

FINAL PROJECT REPORT

Name of Project	Beyond the Classroom
Delivery Partner	PDNPA
Name of Person Completing Report	Jackie Wragg
Start Date of Project	March 2018
End Date of Project	March 2022
Date of Report	March 2022



Aims and Objectives of the Project

Beyond the Classroom (BC) aimed to reach out to young people living in and around the South West Peak and provide a range of opportunities for them to connect with the landscape around them. Inclusive of curriculum focused activities such as hydrology and understanding habitat surveying, the project also aimed to provide young people with a deeper appreciation of ecology and/or a more holistic experience of connecting to nature.

The project aimed to work with both schools and youth groups on one-off events and longer-term projects. These projects should impact their awareness of environmental issues and ecosystem services along with their skill-set around wider areas of conservation and science. Young participants

in long-term projects were also given the opportunity to achieve The John Muir Award to recognise their contributions to environmental stewardship throughout their project. Young people that took part in activities were also encouraged to develop a longer-term relationship with conservation through volunteering as a Junior Ranger at either Marsh Farm or the newly established Buxton Junior Rangers group.

Project Delivery

BC was delivered through 4 core elements, alongside a smaller number of more bespoke projects. Each core element and the bespoke projects shared some common areas of focus but stood apart in other factors such as audience or duration, for example.

Wild About Your School (WAYS)

A long-term project designed to be accessible and appealing to teachers in the secondary sector by being partly focused in the school setting and with strong links to scientific fieldwork. WAYS was focused on wildlife habitats around school grounds and structured around The John Muir Award. The project included at least one visit off the school site to a South West Peak location for a habitat discovery session to influence the development of habitats on the school grounds. Teachers had access to resources and the support of the project officer to deliver the project. Two secondary schools took part in WAYS with smaller groups of pupils and one adopted the project to deliver during their curriculum time to a whole year group.

Fairer for Nature

Fairer for Nature (FFN) was designed to connect residents in the community of Fairfield, Buxton with their local greenspaces and create opportunities for them to improve local habitats. Although the project plan had to alter significantly in response to the COVID pandemic it still kept this focus. Young people from Fairfield took part in surveying of their local park/wildlife area and then took practical action to conserve it. Small groups of local school pupils were supported to learn about the species in this green space and then to take part in practical habitat management to improve its value for local wildlife.

Buxton Wild Weeks

Buxton Wild Weeks (BWW) was developed through a partnership with local organisations, Buxton Civic Association, and local Biodiversity Group and Transition Buxton. Delivered initially in 2021, it was targeted at both local schools and the wider community. This went beyond the direct youth engagement element of BC but the aim here was to link families into the buzz of BWW. Schools taking part in BWW (all infant/primary) collapsed their week of learning to focus on wildlife, sustainability and connecting to nature in any number of ways. The schools were supported to do this with an online collection of resources and also through a range of led visits on and off school sites with BC and with some collaboration from the Wild Child Project. Of course, the community events were impacted by COVID and only a few of the planned events actually happened. BWW used funding from The Bingham Trust to create Wild Week Biodiversity Kits which held a range of surveying equipment helpful in exploring local wildlife.

Buxton Junior Rangers

Buxton Junior Rangers was set up to provide a junior ranger group in an accessible location, in comparison to other groups in the Peak District it is situated in a highly urbanised location. Monthly

sessions were focused around a mixture of ecology engagement, learning important outdoor skills such as navigation, and taking part in practical conservation tasks.

Staff resource

Initially the project was being delivered by the South West Peak Youth Engagement Officer across 2 days per week which was increased to 3 days in the projects third year. Additional support was employed from PDNP Youth Development Officer, Carina Humberstone to deliver Buxton Wild Weeks.

Budget resource

Spending Category	Amount
Staff costs	£65,428
Training for staff	£1,521
Training for volunteers	£120
Travel for staff	£1,063
Travel and expenses for volunteers	£527
Equipment and materials (activity)	£2,824
Other costs (activity)	£700
Recruitment	£185
Publicity and promotion	£369
<u>TOTAL</u>	<u>£72,738</u>
Non cash contributions	£1,584
Volunteer time	£15,273

Income to the project through match-funding was received from Derbyshire County Council (£2,073) to support the Fairer for Nature project; and from the Bingham Trust (£1,270) and Peak District Foundation (£5,000) to support Buxton Wild Weeks, plus £1,641 from schools.

Partnership working – team involvement, steering group etc.

During development of the BC project, prior to appointing a project officer, the Peak District National Park engagement team built relationships with potential important contacts. The aim here was to provide warm links to possible beneficiaries once the project started.

Once the project officer was in place partnership working within the Learning & Discovery team at Peak District National Park (PDNP) facilitated quick delivery of hydrology sessions to secondary schools. Links with this team also proved helpful when developing the pilot for WAYS, the first SWPLP project to be targeted at schools.

Building up relationships with school and youth groups was aided by making links with PDNP Youth Development Officer who forwarded several groups for sessions with BC. There were also successful collaborations with both the Wild Child and Small Heritage Adoption projects to deliver engagement activities at some stage in the project lifetime. BC also supported several of the groups who initially reached out to the Engaging Communities project for funding by leading sessions, or even full programmes with them such as North Staffs YMCA and High Peak Community Arts.

Volunteers

Volunteer support was an increasingly large part of BC once the project gained traction. Due to the nature of the role not all volunteers are suited, and for this reason a relatively large amount has been delivered through a comparatively small number of volunteers. In the initial stages of the project volunteer involvement was not part of the delivery and this began to increase significantly by the second year of BC.

Buxton Wild Weeks is an element of BC which has flourished beyond the level that could have been achieved without volunteer involvement. An existing SWPLP volunteer who also volunteered with Transition Buxton and one who led the Buxton Civic Association Biodiversity Group provided the links to build a partnership around this project. Their belief in the initial idea and their dedication to make it a reality mean that Buxton Wild Weeks is now very much its own entity and will live on well beyond the project that led to its creation.

Volunteer involvement stands at just over 84 days in total with an in-kind value of £15,273 and includes a mixture of SWPLP volunteers, teachers supporting school engagement and projects on school grounds and PDNP staff giving their time to support activities. Across volunteering for BC the 84 days were divided between 15 external volunteers, 18 different SWPLP volunteers and 11 PDNP volunteers.

Community involvement

10 BC events have been targeted at wider community groups which have contributed to engagement figures. During its development Buxton Wild Weeks plans were shared with wider community groups and many of the scheduled events for the July week were also aimed at the wider Buxton community. Unfortunately, most of these were postponed due to a sudden increase in Covid-19 cases in Buxton but the community did get involved in the call for a logo design with 115 young people submitting designs for a public vote.



During the height of the Covid pandemic residents in Fairfield took home over 70 native wildlife friendly plants grown by volunteers as part of the Fairer for Nature project. Although the planned delivery of the project couldn't take place at this time BC used funding to provide children remaining in school during closures with pollinator friendly wildflower pots and seed balls along with insect hotels to install at home and bug viewers to survey gardens and greenspaces.

It was possible to deliver Fairer for Nature sessions during November in the final year of the project. 65 young people from Fairfield Endowed Junior School carried out mapping and practical conservation tasks (vegetation control, litter picking, pruning trees, and creating log piles) on the Granby Road Wildlife Area in their local park.

What Has (and has not) Been Achieved

Outputs

	Intended Output	Delivered Output
1	1500 pupil's opportunities for young people to make better connections with the South West Peak on field work/community science days	2093 young people are supported to make better connections with the South West Peak via e.g. field work/community science days/assemblies/ downloading resources
2	500 Peak District Awards achieved	0 – Peak District Awards were removed from the outputs as they no longer existed at the commencement of the project
3	180 pupil opportunities for participation in long term projects - Amended to 180 pupils participating in long term projects (over a 4-6 week period)	257 without Buxton Wild Week pupils – 680 with (not including Harpur Hill School as we still have not received a total from them)
4	180 opportunities for young people to obtain John Muir Award 'discover' level Amended to - 90 young people who have been involved in BC activities obtain John Muir Award 'Discover' level and 10 upgrade to 'Explorer' level	179 Discovery level John Muir Awards – 15 at Explorer level
5	180 volunteer conservation activities	551 conservation activities by young people
6	8 new Learning & Discovery volunteers recruited and trained	6 new volunteers recruited and trained to support BC activity
7	10 new Junior Rangers recruited	23 recruited

Significant alterations to some of the original outputs were made in response to altering circumstances or to bring more clarity. Due to the long-term nature of The John Muir Award the targeted number was altered to reflect a more realistic proportion of the number of young people taking part in long-term projects.

The recruitment of new Learning & Discovery Volunteers was challenging when balanced with developing products with which to approach potential beneficiaries in the offset of the project. Considering the project was being delivered over 2 days per week at this stage, the recruitment, training of and retention of volunteers was difficult to maintain alongside the challenges of recruiting groups/schools and developing/delivering sessions. Even in the later stages of the project where it was being delivered over 3 days there was little time to press for new volunteers.

Key Outputs

Young people in 3 schools in Buxton took part in Buxton Wild Weeks in May 2021. This amounted to more than 500 young people spending 1 week of school time on activities focused on awareness, appreciation and action for local wildlife and conservation. This took place only a short time after young people had returned from learning at home during the Covid-19 lockdown. 284 young people took part in habitat discovery sessions which were based in habitats a short distance from their school. Through exploring the diversity of species in these habitats many of them will have a new

appreciation for the value of these urban greenspaces. In addition to this, all 3 schools that initially took part said they want to take part again in 2022. In fact, at one school when pupils were surveyed by another visitor over 50% of them said BWW was their favourite thing from the last school year. Buxton Wild Weeks 2022 is now happening with 4 local schools taking part on 4 separate weeks with continued support from the initial team and sessions in schools run by Derbyshire Wildlife Trust. BC has also supported the inception and development of Moorlands Wild Weeks with Moorlands Climate Action Group which is set to happen in at least 13 schools in 2022.

The amount of volunteer conservation activities delivered during the course of the project was a key output and was facilitated well by the development of all the key projects to some extent. The conservation activity by young people totals 1028 hours across a range of tasks including various types of habitat management and creation, surveying species and habitats, and litter picking.

Development of the Wild About Your School project happened in the early stages of the project and was adopted by one secondary school as their summer term project meaning in 2021 120 pupils took part. This will be an ongoing project and is strongly focused on valuing urban habitats and improving school grounds for wildlife.

Outcomes

More schools will be connected to the South West Peak as a resource to help pupils develop increased motivation and appetite for learning that will contribute to raised levels of achievement, attainment and progress

13 schools and universities (and 7 youth groups) have been a part of BC with 10 of those being involved for multiple sessions since the start of the project. Through our support, these providers have become more confident in delivering outdoor sessions themselves. We have not independently measured impacts on young people's progress; however, the effects of outdoor learning and nature connection on wellbeing and attainment are well documented. During Buxton Wild Weeks school teachers commented that they would now be happy to come and carry out some of the activities themselves in future with other groups of pupils. The lead teacher at one school fed back that *"Year 5 children and teachers especially came back from their walks inspired to do more"*

Teaching assistants also commented during Fairer for Nature that some of the young people involved struggled with behaviour in the classroom but had behaved like *"different children"* during the session.

More young people will understand the importance of conservation and sustainable development

Direct feedback from young people would also indicate contribution to this outcome.

"It was great I enjoyed learning more about my local environment"

"I enjoyed the freedom of the project because it gave you options of activities that you could choose from. I have learned about lots of different plants and species and how diverse my area is."

"I have really enjoyed it and I don't think I would change anything about it, as it has benefitted me by making me more aware of my surroundings."

Young people will have been given the opportunity to make a connection with nature and take action for the environment



Creating a green-roof bug hotel for WAYS



Exploring freshwater invertebrates



Creating a wildflower herbarium



Planting wildflower plugs



Creating bug hotels



Vegetation control



Mindful observation of nature



Surveying wildflowers



Art inspired by nature

“Young people will have had a chance to develop fieldwork skills and had a taste of some conservation and interpretation skills. This will be recognised in achievement of John Muir Discovery Award”

Through the lifetime of the project young people involved have taken part in a range of fieldwork and practical skills including:

- Hydrological measurements
- Working in groups to develop action plans
- Collection and mapping of soil samples
- Invertebrate survey and identification
- Pathway maintenance
- Monitoring Scheduled Ancient Monuments
- Creation of small habitats
- Habitat mapping
- Navigation
- Wildflower identification using FSC charts and books
- Drystone walling
- Pond surveys and using dichotomous keys
- Invasive species control using hand tools
- Selective tree felling
- Habitat maintenance (clearing vegetation)
- Hill safety and acting in an emergency
- Moth survey techniques



Peat depth measurement



Freshwater Invertebrate Sampling / ID



Measuring river gradient



Invasive species control using hand tools



Moth sampling and identification

Key Outcomes

Young people involved can pass on their learning to their families, take them to explore the places they've visited or even just talk them to death about it!

"He thoroughly enjoyed it and was nattering non-stop to me on the way home about all the things he'd learnt!" (Parent from Buxton Junior Rangers)

This all contributes to raising awareness and spreading key messages about conservation and the wonder of the South West Peak.

Some of the groups made real links not only with the landscape but with community such as the outdoor adventure students from Derby University who carried out several practical conservation sessions on site at St Thomas More School and on Under Whitle Farm.

"Paul and I wanted to say a big thank you to your students and to you for the conservation work you did at Under Whitle last year. It has already made a difference as the Oxeye daisies seedlings are appearing already. This coming year will really begin to show the effects of their hard work- we only wish they could come back in the summer to see some of the results."

"We were so impressed with their enthusiasm and good humour, despite some very cold working conditions and wish them all good luck in pursuing their careers."
(Elsbeth from Under Whitle Farm)



Work within the Fairfield community around local greenspaces has been met with great positivity from local organisations. Feedback from parents who brought their children to the local bug hunt highlighted that this simple activity was of great impact in this community.

"Some people had never been in the wildlife area on their own road and didn't know how to make use of that area as a family" (Emma, Shift Together)

"They were absolutely buzzing about it"

"Really nice that we could do that as a family"

"Really Special"

During a difficult period of home-schooling WAYS-at home provided young people with a purpose and motivation to spend time outdoors and a forum to connect with each other about what they discovered. Parents also gave positive feedback, thanking the lead teacher for putting the project on

the curriculum. One parent commented that their son had been suffering with work anxiety and that this project was something that really helped.

"It's given us an extra focus as a family"

"some of the work she's been getting is just so tedious and she's really thoroughly enjoyed being involved in this"

Where youth groups were involved their leaders were also given the opportunity to learn and build new elements into their delivery with young people. During the summer project with North Staffordshire YMCA one of the leaders was particularly inspired by the sessions delivered and this would have hopefully influenced their future engagement with young people at YMCA.

"During the sessions yourself (Jackie) and others that worked alongside the young people were outstanding, the young people really benefitted from all of the questions that were asked to you, and the expertise and knowledge that you were able to share to the young people was fantastic. I think this was one of the biggest reasons that the young people enjoyed the sessions, with myself having some knowledge in sector from university I would only be so much insight into the session. So, the wealth of knowledge that you were able to share was incredible. I learnt huge amount during the sessions, so I can only begin to imagine how much the young people gained from these sessions"

When asked about their memorable moments for one session from the summer project with YMCA Go, young people answered:

*'When we were stepping on the river'
'Building a bug hotel'
'Carrying things'
'When we were making the bug hotel'*



What Made The Difference

- Making quick connections with the Learning & Discovery team at PDNP was important in making some initial links with schools in the early stages of the project. This relationship with the team has been important in terms of PDNP staff involvement during some of the larger events/activities led for BC beneficiaries.
- Collaboration with new organisations through the creation of the Buxton Wild Weeks project has made a sizeable difference to what has been achieved within the project lifetime and more importantly to what will be as a result of its existence.

Challenges

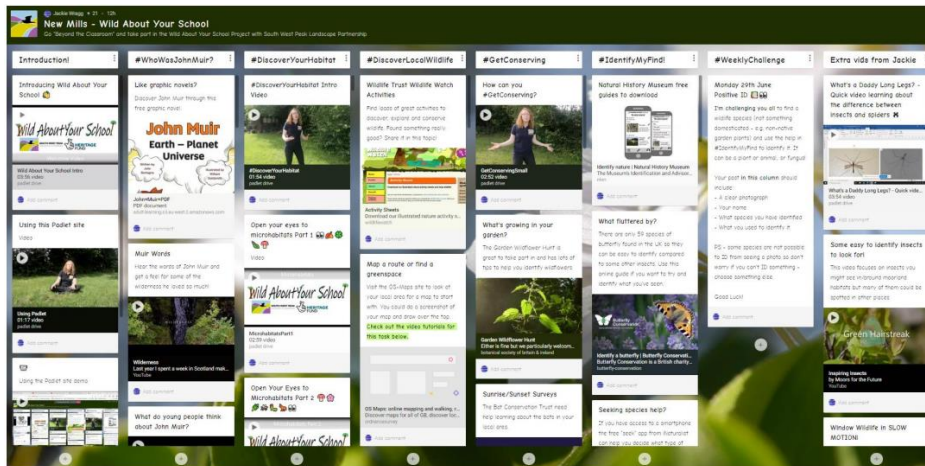
- The optimum timing of contacting schools with an offer meant that upon starting the project (March 2018) there wasn't long to develop a product to offer them. The Wild About Your

School project was developed to include a lot of initial engagement and activity on the school grounds followed by a visit to habitat in the South West Peak. This allowed schools to be approached with the project and visits to schools to happen before locations had to be selected and approved for hosting visits.

- It was not possible to gather some of evidence that was outlined in the formal monitoring and evaluation table (proposed by our external evaluators). When delivering sessions with young people, even with volunteer support, the leader's attention is rightfully on the group and time is often short. Recording videos of young people in order to try and evidence the impact on them just didn't happen. On many occasions it was enough work just to take time to get some pictures. Although any feedback, anecdotal or otherwise has been saved there are no dedicated videos of young people talking about their experience.
- Although there are lots of pre-engagement surveys completed to act as a baseline for measuring the impact of BC sessions on young people there are only 41 completed by young people after being part of a BC activity. This is well below the expected 10% response rate that surveys tend to aim for. This is partly due to not making time to chase up every single group but even when schools have been reminded several times this hasn't often led to many completed surveys.
- The impacts of the Covid-19 Pandemic are far reaching even within this small project in a larger programme:
 - Loss of a network of people who previously supported activity in some way through collaboration, hosting visits on their land etc.
 - Schools closing and teachers under so much strain that considering taking on a new project/organising a field visit etc. is much less likely
 - Public perception of meeting groups again (even in the outdoors)
 - Massive uncertainty about when/if projects that had been planned will ever be suitable and deliverable within the lifetime of BC
 - Adapting delivery of sessions to be safe for participants, volunteers and staff
 - Project officer personally contracting Covid-19 and suffering post-viral symptoms for 8 or 9 months

From March – August of 2020, all planned activities were suspended, meaning 22 scheduled events did not go ahead. Planning of events also ceased at the start of 2020 as the severity of the pandemic became evident. Loss of the scheduled events meant the loss of approximately 400 young people, 150 taking part in long-term projects, 67 conservation activities and £1020 in income for sessions. Clearly, it is hard to quantify the actual loss as more events would have been planned for this period had the pandemic not happened.

New Mills School had been signed up to take part in Wild About Your School as part of their Year 8 summer term curriculum. Due to the Covid-10 pandemic the pupils were no longer in school and face-to-face delivery of the project could no longer go ahead. A Padlet site was developed to reimagine the WAYS project as something pupils could engage with from home and still work towards a John Muir Award.



Contracting Covid-19 in November 2020 and suffering with debilitating post-viral symptoms for 8 to 9 months was a significant challenge. Having worked hard during the summer of 2020, developing plans for Buxton Wild Weeks to start in 2021 it was a real struggle to maintain the level of work and passion required to start that project off. When it became apparent that the symptoms were not improving it was time to seek support and this is where the difference was made. Using contingency funding to provide additional staff support to deliver Buxton Wild Weeks made it possible for me to still deliver my project but not at such great personal cost.

Case Studies

YMCA Go Summer Project – 5 sessions during the summer holidays in 3 locations with an average of 9 young people attending each session, many of them repeat visits. 9 young people were award Discover Level John Muir Awards. The relationship with this group was developed through cooperative working with the Engaging Communities project.

"By having the differing habitats, from the ponds to forest to grasslands, meant that the young people could see and get to work in places that they might not get the chance to normally"
Project feedback from YMCA leader.



"It's amazing how you could just be on this walk and not notice any of the little amazing things - but now we have you with us we can notice so much more" (young person)
Finding natural treasures.



Learning navigation from SWPLP volunteer Graham



Sweep netting at Macclesfield Forest

Taking time out in nature

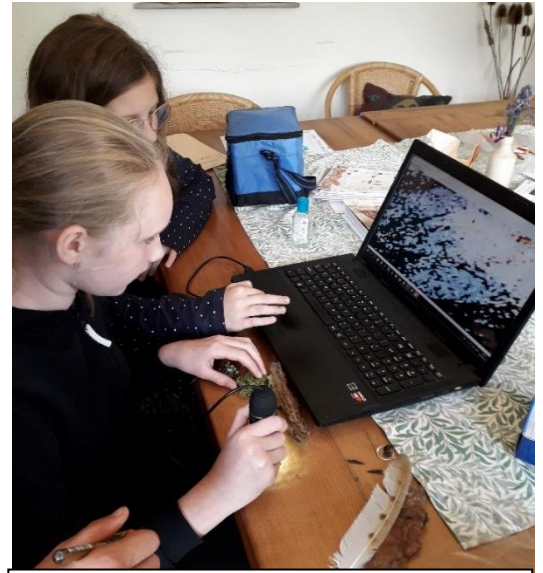


"The wealth of knowledge that you were able to share was incredible. I learnt huge amount during the sessions, so I can only begin to imagine how much the young people gained from these sessions"
Project feedback from YMCA leader.



Learning about Glorious Grasslands

"It was a delight having the young people here and they were so interested and curious about what they were doing and your enthusiasm was inspiring." — Elspeth, Under White Farm.



A new perspective on nature



The 'memorable moment or quote of the day' for the bug hotel session were:
'When we were stepping on the river'
'Building a bug hotel'
'Carrying things'
'When we were making the bug hotel'




"The sessions that were provided during the summer project, were run brilliantly."

"those that attended more understood what conservation is and how it is done"

"The feedback session was incredible. The young people have got so much out of the activities and would love to continue with the work."

YMCA feedback.


Buxton Wild Weeks




Buxton Wild Weeks
Awareness, Appreciation, Action

IN ITS FIRST YEAR...


3 SCHOOLS
Focused on Wild Weeks activity for a full week




30 WILD SESSIONS
On local wildlife and conservation delivered to young people and adults



1131 PEOPLE
Attended wild sessions with schools and the local community



275 HOURS
Of conservation by young people




Incredible Invertebrates session at Poole's Cavern

"Thanks ever so much for including me as a volunteer in Buxton Wild Week I enjoyed it very much & thought your ideas to engage youngsters in connecting with nature were fab- imaginative and fun too- there was something for everyone"


"I just wanted to send a quick message to say a big thank you from the staff and the children for organising the first Buxton Wild Week. They have all thoroughly enjoyed themselves and I definitely believe from what they teacher's and children have said that they have begun to appreciate what they have in terms of the nature around them"

"Year 5 children and teachers especially came back from their walks inspired to do more"

"the Padlet is excellent and I am definitely going to encourage the staff to use more of it this time"

"all of the teachers and pupils have said that the activities have been brilliant!"

Teacher Feedback



Buxton Wild Weeks - Key Stage 2 Padlet
Wildlife and Sustainability for Buxton - Awareness, Appreciation and Action

Buxton Wild Weeks
John Muir Award
15 hours
4 challenges
YouTube
John Muir Award - What's it all about?
What's it all about?
Add comment

Our School Habitat
My 10 Days Outdoors
PDF
Use this activity to support a journal of 10 days spending at least 10 minutes outdoors. There's a range of mini-activities to choose from, designed around pathways to nature connection.
Add comment

Buxton Wildlife
Map a route or find a greenspace
OS Maps online mapping and walking, running and cycling routes.
Visit the OS-Maps site to look at your local area for a map to start with. You could do a screenshot of your map and draw over the top.
Add comment

Wild Numeracy, Literacy and Science
How Old is this Tree?
PDF
You don't need many resources to do this activity from High Weald's Wonderful Woodlands pack.
Add comment

Greenspace Discovery Booklet
Greenspace Discovery Booklet
PDF
Here is a booklet with some structured activities focused on greenspace discovery and connection.
Add comment

Doing a bug hunt? Here's a good chart to start classifying what you've found
PDF
Use this leaf ID sheet to help pupils to identify trees in your designated greenspace location and school grounds.
Add comment

Trees of Buxton
Leaf ID sheet
PDF
Use this leaf ID sheet to help pupils to identify trees in your designated greenspace location and school grounds.
Add comment

Build a Tree
PDF
Add comment

Fairer for Nature – 6 conservation sessions with 65 young people in Granby Road local greenspace. Fairfield C of E Endowed Junior School has 43% Pupil Premium pupils on roll. These sessions took place with pupils from Year 5.



Litter collected by Fairfield young people during Fairer for Nature sessions.



Mapping species on the site



Learning to use tools safely



Controlling dominant species

"I feel strong"
Year 5 girl using loppers for the first time

"Just want to say thanks to you and your volunteers for the last 2 mornings – they were terrific. The children really enjoyed themselves, learnt lots and have been inspired to litter pick. Some children have even organised a litter picking group for lunch times at school!"

Fairfield EJS Teacher



Team work selective tree felling

Legacy

Skills/knowledge/experience

- Supporting youth groups such as YMCA and Cre8 Macclesfield has meant their leaders now have more confidence to consider options for sessions that they may not previously have considered. This includes new locations but also the understanding that you don't need to be an expert in biology to run a bug hunt and create some wonder.
- Teachers that took part in Buxton Wild Weeks had access to physical resources (the biodiversity kits) and electronic resources (all the Padlet content) that acts as a form of CPD. Visits they attended in the local area are visits they would now be happy to recreate in future.
- Setting up Buxton Wild Weeks as a partnership project using my background as a teacher to help shape an appealing offer to schools means that Buxton Wild Weeks is now its own entity and will continue beyond the lifespan of Beyond the Classroom.
- Supporting Staffordshire Moorlands Climate Action with establishing their own engagement with young people and possibly the development of a Leek Wild Week

Habitat/species improvements

- Schools that took part in Wild About Your Schools created habitats on their grounds, including wildflower patches and bug hotels with green roofs. These habitats will hopefully be maintained and also inspire more habitat creation on school sites.
- Buxton Wild Weeks has engaged with well over 1000 people on their local greenspaces, about their local wildlife, the knock on impact of raising awareness is that more people will make conscious choices to protect their local wildlife and enjoy their local greenspaces.

Data

- 382 responses to the Nature Connectedness Survey of young people from the 3 Buxton schools taking part in Buxton Wild Weeks
- 352 completed surveys by young people on environmental issues, ecosystem services and nature connectedness

Equipment

- Biodiversity Kits (bought with Bingham Trust funding) are now available to Buxton Schools and community groups through the Buxton Wild Weeks group
- Fairer for Nature project provided PPE and equipment for young people carrying out practical conservation in their local area, a local resident gardener has now been in touch to start working on this area and inviting the community to support this.

Connections/collaboration

- Brought together Transition Buxton, Buxton Civic Association and their Biodiversity Group for Buxton Wild Weeks. Also with the support of Buxton Rotary Club – Field Club and Buxton Morrisons.

Educational Resources/Other Resources

- Wild About Your School booklets and Padlet resource (which will be made public and shareable at the end of the project) – some of this content will also be used as part of the Peak District National Park Ambassador Schools project
- Buxton Wild Weeks resources, again available to the BWW team and the schools through Padlet
- Carbon and Water field visit developed on Warslow Moors and to be used for continuation of this fieldwork offer by PDNP
- Buxton Junior Rangers now has 17 members and will potentially continue as a collaboration with Buxton Civic Association and Peak District National Park.

Lessons Learned

- Evaluation should be just as much of a part of the process as planning and at times this has not taken enough of my time in the project. Although I have collected notes from sessions in an evaluation table I would have like to collect more feedback directly from young people about their experience, as well as the impact of the sessions on them.
- A simple evaluation form for pupils and teachers would have made a huge difference in this stage of reporting.
- Communications is such an important part of each project that it would have been beneficial to have the support of a communications officer working full-time to aid with gaining feedback, and collecting evidence (especially video). Although I did make use of the link with the communications officer during the project I could have made more use of this, even with the existing part-time working pattern.