



# A home for nature





# Design Time



- What part of your local area will you choose for your home for nature?
- Will you choose your own garden, balcony or roof? Will you choose part of the school grounds or a piece of neglected land in your local community? Or maybe you've identified an area next to a construction site?
- What plant and animal species are already living there, and which new ones would you like to introduce? Why have you chosen them? Will you use any technologies to identify and monitor species?
- How will you help all of these species flourish in their new home? Will you use natural solutions, structures or new technologies? Or maybe you've got ideas for new inventions of your own?







# Here are some examples of designs for homes for nature to inspire you.

## Planning your garden – think like a pollinator.

**Go Native.** Pollinators are "best" adapted to local, native plants, which often need less water than ornamentals.

**Bee Bountiful.** Plant big patches of each plant species (better foraging efficiency.)

**Bee Showy.** Flowers should bloom in your garden throughout the growing season. Plant willow, currant, and Oregon grape for spring and aster, rabbit brush and goldenrod for fall flowers.

**Bee Patient.** It takes time for native plants to grow and for pollinators to find your garden, especially if you live far from wild lands.

**Bee Gentle.** Most bees will avoid stinging and use that behavior only in self-defense. Male bees do not sting.

**Bee Chemical Free.** Pesticides and herbicides kill pollinators.

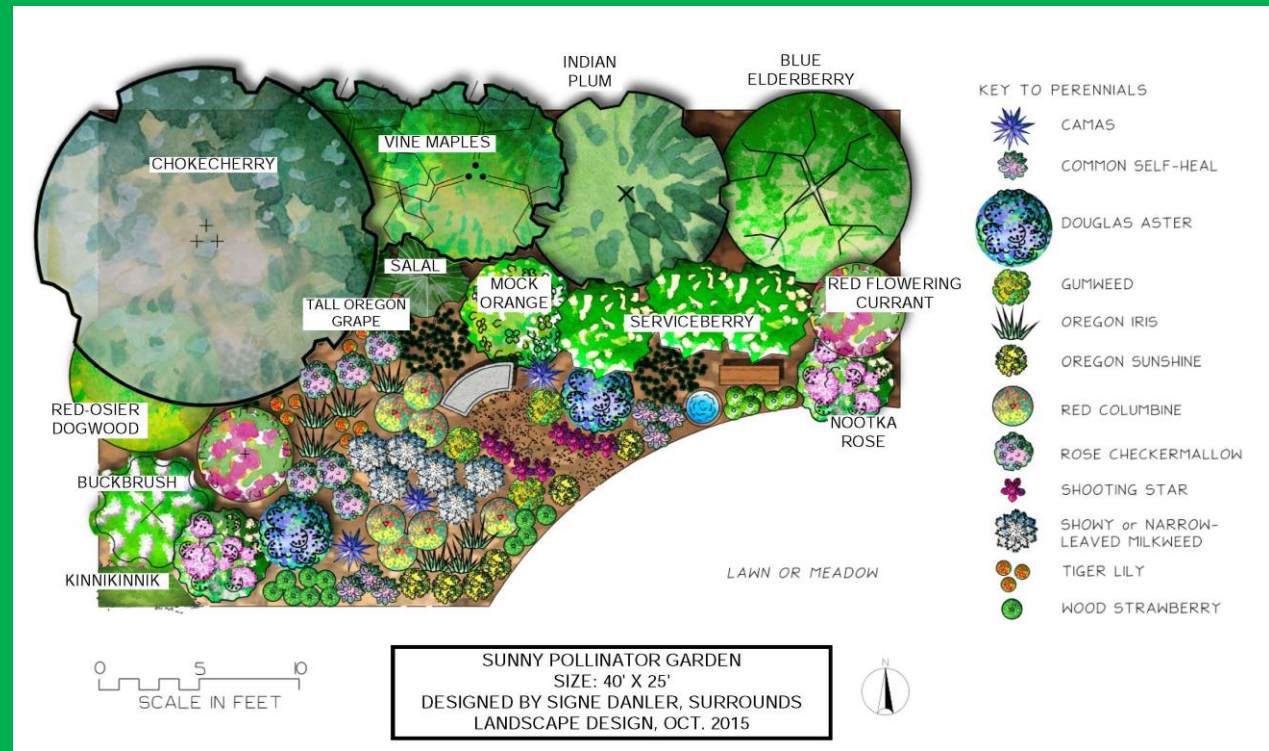
**Bee Sunny.** Provide areas with sunny, bare soil that's dry and well-drained, preferably with south-facing slopes.

**Bee Homey.** Make small piles of branches to attach chrysalis or cocoons. Provide hollow twigs, rotten logs with wood-boring beetle holes and bunchgrasses and leaf stumps, old rodent burrows, and fallen plant material for nesting bees. Leave dead or dying trees for woodpeckers.

**Bee Friendly.** Create pollinator-friendly gardens both at home, at schools and in public parks. Help people learn more about pollinators and native plants.

**Bee a little messy.** Most of our native bee species (70%) nest underground so avoid using weed cloth or heavy mulch.

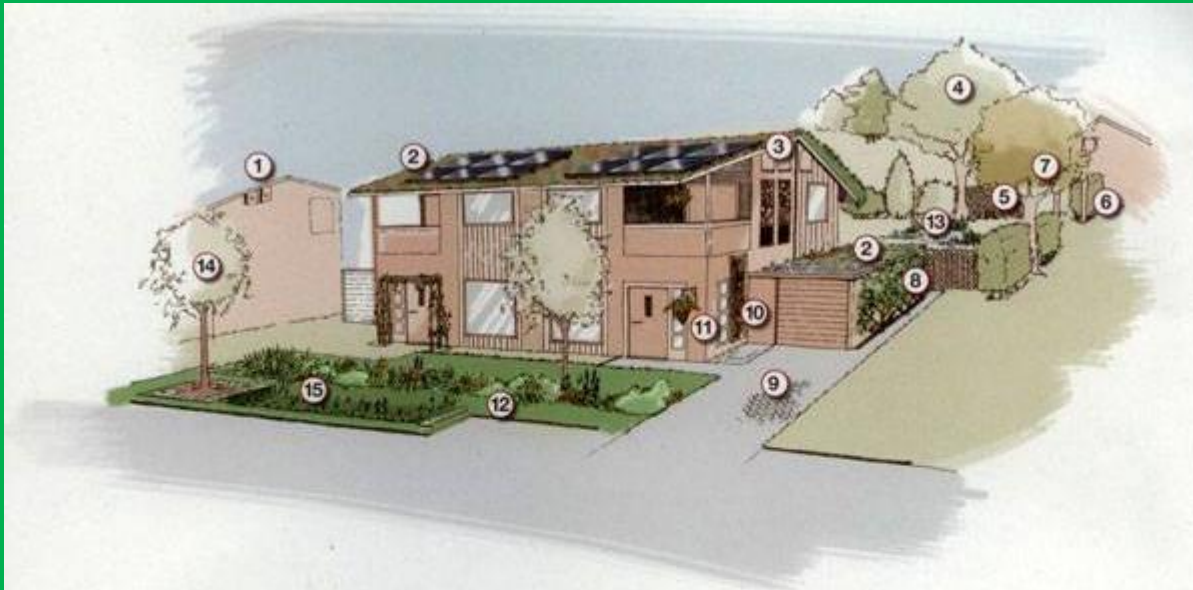
**Bee Diverse.** Plant a diversity of flowering species with abundant pollen and nectar and specific plants for feeding butterfly and moth caterpillars.







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Residences can incorporate the following features for biodiversity:

- |  |                                 |
|--|---------------------------------|
| 1 Bird boxes (shady orientation)                                   | 8 Climbing plants               |
| 2 Green roof   | 9 Permeable paving for drainage |
| 3 Integrated bat boxes (majority located on southern orientations) | 10 Habitat walls                |
| 4 Tree clusters  | 11 Planters and baskets         |
| 5 Hedgehog passages (+ 15cm gap)                                   | 12 Rain garden                  |
| 6 Hedgerows  | 13 Wildlife pond                |
| 7 Standard trees   | 14 Street tree                  |
|  | 15 Unmown edges and verges      |



**BEE-FRIENDLY FLOWERS**





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# Ideas



Thinking about everything you have learnt, researched and seen, start writing notes and drawing sketches of ideas for your competition entry.

It would be a good idea to try out and develop several ideas.

Have a look at the next slide to see what the judges are looking for.







# Judging Criteria



## 2. Judging criteria

Explain to pupils what the judges will be looking for and ensure they have covered all the criteria and the challenge rules and conditions. **Judges will score all entries out of 30, with 5 marks for each of the following:**

- Does the entry fulfil all rules and conditions?
- Is the design and description clear, concise and easily understandable?
- Does the design really help improve biodiversity and help animals and plants to thrive?
- How creative and innovative is the design?
- How impressive is the reason/purpose/back story to this design?
- Does the team seem to have gone beyond their school education to come up with the design?



### **Judges will also consider**

- The use of recyclable and imaginative materials
- Imaginative use of sustainable technologies
- A personal touch to the design, a personal reason for elements that have been included





# Rules



- The design and all descriptive information should be given on the supplied entry form sheet only and should be clear and understandable.
- The home for nature must demonstrate how it improves biodiversity and uses natural and technological solutions, and this should be explained on the entry form.
- The design should be the individual/team's own work, and not copied.
- The design can be a hand-drawn or computer-aided design. (All entries will be marked equally regardless of method used to create the designs).
- The more creative, unique and wild the design, the more likely it will catch the judges' eyes.
- The judges' decisions are final.





# Final Design



When you think you have come up with a design you are happy with, you can draw it on the entry form. Make sure you add any labels and colour onto your design as you draw it.

**You can find the entry form on the website to download and print, or you can come and collect a copy from the school reception area.**

A screenshot of a web browser showing an entry form for the 'Ultimate STEM Challenge'. The page has a green header with the text 'Ultimate STEM Challenge' and 'A home for nature'. Below the header is a navigation bar with 'Entry form' highlighted. The main content area contains two text input fields: 'Your design name:' and 'Draw your design below:'. The 'Draw your design below:' field is a large, empty rectangular box. On the right side of the page, there is a vertical sidebar with a small BP logo at the top and several small, green, circular icons below it. At the bottom of the page, the URL 'bp.com/bpas' is visible.





# Final Design



The second part of the entry form is your chance to really sell your design. You will need to write a **maximum of 200 words** to explain why you chose your design. **It would be a good idea to write this as a draft before you write it on your entry form.**

**You can find the entry form on the website to download and print, or you can come and collect a copy from the school reception area.**

Think about:  
•What inspired you to choose this place for your home for nature?  
•What species are you helping to survive and thrive?  
•What natural and technical solutions have you come up with to support and improve biodiversity?  
•What skills did you use when coming up with your entry?

I/We chose to design this home for nature because... [200 words or less]

bp.com/bnes





# Final Design



The final part of the entry form is for you to complete your name and school details.

**You only need to fill in the Name, Age and Teacher Name sections. We will fill in the rest.**

Please return your entry form by **Friday 26<sup>th</sup> February at the latest.** Any entries we receive after this date will not be submitted.

You can either drop your entry form into the box in the school reception or scan/take a photo and upload it onto Class Dojo or email it to your teacher.

## Entry details

Name/Team names: \_\_\_\_\_ Age/s: \_\_\_\_\_

Teacher name: \_\_\_\_\_

School name: \_\_\_\_\_

School address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Post code: \_\_\_\_\_

Teacher/school email: \_\_\_\_\_

Teacher/school contact number: \_\_\_\_\_



# Happy Designing!

Please get in touch if you have any questions.

