

JASS was developed in partnership with education professionals to provide an accredited learning programme to build self-confidence and develop interpersonal skills in young people as they move through transition from primary to secondary education.

Benefits to the participant:

- JASS builds self-confidence and interpersonal skills.
- JASS acknowledges wider achievement.
- JASS is the start of vocational learning.
- JASS acts as a precursor for other awards.
- JASS is an umbrella award. Other awards can be gained at the same time, e.g. John Muir Award, The Saltire Award (Scotland), ECO Schools, Young Equestrian Leader (YELA), Dementia Awareness, Heartstart UK etc.
- JASS can be used to learn life skills and develop healthy living habits.
- JASS is quick and easy to understand, making it really user-friendly.
- JASS motivates young people to try new things.

Benefits to school / community organisation

- JASS helps evidence cross curricular links and the variety and breadth of learning done within a school.
- JASS is very popular as an alternative timetable for young people who struggle in class.
- JASS is flexible. The participants can start at any level.
- JASS is an inclusive award (very popular within ASN schools)
- JASS has been found to be beneficial to providing evidence of activities during school inspections.
- When evidencing JASS, the young people can be tasked with evidencing it to support what they have been learning, e.g. Write an article in a newspaper style
- JASS is a transitional tool.
- JASS allows teaching staff and mentors to learn more about their young people.
- JASS is an excellent tool to assist with pupil profiling.
- JASS is cost effective compared with other programmes.
- JASS doesn't require a lot of training needed for teachers / mentors.
- JASS helps schools to engage with their local communities.
- There is a strong citizenship message in the "Me and My World Section".
- JASS encourages cross-curricular links. For example by inspiring young people to be more active, which could be by walking to school. By doing this, the young people are getting exercise, it contracts school gate parking and young people get much need pedestrian skills training.

JASS is available in two different mediums, e-JASS, the paper less on-line version, and JASS folders. There are benefits to both, what is important is that you use the one that is best for your school. For more advice and information speak to our JASS Development Officer, Joan Alexander.

There are lots of different ways that JASS can be implemented within secondary schools. We have spoken to those that deliver JASS in their setting to gather their views on establishing JASS.

Charlie Holt, James Young High School, Livingston

“We do JASS in tutor time which sort of works if:

- there is one dedicated person for each 4 tutor groups (i.e. S1s have assembly on a Monday and then I visit a group each of the other days of the week. I cover 4 tutor groups and someone else covers the other 4. We get the students to fill in their log sheets in tutor time, though this boils down to about 8 minutes. the key to it is to keep the momentum - if I miss a few weeks because I need to go back and help S2s who've not logged things properly, then things start to unravel. It's important that the burden for completion doesn't fall on the tutor. I'm looking at ways of getting the S6 helpers involved too.

- there is an occasional PSE lesson where the students can catch up with their folder work.”

Drew Barton, Falkirk High, Falkirk

Falkirk High opted for a phased introduction of JASS, starting in 2015 when all the cluster primaries started doing Bronze in p6. It has now become a rolling programme.

“All the primary schools in the cluster are now doing Bronze and have all started on this. There are three doing the Silver and I have a class in S1 who are doing the Gold award, 16 pupils in total.

At the moment we are offering JASS as a Wider Achievement option in S1 and this will be the same next session. In session 2018/19 all S1 pupils will be working towards their Gold Award and we will deliver this through PSE in S1 and S2.

The area I am finding the most challenging is the Adventure as we don't offer a camp in S1 or S2. We do have links with Outward Bound that I am going to look into to see if they could offer a couple of opportunities for the pupils.”

Patrick McShane, St Rochs Secondary School, Glasgow

“We have a wider achievement programme for the S1-3 BGE (Broad General Education) phase of learning where pupils over that period achieve a gold award by the end of S3. The pupils have 1 hour 20 minutes every Friday to complete activities relating to their JASS option choices.”

Moira Anne Jack, Craigmount High School, Edinburgh

“What we do in Craigmount at the moment is indeed to deliver JASS through the RME department. This is largely because until now we are a bit over our time allocation in RME in S1 (i.e. pupils get 2 periods a week of RME at present in S1 and then from S2 onwards they only get one period). Given this generous time allocation we can give up some time to support the delivery of JASS. Initially this works as an admin heavy task – issuing folders and inserts to students, launching with a PowerPoint at a year group assembly and in class and answering questions/facilitating planning. Most of our students will have done JASS in primary but there are inevitably some who haven’t and this year at least two of our feeder primaries had not taken part.

So we launch JASS ideally in Sept/Oct. We are helped greatly by the fact that almost the entire S1 year group go away on the school organised residential in September. They write up a report on this time away, this is collated by their Guidance teachers and passed on to the relevant RME teacher for filing...and the Adventure section of JASS can be ticked off!

Also in September/October we encourage students to start the My Interests and Get Active, Stay Active parts of JASS. They then work on this in their own time between October hols and Easter hols with regular catch ups/check ins in between (I encourage my classes to have done at least 10 hours by the end of the Christmas holidays).

And that just leaves My and My World which generally speaking most students find the hardest. We launch this just before Christmas, acknowledging that many community/charity events take place over Christmas time and giving suggestions for what could be done. We give several periods of RME time in class in January/February to explore themes of charity and community (this can sit nicely within the RME curriculum) and again suggest areas of possible action. One year I organised a class activity (a whole school back pack appeal for Mary’s Meals) but generally students work in small groups in their own time on this.

Further Me and My World “hours” can be gained by students working on their social enterprise projects in Digital Literacy.

Advantages of doing JASS in the RME department are that it’s can provide a regular catch up space/regular chivvy and, if willing, the RME teachers can take responsibility for the collating/filing etc. The Me and My World section can fit naturally here.

Disadvantages – it is quite a lot of work to organise and if done well can take up a lot of time.

In Craigmount it’s looking like our S1 RME allocation will drop to one period a week from next year and I can’t say for sure that JASS will stay within the RME department. We’re in an interesting time as I’ve just side stepped from RME to Support for Learning and we have 2 new RME teachers delivering JASS this year (so I suppose a lot depends on what they make of it!)

We have acknowledged that key to the success of JASS is engaging S1 parents and we had a very successful JASS stand at the recent S1 assembly with S2 “JASS Ambassadors”. The

other thing I've wondered about (and suggested to the new teachers) is to do a weekly JASS drop-in group after school or a lunchtime..."

Elaine Gow, Woodlands School (Secondary ASN), Edinburgh.

"JASS is delivered at the Broad General Education Phase (S1-3) at Woodlands school, as part of IDL (Interdisciplinary Learning). Each Friday pupils attend their IDL group which relates to each of the JASS areas - for example, My Interests (Pet care), Me and My World, Get Active Stay Active. Pupils take part in a range of activities at school and build up for their Silver and Gold awards. For example in the Pet care class they are learning to look after pets. We visit different venues which pupils have chosen such as Gorgie City Farm. Each activity also involves reflection, whereby pupils fill in a worksheet and reflect on their favourite / least favourite aspect and why. We also fill in a sheet each week as the hours build up towards their award."

Jackie Telfor, Braeview Academy, Dundee

"The JASS model that I am currently operating is delivery of the Silver JASS Award to 188 p7 pupils within Braeview Academy's cluster Primary Schools. I have contact with each of the pupils for 1 hour every week.

The pupils are expected to complete the Get Active, Stay Active section and My Interest section of JASS through extra -curricular / out of school sports activities or hobbies.

The pupils can achieve their Adventure section by attending their P7 residential where lots of Adventure activities are offered. The pupils are given the opportunity to complete their Me and My World section either in or out of school.

In all 4 primary schools each pupil has undertaken topic work on Poppy Scotland, Religions from Around the World, Playground Leaders training and we are currently all working on 'Inspiring Purpose,' a resource which allows pupils to do some self-reflection with the intent that they become more rounded citizens.

All of these topics have had extension work which will allow each of the pupils to complete their 12 hours of the Me and My World section. Importantly for us we have had senior pupils from Braeview Academy occasionally coming into the Primary schools to deliver in some of these areas (Higher History students came into Primary Schools during our Poppy Scotland topic), which of course is a really valuable part of our transition process.

We have also made a link by using the religions of the world topic used in JASS as the theme of the January Primary / secondary school transition mornings. Of course another useful transition link is myself as I am delivering to all 188 of our P7 pupils each week and will also be at Braeview Academy on all of their transition days as well as when they start High School in August."

Frequently Asked Questions

Q: Is there a lot of training needed?

A: No! JASS is very user friendly for staff and participants. By buying into the product you are also buying into the help and support of the JASS team. If you feel that you would like training this can be arranged by contacting Joan Alexander: joan@jassschools.org.uk

You will find that you are doing a lot in school already that will contribute towards the JASS award. For example, offering lunch time and after school clubs; collecting for food banks etc.

Q: We know that the young people are doing the award, however they do not produce a massive amount of evidence, what should we do about this?

A: When JASS was developed we were given a very strong message from teachers that they wanted a “soft accreditation”. Feedback tells us that schools like this. Rather than producing a folder for external verification, mentors know the young people and what they are capable of. After all what does achievement look like? It can be very different depending on the individual. The JASS Champion in the school should dip sample the folders to ensure that there is sufficient evidence and reflective learning to support the section and activity. We would suggest that the mentor checks the folders at the end of each section and prior to the sectional certificates being awarded. This gives the mentor the opportunity to ask for more evidence, if required.

A big advantage of JASS is that it prepares young people for future awards such as the Duke of Edinburgh’s Award or John Muir Award.

Q: How do other schools fund it?

A: Schools who recognise JASS as a means of delivering on their priority to deliver the wider curriculum see JASS costs as part of their core education cost.

- Applications to local and national “pots of money” such as the attainment fund
- The cost is off set to the pupil / family
- The PTA recognise the benefits of JASS and pay for it
- Sponsorship from a local company or business
- As part of their “*Me and My World*” Section, current JASS participants fundraise to pay for the following years JASS packs

Sharing Ideas

If JASS is new to your school, why don't you run a special assembly to introduce it to all of the young people or parents? The JASS development officer can give you a copy of a presentation to use.

You might want to use JASS to engage with your local community. Have you got a local newspaper that you could do a regular article that highlights the wonderful work that you are doing.

Share! Share! Share! How is your social media? If you have a website, Twitter or Facebook share and inspire others with what your participants have been doing as part of their JASS award.

Develop resources that work for you! For example Paisley Grammar School have decided to use eJASS, and have developed a work book that their participants can use to plan and make notes.

ESMS have opted to use the folders. All the folders are kept in school and the participants are issued with a booklet that the school has developed. The young people use the booklet to gather feedback from mentors etc., they then cut the comment out and stick it into their folder.

Contact Us

For more information, training or advice please feel free to contact:

Joan Alexander

JASS Development Officer

Friends of the Award in Edinburgh & the Lothians (FOTA)
The Risk Factory
20 New Mart Rd,
Edinburgh
EH14 1RL

joan@jassschools.org.uk | 0131 538 4028 | www.jassschools.org.uk