Outline how you plan for all individuals involved to meet the Four John Muir Award Challenges. See [johnmuiraward.org](http://www.johnmuiraward.org) for information, resource guides, ideas and case studies.

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| **Consider how you will introduce John Muir into your Award activity** | |
| **Discover a wild place**  **Where/what is your wild place (or places)?**  This can be school grounds, local park, beach, woods, river, mountain or national park…  Briefly:  Where will your activity take place? (Note all the places you will visit).  What is the natural character of your chosen place(s)?  What makes it special for you/your group?  Why is it a suitable place for your Award activity? | Garden and local area during government restrictions to encourage young people outside and to investigate and area that is personal to them.   Research will be conducted online and with guidance from P2L teacher through virtual teaching. | The young people will be exploring their area through activities intended for them to further develop their knowledge of their chosen area.  Bugs: research UK native bugs – size, shape etc. Draw findings and label.  Take part in a bug survey and record findings.  Find out about the role bugs play in the ecosystem, how have adapted, their conservation status, their habitats and the food they eat. Are they predator/prey? Research lifecycles and food chains. | **Explore it**  **Tell us what you’ll do to increase your awareness and understanding. How will you experience, enjoy and find out more about your wild place(s)?**  You might:  Visit it at different times of day and night, in different seasons, alone or with others.  Travel extensively – walk, camp, bike, canoe.  Sit, look, listen - engage senses.  Identify and find out more about landscapes, habitats and living things (biodiversity), and how they connect.  Make maps. Take photographs. Research local geology, natural and cultural history. |
| **Conserve it**  **How will you care for your wild place(s), take some personal responsibility, make a difference, put something back?**  Take practical action for nature - wildlife or pollution surveys, litter picks and audits, tree or shrub planting, grow plants for wildlife or clear invasive plants, create or monitor habitats…  Campaign and inform others to highlight an environmental issue or help protect a wild place.  Apply minimum impact approaches to your activity.  Make sustainable choices and take climate action. | Find about a charity that helps to conserve Bugs – watch videos and research suitable methods of conservation.  Use research to find which ones might be living in your garden.  Create a bug house using natural materials found in the garden or from local area.  If composting helps your chosen bug, learn how to create a compost pile.  Observe and record any bugs that use the container. | Reviewing and discussing with teacher. Continual feedback of activities through either demonstration, pictures, written word, diary, artwork, poem and stories.  Sharing of the award with family members and teaching staff of P2L.  Completed 4 stage review form. | **Share your experiences**  **Tell others about what you’ve done – experiences, achievements, feelings, what’s been learned. Celebrate!**  Reflect, review and discuss your adventures and experiences in wild places – do this during as well as after, informally or more formally. Share an increased awareness of John Muir. Use [discoverjohnmuir.com](file:///C:\Users\nikki.gordon\Desktop\Admin%20Updates\Proposal%20Form\discoverjohnmuir.com)  You might:  Make a display of photos, drawings, stories, poems, artwork.  Make a group diary – as a book, wall display or film.  Organise a presentation.  Lead a guided walk around your wild place(s). Use newsletters, websites and social media #JohnMuirAward. |