for the planning session and lunch times
- Community Payback: attempted to remove the anti-graffiti paint without success, but then painted over the finished mural with an anti-graffiti layer.
- Enterprise Peterborough: removed the anti-graffiti paint and prepared the wall
- Froglife: fulfilled a coordinating role
Spray-art mural: Olive Branch

This project was carried out with a group of four young people from Ken Stimpson Community School who were identified as having social problems. The funding came from the Police and Crime Commissioner’s Youth Fund and was for a spray-art mural at Olive Branch Community Gardens. Sessions happened in the summer term 2014. In addition to the Ken Stimpson students, sessions were supported by HHPRUR, who had been working 1:1 on the Green Pathways project, and for one session only, a young offender from Froglife’s FACT project helped out. As with previous mural projects, we worked with local street artist Stuart Payn from Blok Collective.

Before starting on the mural, we did some consultation with the Olive Branch volunteers, explored the site with cameras, discussed design ideas as a group, and practiced using the paints. On one session the Police and Crime Commissioner came to see the project and talk to the young people; this visit was published in the local paper.

When not working on the wall, the young people were able to use the site in different ways; we harvested vegetables, looked at the frogs, and played in the children’s area. HHPRUR integrated well into the group and helped significantly with one young person with whom he had a similar home-life background.

The final mural was, in the street artist opinion, the best we had done together. This was because in previous murals, the artist needed to repair certain bits to make it good enough to be on public display. With this mural, the site was not as public, the design was simpler and the young people more skilled, so they were able to contribute more and it didn’t need touching up. The volunteers were very pleased with the final product. Two participants, including HHPRUR, showed how proud they were of their work by bringing along a family member to show what they had been doing.

Tile mosaic

The project ran over three days during the summer holidays in 2013, at Olive Branch Community Gardens. The group were from the organisation Little Miracles. This is a parent-led charity that supports young people and their families dealing with life-long, or life limiting illnesses. The young people who attended had a range of difficulties; some had learning problems, and one was undergoing treatment for leukaemia and needed help to get around the site using a wheelchair.
The main outcome of the project was to design and paint a tile mosaic inspired by Olive Branch. Over the course of the project we did fun activities such as pond dipping, harvesting vegetables, and clay sculptures, and helped out with jobs around the site. The group used these experiences to help design tiles with the help of local ceramic artist Ellie Sandall. Ellie took the young people’s ideas and created a mosaic design which she outlined over night for the young people to paint. Once they were painted, the artist fired and framed the tiles and it was hung on the pond-dipping platform.

**POND CREATIONS**

**Heltwate**

This pond was created in the grounds of a special school in the Bretton area of Peterborough in Winter 2012. It was in a fenced-off garden area which the school used for allotments. This was the only area of the grounds which was not highly manicured.

The pond was part of a bigger project to improve the grounds of the school for wildlife, in particular frogs, as they were known to use the garden. The pond was dug by hand over the course of two days using around 20 students from the school and FrogLife staff. Once the pond had been dug, the spoil was used to create a hibernacula. We also dug a bog garden area next to the pond.

Over the course of the rest of the academic year, with smaller groups we planted up the pond, used the area to conduct the RSPB’s Big Garden Bird Watch, and made some frog and bug homes from wood.

Once the pond was established, FrogLife were able to raise money to donate some pond dipping equipment to the school, and ran a session to train teachers in how to run pond dipping activities. Frogs first used the pond to breed in, in Spring 2014. For the work they had done to help wildlife, the school were given a Biodiversity Award as part of the Peterborough Education Eco-Awards 2013, and also attained a Bronze Wildlife Action Award from the RSPB.
Orton Longueville

This pond was created in spring 2014 on Peterborough City Council land adjacent to the Woodland Trust site Orton Longueville Woods. Funding for this project was received from Community First via Orton Ward and Peterborough City Council’s Natural Environment Fund. The aim of the project was to provide a fish-free alternative amphibian breeding pond, as someone had released goldfish in the one close by. Whilst working on the site, we saw newts, frogs and toads, and it was a known site for great crested newts.

The land was supposed to be used in mitigation for the building of a few large houses at Huntley Lodge. Someone had dug a hole in the ground which did not hold water and our original plan was to line the hole and buy some plants. The logistics of this proved difficult however, as the original hole was not a good shape and needed re-profiling, but the site was not very accessible to machinery. We discussed re-profiling by hand, but this would have involved making the hole bigger and the liner needed was already more than our funding would cover and at the maximum size it could be. Eventually, it was decided that we would dig a new pond by hand close to the hole, which we would make small enough to line economically.

Initially, students from the Green Team from Nene Park Academy were involved. They helped raise funds at a community event, discussed what needed to be done and helped with some research in the summer of 2013. After school sessions with this group were quite short so we decided that to dig the pond, we would need longer sessions and more people. The teacher in charge of the Green Team persuaded the Head to give some students some time out of lessons to help dig the pond and we eventually did this in March and April 2014. We had several set-backs whilst digging the pond; it was vandalised in the week between sessions; bags which we had filled with earth to hold the liner down and plant things in were split open and the earth tipped out and we struggled to get the pond filled with water. We overcame all of these problems however and eventually had the pond filled by Anglian Water.

The digging of the pond was done over 3 long sessions and one shorter session and involved students from Nene Park Academy School. All of the students volunteered to take part and some came back over several sessions and/or stayed after school to help complete it. The final pond was a successful creation and during newt-breeding survey season, a Froglife volunteer found amphibians in the pond within weeks of it being filled with water. At a later date, we pond dipped and found baby newts.
We worked on an interpretation board which was put in place by young offenders working on another Froglife project near the original pond.

Using the remainder of the grant, we made up approximately 100 bags with postcards, badges and chocolate to give out at an event through the school.

**EVENTS**

**National Science and Engineering Week**

National Science and Engineering Week is an annual celebration across the UK coordinated by the British Science Association. Different organisations and education establishments run a series of public and private events linked around a theme, with the aim to raise the profile of science.

In 2013, Green Pathways and Froglife’s Wildlife Ambassadors project ran a full-day event at Nene Park Academy, a secondary school with a deprived catchment in Peterborough. We reached 145 year 7s in total, spread over five groups, and the sessions were supported by older students from the schools environmental group “The Green Team”. We themed our learning outcomes around snakes. There were three areas which young people rotated around, over an hour. At the end of the session, young people were asked to complete a short written evaluation. The three activities were:

1. **Snake mural:** young people contributed to a huge snake painting that was designed by local artist Luke Payn and was left at the school to display in their new building. This was used to look at snake identification.
2. **Giant snake model:** young people walked through the inside of a fake snake which showed the skeleton and internal organs. They looked at posters and talked to staff about how the structure of a snake is similar and different to our own.
3. **Snake defence:** young people got to smell fake anal secretion from a grass snake (made with garlic and fish oil) and used a photo booth to take pictures of themselves pretending to be a grass snake feigning death when threatened by a buzzard

The day was quite hectic, but we did see a lot of young people and the vast majority of students were able to state something they had learned about snakes in their evaluation. These were a variety of facts showing that not just one message got
through. Students all enjoyed the mural and it was mentioned in the majority of the feedback forms. Lots of students enjoyed being inside the giant snake, and this got the message across about snakes being vertebrates, and their bodies being similar to ours but modified for their shape. We were able to engage a visually impaired student with help from her TA and she did her evaluation in Braille.

Here are some of the facts students said they had learned from the feedback forms:

- “I have learned that snakes have a skeleton”
- “Grass snakes like water”
- “Man adders are grey”
- “That snakes are not all bad”
- “You can tell a snake is a grass snake by its yellow collar”
- “Grass snakes eat frogs”
- “That snakes have a small lung and a large lung”
- “Not all snakes are venimas”
- “Inside there body the skeleton is just like ours”
- “That grass snake fake there death”
- “Ziz zag line down back of adder”
- “Adders eyes are red”

In 2014 Green Pathways expanded the event, and delivered activities across a week to four different secondary schools in deprived areas of Peterborough. These were Voyager Academy, Thomas Deacon Academy, Nene Park Academy and Ormiston Bushfield Academy. We targeted year 7s and 8s, and met 367 young people over 15 sessions, each lasting around an hour. A few sessions were supported by older students. The theme was “Frogs in the Future” and focussed on teaching about the threats that amphibians and reptiles are under.

There were three activities that students rotated around, spending around fifteen minutes on each activity:

1. An IT based quiz looking at the main threats to amphibians and reptiles
2. A running-around activity to find tokens to match questions and answers about the consequences of reptiles and amphibians becoming extinct. This activity highlighted the importance of reptiles and amphibians.
3. A poster competition to adapt an animal in response to the main threats facing them currently. As in the previous year, the activities were enjoyed by the vast majority of participants and we were able to reach even more student by working with more schools. There was a lot of opportunity for learning, and young people demonstrated that they had picked up a lot of different facts in their feedback forms. The most enjoyed activity was the IT quiz. One young person when asked what they enjoyed said: “Moving about instead of sitting in a chair for 50 minutes”

Here are some of the things the young people said they had learned, the common answers are shown in bold:

- **That frogs skin is very sensitive**
- “That road destroy habitats”
- **Fish eat frogspawn**
- **Slow worm is a lizard (with no legs) (not a worm or a snake)**
- “A snake is a reptile”
- “That frogs are in danger”
- “A newt is an amphibian”
- **Frogs can breathe on land through their lungs and can breathe through skin in water**
- “That people destroy animals habitat constantly”
- “I found out a newt exists”
- “Frogs eat snails and slugs”
- “That we should care more about reptiles and amphibians”
- **Reptiles and amphibians are all endangered in the UK**
- “Fish are not amphibians”
- **There is a special lizard that can help diabetes**
- “Habitat loss is caused by building houses and shops”
- “Reptiles like to sunbathe”
- “Habitats are lost with floods”
- “It takes all of summer for a tadpole to grow into a frog”
- “Grass snakes swim”
- “They may be extinct in the future”
- “That common toad die a lot on roads”
- “That toad eggs don’t taste nice”
• **Amphibians are under threat** and humans should help them
  • “They have different eating and breeding spaces”
• **Hedges are great corridors for animals to move along**
  • “Every year the toads use 1 route to the breeding point”
  • “Newts live in our pond” (meaning the school pond at Thomas Deacon Academy beside the exam hall we used)
  • “I learnt that a small change in a food chain can be very bad”
• **Moving frogs spawn spreads diseases**
  • “Adders are venomous, not poisonous”

**Video event**

In autumn of 2014 we create some videos to showcase Froglife’s work with young people. They featured previous and current participants on the Green Pathways project. We organised a day at Olive Branch Community Gardens, and invited referral agencies to send staff and young people to appear on camera. Part of the day involved the young people reviewing what they had done with Froglife. It was a great success in that it produced a fantastic resource to show off Froglife’s work, and also allowed us to gather more feedback from stakeholders. The videos were created by Martyn Moore of Northlight Media Ltd.

- [Froglife’s work with young people](#)
- [Volunteers and teachers talking about working with Froglife](#)
- [Young people speak about their experiences with Froglife](#)

**End of project event**

At the end of the project, we organised an event which was attended by the Mayor of Peterborough, at a local secondary, Ken Stimpson Community School. The aim was to celebrate the achievements of the old project both for Froglife and participants, and to promote the new project. We gave out awards, showed pictures and videos, and one young person gave a presentation about what she had achieved on the Green Pathways project (see year 3 case study above)
Volunteers

Adult volunteers were provided with basic training on working with vulnerable young people by the Better Together scheme. This was a jointly funded project by Peterborough City Council and the YMCA to support people who wanted to volunteer with young people on different projects in the city. The Better Together scheme also carried out the police checks and did a Warner interview on all potential volunteers to explore their reasoning behind wanting to volunteer.

One volunteer was recruited in the summer of 2012 after a Froglife public guided walk. She helped out consistently throughout the life of the project, contributing nearly half of the total volunteer hours. Another volunteer came on board in 2014 and helped consistently throughout the year. Both were a positive addition to sessions, and helped out with evaluations and behind-the-scenes jobs. Other adult volunteers helped out less frequently or for one-off sessions.

We were also supported by a few young volunteers, some of which were participants and assisted with younger children.

All sessions worked better supported by a volunteer.

Additional funding

£13,500+ was raised in total to support the project in addition to the funding from BBC Children in Need

- £12,575 through small grants
- £620 as contributions from referral agencies
- £255 from guided walks
- £65 in cash donations
<table>
<thead>
<tr>
<th>Small grant giver</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wakeham Trust</td>
<td>£325</td>
</tr>
<tr>
<td>Perkins</td>
<td>£500</td>
</tr>
<tr>
<td>J Paul Getty Jnr</td>
<td>£5,000</td>
</tr>
<tr>
<td>PCC (Werrington)</td>
<td>£500</td>
</tr>
<tr>
<td>Coop Community Fund</td>
<td>£1,500</td>
</tr>
<tr>
<td>Councillor Paula Thacker (Werrington)</td>
<td>£250</td>
</tr>
<tr>
<td>Orton Community Development Foundation</td>
<td>£1,000</td>
</tr>
<tr>
<td>The Ironmongers’ Company</td>
<td>£2,500</td>
</tr>
<tr>
<td>Cambridgeshire Community Foundation:</td>
<td></td>
</tr>
<tr>
<td>Police and Crime Commissioner Youth Fund for Cambridgeshire</td>
<td>£750</td>
</tr>
<tr>
<td>PCC Natural env fund</td>
<td>£250</td>
</tr>
</tbody>
</table>

**Targets**

The original targets for the project were split by age bracket:

<table>
<thead>
<tr>
<th>Age</th>
<th>Target number of young people</th>
<th>Actual number of young people</th>
<th>difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>(disadvantaged) 0-4</td>
<td>0</td>
<td>5</td>
<td>+5</td>
</tr>
<tr>
<td>(disadvantaged) 5-9</td>
<td>0</td>
<td>60</td>
<td>+60</td>
</tr>
<tr>
<td>(disadvantaged) 10-15</td>
<td>85% of 2950</td>
<td>1383</td>
<td>-1124</td>
</tr>
<tr>
<td></td>
<td>2507</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(disadvantaged) 16-18</td>
<td>85% of 600</td>
<td>231</td>
<td>-279</td>
</tr>
<tr>
<td></td>
<td>510</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(disadvantaged) 19+</td>
<td>85% of 50</td>
<td>61</td>
<td>+18</td>
</tr>
<tr>
<td></td>
<td>43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total disadvantaged</td>
<td>3060</td>
<td>1735</td>
<td>-1320</td>
</tr>
<tr>
<td>Not (known if) disadvantaged</td>
<td>540</td>
<td>286</td>
<td>-254</td>
</tr>
<tr>
<td>TOTAL</td>
<td>3600</td>
<td>2026</td>
<td>-1574</td>
</tr>
</tbody>
</table>
WHY DID WE NOT HIT THE TARGETS?

- It was agreed with the funder early in the project that we would try to focus more on quality engagement, and it was accepted that the original targets would not be reached.
- Reduced targets were discussed internally but these were not formally agreed with funders.

The funders agreed that the original target were not realistic for several reasons.

The targets were based on:

11 regular sessions per week (plus a monthly Saturday)

- This was found to not be sustainable, 7 was about the right amount to provide a good balance between office time and delivery.
- 3 sessions in a day was not really possible and would leave no time for writing up the sessions.

40 weeks of the year

- This is about right for the 2nd and 3rd year of a project.
- This equates to approximately 7 blocks of 6 weeks per year which cover the 6 half terms and a holiday block.
- It allows time for staff holidays and meetings etc. but does not account for induction and relationship-building at the start of a project.

Large group sizes

- In order to meet the targets as per the funding bid, all projects would need to have had 13 or 14 young people in them, or more, if, as promised, some young people would take part in a 12 week programme.
- Larger group sizes were found to not work well and reduced the quality of the engagement so most groups were smaller.

Short programme length

- The original bid said young people would take part in a 6 or 12 week programme.
- Many core groups or individuals wanted the longer interaction; around 40% had more than 5 sessions.
Lessons learned and recommendations

YEAR 1 LESSONS LEARNED

- Sessions work better away from the normal environment for that young person.
- Evaluation is easier when a volunteer has attended the session.
- Behaviour is not always an issue with every young person.
- Progress is difficult to define, because how a young person comes across on the day is often defined by things that have happened earlier that day.
- Projects which are continued by the groups’ leaders outside of Froglife sessions need to be supported by good communication.
- Groups are best supported by a group leader who is known and respected by the young people, and can take their learning back into their normal environment.
- Young people benefit from being allowed to run around a bit before the session starts.
- Paperwork is difficult to obtain from groups leaders meaning that specific disadvantage may not be identified and written feedback is often not given.
- Projects involving art inspired by wildlife and nature are especially effective.
YEAR 2 LESSONS LEARNED

- 1:1 sessions are in high demand
- 1:1 sessions need greater flexibility on the task and the understanding that they may cancel at the last minute.
- Individual referrals work well with a family member attending sessions.
- School events targeting deprived areas work well.
- Sessions involving outdoor cooking are very successful. These enable us to softly introduce a green space to young people in order to bring them back to do practical tasks. Building in buying the ingredients beforehand at a local shop adds the opportunity for the young people to interact with shop staff in a positive way.
- Using saws and loppers to clear alder scrub is a much better activity than clearing hawthorn scrub. Alder trees are easier to cut and so the young people are able to see more obvious progress. The link between the task and the benefit to wildlife is also more obvious.
- Presenting a choice of different activities at the start and asking them to choose week-by-week what we do, works well. This allows them greater control over what they do and ensures we can introduce them to a lot of different green spaces.

YEAR 3 LESSONS LEARNED

- 1:1 sessions work best when the young person is still being supported by the referral agency.
- Carefully introducing 1:1 referrals to each other works well. Young people make new friends and become more confident supporting sessions.
- Creating videos works well as a tool to extract feedback not just from young people taking part in sessions at the time, but also to find out what previous participants thought after the end of their project.
- Applying for additional funding should not be done in a hurry; it needs a carefully thought out budget and contingency plans.
RECOMMENDATIONS

- We would be better to reduce our targets and change our focus to enable high-impact work. This would be easier to deliver and make it easier to get to know the young people and therefore to assess their progress
  - smaller groups (max 6)
  - families
  - individuals
  - more long-term projects
  - less one-off sessions
- We are constantly being asked to work with younger children, we should widen the age range (5-18)
- We should widened the geographical range to include Fenland and Northampton as well as Peterborough
- We need to define the offer to referral agencies so that work with groups and individuals has a defined start and end. It would make sense for term time projects to fit within a term
- To even out the number of sessions across the year, it would make sense to limit the number of regular sessions slots to 7 or 8 in a week
- We need to anonymise data in all aspects of the project from the beginning of the project so it can be analysed externally if necessary
- We need to be stricter on asking for referral forms and gathering feedback

Recommendations linked to targets

We must set realistic achievable targets. To do this we should:

- Take into account what has been achieved before or is being achieved now
- Allow time for the project to get going and build relationships
- Allow time for staff to write up sessions and do other non-delivery tasks
- Take into account the required balance between quality and quantity
- Create paperwork that breaks-down how targets were set so that future project officers can see how they were devised
- Have targets agreed and specifically checked by senior management
SUPPORTERS

Funding for this project came from Orton Ward via a Community First grant from the Community Development Foundation and Peterborough City Council. We would like to thank Anglian Water for filling the pond and the Woodland Trust for their help, and allowing this sign on their land.

ORTON LONGUEVILLE POND

Close to this large pond, students from Nene Park Academy have dug by hand an alternative smaller fish-free pond especially for great crested newts. Please keep ponds good for wildlife by not releasing unwanted pets or moving animals or eggs.

DIGGERS

The new pond was dug by hand by students and staff from Nene Park Academy along with staff and volunteers from the charity Froglife. We’d love to hear your comments and sightings.

COLLABORATOR

Green Pathways is a Froglife education project, working with vulnerable and disadvantaged teenagers on practical conservation-linked activities in green spaces across Peterborough.

Find out more at: www.froglife.org

DWELLERS

Frogs, toads and newts already live close-by; including the special great crested newt. We hope our new pond provides a fish-free place for them to breed.

Use Froglife’s Dragon Finder app to learn more and record your sightings.

www.froglife.org/dragonfinder/app
# Appendices

## Table showing number of sessions

<table>
<thead>
<tr>
<th>Green Pathways Project 2: Number of sessions</th>
<th>year 1</th>
<th>year 2</th>
<th>year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan</td>
<td>1</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Feb</td>
<td>2</td>
<td>21</td>
<td>16</td>
</tr>
<tr>
<td>Mar</td>
<td>8</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Apr</td>
<td>2</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>May</td>
<td>12</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>June</td>
<td>14</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>July</td>
<td>13</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>Aug</td>
<td>11</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Sept</td>
<td>15</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Oct</td>
<td>26</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Nov</td>
<td>24</td>
<td>26</td>
<td>20</td>
</tr>
<tr>
<td>Dec</td>
<td>12</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total no. of sessions</strong></td>
<td><strong>140</strong></td>
<td><strong>240</strong></td>
<td><strong>248</strong></td>
</tr>
<tr>
<td><strong>Contact hours</strong></td>
<td><strong>274</strong></td>
<td><strong>519.5</strong></td>
<td><strong>492.5</strong></td>
</tr>
</tbody>
</table>
### Table Showing Number of Participants

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(disadvantaged) 0-4</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>(disadvantaged) 5-9</td>
<td>13</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>(disadvantaged) 10-15</td>
<td>345</td>
<td>481</td>
<td>557</td>
</tr>
<tr>
<td>(disadvantaged) 16-18</td>
<td>71</td>
<td>87</td>
<td>73</td>
</tr>
<tr>
<td>(disadvantaged) Total 0-18</td>
<td>429</td>
<td>578</td>
<td>672</td>
</tr>
<tr>
<td>(disadvantaged) 19+</td>
<td>8</td>
<td>45</td>
<td>8</td>
</tr>
<tr>
<td>(disadvantaged) Total</td>
<td>437</td>
<td>623</td>
<td>680</td>
</tr>
<tr>
<td>Not (known if) disadvantaged</td>
<td>140</td>
<td>121</td>
<td>25</td>
</tr>
<tr>
<td>TOTAL</td>
<td>577</td>
<td>744</td>
<td>705</td>
</tr>
</tbody>
</table>

### Referral Agencies (regular referrers in bold)

- #OnePeterborough
- ACE
- Bretton rainbows and Brownies
- Charteris Youth Group
- Cross Keys
- Drink and Drugsense
- Ferry Meadows
- Fletton Learning Centre
- Hampton Brownies
- Hampton College
- Heltwate special school
- HoneyHill Learning Centre
- Jack Hunt
- Ken Stimpson Comm. School
- LGBT youth group
- Little Miracles
- Littlehey YOI
- Marshfields
- NCS Inspiration Studios
- NCS Young Lives
- Nene Park Academy
- NeneGate School
- Ormiston Bushfield Academy
- Parent
- Peterborough City Council Children's Services
- PECT
- Peterborough Regional College
- Pyramid youth group
- Regard for Learning
- Sir John Glead School
- Thomas Deacon Academy
- Voyager Academy
- Whittlesey Youth Centre
- Young Carers
- Youth Offending Service
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Indicators</th>
<th>Progress indicators (significant, some, no)</th>
<th>Information collection tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Froglife 1</td>
<td>Increased knowledge of the environment and the sector</td>
<td>1. Level of knowledge about specific benefits of the project to wildlife</td>
<td>Significant: able to describe most of the specific benefits of the project to wildlife and to communicate clearly information about local wildlife.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ability to communicate information about local wildlife</td>
<td>Non: not able to describe any benefits of the project to wildlife or able to communicate any information about local wildlife.</td>
</tr>
<tr>
<td>Froglife 2</td>
<td>Increased enjoyment of the outdoors</td>
<td>1. Level of enthusiasm about taking part in the project</td>
<td>Significant: look forward to the sessions, engage in the activities, talk about the project at other times, access green space in their own time.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Whether or not they access green spaces in their own time</td>
<td>Non: not interested in the sessions, do not discuss it at other times, do not access green space in their own time.</td>
</tr>
<tr>
<td>Froglife 3</td>
<td>Improved skills in conservation</td>
<td>1. Level of practical ability</td>
<td>Significant: use tools and equipment safely and appropriately, follow methods correctly, carry out tasks with minimum supervision, identify local wildlife.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Level of independence undertaking tasks</td>
<td>Non: still need to be told how to use tools and equipment safely and appropriately, not following methods correctly, need heavy supervision when carrying out tasks, cannot identify any wildlife.</td>
</tr>
<tr>
<td>BBC Children in Need 1</td>
<td>Improved confidence</td>
<td>1. Level of independence undertaking tasks</td>
<td>Significant: carry out tasks with minimum supervision and describe themselves and their abilities in a positive light.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. How they describe themselves/their abilities</td>
<td>Non: still need lots of input when carrying out tasks and describe themselves and their abilities in a negative light.</td>
</tr>
<tr>
<td>BBC Children in Need 2</td>
<td>Improved social skills</td>
<td>1. Quality of interaction with peers, staff and other members of the community</td>
<td>Significant: take on a role within the group, ask and respond willingly to questions, communicate effectively.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. How they express their emotions</td>
<td>Non: unwilling to take on any role within a group, do not offer answers to questions or ask any, express their feelings in a negative way.</td>
</tr>
<tr>
<td>Children in Need 3</td>
<td>Improved positive behaviour</td>
<td>1. Whether or not they listen to and follow instructions</td>
<td>Significant: listen to and follow instructions, behave appropriately, able to express positive thoughts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Whether or not they choose appropriate behaviour</td>
<td>Non: unwilling to listen to and follow instructions, choose to behave inappropriately and require constant intervention, unable to express positive thoughts.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Level of positive expression</td>
<td></td>
</tr>
</tbody>
</table>