John Muir Trust: Green Jobs for all
- retaining our young people
EUROPARC Conference 2018
Packaged experiences

The use of packaged experiences is considered an effective means of promoting engagement in the outdoors.

The John Muir Award… and others, all provide this kind of structure to support engagement, and importantly, recognise the efforts of those involved.

Scotland's National Parks & National Nature Reserves - overcoming barriers to engagement (March 2009)
Connect with, enjoy, and care for, the planet’s wild places.

Main engagement initiative of the John Muir Trust
Discover a wild place

Explore it

Do something to Conserve it

Share your experiences
Turrif Youth Services

- Youth & Family Services Team identified key benefits gained:
  - Communication
  - Working with peers
  - Sense of achievement
  - Gained a recognised award (John Muir Award)
  - Improved confidence
  - Social experience
  - Building friendships
  - Improved Health & Wellbeing

Practical life skills
Self esteem
Self-worth
Problem solving skills
Resilience
Peer learning

Search ‘Employability and the John Muir Award’
Employability

- Way to record achievement in the widest sense
- Developing skills for learning, life and work
- Soft skills - communication, numeracy, problem solving, information technology and working with others
- Experiences of world of work, enterprise, Citizenship
Throughout the past four months I have gained skills, understanding, respect and appreciation for the incredibly immense landscapes of Scotland.

“I have learnt about environmental conservation and the importance of upland path work and I have undertaken practical work that has helped to enhance and protect the wild and special qualities of the mountains within Scotland’s National Parks.”

Ceara (participant)

www.themountainsandthepeople.org.uk
West Highland College

• Outdoor Adventure Further Education

• The course is designed to prepare people for a career in the outdoor industry

• Isle of Skye learning the skills to be safe in the environment covering the main disciplines of Paddle Sports, Mountain Sports and Mountain Biking

• John Muir Award helps students to care for wild places and appreciate the work required to maintain access to these special places
Hill to the Grill

- Coigach & Assynt Living Landscape Partnership
- Pupils from Ullapool High School - 3 day programme that raises awareness about how food arrives on our plates
- Tracking/stalking techniques, foraging walks, butchery and cooking
- Barbeque celebration

Search ‘Curriculum for Excellence and the John Muir Award’
Raising attainment through wild places

• Scottish Government priority to reduce poverty related attainment gap – equity in learning

• Skills for life, learning & work
• Literacy, numeracy, health & wellbeing

• The natural world offers inspiration and stimulation - it provides rich, multi-sensory experiences as a context for learning.

Search ‘Attainment and the John Muir Award in Scotland’
What’s relevant…?

www.johnmuirtrust.org/initiatives/youngpeople
Summary - awards…

- **Current state of play**: packaged award schemes continue to be an effective way of engaging people and recognising efforts

- **On the ground**: people/organisations associated with protected areas are supporting / promoting awards

- **Information gaps**: Networks like the ‘Awards Network’ should be explored & shared

- Packaged award schemes should reflect locality & audience – meaningful & relevant (people & place)
Summary – youth engagement (inspired by the next generation)

- Re-evaluate: *young people are disconnected with Nature*

- Reframe: *What can environmental organisations do to better connect with young people?*

- Listen to young people (recommendations)
  - actively engage young people with nature
  - improve job & volunteering opportunities
  - meet young people where they’re at (communication channels, feedback, places…)
  - use young people to reach young people

www.johnmuirtrust.org/initiatives/youngpeople
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Support Information

John Muir Award

Our engagement initiative encourages people to connect with, enjoy, and care for wild places.

It's an environmental award scheme for people of all backgrounds – groups, families, individuals. It's non-competitive, inclusive and accessible.

- Read a brief introduction.
- Watch a 10-minute film.
- Download an Information Handbook for detailed guidance.
- View a wide range of resources and case studies.
- Find out more about John Muir.
Curriculum
How can the John Muir Award be used across the curriculum?

EXAMPLES OF ACTIVITIES and topics that have contributed to meeting the John Muir Award Challenges of Discover, Explore, Conserve and Share.

Activities can:
- take learning outdoors
- make connections across the Curriculum
- support whole school priorities such as core subject enrichment and strategies to close the attainment gap

Modern Languages
- write newspaper articles
- learn environmental and emotional vocabulary
- produce a leaflet to attract tourists
- translate work into a poster

Sciences
- sensory exploration of nature
- pollution surveys
- study biodiversity
- soil sampling
- pond dipping
- nature walks
- soil samples
- food chains
- consider personal impacts and lifestyle choices

Physical Education
- orienteering
- walking
- cross-country running
- practical conservation projects
- track and participation

English and Literacy
- creative writing
- presentations
- write newsletter articles
- write a campaign letter
- produce a guide to local wild places
- create a poem
- find nature in literature
- reflect on Record Books

Citizenship
- contribute to the personal, moral, social and cultural development of young people and support wider community cohesion
- investigate local, national and international wild places
- volunteer - community and environmental projects
- initiate a natural resources debate
- campaign on environmental issues
- explore values and spirituality
- consider fair trade, organic issues

Expressive Arts
- create music inspired by nature
- photograph
- create and develop outdoor plays
- create exhibitions and displays
- consider English landscape painting

Mathematics and Numeracy
- plan and measure routes
- mapping skills - reference and bearings
- estimate and measure height and age of trees
- sort and categorise litter - types, species and hostility
- estimate and measure area, angles and distances
- analyse wildlife data

Design and Technology
- make bird seed cakes
- consider personal impacts and lifestyle choices
- film making, photography and animation
- recycling
- consider fair trade and organic foods
- design and place homes for wildlife - birds, bats and insects
- compost at school
- consider food miles - local and seasonal food

John Muir Award
- build planters for school ground
- plant pollinator and food plants
- make nature inspired art and crafts - needlework, natural dyes, collage
- consider the social impact of pollution

Humanities
- map read - investigate scale, distance and direction
- map land use - understand competing needs
- consider the environmental impact of human activities
- investigate the life and legacy of John Muir
- investigate the history of local green spaces
- investigate weather and climate impacts on living things
- consider the environmental impact of transport

Nature and Environment
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## Five Ways to Wellbeing

**Connect...**
Connect with the people around you. Think of these as the cornerstones of your life and invest time developing them. Building these connections will support and enrich you every day.

**Be Active...**
Discover a physical activity you enjoy and one that raises your level of mobility and fitness.

**Take Notice...**
Be aware of the world around you and what you are feeling. Reflect on your experiences and appreciate what matters to you.

**Keep Learning...**
Try something new. Rediscover an old interest. Set a challenge. You will enjoy achieving. Learning new things will make you more confident as well as being fun.

**Give...**
Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

### Schools
- Participating in whole class (and whole year) projects to engage in peer learning. Engaging in collaborative work with teaching staff. Talking to parents/carers and family about experiences.
- Exploring school grounds on a scavenger hunt. Rhododendron bushing - cutting, chopping, dragging, orienteering.
- Producing a photo-journal - learning photography and creative writing skills. Presenting and public speaking. Learning about local biodiversity through nature study.
- Creating and tending a wildlife garden. Adopting a beach, as part of a UK wide initiative. Contributing to a citizen science survey. Presenting Award certificates and saying why they are deserved.

### Mental health support groups
- Meeting new people and building a community of shared interests and shared purpose. Bonding through common experiences - walks, eating together, discussions.
- Focusing on senses - walking in silence, picking out 5 different smells. Listing wildlife identified on a walk. Group reflective discussions on experiences and feelings that arise.
- Building confidence through learning new skills and using tools - willow weaving and woodwork. Writing poems in new, creative formats eg haiku. Learning to work with others through conservation tasks.
- Supporting and looking out for each other. Looking after a local wild place, active stewardship for it. Discussing our place in the world around us. Sharing opinions on values and lifestyle choices.

### Outdoor centres
- Having shared experiences and tackling challenges together, in new and stimulating surroundings. Focusing on teamwork. Trusting each other. In consequential situations such as bouldering. Spending time with instructors and seeing them as role models. Participating as equals with teachers. Living together in close quarters - dorms and tents. Sharing meals both inside and outdoors.
- Participating in many and varied activities! Hiking and camping amongst mountains, forests, rivers and coasts. Climbing, at various grades. Canoeing, cycling, gorge walking. Working with a 'challenge by choice' ethos.
- Weather watching, cloud spotting and stargazing. Finding quiet spots, taking solo time. Increasing awareness of the needs, contributions and achievements of self and others. All contributing to a Group diary! Discussing a command 4 Challenge Review. Reflecting around the camp fire.
- Meeting personal and group challenges - physical, social and emotional. Learning to support others to overcome fears. Managing risk, both real and perceived. Learning and improving skills associated with activities. Taking responsibilities for goal-setting, planning and decision-making.
- Considering the context of the Conserve challenge and reasons to care for the environment whilst immersed in the outdoors. Actively applying minimum impact leave no trace principles, considering access rights & responsibilities. Contributing to an in-grounds ‘bio-blitz’. Giving (and receiving) personal feedback during and at the end of the week.

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**What next?**

Why not map your own John Muir Award experiences against the ‘Five Ways to Wellbeing’ (or SHANARRI)? Download the Five Ways to Wellbeing app from Google Play, set activities to help you improve your wellbeing, and track your progress.

Five ways to wellbeing is used by health boards across England. Its themes are comparable to those identified by the Scottish Government as essential for the wellbeing of children and young people; that every child should be Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and included.

[www.reshapingourlives.gov.uk/Topics/People/Young-People/gettingright/]
Recap
Head, Heart and Hand

Heart (Caring)

Experiences centred on fun and adventure

Hand (Doing)

Deeper Awareness

Exploring Feelings, development of Knowledge

Head (Understanding)

Understanding promotes Action, Action promotes Understanding