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2673 words

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Good morning, my name is Cam. I will firstly be reflecting on my John Muir Scrapbook and then I will move on to discussing sustainability within the early years and its challenges. The reason I chose Clyne Gardens as my choice for the John Muir award, is due to the fact that it holds a special place close to my heart. I go there several times a week, to walk my dogs and I spent my early years there with my family. My family and I typically take the same route, which follows a path that goes to a bridge by the skunk cabbage after passing through fields, where lovely flowers blossom. After work, I find that listening to the stream's flow and splashes soothes and relaxes me. Then I usually continue up the route to the Japanese bridge, where you can hear the water flowing and enjoy the amazing scenery, wildlife, and flowers. The park is just magical. Although I have been to the park for many years, I have now discovered all the different variations of flowers, plants and wildlife. I have learnt about the animals that inhabit Clyne and the kinds of food they gather and collect. The birds in Clyne are one of my favourite things to observe. I feel so calm when I hear them tweeting, calling to one another.

My dogs enjoy swimming in the stream and drinking from it, which is why I researched and discovered that the water is safe and clean for them to drink. Discovering more in depth about Clyne and creating the scrapbook has been enjoyable and has taught me a lot that I did not know before. For example, the John Muir award has taught me that I love the creative side of working, drawing, sketching and finding natural resources to add into the scrapbook. Furthermore, instead of using the internet, I decided to put together a scrapbook since I like to be creative and use my imagination. If I were to change anything for next time, I would expand the areas I looked into in Clyne and discover Clyne castle. I describe in my scrapbook how I want to involve my class on a school trip to pick up litter and for them to take part in a poster competition. Additionally, I would also like them to take part in games using natural resources, such as a twig race in the stream, painting

and printing leaves, and many more. I will ask the children what they can do to help the environment after this activity, and if it can be more child led. Furthermore, I mostly focused on the wildlife and animals that live on the grounds of Clyne, not the wildlife that live in the pond. I would therefore pay more attention to the life beneath the water if I did this award again.

Although Clyne Gardens appears small on a map, it is the home to hundreds of different plants and flowers. I became aware of the Green Flag Award and the fact that Clyne itself holds more than 2000 plant varieties. Despite visiting Clyne Gardens several times a week, I found that it is always very quiet. Only a couple of families and dog walkers visit for a picnic or a walk, even on the beautiful sunny days. It is a slightly secluded location, and I think that Clyne Gardens would be busy with both locals and tourists if it became a more well-known park. I also observed that the majority of people that come to the park are adults rather than children. Children are more likely to be at home or to be using the internet in this generation. It is vital for children to go outside and explore. Furthermore, I have reflected on the significance of the senses. People should be grateful for their senses of smell and sight. Children should learn about the peacefulness of nature and how it can help them to control and regulate their emotions. Nature can be comforting and soothing for all individuals.

I knew nothing about John Muir until I engaged in the John Muir Award. I have learnt lots of meaningful and interesting things, like how much he loved nature and the environment. John Muir's commitment to conserving the beauty of nature and his successes in environmental awareness have created an eternal legacy that motivates individuals like myself to value and preserve nature. I have been inspired by this award to visit places I would not normally travel to and discover ways I can support the environment. I have also learnt that the surrounding nature, plants, flowers, and wildlife all have a lot more beauty than I thought. I enjoy being outside and taking care of my health and well-being in the fresh air, and this award has given me the opportunity to explore my surroundings and the world around me. My development and knowledge of the outside world as well as the sustainability challenges that are evident in Clyne have been enhanced by this award. I have also learnt that everyone must do their part to save their natural surroundings, and that the planet needs our help. Thank you for listening to my reflection, I will now move onto talking about the ESDGC and Curriculums.

The Welsh Government (2020) state that The ESDGC's (Education, Sustainability, Development, Global, and Citizenship) main goal is to provide individuals with the information and abilities they need to address the main issues impacting the world and humanity, particularly poverty, wildlife and species extinction, and climate change. Additionally, The Welsh Government (2020) portray the importance of the connection between human rights, wealth, and power. As well as the effects of everything individuals do, both locally and globally, and the steps that individuals and organisations may take to address these concerns.

Since the ESDGC aims to increase people's awareness of their rights and responsibilities on a local and global level, the ESDGC is linked to the Curriculum for Wales (2024) to encourage ethical, informed individuals the need to contribute to their communities and make decisions on a global scale. Additionally, the ESDGC is linked to the one of the Welsh Curriculums (2024) goals of healthy, confident individuals, since it highlights the importance of social responsibility, welfare, and the environment. It encourages people to contribute to a sustainable future and to address environmental issues. Likewise to the importance of the ESDGC, Sustainable Development Goals (n.d) implies that Agenda 21 is a significant, comprehensive plan of action that should be implemented locally, nationally, and internationally by governments, major groups, and organisations of the United Nations System in all areas where human activity affects the environment. However, Rosenberg (2005) suggests that the policy's implementation is more difficult because of the nonlinear relationship between efficacy and survivability, and councils may need to stay clear of direct challenges to government decision-makers and long-standing partnerships between the public and private sectors.

My John Muir Scrapbook makes connections between waste and consumption in the ESDGC and Wales Act of Learning curricula (2024). The children can clean up rubbish, save any safe bottle caps for school, and educate them about how litter kills animals as part of a science and technology lesson. The children can create posters in Welsh, analyse historical photos of Clyne, and learn about the health and welfare of the wildlife that lives there.

Lourenco and Andrade (2022) imply that promoting ongoing teacher education is crucial to ensuring that educators gain the confidence, knowledge, and skills needed to teach about sustainability and global citizenship, given the essential role they play

in advancing progress towards achieving the target of 4.7, regarding the Sustainable Development Goals. According to Huckle and Sterling (1996), theoretically and practically, sustainability and education for sustainability entail various aspects. According to Sterling (1996), primary school teachers ought to incorporate their long-standing history of nature study, which tackles ideas like equity and social change with the task of teaching for sustainability. Likewise, Sustainability Support for Educations (2024) research indicates that certain training will be required to assist practitioners in developing aims related to promoting sustainable behaviours and reducing the effects of climate change. To make sure that all employees, senior leadership and sustainability leads, are aware of the threats posed by climate change and the necessity of taking action to reduce them, it is imperative that teachers get training and awareness-raising.

Within the John Muir Award, children should understand the value of protecting the environment and how their actions of clearing up litter will benefit the world and the wildlife around them. Brown and Ham (2010) explain that in addition to increasing litter pick-up by 15% to 20% when compared to a control condition, two experimental litter picking studies were found to have a favourable impact on specific attitudes and beliefs about this environmentally friendly practice. Potential advantages include reduced park litter collection costs, less negative effects on animals and wildlife, and less deterioration of the park's attractions.

Willems (2015) portrays the importance to teach children about the harm that littering does to the environment. Practitioners should regularly engage children to the intervention in their natural environment. To foster a more environmentally conscious mindset, offer outdoor environmental education. Furthermore, to make use of brief, clear messages. As well as to make use of vibrant colours, prompting, and routing to engage with children's life perspectives, interests, and excitement.

Parker and Leithwood (2010) portrays that having school councils allows pupils to voice their thoughts and participate in child-led planning. According to the research, most schools in the UK, school councils play a significant role by restructuring initiatives and activities. However, according to Alderson (2018), after research in local primary schools in Wales, he conducted that half of the pupils claimed their school council was effective and had generally positive opinions about the academic

and social activities at their school, whilst several other pupils said their school council was inefficient had typically more negative opinions and views.

Furthermore, The Rights Respecting School Award (2017) engages with this given that it is a UNICEF-UK-led strategy that incorporates the UN Convention on the Rights of the Child (UNCRC) into a comprehensive approach, to educating children about their rights in schools. Decisions should involve everyone to represent various groups, including local communities and classes within schools. Several partnerships are determined to assist school councils. For example, the Department of Education (2015) wants to help all schools implement systems that give pupils a voice in matters that impact them and their communities. This relates to the Wellbeing of Future Generations Act (2015), which states that everyone's opinions and principles must be heard, that people should respect one another and all cultures, and that people should act responsibly. However, according to BBC-Have Your Say (2010) implied that the NASUWT union portrayed that it is inappropriate and incorrect to involve pupils in determining the level of classroom competency.

Clyne Gardens (2025) states that some trees on the trail can only be seen by crossing grassy areas or unapproved paths, however many of the trees, flowers and wildlife are along paved pathways and wheelchair accessible. However, according to a study from Briggs (2022), plants in the UK are blooming on average over a month sooner due to climate change. In several places, spring is coming earlier, and autumn is arriving later due to global warming, and not all plants and animals are adjusting at the same pace. When discovering Clyne, it was evident that several flowers and plants had blossomed earlier than I had anticipated. As a result, the John Muir award makes it easy and secure for the children to participate in their activities.

According to Chawla (2020), the preservation of the ecosystem depends on giving children the chance to connect with nature. Even though research shows that early exposure to nature fosters lifelong care for the environment, children's lives have shifted significantly indoors within a generation, with little time for unstructured exploration of the surrounding natural environment. Similarly, Chan et al. (2016) claims that people frequently preserve and repair the natural world for the sake of "relational values" because these sentiments improve individual quality of life.

However, Wilson (2007) explored that young children should spend more time outside since they are becoming increasingly disconnected from nature. The majority of children do not spend much time outside and have fewer chances to explore the natural environment. Early childhood programs should provide children with a wide range of opportunities to learn about the natural world through their experiences within the school, as well as providing them with meaningful outdoor time every day. However, Tovey (2017) explains how the increase in anxiety about children's safety is associated with a decrease in access to outside areas for play. Additionally, even though settings promote an appealing garden for play, in reality, there is only adult-directed activities rather than child-led play. According to Fox (2024), following a study, a nursery in Cornwall had to decrease the amount of time children spent outside in half due to noise complaints from nearby homes.

Since Piaget claimed that children are "little scientists," I believe that my John Muir scrapbook relates to his thesis. My project is a child-led poster on rubbish in Clyne, and they are free to sketch or make anything they want related to the subject. Piaget's idea is closely related to hands-on learning which I have included within my activity. However, Maslow's Hierarchy of Needs is one theory that has little influence on my John Muir activity. This is due to the theory's foundation, which is a hierarchical framework that moves from basic requirements to self-actualization. All children are welcome to participate in my activity, even if they do not have the highest needs. Furthermore, I had a discussion with Mrs. Lewis, my class teacher, and she agreed that visiting Clyne and doing my activity would be a fantastic idea. She also mentioned that we will do a topic on sustainability with the class.

Kolodko and Read (2018) imply that litter frequently has an adverse effect on the natural environment. Firstly, the effects on wild animals, since they may become entangled in, or injured by litter. Kolodko and Read (2018) have provided numerous examples of these situations, including small animals immobilised after stepping in gum, birds with their beaks or wings tangled in discarded fishing lines, and foxes tangled in the rings of soft drink cans. However, The Welsh Government (2020) state that targeting the root causes of the issue, addressing behaviour change, and examining additional local and national policy tools to improve the efficacy of communicating and infrastructure to achieve extensive social change are all necessary to address this issue at scale. The Welsh Government (2024) portrays

that according to recent research released on June 5th, 2024, Wales is the second-most recycling-friendly country in the world.

I think I was inclusive, creative and reflective. I have given the children a chance to lead the activity and incorporated active involvement within my John Muir award. Children's understanding of their rights is essential. UNICEF (2022) implies rights 12 and 28, respect for children's opinions and access to education, are important for children to understand. These are vital because children need to learn about sustainability in the world and express their thoughts and ideas on protecting their surroundings. However, some individuals may question the significance of these rights. For some families, the rights to food, water, and health are more important due to poverty. Furthermore, the United Nations Sustainable Goals (2025) highlight the importance of taking care of our world, ourselves, and one another. Life on land is the sustainable goal that connects closely to my John Muir Award as I have discussed the animals that inhabit Clyne in detail.

In conclusion, it is critical to prioritise sustainability and the health and welfare of the earth. Children want to feel a sense of place in a healthy, calm environment. In addition to participating in activities that benefit the environment and wildlife, children should get sustainability knowledge and education at school and at home.

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