

SQA and the John Muir Award

SQA and the John Muir Award have been working together to demonstrate how the John Muir Award activities could generate evidence that meets the Assessment Standards of SQA Awards and Units.

The John Muir Award is an environmental award scheme that encourages people to connect with, enjoy and care for wild places. All sorts of people get involved, including families, adults and young people. The John Muir Award is a structure or framework in which activities identified by learning groups (such as schools, colleges, clubs or youth organisations) can be tailored to meet the needs of participants, the wild places, and desired outcomes (such as meeting the Curriculum for Excellence). The Award isn't a set programme, and it doesn't have a syllabus, but it does have award criteria:

- 1 Meet four challenges that lie at the heart of each John Muir Award:
 - ◆ Discover a wild place — this can range from urban school grounds to rugged mountain tops
 - ◆ Explore its wildness — do things to increase awareness and understanding in an active way
 - ◆ Conserve it — take personal responsibility
 - ◆ Share your experiences
- 2 Complete the required time commitment
- 3 Show enthusiasm and commitment towards their involvement
- 4 Have an awareness of John Muir
- 5 Understand what the John Muir Award is and why they are participating.

The John Muir Award encourages progression through three levels – Discovery, Explorer and Conserver.



This document outlines **two case studies** in which a centre delivering the John Muir Award could generate evidence that meets the assessment standards for SQA Awards and Units:

Case Study 1: Larbert High School and the John Muir Award: SQA Personal Development Award SCQF level 4: Practical Abilities, Self-awareness, Self in Community and Self and Work.

Case Study 2: John Paul academy and the John Muir Award: SQA Wellbeing Award SCQF level 5: Exploring Wellbeing and Improving Wellbeing. The Enterprise Activity unit at Intermediate 2 and Community Involvement unit Intermediate 2.

Once the evidence has been gathered via the John Muir activities, centres will have to check learners' work against the Assessment Standards for the SQA units. The examples provided here illustrate the types of activities and evidence that are **likely** to generate appropriate evidence.

All evidence should be subject to rigorous assessment procedures and internal verification. This will vary on a centre-by-centre basis depending on the projects undertaken.

*Please note that other levels are available for the units illustrated. Each case study is one example and is therefore **not** exhaustive. Content from the John Muir Award could generate evidence from other SQA units. The centre would need to generate the evidence to claim certification.

NB SQA Requirements

Centres are required to map the evidence generated by the learner against the Unit Outcomes and the Assessment Standards//Performance Criteria of the relevant unit specification.

Evidence of achievement must be recorded via an SQA Unit Assessment Support Pack (ASP) or centre-devised assessment material, and this must be retained in order that External Verification can be carried out by SQA in the event of the centre being selected for such.

SQA offers a free prior verification service for centre-devised summative assessment materials. This service gives centres additional confidence that their proposed assessment is fit for purpose and meets national standards.

Case Study 1 – Larbert High School, Falkirk

Larbert High School takes full advantage of being situated adjacent to the Carron Dams Nature Reserve and uses this natural location to support the John Muir Award in the school. All S1 pupils take part in the Discovery level of the John Muir Award.

The John Muir Award at Larbert High School is delivered through a collaboration of subjects: Geography, History, Modern Studies, RMPS, English, Technologies and Science. In addition to the commitment from the school staff, other wider-community partners provide valuable support for the John Muir Award: Communities along the Carron (CATCA); Buglife; Scottish Wildlife Trust (SWT); Scottish Natural Heritage (SNH); the Forestry Commission and Falkirk Council.

S1 pupils carry out tasks related to the John Muir Award over a period of ten weeks and also have four days when outdoor tasks are completed.

Learners carry out exercises and tasks which not only support aspects of the John Muir Award but allow them to complete Experiences (E's) and Outcomes (O's) of CfE. The school has mapped the E's and O's to the John Muir Award activities. The number of school departments and faculties joining the project expands each year and PE and Art were also brought on board this session.

To achieve a John Muir Award, each participant must meet the award criteria, but this does not require any formal evidence collection or keeping records of John Muir Award activity. However, by retaining the evidence and keeping records of any 'outcomes' achieved by the learners, this could be used to generate evidence for the Assessment Standards of SQA units.

During the session, the school wanted to formally certificate learners for the work carried out as part of this project and investigated the SQA suite of wider achievement qualifications.

This case study is an example of how certification could be delivered in relation to the four units of the SQA Personal Development Award SCQF level 4 GF2K 44: Practical Abilities, Self-Awareness, Self in Community and Self and Work. The evidence generated by the learner could also generate evidence for other awards, namely: Wellbeing SCQF level 4; Steps to Work SCQF level 4 and NPA in Enterprise and Employability at SCQF level 4. There are also stand-alone units, namely: Community Involvement, Local Investigations and Enterprise Activity at Intermediate 1 level. Many of these units and awards are available at a variety of levels of difficulty allowing a degree of choice to suit the level, age and stage of the learners and opportunities for progression.

See Proposal Form below for details of Larbet High School's John Muir Award. This planning tool is completed by teachers or group leaders and submitted to the John Muir Award before activity takes place and before an award can be formally registered. The Proposal Form outlines the aims, timescales, details of the group and activity planned to meet the Four Challenges of the Award.

For any school or group looking to register an award you can download the Proposal Form here:

<https://www.johnmuirtrust.org/john-muir-award/key-documents>

Larbert High School's John Muir Award Proposal Form Page 1

Here are the activities which learners will be involved in for the John Muir Award



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 Resources 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 Contacts at johnmuiraward.org. Alternatively, send to info@johnmuiraward.org, or John Muir Award, 41 Commercial Street, Edinburgh EH6 6JD

contact person	<input type="text"/>	date	<input type="text"/>
group/organisation or individual/family	<input type="text" value="Larbert High School"/>		
address	<input type="text" value="Carrongrange Avenue
Stenhousemuir
Larbert postcode FK5 3BL"/>		
phone	<input type="text"/>	e-mail	<input type="text"/>
mobile	<input type="text"/>	web	<input type="text"/>

Are any organisations or partners helping towards this Award?

CATCA (Communities Along the Carron Association), Falkirk Council Ranger Service and Biodiversity Officer, RSPB, Buglife, Scottish Wildlife Trust.

Summary of Award Proposal

Select Award level

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? We look to cover all relevant aspects of the Curriculum for Excellence which will allow the pupils to participate in a range of progressive activities and create outdoor learning experiences which build self-confidence and raise self-esteem. It is hoped pupils will take the opportunities to achieve successive levels of the award in subsequent years as they progress through school.

Group background

Include details such as: who the group is, age ranges, group size, any referral process, and other relevant points. The S1 cohort from Larbert High school are a mixed group of approximately 300 pupils who are taking part in the John Muir Award as part of the Humanities S1 Course in which they will explore the experiences and outcomes of CfE for Geography, History, Modern Studies and RMPS.

Start date	<input type="text"/>	Finish date	<input type="text"/>
Estimated time commitment	<input type="text" value="E.g. number of days, hours spent per week, residential length
Minimum 4 hours per week for 8 weeks"/>		
Is any evaluation taking place for this activity/work/project?	<input type="text" value="Yes"/>		
How many people are involved?	<input type="text" value="280"/> participants	<input type="text" value="12"/> leaders/staff	
No. of Record Books, optional	<input type="text" value="280"/> 1 per participant/leader, please select	<input type="text" value="Hard copy"/>	

Larbert High School's John Muir Award Proposal Form Page 2

The following outlines the details of Larbert High School's John Muir Award. This planning tool is completed by teachers or group leaders and submitted to the John Muir Award before activity takes place and before a John Muir Award can be formally registered. The Proposal Form outlines the aims, timescales, and details of how Larbert High School's group and activity plans to meet the Four Challenges of the Award within the four coloured boxes of the form.

<p>Discover a wild place</p> <p>Where/what is your wild place (or places)? This can be school grounds, local park, beach, woods, river, mountain or national park... Briefly: Tell us what gives the place(s) its natural character. What makes it special? Why is it a suitable place for your Award activity?</p>	<p>The Carron Dams and Lade is adjacent to Larbert High School. Carron Dams and Lade is a Local Nature Reserve and SSSI.</p> <p>School grounds - including a wooded area and Larbert High Community Garden.</p> <p>The pupils will also discover the new pump track facility being developed with an environmental aspect and have input on the wildlife elements to the area.</p> <p>Learning about the history of the environmental movement and the work of John Muir and the John Muir Trust.</p>	<p>Pupils research the use of the River Carron and the local history, demography, fauna & flora, wildlife etc. Guided walk of the Dams area- explore its features, compare its present/ past's condition and uses. Use GPS/Google Earth digital exploration/Digimap.</p> <p>Record experiences using video, photos, journals etc. take part in a creative writing course focusing on the LNR and whole school related projects e.g. climate challenge fund project, Wild fashion day.</p> <p>Pupils will work with specialists from outside agencies to carry out an environmental audit of the LNR.</p>	<p>Explore it</p> <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>
<p>Conserve it</p> <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 educate to highlight an environmental issue or help protect a wild place. Apply minimum impact approaches to your activity.</p>	<p>The environmental audit will identify issues pupils can tackle to conserve the area and raise awareness in the local community. Pupils will identify a practical conservation task- working with SWT and CATCA e.g. litter picking and prevention, pond clearing, dog fouling prevention, invasive species removal. In school grounds and community garden- litter picking, wildlife friendly planting, orchard tree planting, bug hotels and nest boxes. Pupils will consider global citizenship- moral decisions around environmental issues and make links to our climate challenge fund project aiming to reduce food waste/promote local growing and management of local green network of paths and cycle routes.</p>	<p>The pupils will be responsible for gathering information such as photos, videos, creating Google street views/maps etc for a presentation to the rest of the school, parents and local community. Share with our link school 'Woodlands' in Cape Town, South Africa. The pupils will undertake an awareness raising exercise in the local community to help the transition of a negative image for the area to that of a positive place to be used and cared for. Opportunity to lead guided walks. Their work will be published to the wider school community and shared via social media, website and other literature. Review pupil's experiences using the Four Challenge Review.</p>	<p>Share your experiences</p> <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, and 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>

Personal Development: Self Awareness SCQF Level 4 (H18X 44)

Unit outcome	Assessment standards	John Muir activities	Evidence generated
1 Prepare for a project to develop self-awareness.	1.1 identifying their own qualities and feelings. 1.2 gathering opinions from another person about their own qualities. 1.3 identifying an aim for the project. 1.4 identifying their own straightforward tasks to enable progress towards the aim.	<ul style="list-style-type: none"> ◆ Involvement in planning Award — setting a personal goal. ◆ Engagement with supporting agencies SWT, CATCA. ◆ Investigation into global environmental issues — values, beliefs and attitudes. ◆ Seeking opinions on own qualities through discussion with others. ◆ Personal review and reflection of being in wild places — resilience. ◆ Creative writing project inspired by environment. ◆ Artefacts to promote conservation eg leaflets, power points etc. ◆ Assembly talks to fellow students. ◆ Personal BLOG, diary, journal. 	Journals Photos Video footage Poetry Personal writing English folio pieces Anthology of writing (published) Newspaper articles Posters Leaflets BLOGs
2 Carry out the project.	2.1 monitoring progress and taking appropriate action. 2.2 Completing their own identified tasks.	<ul style="list-style-type: none"> ◆ Evidence of web searches. ◆ Slides or PowerPoint presentations 	Evidence of web searches. Slides or PowerPoint presentations
3 Review knowledge of self.	3.1 identifying what has been learned about their own qualities and feelings from completing the project. 3.2 describing personal goals for further development of self – awareness.	<ul style="list-style-type: none"> ◆ Personal BLOG, diary, journal. 	

Personal Development: Practical Abilities SCQF level 4 (H18W 44)

Unit outcome	Assessment standards	John Muir activities	Evidence generated
1 Prepare to develop practical abilities within a project.	1.1 Identifying strengths and limitations within own practical abilities in relation to a specific project(s) 1.2 Identifying targets for the development of these practical abilities.	<ul style="list-style-type: none"> ◆ Giving a presentation to school partner agencies, school, parents, and local communities. ◆ Auditing an area, identifying problems with the area eg dog fouling, fly tipping. ◆ Carrying out a self-evaluation of own practical abilities required for John Muir Award. ◆ Plan and conduct guided walks, create an orienteering trail. ◆ Build bird boxes; build bug hotels for the Bugs Life Project. ◆ Produce an item for team BLOG and for school website. ◆ Produce artefacts to promote conservation eg leaflets, posters, PowerPoint presentations. 	Guided ranger visits Photos Video footage Worksheets Slides or Powerpoint presentations Research notes Records of surveys Jotters Folders Guest speaker events Self-evaluation toolkit Audit of own abilities 'Bugs Life' project
2 Develop practical abilities.	2.1 identifying straightforward activities to meet the targets 2.2 carrying out the activities		
3 Review their own practical abilities used in a project(s).	3.1 identifying progress made towards achieving targets. 3.2 describing areas for further development of own practical abilities		

Personal Development: Self in Community SCQF level 4 (H18N 44)

Learning outcome	Assessment standards	John Muir activities	Evidence generated
<p>1 Prepare to develop interpersonal skills within a group project.</p>	<p>1.1 identifying strengths and limitations in their own interpersonal skills</p> <p>1.2 identifying personal targets for the development of these skills</p> <p>1.3 contributing to the planning of a group project that will allow progress towards these personal targets</p> <p>1.4 identifying their own straightforward tasks, which will enable progress towards these targets</p>	<ul style="list-style-type: none"> ◆ Presentations to pupils, partner agencies, parents, local communities and businesses. ◆ Work co-operatively with link school in Cape Town, South Africa. ◆ Working with others to plan guided walks for associated primary schools. ◆ Working with others to carry out scientific investigation and report writing eg CO₂ levels. ◆ Plan the following projects with others eg Climate Challenge Fund project. 	<p>Photos</p> <p>Video footage</p> <p>Posters</p> <p>Presentations</p> <p>Leaflets</p> <p>Reports</p> <p>Project plans</p> <p>Printed anthology</p> <p>Plan for guided walks</p> <p>Letters</p> <p>BLOGs</p> <p>School website</p>
<p>2 Carry out the project</p>	<p>2.1 completing their own identified tasks</p> <p>2.2 contributing to monitoring the progress of the project</p> <p>2.3 working co-operatively with others</p>		
<p>3 Review their own interpersonal skills.</p>	<p>3.1 gathering feedback about the effectiveness of their own interpersonal skills</p> <p>3.2 describing progress made towards achieving personal targets</p> <p>3.3 describing areas for further development of interpersonal skills</p>		

Personal Development: Self and Work (H18P 44)

Learning outcome	Assessment standards	John Muir activities	Evidence generated
1. Prepare to develop task management skills within a vocational project.	1.1 describing strengths and limitations in their own task management skills. 1.2 identifying personal targets for the development of these skills. 1.3 producing a plan for the development of these skills. 1.4 identify own straightforward tasks, which will enable progress towards achieving personal targets.	<ul style="list-style-type: none"> ◆ Work shadowing a specialist in their job roles, eg rangers, RSPB officer, Biodiversity officer. ◆ Interview / talk with partner staff eg CATCA staff. ◆ Studying local employment linked to project past and present. 	Guided walks Photos Video footage Recordings of interviews/talks Records of surveys Journals ICT search
2. Carry out the project	2.1 monitoring the progress of the plan and taking appropriate action. 2.2 completing their own tasks.	<ul style="list-style-type: none"> ◆ Interviewing a specialist about their work. ◆ Active conservation work eg invasive species removal, litter picks, bug hotels and wildflower planting. 	Record of use of specific programmes eg Google earth, environmental audit,
3. Review their own task management skills	3.1 describing progress made towards achieving personal targets. 3.2 reaching conclusions about the effectiveness of the plan. 3.3 describing areas for further development of own task management skills		Use of websites eg My WOW.

Case Study 2 – John Paul Academy

John Paul Academy delivers the John Muir Award and it was keen to investigate how its pupils could also gain recognition for an SQA qualification.

The school delivers the John Muir Award by making excellent use of their links to nearby Victoria Park, Glasgow and has established links with Loch Lomond and Trossachs National Park. The school began planning delivery to a group of 15 S3/S4 pupils. There are two members of staff involved in coordinating and delivering this project. The school delivers the Discovery level of the John Muir Award.

The group initially began by establishing good working relationships with the volunteer group 'Friends of Victoria Park'. This nearby resource was used for exploring local flora and was the group's first exposure to a 'wild place'.

The group also started looking at glaciated landscapes as part of their social subjects course, comparing the urban wild place (Victoria Park) to that of the rural wild place (Loch Lomond and Trossachs National Park). Many exercises were set during frequent visits to both parks and pupils investigated flora and fauna natural to both locations.

Conservation of both locations featured highly in this project with young people helping with litter control and replanting programmes.

The group went on to plant a flower bed in the park in honour of their twin school in Trinidad and Tobago. This fitted well with the ethos of the John Muir Award and also with the start of the Commonwealth Games.

A feature of the project was a field study around the Ben A'an area of the park with the Woodland Trust assisting the young people who took part in replanting trees, maintaining pathways and repairing fences.

The young people in this project worked extensively with the park rangers whilst taking part in planned conservation work. They also made in-depth studies of land use in both locations (urban and rural).

The school is twinned with a girls' school in Trinidad and Tobago and the group started looking at that geographical area. Links with Caroni Swamp National Park started to emerge and soon the young people were fund raising to allow them to complete a foreign visit to their sister school.

The young people from John Paul Academy raised enough money to pay for the group to travel to Trinidad and Tobago where they worked with rangers in Caroni Swamp National Park comparing the flora and fauna there to that in Scotland. This trip also allowed the Scottish young people to investigate the historic links between Glasgow and the Caribbean tobacco trade. The pupils were able to investigate the impact that this had on Glasgow and took part in a field trip to Glasgow city centre. They researched street names and studied architecture which had been influenced by this trade.

The young people in this group made several presentations throughout the course of the project to: staff, pupils, rangers, community groups, etc.

The school is now looking at how this project can be certificated and is investigating SQA's wider achievement suite of qualifications to see how this might happen.

This case study is an example of how certification could be achieved in relation to the Wellbeing Award SCQF level 5: Exploring Wellbeing, Investigating Wellbeing and two Intermediate 2 stand-alone units: Enterprise Activity and Community Involvement 3. This Award and units are available in a variety of levels of difficulty allowing a degree of choice to suit the level, age and stage of the pupils and opportunities for progression.

See Proposal Form below for details of John Paul Academy's John Muir Award. This planning tool is completed by teachers or group leaders and submitted to the John Muir Award before activity takes place and before an award can be formally registered. The Proposal Form outlines the aims, timescales, details of the group and activity planned to meet the Four Challenges of the Award.

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John Paul Academy's John Muir Award Proposal Form Page 1

Here are the activities which learners will be involved in for the John Muir Award



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.

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contact person	<input type="text"/>	date	<input type="text"/>
group/organisation or individual/family	<input type="text" value="John Paul Academy"/>		
address	<input type="text" value="2 Arrochar Street, Glasgow G23 5LY"/>		
phone	<input type="text"/>	e-mail	<input type="text"/>
mobile	<input type="text"/>	web	<input type="text"/>

Are any organisations or partners helping towards this Award?

Summary of Award Proposal Select Award level

Participants will spend time in Victoria Park (Glasgow) working alongside park staff to engage with the park and its wild places, participants work on a number of activities such as flower planting. Participants will also spend time in Loch Lomond National Park working with park rangers, identifying features of glaciations and land use- identifying land use conflicts – participants explore the National Park, taking photos and field sketches, surveys etc. Participants also work with Rangers and the Woodland Trust on helping to conserve the National Park by planting trees. All activity contributes towards Curriculum for Excellence.

Group background

We are planning on taking a group of around 15 children in S3 between the ages of 13-14, as part of their Citizenship project with a link school in Trinidad. Participants will also learn about who John Muir is and about the Award as well as identifying the biodiversity of the National Park and learning and comparing with a National Park in Trinidad.

Start date Finish date

Estimated time commitment

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

How many people are involved? participants leaders/staff

No. of Record Books, optional 1 per participant/leader, please select

John Paul Academy's John Muir Award Proposal Form Page 2

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<p>Discover a wild place</p> <p>Where/what is your wild place (or places)? This can be school grounds, local park, beach, woods, river, mountain or national park... Briefly: Tell us what gives the place(s) its natural character. What makes it special? Why is it a suitable place for your Award activity?</p>	<p>Victoria Park- local urban park</p> <p>Loch Lomond & the Trossachs National Park – Queen Elizabeth forest park and around the Ben A'an area –forest, lochs and hills, glaciated landscapes. Consider special qualities of the park.</p> <p>Caroni Swamp National Park Trinidad and Tobago- swamp, exotic species.</p> <p>What are the differences/ similarities between the two National Parks?</p> <p>Learning about National Parks and John Muir's role</p>	<p>Walking through urban park land and National Park land. The groups will be working alongside Friends of Victoria Park and National Park Rangers doing a range of activities. The group will take photographs and field sketches of the park and its species, as well as the fossil grove in Victoria Park.</p> <p>The group will then complete a fieldwork study around the Ben A'an area.</p> <p>The group will identify glacial landscapes and land uses by taking photographs, field sketches and surveys.</p>	<p>Explore it</p> <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>
<p>Conserve it</p> <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 educate to highlight an environmental issue or help protect a wild place. Apply minimum impact approaches to your activity.</p>	<p>The group will be planting a flower bed in Victoria park based on our international school link with Trinidad, in connection with the Commonwealth games.</p> <p>At LLTNP the group will work with park rangers and the Woodland Trust to help conserve the area around Ben A'an by helping to plant trees wild flowers, maintain footpaths and fences and litter picking.</p> <p>At Caroni Swamp Nature Reserve visitor centre - helping the rangers feeding animals that are injured/ orphaned before they are released into the wild.</p>	<p>The group will create information leaflets for Friends of Victoria Park.</p> <p>In class, pupils will prepare presentations to share their experiences. The group will have a choice on how they want to present their experiences. It can be an individual or group presentation, a PowerPoint Oral presentation, podcast, video recording, report, photo exhibition etc. This will be presented to the whole year group.</p>	<p>Share your experiences</p> <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, and 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>

Wellbeing Award GF2P 45 - Exploring Wellbeing SCQF level 5 (H18L 45)

Unit outcome	Assessment standards	John Muir activities	Evidence generated
<p>1 Investigate wellbeing in different contexts, with minimum support.</p>	<p>1.1 Comparing what wellbeing means in different contexts</p> <p>1.2 Explaining influences on wellbeing, using a wide range of sources of information.</p> <p>1.3 Evaluating the usefulness of the information.</p> <p>1.4 Presenting findings in a suitable way.</p>	<ul style="list-style-type: none"> ◆ Physical activity in wild places. ◆ Tuning into wildness on a personal level. ◆ Reflecting on wellbeing – personal responses to wild places. 	<p>Letters to Friends of Victoria Park</p> <p>Visit Plan</p> <p>Photos</p> <p>Worksheets and Jotters</p> <p>Portfolio folders</p> <p>Ranger tasks</p> <p>Climb Plan</p> <p>Diagrams, Sketches</p> <p>Discussion with Rangers and Questions asked</p> <p>Plan of Land Uses</p> <p>Map Reading, Creating Maps</p> <p>Pictures of Plants and Animals</p> <p>Glasgow Street Plan</p> <p>Internet Search</p> <p>List of Sources</p> <p>Video clips</p> <p>Memorabilia from Trinidad and Tobago</p> <p>Wall Displays</p> <p>Newspaper articles</p> <p>Blogs</p>

Wellbeing Award GF2P 45 - Improving Wellbeing SCQF level 5 (H18M 45)

Unit outcome	Assessment standards	John Muir activities	Evidence generated
<p>1 Undertake a planned activity, with minimum support, aimed at improving wellbeing.</p>	<p>1.1 Identifying a way of improving well being 1.2 Setting detailed targets to improve wellbeing. 1.3 Developing a detailed plan for an activity to improve wellbeing. 1.4 Carrying out the planned activity. 1.5 Evaluating and reviewing the planned activity.</p>	<ul style="list-style-type: none"> ◆ Increasing physical activity in a wild place. ◆ Increasing time spent in nature. ◆ Reflecting on well-being – personal responses to wild places. ◆ Reflecting on Award experiences – carry out a Four Challenge review. ◆ Share experiences in a journal. 	<ul style="list-style-type: none"> ◆ Walking plan ◆ Maps ◆ Ranger activities ◆ Photos ◆ Sketches ◆ Species inventory ◆ Fossil pictures ◆ Flowers ◆ Tools list ◆ Plan for flower bed ◆ Surveys ◆ Planting schedule ◆ Path maintenance instructions ◆ Fence building instructions ◆ Sources list ◆ Web search ◆ Folio ◆ Worksheets ◆ Leaflets ◆ Litter picking gear ◆ Witness testimony ◆ Guest speaker talks

Enterprise Activity Intermediate 2 (D36N 11)

Learning outcome	Performance criteria	John Muir activities	Evidence generated
<p>1 Devise and arrange enterprise activity in relation to personal development goals.</p>	<p>1(a) An initial self-assessment clearly identifies qualities and skills and realistic personal goals are set.</p> <p>1(b) Information from a range of sources is used effectively to aid the arranging of an enterprise activity.</p> <p>1(c) An enterprise activity is selected which is relevant to personal qualities, skills and goals and which takes into consideration problems and consequences associated with different choices.</p> <p>1(d) A detailed step-by-step plan for organising the enterprise activity is devised and includes a detailed business plan.</p> <p>1(e) The planning tasks which the candidate is most suited to carry out are negotiated effectively, taking account of own and others' strengths.</p> <p>1(f) Required preparations for implementing the enterprise activity are accurate and complete in terms of gathering essential information.</p> <p>1(g) Arrangements are confirmed clearly and accurately.</p> <p>1(h) The feasibility of the plan is analysed and evaluated and the plan is adjusted accordingly.</p>	<ul style="list-style-type: none"> ◆ Carrying out field work — surveys of wild places ◆ Planning the flower bed and litter picks in Victoria Park ◆ Sourcing local support for the project — letter writing to businesses ◆ Raising funds to carry out the planting work ◆ Reflecting on enterprise skills throughout the project ◆ Sharing the project with others — through PowerPoint presentation, photo display, video etc. ◆ Reflecting on the Award experiences (ref Enterprise skills) — share in a journal 	<ul style="list-style-type: none"> ◆ Self-assessment sheets ◆ Ideas for enterprise activities ◆ Plans for fund raising ◆ SWOT analysis ◆ Photos ◆ Posters ◆ Video recording ◆ Slide show ◆ Bank Statement ◆ Skills Inventory ◆ Letters to local businesses ◆ Grant applications ◆ Wall displays ◆ Recorded discussions ◆ Witness testimony ◆ Feedback forms, eg Four Challenge Assessor comment forms
<p>2 Take a leading role in the implementation of enterprise activity.</p>	<p>2(a) Opportunities to practise skills independently are negotiated effectively and in accordance with results of initial self-assessment.</p> <p>2(b) A programme of agreed tasks is planned and completed, with the candidate organising his or her work independently and effectively.</p> <p>2(c) A variety of tasks or roles to meet enterprise aims is coordinated effectively.</p> <p>2(d) The record kept of the implementation of the enterprise activity is detailed and accurate and evaluates progress towards agreed goals.</p> <p>2(e) Health, safety and hygiene requirements are observed at all times.</p>		

	2(f) Flexibility of approach and problem solving skills are demonstrated consistently.	♦ Carry out a Four Challenge Review	♦ Artefacts related to enterprise activity ♦ Enterprise weekly log book/diary
3 Initiate and sustain working relationships in the analysis, planning and implementation of an enterprise activity.	<p>3(a) Anticipated needs of peers and others are responded to relevantly</p> <p>3(b) Advice and assistance are sought when required and evaluated effectively.</p> <p>3(c) Ideas, information and judgements are volunteered to others are relevant, accurate and sensible.</p> <p>3(d) Co-operative working relationships in unfamiliar situations are initiated independently.</p> <p>3(e) Opinions of others are evaluated critically.</p> <p>3(f) Behaviour is modified appropriately to meet the needs of different situations.</p>		
4 Evaluate the contribution of the knowledge and skills gained through enterprise activity to own personal, social and vocational development.	<p>4 (a) The initial self-assessment is re-examined in terms of strengths and weaknesses and progress towards defined goals is evaluated effectively.</p> <p>4(b) Evaluation of the tutor's/trainer's report is expressed by constructive and critical comment.</p> <p>4(c) A detailed explanation of the planning and implementation of the enterprise activity is clear and comprehensive.</p> <p>4(d) Feelings and reactions to the enterprise activity are expressed clearly.</p> <p>4(e) The original planning process is evaluated critically and suggestions for improvement are justified.</p> <p>4(f) Performance in task management and interpersonal skills is evaluated and related to future personal, social and vocational goals.</p>		

Community Involvement Intermediate 2 E9C4 11

Learning outcome	Performance criteria	John Muir activities	Evidence generated
1. Devise and arrange community involvement in relation to personal development goals.	1(a) constructs an initial self-evaluation and relates findings to identified personal development goals; 1(b) identifies a variety of suitable activities from information collected from a range of sources; 1(c) decides on a suitable activity taking into account personal goals considering problems and consequences associated with different choices; 1(d) negotiates a mutually acceptable community involvement contract, including provision for conducting a community-based project; 1(e) makes all the requisite preparations to implement community involvement.	<ul style="list-style-type: none"> ◆ Discussion with Friends of Victoria Park — help identify how learners can help with a practical tasks in the community eg creating flower bed, litter picks ◆ Producing a leaflet on Victoria Park ◆ Source local support for the project- letter writing to businesses ◆ Raising funds to carry out the planting work ◆ Share the project with others — through PowerPoint presentation, photo display, video etc ◆ Reflect on Award experience ◆ Share in a journal ◆ Carry out a Four Challenge Review 	<ul style="list-style-type: none"> ◆ Guided walks ◆ Photos ◆ Video footage ◆ Recordings of interviews/talks ◆ Records of surveys ◆ Journals ◆ ICT search ◆ Record of use of specific programmes eg Google earth, environmental audit ◆ Use of websites eg My WOW
2. Implement a programme of community involvement.	2(a) plans in conjunction with the supervisor a mutually-agreed programme of activity; 2(b) carries out the programme according to the contract, organising his/her work independently; 2(c) effectively plans and implements a community based project; 2(d) correctly observes statutory health, safety and hygiene requirements as appropriate; 2(e) shows evidence of flexibility of approach and problem-solving which can be substantiated from another source.		
3. Initiate and sustain working relationships in the planning	3(a) anticipates and responds appropriately to the needs of others; 3(b) independently initiates co-operative relationships in the placement;		

<p>and implementation of community involvement;</p>	<p>3(c) seeks and evaluates critical advice; 3(d) volunteers ideas, information, judgements as appropriate. 3(e) presents him/herself in a manner which he/she perceives to be appropriate in a variety of situations.</p>		
<p>4. Analyse and evaluate the contribution of community involvement to his/her personal and social development</p>	<p>4(a) reconstructs the initial self-evaluation and assesses progress towards personal development goals; 4(b) critically evaluates and comments on the supervisor's report; 4(c) conducts a detailed explanation of the planning and implementation of a community-based project; 4(d) clearly records with discernment his/her personal feelings and reactions to community involvement. 4(e) relates the self-knowledge identified in (a) – (d) to the personal, social and vocational areas of his/her life.</p>		