



**A Guide to Delivering the
Junior Award Scheme for Schools (JASS)**



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About this Guide

This guide is an overview of the Junior Award Scheme for Schools (JASS). JASS is a holistic accredited learning programme for children and young people aged 5 – 13 years. It develops interpersonal skills: communication, problem solving and teamwork; and builds the self-confidence and sense of well-being to engage in formal education. An inclusive award which provides a structure for the start of vocational learning. Endorsements show that JASS is a scheme that benefits the participant, school and wider community.

JASS was developed through a partnership between FOTA and City of Edinburgh Council. Since the launch of JASS in 2010 it has continued to evolve through feedback and support of schools and other users throughout the UK.

Examples from schools are used throughout this guide to help you plan its introduction into your school. They illustrate the creative ways teachers have supported pupils to complete activities for each section of JASS.

About JASS

The Junior Award Scheme for Schools (JASS) is a progressive learning programme for children and young people, typically 5 – 13 year olds which has been designed to recognise wider achievement. It can support pupils' transition from primary to secondary school but in practice can be introduced at either primary or secondary.

In special schools JASS has been used with wider age groups, recognising that some pupils will need more time to complete an award.

In summary, JASS:

- provides a structured, accredited, learning programme for children and young people
- is a flexible and inclusive programme which can be tailored to the interests and abilities of individual pupils
- gives participants the opportunity to have fun and to achieve
- aims to develop skills and build confidence
- provides a platform for schools and youth groups to engage families with their community
- can be used as part of both formal and informal curriculum
- assists with pupil profiling
- helps prepare young people with work and life skills
- allows mentors and school staff to get to know their children and young people better-

“Some pupils have become far more confident in their own abilities and have learned not to be scared of unknown experiences. A lot of success for all our pupils was achieved through JASS.”

Teacher, Edinburgh

How it works

The JASS programme is designed to be delivered by teachers and youth leaders. It is progressive over eight levels with an increased minimum time commitment at each level and an expectation that participants take more responsibility for management of their programme as they progress. It has the flexibility to fit into school or youth work timetables. Participants are awarded a sectional certificate on completion of each section and a full certificate and badge on completing an award level.

JASS is available either in hard copy to include folder, sectional pages and personal details/reflective summary page or through our eJASS platform. All certificates and badges are provided.

The Four Sections:

My Interests – a new hobby or interest or one which can be further developed.

Get Active, Stay Active – regular involvement in a sport or physical activity.

Me and My World – a community or environmental project.

Adventure – a teamwork challenge through involvement in an outdoor activity.

Participation

The participation times shown are minimum requirements. Sections can be run concurrently or consecutively. Typically an award is achieved over an academic year, but can be completed in longer or shorter periods as appropriate. White to Silver targeted at primary school ages, Gold secondary.

	My Interests	Get Active, Stay Active	Me and My World	Adventure
White	2 hours over school term	2 hours over school term	2 hours over school term	1 hours
Yellow	3 hours over school term	3 hours over school term	3 hours over school term	2 hours
Red	4 hours over school term	4 hours over school term	4 hours over school term	2 hours
Green	5 hours over school term	5 hours over school term	5 hours over school term	3 hours
Blue	6 hours over school term	6 hours over school term	6 hours over school term	4 hours
Bronze	8 hours over school term	8 hours over school term	8 hours over school term	4 hours
Silver	12 hours over school term	12 hours over school term	12 hours over school term	5 hours
Gold	18 hours over 2 school terms	18 hours over 2 school terms	18 hours over 2 school terms	8 hours

JASS can also be started at any level, to meet the needs of the participant. Each participant's JASS programme should be tailored to their abilities to ensure they can complete the required sections at their pace.

Additional Support Needs

JASS has been used very successfully as a fully inclusive programme for children and young people with a range of additional support needs including:

- learning disability and Autism Spectrum Disorder
- social, emotional and behavioural difficulties
- severe/profound and complex learning difficulties, including pupils with significant physical and sensory impairments
- visual impairment, including those who have additional support needs and those with complex multiple disabilities
- as the JASS programme is tailored towards the ability of each child or young person, participants with additional support needs can achieve alongside their peers.

Using JASS

Planning

Integrating JASS into the school curriculum or youth work setting's planned activities has proven to be the most effective model of delivery. Schools have successfully incorporated JASS into their four-yearly planning cycle. This helps teachers make links naturally, for example, between the themes for the year and the four sections of JASS. Similarly, in the youth work setting, including JASS at the planning stage of informal youth work provides structure. Uniformed organisations fit JASS comfortably alongside their accredited themed activities.

An alternative is to use the JASS programme as the driver for planning activities. Programmes are designed either for individuals or groups specifically to meet JASS requirements and thereby delivering a holistic range of activities to develop all aspects of the participant.

Peer Mentoring:

Is widely used as an effective means of supporting the delivery of JASS. This reduces the demand on staff time and provides opportunities for peers to develop their leadership skills and gain accreditation for their work. Participants often relate well with their peers and feel a need to do well.

Delivery

JASS is a flexible, user friendly resource. A range of support is available on our website at: www.jassschools.org.uk. Additional training can be provided on request.

The JASS sections are designed to fit within one academic year, but the time taken to complete the award can be adapted.

Participants can complete their JASS activities within the school day or youth work session, however, the majority are also expected to do work towards their award of their own volition. Some activities involve working as a group, while others are tailored to the interests of an individual. The level of support required by each participant varies dependent on their age or special need.

Teachers have found that allocating time slots for JASS activities and management into the formal and/or informal curriculum the most effective way of delivering JASS.

'A key challenge for teachers has been finding a way to integrate JASS into their timetable. They have found allocating time slots for JASS activities into the formal and/or informal curriculum the most effective way of delivering JASS!'

'I did well because I learned new skills such as teambuilding, sharing with others, leadership and thinking.'

The four sections of JASS

To achieve the JASS level the participant should complete each of the four sections. JASS can be used as an umbrella award: many other awards can be achieved whilst doing JASS. For example

- The Saltire Award
- Eco Schools
- Certificates
- John Muir Award
- Youth Group badges and awards
- Dynamic Youth

The different sections also evidence the breadth of learning and cross curricular links done within a school.

Adventure

The intention of the Adventure Section is to take groups of participants outside their 'comfort zone' to work as part of a team. This section is meant for outdoor activity, if possible outwith the school grounds but also easily deliverable in school. This section gives pupils the opportunity to improve their interpersonal skills and self-confidence through, for example, problem solving or developing new skills.

Suggested activities

- School camp
- Rock climbing
- Orienteering
- Walking
- Cycling
- Research trip

The Adventure can be linked directly to another project ongoing in the school or youth group. For example, it could be the culmination of an environment or nature project. Dependent on the age and ability of participants, they should be fully engaged in the planning process.

Get Active, Stay Active

The aim of this section is to encourage young people to get involved in sport or physical activity as a means of staying fit and developing a healthy lifestyle.

Suggested activities

- Suggested activities
- Regular participation in any sport or physical activity
- Walking to school
- The Daily Mile
- School clubs e.g. cheer leading, dance etc----

My Interests

This section is intended to encourage participants to try a new hobby or pastime or to be accredited for something they are already doing. This section gives pupils the opportunity to develop a new skill, improve their self-confidence and learn how to set and achieve goals.

Suggested activities

- Space
- Baking
- Youth groups e.g. Brownies / Guides and Cubs / Scouts
- Music
- Art
- Pet care

Often participants ask if they can do football for Get Active, Stay Active and My Interests. We advise that the young people should think of a variation on the subject for the My Interest section, for example they could research and write up a project of their favourite footballer.

Me and My World

The intention of this section is to support and encourage young people to make links to their community and to get involved with things they care about. The aim is to give pupils the opportunity to develop teamwork skills and contribute to the wider community.

Suggested activities

- The Tenner Challenge
- Cake sale
- My community (emergency services)
- Carol singing at OAP home
- Eco schools
- Food collection for Church Harvest Festival
- Developing a community garden

Evidence and accreditation

Evidence

Evidence can be recorded in the participants own JASS Achievement File or on the online version: eJass.

- planning before the start of the programme
- level of participation
- start and finish date for each section
- activities and targets set
- recording of participants feelings after the programme
- evidence collected
- teacher/mentor's comments and signature to confirm completion

It's important that pupils are involved in decision making and planning where possible for each section to allow them to have ownership of their JASS programme. Any targets set must be achievable and take into consideration the abilities of the young person. Target setting enables participants to reflect on and enjoy their achievements. Teachers report that pupils often achieve in ways that weren't obvious at the time of setting the target.

"This is the spirit of JASS – making the award meaningful for each pupil and genuinely inclusive, by ensuring activities and planning take into account pupils level of understanding" Redhall School.

The method of record keeping can be adapted to meet the needs of the young person to ensure it is meaningful for them. Pupils can write or draw on the personal details and planning page in their achievement file and create their own activity logs.

Some schools have successfully used a pictorial version of Boardmaker in the JASS achievement file for pupils who have difficulty reading or writing. This can be provided on request.

In addition to supporting pupils to fill out their achievement file in a format that suits their needs, at least one piece of evidence should be added.

Teachers should encourage pupils to include more than one piece of evidence, particularly for the Silver and Gold level. As JASS is a very flexible programme there are many ways to present evidence, including:

- photos of pupils taking part in activities or of display boards
- leaflets
- drawings or posters made by pupils
- video clips, using mobile phones or similar technology, and other visual or verbal evidence stored on a DVD or online

An activity planner and log sheet, designed by pupils or downloaded from the JASS website (www.jassschools.org.uk under Resources) is also a great way to evidence when and how activities have been completed for each section.

"JASS motivates participants to try new activities and the gathering and recording of evidence prepares them for awards in secondary school."

Accreditation

Achievement Files do not have to be sent away for external accreditation. While it is important that challenging objectives are set and appropriate evidence of attainment is obtained we recognise that only those with personal knowledge of a young person can reasonably assess their achievement.

The awarding of four separate sectional certificates by teachers on the successful completion of each section of JASS encourages and motivates pupils to complete their full award. A full award certificate and badge should be presented when all four sections of one level of the award are completed. Many schools do this as part of their end of year assembly celebrating pupils' achievements.

Accreditation is a two-stage process. The teacher or youth worker delivering the programme is responsible for ensuring that evidence is gathered and input. When satisfied that the level has been achieved the award is granted. The school or group's JASS Champion, normally a senior teacher or youth worker, is then responsible for dip sampling the awards granted to quality assure.

"JASS is a universal and inclusive programme which takes a holistic approach to developing our young people. JASS is a powerful medium for developing confidence, resilience and self-esteem in an engaging, motivational and rewarding way which ensures that every child achieves – and has this success celebrated. A key driver of the JASS programme is ensuring positive outcomes for our young people. This driver is also the aspirational aim of many child-centred policies of national and international governments."

Maria Seery Head Teacher Bonhill Primary School

Six Simple Steps

1. Preparation

- Appoint a school 'champion'
- Decide which classes and teachers will participate
- Familiarisation and training

2. Planning

- What level of Award is being attempted
- How are sections being approached – consecutively or concurrently?
- Identifying possible group and individual activities
- Communication to parents

3. Starting Off

- Complete personal profile
- Choosing activities
- Setting objectives

4. Implementation

- Setting aside time
- Planning activities
- Gathering evidence

5. Completion

- Complete evaluation
- Mentor sign off and comments
- Sectional certificate awarded

6. Celebration

- Certificate and badge
- Award ceremony

Congratulations!

"JASS is a great way to give young people official recognition for their wider achievement and to start to build intrinsic motivation for them to continue to volunteer, look after their health and fitness, seek out adventure and build skills that will support them for the rest of their life. It gives opportunities to all young people regardless of their background to participate and achieve in areas that they may never get to do again. JASS builds the confidence of young people to continue to achieve in all aspects of their life and to give back to their community."

Clare Bethnell Attainment Officer North Ayrshire

Frequently asked questions

Q. Can you start JASS at any level?

A. *JASS has been designed as a progressive award but there is no dependency on completion of the preceding stage and it can be started at the level most appropriate for the group.*

Q. How much of JASS can be done as part of the core curriculum?

A. *Some activities may correspond to work already planned into the curriculum but as an objective of JASS is to expose children to a wider range of activities and experiences you should also look beyond the core curriculum.*

Q. Does a JASS Award have to be done over one term or one academic year?

A. *No. JASS is a flexible award and schools or youth groups can decide how best it fits in with their other activities. A typical model is for one theme to be completed each term with the Adventure section being met by a class activity in the 3rd term but it is also possible to work on two or more themes concurrently. The Gold Award can be completed during S1/Year 7 or, because of the greater time commitment, spread over two years.*

Q. How much should be done in a student's own time?

A. *This can depend on the activity. Some, for example for My Interests can largely be done in a student's own time, but others, for example an Adventure activity, are commonly done as part of the normal school curriculum.*

Q. How do you support a child when you know that they are getting no support or help from home?

A. *This is not a problem unique to JASS and many schools will already have mentoring or other support arrangements in place. For JASS activities one could also consider utilising peer support, involving interested parents or other mentors, or from senior school pupils looking for volunteering opportunities for example as part of the Duke of Edinburgh's Award.*

Q. How do you know that a student has actually done what they are supposed to have done?

A. *Trust plays a big part but we would encourage teachers to ensure that the personal objective pages are completed, that an activity planner (available on the website to download / print) is completed for each activity and at least one piece of evidence, for example a certificate, photograph, drawing or report.*

Q. Who is responsible for checking folders?

A. *Primarily this is the responsibility of the school or youth group and we recommend that a 'JASS Champion' is appointed to oversee the operation of JASS in the organisation. This will help ensure consistency in delivery.*

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Visit our website at:

www.jassschools.org.uk

to find out more in our Case Studies Section.

