



Scottish Natural Heritage
Dualchas Nàdair na h-Alba

Junior Ranger Programme



Programme Co-ordinators' Toolkit

How to set up and run a successful Junior Ranger Programme and Award



Contents

Section	Page
Introduction Junior Ranger Award Programme – the process	2
1 Introducing the Junior Ranger Award Programme	3
2 Introducing the Toolkit	4
3 Step by step setting up your Junior Ranger Programme	5
4 How the Award works – introducing the competencies	6
5 Getting organised – administrating your Programme, Factsheets and templates, General Administration and Good Practice	8
6 Recruiting and retaining young people and volunteers	11
 Appendices	
A Competencies A–E for initial Junior Ranger Award	14
B Competency F – next level Award	16
C Competency record sheet	17
D Example programme with suggested competencies	18
E Connecting with the Curriculum for Excellence	19
F Support for your programme – partners and funding	21
G Links with other Awards	22
H Co-ordinator’s diary and evaluation	23
J Participant’s evaluation form	29
K Feedback as you go ... please	30



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SCRA acknowledges the financial assistance and support from SNH in the development of the Junior Ranger Programme.



Introduction

The key principles of this unique programme, run by the Scottish Countryside Rangers' Association (SCRA) are that it:

- Is delivered primarily by Countryside Rangers in conjunction with local partners
- Welcomes all young people aged between 11 and 18 to take part in enjoyable, inspirational and relevant outdoor learning experiences
- Provides opportunities to develop transferable understanding, experience and skills of the Ranger profession

The Award is an integral part of any Programme offered locally and is gained by taking part in a series of group activities designed to deliver a number of competencies reflecting the skills and knowledge of those working in the Ranger (or associated) profession. **It is important to note that the award is not a compulsory element and that individual Junior Rangers determine themselves whether they want to be entered for the award.**

To find out more – visit the SCRA website

Scottish Countryside Rangers are clearly at the heart of this Programme and it has been said they '...occupy a very special place in the public's enjoyment and interpretation of Scotland's landscape.' They deliver and support environmental education as well as many other conservation, interpretation, access and maintenance tasks in the countryside. SCRA, Scottish Natural Heritage and all the partners involved in developing this Junior Ranger programme wish to encourage more young people to take an active interest in sustaining their environment. By establishing Junior Ranger groups, we can promote the Ranger profession, provide opportunities for young people to develop practical environmental skills and, most importantly, in an enjoyable way, ensure they become responsible stewards of their planet.

The SCRA Junior Ranger Programme is an outdoor learning programme and award for young people delivered by Countryside Rangers, and others, in Scotland



1. Introducing the Junior Ranger Programme

Who is the Programme aimed at?

- All young people aged between 11 and 18
- Those interested in gaining the SCRA Junior Ranger Award
- Countryside Ranger Services and other outdoor learning providers across Scotland who wish to provide young people the opportunity to learn about these professions

How is the SCRA Junior Ranger Programme different from other environmental activity programmes for young people?

- This is a national programme delivered at a local level
- Provides direct involvement with a Countryside Ranger Service and other land managers
- Provides a first step on SCRA's professional development journey
- Leads to The Junior Ranger Award which recognises the young person's commitment to their Ranger service and their achieving competencies in a range of tasks
- Develops skills and knowledge for employment in environmental conservation
- The participants take ownership of their scheme and its activities
- Those achieving the Award can act as mentors to newer Junior Rangers

What is the time commitment?

- Junior Ranger schemes will usually take place about once a month, throughout the year, although there might be local variations
- It will take up to 12 months to gain the first level of the Award, for those wishing to participate
- The Award can be taken to a second level once the initial Award is gained

What is the Junior Ranger Award and how is it achieved?

- The Junior Ranger Award is a key part of the SCRA Junior Ranger Programme
- As part of a local Junior Ranger scheme young people will take part in a number of outdoor activities over about 12 months
- Each of these activities will reflect one or more competency (see Appendix A)
- Participants will keep evidence of their involvement in a variety of ways
- These competencies are closely linked to those pursued by Rangers as part of their CPD programme
- The evidence they collect will go towards an assessment
- The Award will be made on the satisfactory completion of five competencies
- Some schemes will offer a second level of the Award focussing on leadership

What is SCRA's role in administering the Award?

- General enquiries about the Junior Ranger Programme and Award
- Registering those organisations and Ranger Services wishing to run a Junior Ranger scheme
- Advising if the proposed Programme matches the key principles of the Junior Ranger programme
- Supporting co-ordinators of Junior Ranger Programmes
- Maintaining records of potential and current JR Programmes (not individual participants)
- Listening to your feedback of your experiences of setting up and running your Junior Ranger Programme
- Keeping the Toolkit and other guidance and support under regular review

2. Introducing the Toolkit



- This Toolkit is designed to help YOU to find out as much about the SCRA Junior Ranger Programme as possible. SCRA hope that the structure of the Programme and Award will suit a wide range of organisations wishing to provide outdoor learning opportunities for young people.
- The Toolkit will help guide you through the steps needed to set up your local Programme.
- SCRA encourages you to adapt the information in the Toolkit to your own principles and aims.
- This Toolkit should be regarded as a flexible document and will only work with input from the young people themselves – please let SCRA know of any changes that would help those setting up a Programme.
- Working in partnership with existing organisations can have the benefit of administrative support and may help simplify applying for funds. Establishing a pro-active network of organisations and groups with a similar ethos will help to maintain focus, overcome challenges and share good practice. See the SCRA website.

3. Step by Step – Setting up your Junior Ranger Programme

Step	Where to find out more	
Contact SCRA to register your interest in starting a Programme	Go to the SCRA website and register	
The aims of your Programme must reflect the key principles of the SCRA JR programme	See page 2	
Look at Europarc Junior Ranger website	Europarc website	
The JR Programme should be part of your organisations aims/policies. Include your manager.	Your manager	
The main contact/co-ordinator is: Involved staff/volunteers will be:	Name and contact details here:	
A Ranger Service or similar organisation endorsed by SCRA, should deliver a significant part of the Programme and Award.	Ranger Service partner (if not delivering the Programme)	
What does the organising group hope to get out of the Programme?	See co-ordinators diary – Appendix H	
The age range of the participants		
Number of participants that will be able to take part		
Where we will recruit from and methods we will use	See Section 6	
Where will the JRs meet? Do you have a base or will you use several sites for activities?		
Information required: Membership form Permissions Parental consent form Photo permission 12 month programme of activities	See SCRA website	
The costs that we need to cover (e.g.): Transport Venue Equipment/uniform Activities Volunteer expenses		
We will fund our Programme by:	See page.21	
Will there be a cost to the participants?	Yes/No	To cover:
What will be in your 'start-up' pack for participants? e.g. item of kit, Award record book, Programme contact names and numbers?		
How will your Programme be evaluated?		

4. How the Award works

The Junior Ranger Award aims to be:

- Attractive to young people
- Achievable by young people of different abilities
- Workable for Countryside Rangers and those managing a variety of sites and with different work remits
- Accessible to other professionals who work with young people
- Easily assessed

The assessing of this Competency-based Award is based on pre-set competencies and the gathering of evidence in a variety of ways. In order to show that someone is competent at doing something (the competencies) they have to DO IT. Those aiming for the Award are actively being asked to perform a range of tasks linked to the competencies that make up the Award.

Full Ranger Award Competencies		Junior Ranger Award Competencies
S1	Habitat Management	A. Know your site B. Care for your site
S2	Management and Project Planning	
S3	Recreation and visitor management	C. Care for visitors
S4	Ensuring site and ecosystem integrity	E. Working with others
S5	Outdoor learning and interpretation	D. Events and interpretation F. Leadership (second level)
S6	Community and other stakeholder engagement	E. Working with others
S7	Delivering training to others	F. Leadership (second level)

The competencies for the SCRA Junior Ranger Award:

Further details in Appendices A and B

- Know your site
- Care for your site
- Care for visitors
- Events and Interpretation
- Working with others
- Leadership (once completed A–E and for those over 14 years old)

How Junior Ranger Competencies link to the foundation level Ranger CPD

Activities and tasks the Junior Rangers might undertake

- During the period of the Programme the activities on offer need to provide opportunities for the participants to undertake a series of “competencies” which once assessed will lead to the Junior Ranger Award. These competencies are linked closely to the Foundation Level Countryside Rangers CPD. (See Table above)
- It is important that all of the activities are accessible to young people of different abilities. Those delivering the Award will need to adapt activities accordingly. This will influence the type and method of evidence collected – written/verbal/graphic.

- Consider bringing in other professionals/organisations, or team up with another Junior Ranger group, to deliver activities you are not set up for: e.g. fire service re emergency responses, orienteering, and historical topics
- See Appendix D for examples of how one programme of activities delivered the necessary competencies
- Consider options available to those turning 18 – locally and nationally. Apprenticeships, volunteering, mentoring etc

Evidence

- Can be obtained in a number of ways – use what suits the young person best, e.g. verbal, written, graphic, photographic, etc
- Record sheets are available to download from the SCRA website as a means for the Junior Rangers to keep a record of what they do
- The co-ordinator, as well as the participant, may need to keep records of their achieving each competency

Assessment

- Young person to submit completed record book and portfolio to Programme co-ordinator
- Programme co-ordinator to contact SCRA that they have candidates for assessment
- SCRA to confirm they are accepting applications for assessment and inform how best to send the information to SCRA, provide timescale of when decision will be made
- SCRA Junior Ranger sub-committee/external verifier will consider the material submitted and make a decision within 6 weeks



5. Get organised – general factsheets and templates

The Junior Ranger Programme aims to be:

Before working with a group of young people a working document on Health and Safety must be produced. This can be based on generic examples but must demonstrate that you have checked Health and Safety legislation relevant to working outdoors as well as showing that you will be working within Protection of Vulnerable Groups guidelines. This regularly reviewed, and dated, document needs to be easy to read, well structured and may refer to the source policies from the partner organisations you are working with. Some example templates can be found as downloadable documents on the Junior Ranger pages of the SCRA website. All employing organisations should have their own version of the national guidelines for outdoor excursions.

Youth Scotland

Youth Scotland has a comprehensive suite of templates for policies and procedures relating to working with young people in a safe, inclusive, well managed environment.

Becoming affiliated to Youth Scotland and adhering to these procedures would also bring the benefit of being covered by their insurance policy and keeping up to date with youth work development, funding and a variety of training opportunities. More details can be found on the Youth Scotland website.

Aspects of Health & Safety which should be covered by your operational procedures

1. Describe your Group/ Junior Countryside Ranger, who is **responsible** for running it, how are you **insured**?
2. **Staff/helpers** - what ratios adult: young person do you work to, are they **CRBS/PVG** checked? Is there induction training?
3. **Risk management** and risk benefit assessment – who is responsible? What RAs are carried out? Think of the benefits first!
4. **First Aid** – who is responsible, who arranges training, what kit is carried? Where is the Accident Book kept?
<http://www.hse.gov.uk/simple-health-safety/>
5. **Accident and Emergency** procedure – who to contact, who is responsible, what happens to the rest of the group?
6. **Cancellation** procedure – under what weather conditions, staffing ratio would you cancel. How do you let people know?
7. **Toileting** procedure – hygiene equipment, staffing role, leave no trace aspirations?
8. Parent/carer **consent**
9. Use of **photographs/social media** – permissions and where stored?
10. **Tool / Fire** use – ratios, safe practice procedures, PPE requirements, campfire cooking, food hygiene procedures
11. **Lost Child** or Missing Participant Procedure – how will you ensure everyone is with you, what will you do if someone is lost? Who carries mobile phone with good signal? How long before dialling 999?
12. **Transport** – are parents delivering and picking up? If the group decides to use a minibus – is the driver qualified – MIDAS certified or mature enough not to require it?
13. **Equal Opportunities** statement
14. Do not forget to include a signature and annual review date

5. General Administration and Good Practice

Sessional Operating Procedure

1. What to do before the session –
 - Risk (benefit) assessment of site, activities and participants
 - Register – consent forms check, emergency contacts up to date...
 - Staffing ratio – allocating roles
 - Equipment check
2. What to do during the session – ongoing RA, head counts
3. After the session – head count, transport check, tool check
 - evaluate/review and plan for next session

Safeguarding Children Procedure

1. Who is responsible on the day and on behalf of the group?
2. What to look for, how to listen to children and what not to say
3. What to report in the event of concerns
4. What happens if staff or helpers are accused?

Confidentiality Policy

1. Who/where are records and registers stored
2. What information is carried taken out on site during sessions?

Behaviour / Anti-Bullying Policy

This is a good one for all participants to get involved in – the young people themselves setting their Code of Conduct, Behaviour Boundaries, Rules.

Importance of good Communication

A draft Communication Plan has been drawn up with the setting up and running of Junior Ranger scheme in mind. It can be found on the Junior Ranger pages of the SCRA website.

Good practice

Examples of how the pilot Ranger Services approached the running of their Programme can be found on the Junior Ranger pages of the SCRA website. More will be uploaded as they become available.



5 Running our scheme – checklist	
We shall arrange a programme of activities over 6–12 months, preferably in conjunction with some of the participants covering all the main competencies.	Example Programme Appendix D Appendices A,B
We shall set up the best means of communicating with – Junior Rangers, Volunteers, Parents, and Partners. This may include several methods.	
The following can be involved in delivering the activities and organising our Programme: Ranger Service Staff Co-ordinators, Volunteers, Parents Partners e.g.	
We need transport for:	
Records we need to keep: e.g. Attendance/register, permission forms, risk/benefit assessments, activity programme, successes, suggestions for changes, costs/income, accident reporting, evidence for competencies covered, planning sheet for each meeting	Examples on SCRA Website
What back-up do we have if the co-ordinator leaves or is off work?	
We need to determine who is going to partake in the award	
We need to provide a means of encouraging regular feedback from the JRs and posting of photos on own Facebook or SCRA Blog.	
How can our JR scheme link with other Awards?	See page 22, Appendix G
What's on offer to our JRs reaching 18?	
Do we have an equalities and diversity action plan? Is your JR Programme written into your employer's management/business/development plan?	
We shall monitor our Programme and evaluate its success	Co-ordinator's diary and evaluation forms for participants and coordinators Appendices H&J
We shall help the participants keep portfolios and records of their activities and achievements	Personal Record books – see Appendix C Individual portfolios of evidence
We shall evaluate the Programme to see if it is meeting the aims of the SCRA.	

6. Recruiting and retaining young people and volunteers

Recruiting young people

Maintaining the interest of young people after the age of 11 is quite a challenge and, for it to be successful, you need to have a large enough group of enthusiastic participants to sustain core attendance. Varied strategies need to be deployed to ensure a sense of ownership.

- Do you have a club or group of younger children who might want to stay on?
- Make the most of any teacher/school contacts you have and ask them directly if they have pupils who would benefit and enjoy a Junior Ranger group
- Link up with the local youth group, Wildlife Explorers, RSPB Phoenix, Young Archaeologists' Club for specific projects, then build on the relationships created and new networks identified
- Use the young peoples' IT skills to set up safe social networking
- Highlight the Award and the contribution that being involved in a Junior Ranger scheme could make to other Awards they are pursuing.
- Young people themselves will be the best sales persons – have the older members of your group visit the local primary school to encourage new recruits through joint ECO school, nature club, outdoor learning activities
- Link in with transition activities Primary 7 – Secondary 1 and short S2 cross curricular courses, activity weeks, ECO school groups



Retaining young people

- Encourage young people to plan a varied programme of activities including the options of outdoor recreation, camping, bushcraft...
- Gauge the frequency of sessions and meetings carefully
- Keep in touch with what the participants enjoy most and ensure there are opportunities for flexibility and choice during sessions
- Establish a mentoring system, using Junior Rangers doing the leadership competency

Recruiting and retaining volunteers

- Your volunteers need to be interested in and enjoy working with young people and capable of inspiring others in their fields. It is a challenge for all organisations to sustain volunteer support and many strategies need to be used to encourage people to give their time freely. Relying on parent helpers can sometimes work when the group are younger but once they reach secondary school it is not something the young people would choose. Here are some handy hints.
- Invite voluntary Rangers or young people that have had previous involvement with your Service to lead, recruit and assist
- Contact your local volunteer centre – see the Volunteer Scotland website
- Explore and maintain links with individuals in wider networks
 - school integrated learning communities on a local level
 - regional biodiversity officers
 - Other Countryside Rangers
 - Biological recording groups
 - National organisations – RSPB, Scottish Wildlife Trust, Greenspace networks, OWLS (FEI as was), Scottish Natural Heritage, Scottish Environmental Protection Agency, youth development workers
- Identify a publicity person with skills, make links with local media
- Use safe social networking to recruit and share challenges and successes
- Keep communications positive, pertinent and persuasive, listen to what is not said as well as what is spoken
- Encourage a wide variety of visiting experts to share their skills
- Have a large enough pool of leaders to ensure rota turns are few – know when to let folk step back for a spell
- Gauge the frequency of meetings and sessions sensitively
- Ensure allocated adult roles are appropriate to levels of enthusiasm, experience, confidence and interest



Appendices

Forms in this section may be photocopied as required.

- A Competencies A–E for initial Junior Ranger Award
- B Competency F – next level Award
- C Competency record sheet
- D Example programme with suggested competencies
- E Connecting with the Curriculum for Excellence
- F Support for your Programme – partners and funding
- G Links with other Awards
- H Co-ordinator's diary and evaluation
- J Participant's evaluation form
- K Feedback as you go



Appendix A Competencies for first level Junior Ranger Award

- Competencies A–E are compulsory for everyone doing the Award
- Competency F is available to those aged 14-18 once they have gained the initial Junior Ranger Award (see Appendix B)
- The activities and tasks are only suggestions – each Programme may develop their own range of activities to cover the competencies
- Evidence can be collected in a number of ways, as best suits the candidate (for example using images, or the SCRA Record Book)
- Assessment will be carried out based on the evidence recorded by both the candidate and Programme co-ordinator
- All evidence will need to be submitted to SCRA for final assessment/verification



Competencies		Example activities/ behaviours		Example task	Example Evidence
A	Know your site				
A1	Develop knowledge of key features of your site	A1.1	Research the key features of your site e.g. old/new maps, books, web, audio etc	Survey e.g. wildlife /habitat / archaeology /visitors etc Take part in a 'citizen science' activity	Map of features or display /leaflet or verbal feedback or new survey recording sheet
A2	Conduct a site survey	A2.1	Correctly identify species /features / issues		Completed survey recording sheets
		A2.2	Accurately use a recording technique		
B	Care for your site				
B1	Carry out a practical task	B1.1	Practical management technique(s)	Practical task e.g. habitat management, footpath maintenance and repair, archaeology	Observation with checklist
		B1.2	Appropriate and safe use of tools		
C	Care for visitors				
C1	Show an understanding of local access issues (including SOAC)	C1.1	Correctly advise on a local access issue, based on SOAC	Give verbal advice for different scenarios	Observation
C2	Use of basic navigation skills	C2.1	Navigate successfully in the outdoors	Complete a wayfaring / orientation course	Completed course and/or documentary evidence e.g. certificate
C3	Assist in dealing with an emergency situation, including basic First Aid	C3.1	Care of self and others	First Aid 'incident'	Observation or First Aid qualification
		C3.2	Basic First Aid		
		C3.3	Identify sources of further help/ emergency services		
D	Events and Interpretation				
D1	Assist in a CRS activity/ event/display for the public	D1.1	Carry out duties, as requested	Activity/event e.g. helping people, publicity, display, web etc	Observation
		D1.2	Use relevant and positive communication skills/ techniques		Observation with checklist
E	Working with others				
E1	Create positive working relationships with others	E1.1	Be polite and helpful to others	Applicable to all JR activities	Observation with checklist
		E1.2	Show that you listen		
		E1.3	Acknowledge others contribution		
		E1.4	Be reliable		
		E1.5	Treat all colleagues and members of the public equally		

Appendix B Competency F

Competencies		Example activities/ behaviours		Example task	Example Evidence
F	Leadership This competency is only available to those aged 14–18 once they have gained the initial Junior Ranger Award				
F1	Apply effective leadership skills	F1.1	Manage resources safely and effectively	Assist in leading an activity/task or part of an activity/task	Observation with checklist
		F1.2	Give clear instructions		
		F1.3	Focus on positive experience for group more than self		
		F1.4	Identify what worked well and what could be improved for self, as leader and activity		

In order to complete Competency F, Junior Rangers need to demonstrate the following

F1.1 Manage resources safely and effectively

- Plan the task in terms of time, transport, tools, costs, staff, ratios, RA's, advertising, booking, weather
- Talk with teacher/Group leader before visit to know their outcomes/expectations
- Introduce the task to those who are involved (teachers/other staff members/helpers) and give a brief outline of your expectations

F1.2 Give clear instructions

- Explain task clearly
- Ensure the whole group can hear you – consider location of introductory talk, wind, sunshine etc
- Give tools talk where necessary
- Eye contact
- Give opportunity for questions
- Give explanations where necessary
- Give pitch relevant to group/abilities

F1.3 Focus on positive experience for group more than self

- Smile! Be happy!
- Be approachable
- Consider the varied interests and ages of the group and ensure all are covered where possible
- Consider what they would like to get out of the visit – just being outdoors/working with tools/learning about wildlife – all?
- Be prepared to change tack if group don't seem interested – have something else up your sleeve
- Have a plan B! What would you do if it was too windy, raining etc?
- Get feedback

F1.4 Identify what worked well and what could be improved for self, as leader and activity

- Complete task evaluation form and look at the feedback
- Assess what worked and what didn't and why, what could be changed for future tasks in terms of group dynamics, leadership, task, site location etc

Appendix C Competency Record Sheet (example)

Participant Name	
Competency being assessed (Please give name and code)	
Evidence that competence has been achieved	
Signed:	Date:
Signed:	Date:
Signed:	Date:

Appendix D Junior Ranger programme (example with suggested competencies)

Session	Activity	Competency
1	Big Garden Bird Watch	A1, A2, E1
2	Joint JR session at Barns Ness, Dunbar	B1, E1
3	Badger Survey	A1, A2, E1
4	Bench work	B1, E1
5	Practical conservation work	B1, E1
6	Assist at RSPB Bird Fair	D1, E1
7	Guiding	C1, C2, D1, E1
8	Bumblebee Survey/Citizen Science	A1, A2, E1
9	Practical conservation work	B1, E1
10	Balsam Bashing	B1, E1
11	Seasonal challenge – orienteering?	A1, C1, C2
12	Fun with fungi	A1, C1, C2
13	Bonfire and sausage sizzle	B1, E1
14	Christmas crafts	E1



Appendix E Connecting in with the Curriculum for Excellence

This is the school curriculum the majority of 3–18 year olds follow in Scotland. The purpose of the Curriculum is summarised in the diagram on page 20, in which the four capacities are linked with various elements of the Junior Ranger programme. The Curriculum aims to ensure that all children and young people in Scotland develop the knowledge, skills and attributes they will need if they are to flourish in life, learning and work, now and in the future.

The [Education Scotland](#) website link provides details of how the Curriculum works and all the set “experiences and outcomes” in each subject area. If you are involved with schools in any way this is well worth looking at. Of particular value are two sections of ‘[Outdoor Learning: Practical guidance, ideas and support for teachers and practitioners in Scotland](#)’ [Section 5 Places to Learn Outdoors: Using the Local Area](#) and [Section 8 CPD Framework and Planning Tools](#).

There is a strong commitment from Education Scotland for “Community Learning and Development” which emphasises the positive impact on the community and all the stakeholders within it of all ages working together and building community capacity by doing so. Junior Rangers could be an important cog in the mechanics of this process by volunteering within the community, being appreciated as responsible citizens.

Feedback from several school staff involved in the pilot Junior Ranger Programmes indicates there is strong interest in schools offering a scheme in conjunction with their local Ranger Service. Teachers (and hopefully pupils too) have scope to decide what to study. Schools are being encouraged to do their own thing, using people and places in their local area, or the individual interests of classes and pupils to choose topics to focus on. The idea is that this will make lessons more relevant and therefore more rewarding for children.

One of the three key areas for learning is “Health and wellbeing” in which some elements of the Junior Ranger Programme can help young people:

- develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.
- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

Other subject areas that overlap with some of the competencies of the Award include – science, social sciences, technology and technologies.



- | Feel able to make suggestions
- | Participate in new activities with new people
- | Choose to have a healthier lifestyle
- | Research and organise own transport to site
- | Demonstrate prior/new skills, knowledge to others
- | Carry out risk benefit analysis – inform/advise
- | Demonstrate focus and ambition

- | Identify and achieve new cross-curricular skills including literacy and numeracy, linking these to new outdoor activities
- | Use technology to build up evidence of learning
- | Develop practical skills using tools in the outdoor workplace
- | Achieve relevant accreditation – SQA units – Skills for Work, Core Skills, AH projects
- | Duke of Edinburgh, John Muir, HSE cert
- | Review, evaluate and reflect on achievement regularly

**Confident
Individuals**

**Successful
Learners**

**Junior Rangers
and the
Curriculum
for...**

**Effective
Contributors**

**Responsible
Citizens**

- | Work willingly within group and also independently
- | Communicate using phone, video, presentation
- | Develop appropriate vocabulary
- | Improve listening skills
- | Take initiative in solving problems
- | Encourage others to sustain effort

- | Inform staff when unable to attend or if late
- | Carry out riskbenefit analysis – inform others
- | Take part in conservation/ maintenance tasks
- | Assist/volunteer with other groups – help lead
- | Help with setting out and clearing up afterwards
- | Maintain respect for others and the environment

Appendix F Support for your scheme – partners and funding

Costs involved with setting up and running your Programme

The Pilot Programmes spent available money on:

- Transport (e.g. hire of minibus)
- Activities/professional services
- Sharing events with other pilot JR groups
- Refreshments
- Tools and Equipment
- Promotion and Publicity
- Uniform/badges
- Contingency @ 10%

Income

If it is necessary, funding your Junior Ranger Programme can be approached in a variety of ways.

1. Participants can raise funds themselves or pay an annual fee to cover costs. One of the Pilot Projects charged a joining fee of £25 per participant. Positive media coverage and partnership funding applications are useful introductory tools when asking for support.
2. Locally targeted sources
 - businesses needing/seeking green credentials
 - businesses with links to outdoor pursuits, wildlife tourism
 - local authority specific environmental fund
 - Youth project fund – councillors' discretionary budget (though this may change with present Scottish Government)
 - Partnership placements for young people (vulnerable 16-19 year olds) who are eligible for Activity Agreements <http://www.scotland.gov.uk/Topics/Education/edandtrainingforyoungple/16pluslc/activityagreements>

Some National funding information and sources, correct as of March 2015

<http://www.youthscotland.org.uk/news/funding-news.htm>

<http://www.Awardsforall.org.uk/scotland/>

<http://www.hlf.org.uk/howtoapply/Pages/starthere.aspx>

<http://www.biglotteryfund.org.uk/>

<http://www.forestry.gov.uk/forestry/INFD-7EPEED>

<http://ccf.keepsotlandbeautiful.org/howtoapply.aspx>

<http://www.snh.gov.uk/>

Pilot Project Contacts

For up to date contacts with the pilot programmes, see the Junior Ranger Section of the SCRA website.

Appendix G Links with other Awards

The new skills young people involved in Junior Ranger groups can gain include soft skills, developing social and personal confidence in different situations, being able to pass on their environmental knowledge, share experiences, achieve Awards and new leadership goals all of which meet Curriculum for Excellence priorities and add depth to CVs. For up to date information on all potential Awards and accreditation, access the Awards Network website, www.awardsnetwork.org



The Europarc Federation's Junior Ranger programme is a great way of making connections with Junior Rangers in protected areas across Europe. An annual camp, hosted by one of its members, is an unmissable opportunity for young people to get together, have fun, and learn about Europe's biodiversity. Europarc also facilitates twinning of Junior Ranger groups. www.europarc.org/nature/young-people/junior-ranger-programme
[Europarc Junior Ranger Facebook](#)

*ASDAN = Award Scheme Development and Accreditation Network – no longer seen as a relevant name.

Appendix H Co-ordinator's Suggested Evaluation Form

Scottish Countryside Rangers' Association Junior Ranger Programme
Your name
Your Job Title
Role
Ranger Service/Co-ordinating group
Junior Ranger Scheme start and finish dates
Please take the time to complete this form as fully as possible: your feedback will provide evidence of Junior Ranger Programme outcomes and help SCRA improve the quality of the Junior Ranger programme.

1. Please tell us the extent to which you have observed changes in the Junior Rangers' abilities in the following areas:						
Ability		Significant increase	Slight increase	No change	Slight decrease	Significant decrease
a	Passing on knowledge of their site					
b	Using a recording technique					
c	Carrying out of practical tasks					
d	Advising on The Scottish Outdoor Access Code (SOAC)					
e	Navigating successfully out of doors					
f	Assisting in dealing with an emergency					
g	Using appropriate means of communication with the public and others					
h	Being polite and helpful					
i	Applying effective leadership skills					

2. Please tell us to what extent you have observed changes in the Junior Rangers' attitudes and awareness in the following areas:						
Ability		Significant increase	Slight increase	No change	Slight decrease	Significant decrease
a	Awareness of their skills and strengths					
b	Awareness of the areas in which they need to develop					
c	Belief in their ability to reach their goals					
d	Determination to achieve their goals					
e	Willingness to try new experiences					

3. Learning about the natural and cultural environment. Please say how much you agree with the following statements. The Junior Rangers have learned about:						
Subject		Strongly agree	Agree	Not sure	Disagree	Strongly disagree
a	The key features of their site					
b	Local wildlife – flora and fauna					
c	The effect humans have on the natural and cultural environment					
d	How to act responsibly when spending time out of doors					
e	The Scottish Outdoor Access Code (SOAC)					
f	The importance of sharing knowledge and skills through working together					

4. Please describe any outcomes you observed that you didn't expect (positive or negative)

5. How do you think the Award could be improved?

6. How have you benefitted from being part of the Junior Ranger Programme, either personally or professionally?

7. Which elements of your involvement (if any) have contributed to your continual professional development? Please state any qualifications this applies to.

Many thanks for your feedback. Please provide your contact details if we do not already have them.

Appendix H Junior Ranger Award Co-ordinator's Diary

Please complete this 'diary' as a record of your involvement in the SCRA Junior Ranger Award Programme – your feedback will help steer how this is managed and delivered. This 'diary' forms part of the monitoring and evaluation of the programme.

This may also be valuable as evidence for any Career-Long Professional learning (or Continuing Professional Development) you are doing. It has been designed to be helpful and to support you through each stage of your Junior Ranger Programme. There are three parts to the diary, one part to be submitted before, during and after – either as one group of Junior Rangers completes the Award or every 12 months.

Please look at the format of the diary before you start so that you can be thinking about what is required and working towards this as you go along. You may also be invited to take part in online discussions as part of this process

Please outline the professional dialogue you have had with your line manager regarding the Junior Ranger Programme. You should discuss how your involvement has impacted on you and your practice, the impact on your young people and any impact on colleagues and volunteers.

Applicant's signature:

Date:

Line manager's signature:

Date:

Junior Ranger Award Co-ordinator's Diary Part 1: BEFORE

Complete this once you have decided you are starting a Junior Ranger Scheme within your organisation

Your name	
Organisation	
Email Address	
Start date of programme of activities	
Age range of participants	
Number of participants (JRs)	
How many are doing the JR Award?	
Number of leaders/volunteers	
What are your organisation's aims and objectives for taking part?	
What are your personal aims and objectives	
SCRA has outlined several key principles which all schemes should adhere to. What is your intended impact on your young people from taking part in the JR scheme?	
What have you had to do differently from your 'normal' duties to set up with JR scheme?	
Do you feel prepared?	
What concerns or issues do you have and how you will try to overcome them?	
Who can help?	

Please complete and return this to SCRA juniorrangers@scra-online.co.uk

Next step

You will be asked to consider any impact your involvement with this project has had on your colleagues/peers, as well as yourself and your Junior Rangers. Consider if you need to gather any information on this at this stage and how you will do this.

Junior Ranger Award Co-ordinator's Diary Part 2: DURING

Complete this 6 MONTHS AFTER starting your Junior Ranger Scheme

Your name	
Organisation	
Email Address	
Start date of programme of activities	
Age range of participants	
Number of participants (JRs)	
How many are doing the JR Award?	
Number of leaders/volunteers	
Have you needed to involve any additional staff members/volunteers in planning or delivering your JR scheme? If so, who?	
Did you involve anyone from outwith your Ranger Service in planning or delivering your JR scheme? If so, who?	
<p>Please tell us about anything unexpected/unplanned that happened;</p> <p>What changes have there been to your programme of activities?</p> <p>Have any participants dropped out or joined the scheme since the start?</p> <p>Have you been able to stick to the key principles? If not, why not?</p> <p>Tell us about anything surprising:</p>	

Please email photographs of the JRs and/or their work, if possible. We will not use these outwith SCRA without your permission.

Please feel free to make any additional comments you wish.

Please complete and return this to SCRA juniorrangers@scra-online.co.uk

Next step

Do you have a date in mind for sending SCRA the evidence required for awarding the JR Award?

Junior Ranger Award Co-ordinator's Diary Part 3: AFTER

Complete this when evidence records for a group of junior rangers have been submitted for verification

Your name	
Organisation	
Email Address	
Start date of programme of activities	
Age range of participants	
Number of participants (JRs)	
How many are doing the JR Award?	
Number of leaders/volunteers	
<p>AIMS - OBJECTIVES - OUTCOMES Have your own and your organisation's aims and objectives been achieved?</p> <p>If not – why?</p> <p>Please describe any outcomes you observed that you didn't expect (positive or negative)</p>	
<p>IMPROVEMENTS/CHANGES How do you think the Award could be improved?</p> <p>Is there anything SCRA could have helped you with?</p>	
<p>IMPACTS OF YOUR JUNIOR RANGER SCHEME Which elements (if any) of your involvement have contributed to your own continual professional development? Please state any qualifications this applies to.</p> <p>How have you benefitted personally?</p> <p>What has been the main impact(s) on your young people from taking part in the JR Programme?</p> <p>What have been the main impacts on your colleagues and volunteers as a result of taking part?</p> <p>Please provide SCRA with quotes if possible.</p>	

Many thanks for your feedback. Please complete and return this to SCRA juniorrangers@scra-online.co.uk

Appendix J Participant's Evaluation Form

We hope you have enjoyed taking part in this Junior Ranger Programme of activities. We would like to find out what you've learned, what you've enjoyed and hear your suggestions for any changes to the way the Programme and Award are run.

Your name						
Ranger Service / Co-ordinating Group						
Junior Ranger Scheme start and finish dates						
Your age and gender						
1. On a scale of 1–5 (1 being no difference, 5 significant difference) please tell us if, since taking part in this Junior Ranger Programme, you have noticed a change in:						
Competency	1	2	3	4	5	Please describe your most memorable experience in this competency
Your knowledge of your 'site'						
How you care for your site						
How you have cared for visitors						
Your involvement in events and interpretation						
Your working with others						
2. Please tell us how you have benefitted from taking part in your Junior Ranger Programme						
3. How important was gaining the Award to you?						

Many thanks for your feedback.

Appendix K Junior Ranger Co-ordinator's Feedback

Your feedback will help make the Junior Ranger Programme and Award even better!

Please scribble down your thoughts on the Junior Ranger Programme and Award and send to SCRA every now and then!

The Junior Ranger Programme and Award in general
The Toolkit
Delivering and recording the competencies
Factsheets and templates
Recruiting and retaining young people and volunteers
Links with other Awards
Support for your scheme – partners and funding
Evaluation process

Notes

Notes

Notes

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