

The John Muir Award 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 their school. All S1 pupils take part in the **Discovery** level of the John Muir Award. (See Larbert High School's Proposal Form for the John Muir Award).

The John Muir Award at Larbert High School is delivered through a collaboration of subjects namely: 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.

Pupils 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 have 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 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, on any 'outcomes' produced by the pupils this could be used to generate evidence for the Assessment Standards of SQA unit(s).

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

The case study is an example of how this could be done in relation to the four units of the **SQA Personal Development Award SCQF level 4**: Practical Abilities, Self-Awareness, Self in Community and Self and Work. The evidence generated by the pupils could also generate evidence for other Awards namely; Wellbeing, Steps to Work and NPA in Enterprise and Employability SCQF levels 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 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

NB SQA requirements:

Centres are required to map the evidence generated by the learner against the outcomes and assessment standards of the relevant unit specification. Evidence of achievement must be recorded via the 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.

See Proposal Form below for 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 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 planned 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>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>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>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.</p> <p>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>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>	<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>

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

Unit Outcome	Assessment Standards	John Muir Activities	Evidence Generated
<p>1. Prepare for a project to develop self-awareness.</p> <p>2. Carry out the project.</p> <p>3. Review knowledge of self.</p>	<p>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 straight forward tasks to enable progress towards the aim.</p> <p>2.1 monitoring progress and taking appropriate action. 2.2 Completing their own identified tasks.</p> <p>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.</p>	<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 e.g. leaflets, power points etc. • Assembly talks to fellow students. • Personal BLOG, diary, journal. 	<p>Journals Photos Video footage Poetry Personal writing English folio pieces Anthology of writing (published) Newspaper articles Posters Leaflets BLOGs Evidence of web searches. Slides or Powerpoint presentations.</p>

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

Unit Outcome	Assessment Standards	John Muir Activities	Evidence Generated
<p>1 Prepare to develop practical abilities within a project.</p> <p>2 Develop practical abilities.</p> <p>3 Review their own practical abilities used in a project(s).</p>	<p>1.1 Identifying strengths and limitations within own practical abilities in relation to a specific project(s)</p> <p>1.2 Identifying targets for the development of these practical abilities.</p> <p>2.1 identifying straightforward activities to meet the targets</p> <p>2.2 carrying out the activities</p> <p>3.1 identifying progress made towards achieving targets.</p> <p>3.2 describing areas for further development of own practical abilities</p>	<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, power points. 	<p>Guided ranger visits</p> <p>Photos</p> <p>Video footage</p> <p>Worksheets</p> <p>Slides or Powerpoint presentations</p> <p>Research notes</p> <p>Records of surveys</p> <p>Jotters</p> <p>Folders</p> <p>Guest speaker events</p> <p>Self-evaluation toolkit</p> <p>Audit of own abilities</p> <p>'Bugs Life' project</p>

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>2 Carry out the project.</p> <p>3 Review their own interpersonal skills.</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> <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>3.1 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>	<ul style="list-style-type: none"> • Presentations to pupils, partner agencies, parents, local communities and businesses. • Work cooperatively 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 e.g. CO2 levels. • Plan the following projects with others e.g. Climate Challenge Fund project. 	<p>Photos</p> <p>Video,</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>

Personal Development: Self and Work (H18P 44)

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

Centres are required to map the **evidence** generated by the learner against the outcomes and assessment standards of the relevant unit specification.

Evidence of achievement must be recorded via the 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.