

The John Muir Award Case Study 2 – John Paul Academy

John Paul Academy delivers the John Muir Award and they were keen to investigate how their pupils could also gain recognition for a SQA qualification.

The school deliver 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 are investigating SQA's wider achievement suite of qualifications to see how this might happen.

The case study is an example of how this could be done 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. These Awards 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

NB SQA Requirement

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, 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 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.

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>

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.

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"/> John Paul Academy		
address	<input type="text"/> • 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?

Loch Lomond & The Trossachs National Park Authority & Friends of Victoria Park

Summary of Award Proposal	Select Award level	<input type="text"/> Discovery
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	<input type="text"/>	Finish date	<input type="text"/>	
Estimated time commitment	<input type="text"/> 30 hours			
Is any evaluation taking place for this activity/work/project?	<input type="text"/> Yes			
How many people are involved?	<input type="text"/> 15	participants	<input type="text"/> 2	leaders/staff
No. of Record Books, optional	<input type="text"/> 15	1 per participant/leader, please select	<input type="text"/> Hard copy	

John Paul Academy' John Muir Award Proposal Form Page 2

The following outlines the 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 a John Muir Award can be formally registered. The Proposal Form outlines the aims, timescales, and details of how John Paul Academy's group and activity planned to meet the Four Challenges of the Award within the four coloured boxes of the form.

<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: 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 Elisabeth 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>
<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>	<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>
<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 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>
<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, 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 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>

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. 	Letters to Friends of Victoria Park Visit Plan Photos Worksheets and Jotters Portfolio folders Ranger tasks Climb Plan Diagrams, Sketches Discussion with Rangers and Questions asked. Plan of Land Uses Map Reading, Creating Maps Pictures of Plants and Animals Glasgow Street Plan Internet Search List of Sources Video clips Memorabilia from Trinidad and Tobago Wall Displays Newspaper articles BLOGs

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>	<ul style="list-style-type: none"> · 1.1 Identifying a way of improving wellbeing 1.2 Setting detailed targets to improve well-being. 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. 	<ul style="list-style-type: none"> • Increasing physical activity in a wild place • Increasing time spent in nature • Reflecting on wellbeing – personal responses to wild places • Reflecting on Award experiences – carry out a Four Challenge review. • Share experiences in a journal. 	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 SCQF level 5 (D36N 11)

Learning Outcome	Performance Criteria	John Muir Activities	Evidence Generated
1 Devise and arrange enterprise activity in relation to personal development goals.	<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</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 • Carry out a Four Challenge Review 	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 e.g. Four Challenge Assessor comment forms Artefacts related to enterprise activity Enterprise weekly log book/diary

	<p>analysed and evaluated and the plan is adjusted accordingly.</p>		
2	<p>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> <p>2(f) Flexibility of approach and problem solving skills are demonstrated consistently.</p>	See above.	See above.
3	<p>Initiate and sustain working relationships in the analysis, planning and implementation of an enterprise activity.</p> <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 volunteered to others are relevant, accurate and sensible.</p>	See above.	See above.

	<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>	See above	See above.

Community Involvement

Learning Outcome	Performance Criteria	John Muir Activities	Evidence Generated
1. Devise and arrange community involvement in relation to personal development goals	<p>1(a) constructs an initial self-evaluation and relates findings to identified personal development goals;</p> <p>1(b) identifies a variety of suitable activities from information collected from a range of sources;</p> <p>1(c) decides on a suitable activity taking into account personal goals considering problems and consequences associated with different choices;</p> <p>1(d) negotiates a mutually acceptable community involvement contract, including provision for conducting a community-based project;</p> <p>1(e) makes all the requisite preparations to implement community involvement.</p>	<ul style="list-style-type: none"> • Discussion with Friends of Victoria Park – help identify how pupils can help with a practical tasks in the community e.g. 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 	<p>Guided walks Photos Video footage Recordings of interviews/talks Records of surveys Journals ICT search, Record of use of specific programmes e.g. Google earth, environmental audit, Use of websites e.g. My WOW.</p>

<p>2.Implement a programme of community involvement.</p> <p>3. Initiate and sustain working relationships in the planning and implementation of community involvement;</p>	<p>2(a) plans in conjunction with the supervisor a mutually agreed programme of activity;</p> <p>2(b) carries out the programme according to the contract, organising his/her work independently;</p> <p>2(c) effectively plans and implements a community based project;</p> <p>2(d) correctly observes statutory health, safety and hygiene requirements as appropriate;</p> <p>2(e) shows evidence of flexibility of approach and problem-solving which can be substantiated from another source.</p> <p>3(a) anticipates and responds appropriately to the needs of others;</p> <p>3(b) independently initiates co-operative relationships in the placement;</p> <p>3(c) seeks and evaluates critical advice;</p> <p>3(d) volunteers ideas, information, judgements as appropriate.</p> <p>3(e) presents him/herself in a manner which he/she</p>	<p>See above</p> <p>See above</p>	<p>See above</p> <p>See above.</p>
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	<p>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>See above.</p> <p>4(a) reconstructs the initial self-evaluation and assesses progress towards personal development goals;</p> <p>4(b) critically evaluates and comments on the supervisor's report;</p> <p>4(c) conducts a detailed explanation of the planning and implementation of a community-based project;</p> <p>4(d) clearly records with discernment his/her personal feelings and reactions to community involvement.</p> <p>4(e) relates the self-knowledge identified in (a) - (d) to the personal, social and vocational areas of his/her life.</p>	<p>See above.</p>
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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.**