

LOOKING AFTER ERYRI NATIONAL PARK

SUPPORT MATERIALS

If you need further support on specific aspects of outdoor learning these materials can enhance the engaging experiences you are providing. They can support you as you design, plan and implement your curriculum. Outdoor learning is a great way to develop learners' integral skills (creativity and innovation, critical thinking and problem-solving, personal effectiveness, planning and organising). You will want to focus on why learning matters and ensure you are meeting your learners' needs.

These materials show a path that could be taken through the activity. This is not meant to be prescriptive. You should adapt your approach depending on your learners' needs and interests and your local area.

OVERVIEW

Learners consider what a National Park warden is and watch video clips to understand more about their roles and responsibilities. They access the Eryri National Park website and use online maps to explore where wardens carry out their daily tasks. Learners consider the work carried out by National Park wardens, how this might be relevant to their locality and create a digital information page about a walk in the local area. They consider why and how we clear paths and carry out an investigation into how trampling affects the number of daisy plants on a sports field.

CURRICULUM FOR WALES

Areas explored:

- Health and Well-being
- Humanities
- Languages, Literacy and Communication
- Mathematics and Numeracy
- Science and Technology

Activity also incorporates aspects of cross-curricular skills outlined in the LNF and DCF.

RESOURCES



Internet enabled device and internet access.

Access to [Find out what every symbol means on an OS Explorer map - OS GetOutside](#).

Means of making notes and taking photographs for creating a digital information page.

Means of sampling, e.g. 25cm x 25cm quadrats made from wood or metal, ideas as to how to make your own:

[Make your own quadrat - Centre for Alternative Technology](#)

[Questions about Quadrats - Science & Plants for Schools](#)

DOING THE ACTIVITY



- Most tasks require learners to work in pairs or groups.
- Encourage learners to share their ideas, and through open questioning, explain and justify their ideas when possible. Focus questions have been suggested to guide learners through the tasks.
- To access the scale in Google maps, click on 'View larger map'.
- When taking learners outdoors, it is essential that the [Countryside Code](#) is adhered to and any relevant risk assessments have been carried out with risks mitigated.

TASK 1

WHAT ARE THE TASKS OF A PARK WARDEN?

Explain to learners that this task should help them to understand more about the roles and responsibilities of a National Park warden.

Screen 3

Ask learners to discuss the questions posed.

Focus questions

- What do you think a park warden is? Why do you think that?
- What do you think they do? Why?
- What tasks might they have to carry out? How do you know?
- What responsibilities might they have? What makes you think that?
- What qualifications do you think a park warden needs? Why?

Screen 4

Show the video clip (about 40 seconds) of Robot, a park warden in Eryri National Park and ask learners to discuss the questions posed.

Focus questions

- What did you find out about being a park warden?
- How has your opinion of park wardens changed? Why?
- What do you think a park warden does now? Why do you think that?

Screen 5

Ask learners to access the Eryri National Park website, read the information about the park wardens and what they do at [Eryri National Park Wardens](#) and consider the questions posed.

Focus questions

- How and when do you think wardens 'advise the public on safe and responsible use of the countryside'? Why do you think that?
- What do you think an 'access improvement project' might involve? Why do you think that?
- How many park wardens are there? How do you know?
- Why is it important for the wardens to look after Llyn Tegid? Is this important? Why?

Screens 6-7

Invite learners to look at the tasks carried out by National Park wardens and to discuss the questions posed.

Focus questions

- Where do you think there are local landscapes and habitats to maintain? Why are these important to look after?
- Where do you think there are local public access issues? Why do you think that?
- Where are the public footpaths and rights of way locally? How do you know?

Then, ask them to access the map and to locate exactly where they think park wardens carry out these tasks locally and to list their ideas on screen.

Screens 8-9

Inform learners that they will look for evidence of where these tasks are carried out in the local area. Ask them to discuss what sort of evidence they will look for to show that park wardens have been carrying out the tasks.

Then, take learners outside into the local area to search for evidence that park wardens have carried out their tasks. Encourage them to make notes and take photographs.

Screens 10-11

Ask learners to consider what they found out and to discuss the questions posed.

Focus questions

- What public footpaths did you find? Where were they?
- Who is responsible for these? How do you know?
- What condition were they in? What could be done to improve access to these footpaths?
- What landscapes and habitats did you find? How could these be maintained? Why do you think that?
- What other public routes did you find? Where are they? What are they used for? Why do you think that?
- What were the main access issues you discovered? How could these be tackled? Why do you think that?

Then, invite learners to pool their findings with the class to produce a display about the work of park wardens in the local area.

TASK 2

WORKING AS A PARK WARDEN

Explain to learners that they will consider the work carried out by National Park wardens, how this might be relevant to their locality and create a digital information page about a walk in the local area.

Screen 3

Ask learners to watch the video clip of Robat (just over a minute), talking about his daily work in Eryri National Park. Invite them to access the map, follow the instructions on screen and answer the questions posed.

Focus questions

- What public footpaths did you find? Where were they?
- How many cars does the main car park hold? How did you work this out?
- How much does it cost to park there all day?
- If the car park was full all day, how much money would the National Park make that day? How much in a year? How did you work these things out? Why like that?
- There is an overspill car park in the next field. How many cars do you think this could hold? Why do you think that?

Screen 4

Explain to learners that Robat displays information about the next three days' weather for visitors and ask them to discuss the questions posed.

Focus questions

- Why might this weather information be useful for visitors? Why do you think that?
- Where do you think Robat finds this information? How do you know?

Then, ask learners to use the internet to search for the weather forecast for where they live and to discuss the questions posed.

Focus questions

- Which of these websites is likely to be the most reliable? Why do you think that?

Screen 5

Invite learners to look at the Met Office site for their local area and discuss the questions posed.

Focus questions

- What symbols are shown? What do these symbols mean? How do you know?
- What will the temperature be for the next three days? How can you tell?
- What are the chances of rain? How do you know?
- What will the speed of the wind be? Why do you think that?

Screen 6

Ask learners to look again at the Google map of the area, find the school and discuss the questions posed.

Focus questions

- In which direction would you need to travel to reach Tŷ Nant Pony Track car park? How do you know?
- What would be the shortest route? Why do you think that?
- What roads would you need to travel on?
- How far is it? How do you know?
- How long would it take you? Why do you think that?

Screens 7-8

Ask learners to watch the next video clip of Robat (under a minute), where he follows 'The Pony Path' to climb Cader Idris.

Inform them that the Eryri National Park website has a page that provides information about following 'The Pony Path'. Invite them to access this page [Pony Path \(Tŷ Nant\) - Walks and Routes Snowdonia National Park](#) and to discuss the questions posed.

Focus questions

- What did you learn from this web page?
- What information is available? How might people find this useful?
- The map contains the numbers from 1 to 12. What does each of these numbers show when you click on them?
- How do the photographs and information show some of the work wardens carry out? Why do you think that?
- What park furniture could you see in the photographs?



Screens 9-10

Inform learners that they are going to create a similar digital information page about a walk in the local area. Invite groups to consider the questions posed.

Focus questions

- What things are worth seeing in the local area? Why do you think that?
- Where are the best views? What can you see? How do you know?
- Where would your walk start and finish? Why?
- Where would you display information about the weather for the next few days?
- How would you show people the route that the walk follows? How else could you do it?
- Would you make use of public footpaths? Why?

Then, take learners outside to look for ideas about where they could create a walk, encouraging them to make notes and take photographs.

Screen 11

Inform learners they now need to decide on their walk and that they might find it useful to use a digital map of the local area, e.g. Google. Ask them to discuss the questions posed.

Focus questions

- What do you need to know about the walk to create the digital information page?
- How long is the walk? How do you know?
- How long will it take someone to complete this walk?
- What risks are there on the walk? What will you say about these?
- What photographs will you include? Why?

Screen 12

Invite learners to create a digital information page for their walk and to discuss the questions posed.

Focus questions

- What information will you include? Why?
- How will you present this information? Why?
- How will you show the walk on a map? Why do it like that?
- How will you include photographs and directions on your map?

TASK 3

WHY DO WE CLEAR PATHS?

Explain to learners that they will consider why and how we clear paths and carry out an investigation into how trampling affects the number of daisy plants on a sports field.

Screen 3

Ask learners to watch the video clip (about 2 minutes), follow the instructions on screen and to discuss the questions posed.

Focus questions

- What can you see in the aerial view of Farchynys? How do you know what these things are?
- What clues are there in the video about where in Farchynys Robot might be?
- Where on the map do you think the paths are that Robot is working on? Why do you think this?
- How close to the river and main roads do you think he might be? Why do you think that?

Screen 4

Invite learners to watch the video clip again and to discuss the questions posed.

Focus questions

- Why do you think the paths are overgrown?
- What types of plants did you recognise? How do you know what they are?
- Where do you think these plants typically grow? Why do you think that?
- What animals would you expect to find living near these paths? Why?
- What month do you think this video was filmed in? How do you know?

Screen 5

Ask learners to read the information and discuss the questions posed.

Focus questions

- Why is it important to put way markers on the footpaths? Why do you think that?
- What might happen if the paths were not clearly marked?
- How might the plants be affected if people didn't use the paths? How do you know?
- How could this effect habitats and food chains? Why?

Screen 6

Ask learners to read the information and discuss the questions posed.

Focus questions

- What do you think Robot means by this? Why?
- How many walkers might use this path? Why do you think that?
- What will happen to the plants that he cuts with the strimmer? How do you know?
- What are the pros and cons of strimming this path?
- Do you think it is a good thing for him to strim this path? Why?

Screens 7-8

Explain to learners they are going to carry out an investigation into how trampling affects the number of daisy plants on a sports field and that they will use quadrats – squares of wood or metal measuring 25cm by 25cm.

Firstly, invite them to draw a plan of the sports field and decide where they are going to place quadrats. Ask learners to discuss the questions posed.

Focus questions

- Where do you think most daisy plants will be found on the field? Why?
- What are the different areas of a sports field? Why are they different?
- How will you make sure that each different area of the field is sampled?
- Where will you place your quadrats? Why?
- How will you count the number of daisy plants in each quadrat?
- The quadrat measures 25cm by 25cm. How can you estimate how many daisy plants would be in a quadrat measuring 1m by 1m in the same place?

Screens 9-10

Take learners outside to sample the sports field and count the number of daisy plants in each area of the sports field and ask them to consider the questions posed.

Focus questions

- What did you find out from your investigation?
- Where were the most daisy plants?
- Where were the least daisy plants?
- What conclusions can you draw from your findings?
- Thinking of Robot, why does he want people to use the paths?
- What might happen if people didn't use the paths?
- How could this affect the animals that live in the area? Why?