

Introduction:

Your child’s school is taking part in JASS (Junior Award Scheme for Schools), a personal achievement award for young people P6 to S2 (Years 5 – 7).

The use of JASS in developing new skills and building self-confidence is beneficial for all young people. It may be particularly useful in providing additional support and encouragement to young people who are not coping well with education or who may need an extra boost in confidence to cope with the transition to secondary school.

JASS can also help to increase the motivation of high achievers, giving them more challenges out with the core curriculum.

In essence, JASS can be used to inspire and challenge a whole class of young people.

What is JASS?

- JASS provides a structured accredited learning programme which can be easily managed and delivered by primary and secondary school teachers, youth workers and voluntary organisations to young people from age 10 to 13.
- Young people have the opportunity to have fun and to achieve. JASS builds on what they are already interested in and introduces them to some new activities and interests.
- The programme is designed to build ‘roundness of character’, in line with A Curriculum for Excellence that your child will be very familiar with, -to produce successful learners, confident individuals, responsible citizens and effective contributors.
- The programme can be used to support young people through the transition to secondary school.
- The programme is very flexible and can be tailored to the interests and abilities of individuals to ensure that it is achievable by all.

Outline of the programme:

Progressive:

The programme is progressive over three levels: Bronze, Silver and Gold with a higher level of commitment being required at each level.

JASS is designed to bring what your child is doing out-with school (perhaps at Scouts, Guides etc) in to the classroom to become part of a wider record of their achievements.

Young people can be involved in the programme at any stage, depending on their ability:

Minimum time requirement table

	My Interests	Get Active, Stay Active	Me and My World	Adventure
BRONZE	8 hours over school term	8 hours over school term	8 hours over school term	3 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 term	18 hours over 2 school term	18 hours over 2 school term	8 hours
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To achieve a level of JASS the young person is required to complete four sections:

My Interests:

This could be an interest they are already involved in or the opportunity to learn a new skill. This does not mean that you need to run around taking your child to lots of clubs. The activity can be delivered as part of class work out with the normal curriculum, or with school partners. This means that the school will often offer choices for pupils to complete JASS within the school day. Where appropriate, the activity could be carried out away from school altogether involving the young person in club activity mentored independently. Examples of My Interests include drama, music, chess, arts and crafts, cookery, information technology or looking after pets. Any hobby or pastime could be considered, with the exception of doing sport or physical activity which can only be counted under the Get Active, Stay Active section of the award.

Get Active, Stay Active:

Involvement in any sport or physical activity which develops an interest in keeping fit. The activity can be organised as part of a school-wide programme or accredited as part of a non-school activity. Where the activity is delivered in school, it must be in addition to any physical activity which is part of the core curriculum. Examples of activities in this section include dance, riding, swimming, football, rugby, skating and aerobics.

Me and My World:

Me And My World should involve participants in working with/getting to know members of their community or working on an environmental project locally. The project can be delivered by the school or by an outside agency on behalf of the school. In addition, participants can be accredited for work they are already involved in within the community. Examples include participation in concerts within the community, environmental projects, Fair Trade Week events, helping at Brownies and fund raising events.

Adventure:

The intention of the Adventure Section is to work as part of a team. This section is meant for outdoor activity. Through problem solving or learning new skills the young person will develop better interpersonal skills and self-confidence. Examples include orienteering, treasure hunt, canoeing, rock climbing, problem-solving challenge, an overnight camp and a nature walk. At Gold level the participation time can be split between planning and activity.

What Can I Do As a Parent?

The My Interests section may involve an external mentor to sign the record sheet to say that your child has taken part in the activity and to record what they have learnt.

The record sheet will be taken out of the main JASS folder, which is usually held at school/or in the youth club. You can help by reminding your child to get it signed or to prompt the mentor, e.g Scout leader, to sign the sheet.

You could also help your child to identify an interest. You, or another family member/friend, can become the mentor yourself if you have a skill to offer support with, e.g cooking and baking, IT.

You can help your child to gather evidence for their folder for all the JASS sections by taking weekly notes, photos, keeping programmes/publicity materials etc.

Many parents/carers have skills and interests that the school can make good use of. You may be part of an orienteering, cycling, jogging or craft group. If you can offer support to the school, you can offer all young people the chance to try something new.

Target Setting:

Individual targets are set by each young person in consultation with their teacher/youth leader/mentor. The targets must be achievable and take in to consideration the abilities of the young person. For example, if 2 participants are doing swimming for their 'Get Active Stay Active' section where one is a non-swimmer and the other is a member of a swimming club, the non-swimmer may set a target of swimming a breadth/length of the pool whereas the member of the swimming club may set a target to beat their personal best time over several lengths or learn a new swimming stroke.

Record Keeping:

Each participant is issued with a JASS Achievement File which is used to record the following:

- Level of participation.
- Activities
- Targets set - signed by participant and teacher/mentor
- Start and finish date for each section
- Participant's notes on what they achieved
- Teacher/mentor's comments and signature to confirm completion

In addition, participants will be encouraged to add pages containing project material to their file to personalise and evidence their work.

Accreditation:

Sectional Certificates can be issued on the successful completion of each section of JASS. A Full Certificate and badge can be issued on successful completion of a level of JASS.

The issue of certificates is determined by the teacher/youth leader in charge of the group. Where possible, the issue of certificates should involve a small ceremony to mark the achievement.

Quality Control:

Whilst it is important to keep delivery of JASS simple and easy to manage, it is also essential that some quality control is exercised. This will involve a senior teacher or youth leader being nominated for each school/group to be responsible for quality control. This person should 'dip sample' 1 in 10 completed achievement files to ensure that they comply with the conditions outlined above.