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| **Session** | **Area** | **Brief outline of activity.** |
| 1 | INTRO | Explain: What John Muir Award is and the four key areas and the certificate.  Research: Who was John Muir and what does Conservation mean? |
| 2 | Research: What species within the UK need conservation? (Extension: Compare to another country) |
| 3 | DISCOVER | Observation: mindfulness activity. ½ hour outside. Record feelings and thoughts; poem/story creation. |
| 4 | Record: Draw and label picture of garden. What are the natural characteristics of it? |
| 5 | EXPLORE | Observe: ½ hour general survey – what wildlife visits the garden area. Record: Table results. Conclude as to why they might visit in a paragraph – consider housing location/roads/woodland nearby. |
| 6 | Plan: Decide which UK Species (Bird/Bee/Butterfly/Bugs) to conserve based on previous observation.  Research: Select one/two types of the species to conserve (e.g. wagtail birds and magpies) |
| 7 | Research: Life cycle |
| 8 | Research: Habitats |
| 9 | Research: Adaptations for survival |
| 10 | Research: Diet |
| 11 | Research: Food chains. Predator/prey relationships. |
| 12 | Research: Food webs or continuation of food chain. |
| 13 | Observe: ½ hour survey. Tabling results. |
| 14 | CONSERVE | Research: Charities – Find out about a charity that helps to conserve– watch videos and research suitable methods of conservation. |
| 15 | Plan: decide on items to create, make and location. One for habitat, diet and water. Draw items and ‘how to method’  Extension: Create: small location in garden for chosen species. |
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| 17 | Create: habitat and place in garden following method/video |
| 18 | Create: food container/item and place in garden following method/video |
| 19 | Create: water container / item and place in garden following method/video |
| 20 | Observe and record: ½ hour survey. Tabling results and compare to previous survey (graph?). Conclude. |
| 21 | SHARE | Sharing their project – this can be done via poems, stories, a display, a written diary, pictures and photographs. The young person should reflect on their project – either verbally, drawn or written. They should identified any skills they’ve learnt/developed and conclude what they would focus on next if they were to repeat the project again.  Share with teacher/family member. |
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| 25 | Complete the four review feedback form with verbal responses. |

All sessions are 1 hour in duration. To achieve the award the student must have completed 25 hours as a minimum. Some sessions may need longer than 1 hour, depending on ability. Ideally, creating an object to help conserve has proven to be the highlight

Students should record their work, either in the John Muir log book or in their own folder if possible.

Once the four review feedback is completed, this is returned with the certificate request form. Certificates take approximately 2 weeks to arrive.