



wild places:
DISCOVER
EXPLORE
CONSERVE
SHARE

John Muir Award Proposal Form

Outline your activity and describe how you will meet
the Four John Muir Award Challenges

This Proposal Form is an aid to your planning and delivery of a John Muir Award, at Discovery, Explorer or Conserver Level. It enables Award staff to offer support and advice, and helps ensure that your Proposal will lead to successful completion of Awards.

Responsibility for ensuring adequate health & safety, legal and insurance arrangements lies with the group/organisation (or individual/ family) that is setting up activity towards achieving John Muir Awards.

Refer to the key documents page at johnmuiraward.org for Information Handbook and Award criteria.

Send a copy of your Proposal Form to your appropriate regional Award contact at least **2 weeks** before starting. If not known, please click on the contact page at johnmuiraward.org. Alternatively, send to info@johnmuiraward.org, or John Muir Award, 41 Commercial Street, Edinburgh EH6 6JD

contact person
group/organisation
or individual/family
address

	date
	postcode
	e-mail
	web

Are any organisations or partners helping towards this Award?

North Ayrshire Council

Summary of Award Proposal

Select Award level

Discovery

Outline the main aims and themes of what you plan to do. What is/are your main reason/s for using the John Muir Award?

Suggest adding a brief description here of the Council's aims for using the John Muir Award

School specific aims:

Group background

Include details such as: who the group is, age ranges, group size, any referral process, other relevant points.

Description to be added by the school

Start date

Finish date

Estimated time commitment

E.g. number of days, hours spent per week, residential length

Suggest adding how much time Development Officers will spend with the group

+ XX school-led days/hours

Is any evaluation taking place for this activity/work/project?

How many people are participating? participants leaders/staff

Record books: 1: Download print-ready PDF from website key documents page for free OR

2: Request specify number hard copies (£1 per copy)

Outline how you plan for all individuals involved to meet the Four John Muir Award Challenges. **Add your school led activities below in the appropriate boxes.** See johnmuiraward.org for information, resources, ideas and case studies. Consider how you will introduce John Muir into your Award activity.

<h3>Discover a wild place</h3> <p>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?</p>	<p>Pupils will discover an area and consider how everything that we do affects our environment, and furthermore, our universe as John Muir described when he said "When we try to pick out anything by itself, we find it hitched to everything else in the universe". (John Muir, 1869)</p> <p>Description to be entered here by school: <i>Describe your school ground/local wild space, the local walk to spaces and any notable areas for wildlife in the community.</i></p>	<p>Pupils will observe their chosen environment and describe in English and French. They will use the equivalent expressions in French or Spanish for "There is/there are..." to describe the weather and say what colours they see in their chosen environment. Pupils will discuss and record these findings.</p> <p>Pupils will identify natural and manmade items and talk about their impact on the environment. Pupils will also reflect upon ways in which we can improve our own surroundings.</p> <p>Children will take part in a shape hunt competition in French or Spanish for objects in chosen outdoor area. They can be manmade or natural.</p> <p>Each day we will talk about how being outdoors affects our wellbeing. We will consider what John Muir meant when he said ""Thousands of tired, nerve shaken, over-civilised people are beginning to find out that going to the mountains is going home". (John Muir, 1898)</p> <p>Pupils will learn about birds, their habitats, what they eat and how they contribute to the environment.</p>	<h3>Explore it</h3> <p>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.</p>
<h3>Conserve it</h3> <p>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.</p>	<p>Pupils will investigate different types of pollution. They will observe our chosen environment and identify the pollution that is present. Pupils will discuss how this pollution might affect local wildlife, and in particular, birds.</p> <p>- Looking for a hands-on, practical element to this activity – for example, pupils could complete a Citizen Science survey (e.g. OPAL's air quality/water quality survey – see: www.opalexplornature.org/)</p> <p>Pupils will carry out a Critical Skills conservation topic where they will work together to build a nest from natural materials to house an injured bird. Pupils will discuss how to protect a real nest and the implications if the nest is disturbed.</p> <p>- Can we integrate a practical task? (e.g. Pupils could make bird boxes/bird feeders – see our</p>	<p>Any further activities to be added by school</p> <p>Informal sharing (discussions, chats, reflections) throughout Award experience. Pupils should work together to prepare a power-point to share what they've learned about the outdoors.</p> <p>They will include photographs and use some French or Spanish vocabulary to describe the environment.</p> <p>The power-point can be used to give a talk to the whole school at a school assembly. It could also be shared with other schools on our 1+2 Glow page (video channel page) or on the National Hub' as a good practice exemplar. Currently links are being set up with French schools abroad – this would be an excellent opportunity to share information learned internationally too.</p>	<h3>Share your experiences</h3> <p>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. 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.</p>

Wildlife Gardening resource guide for ideas:
www.johnmuirtrust.org/about/resources/495-john-muir-award-resource-guide-wildlife-gardening

Any further activities to be added by school