**A close up of a logo

Description generated with very high confidenceFinlaystone Junior Ranger Programme**

Junior Ranger Programme

(Secondary)

**A close up of a logo

Description generated with very high confidence**

**Junior Ranger Programme objectives**

The Finlaystone Junior Ranger Programme is targeted at ages from 12 to 18 with a view to introducing pupils to several aspects of the outdoors from countryside management to an appreciation of the animals, trees and other inhabitants of this world on their doorstep. For older pupils it is also designed to introduce them to the responsibilities of leadership.

The programme is customised to suit the age and ability of the relevant groups and is ideally delivered over a period of 10 hourly sessions. Each session can accommodate up to approximately 12 pupils.

Before starting a programme, a specific schedule of activity and timetable will be agreed with the teacher to ensure it delivers clear objectives.

**Values of the Junior Ranger Programme**

* Educational: knowledge, skills and experience.
* Developing understanding and being inspired.
* Accessing a different opportunity.
* Connecting with their communities and understanding their local environment.
* Raising environmental awareness.
* Working alongside professionals.
* Building confidence and self-esteem.
* Outdoor exercise and physical activity.
* Benefits to physical and mental health.
* Improves coordination skills.
* Fun, environmental, learning experiences.
* Acquiring insights into possible career opportunities.
* Great for CV and employability.

**The Junior Ranger Scheme links with the Curriculum for Excellence:**

Science – Biodiversity and Interdependence SCN 3-01a, SCN 4-01,

Biology: Life on Earth (National 3-5),

Health & Wellbeing: Mental, emotional, social and physical wellbeing & Relationships

SQA Skills for Learning, skills for life, skills for work (SQA SfLLW)

**Your programme**

A 10-week programme is set out below. The programme is designed to deliver several competencies reflecting the skills and knowledge of Rangers. This will provide young people with the opportunity to develop transferable skills, experience and understanding of the Ranger profession.

A Junior Ranger Certificate will be given to everyone on completion.

**Cost of programme**

The cost of each programme will depend on the number of ranger hours required to deliver it and the number of pupils attending. The base cost is as follows:

1 ranger hour £40

entry price per pupil £3.50

1 teacher per group attends free of charge. Otherwise £5 per adult.

Discount of 10% for three or more bookings.

**Contact**

For a detailed discussion on this programme please contact our Rangers on 01475 540505 or email [info@finlaystone.co.uk](mailto:info@finlaystone.co.uk).

**Code of conduct and dress**

Individuals during their time here at Finlaystone Country Estate should behave in a dignified way that respects the religious, social and cultural beliefs and traditions of others and of the environment, staff and equipment. They should dress appropriately for the weather and nature of activity being undertaken.

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| **Competencies** | **Activities/ Behaviours** | **Task** | **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. maps, books, web etc | Survey e.g. wildlife /habitat /visitors etc Take part in a ‘citizen science’ activity | Observation/Completed survey recording sheets |
| **A2 Conduct a site survey** | A2.1 Correctly identify species /features / issues |
| 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 | Observation with checklist |
| B1.2 Appropriate and safe use of tools | Observation Video clip |
| **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 course | Completed course sheets |
| **D Events and Interpretation** | | | |
| **D1 Assist in a Ranger Service 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 | Observation/ Display/interpretation/poster |
| **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’ contributions |
| E1.4 Be reliable |
| E1.5 Treat all colleagues and members of the public equally |

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| **Sessions** | **Activity** | **Related Youth Ranger Competency (A1, A2, B1, C1, C2, D1, E1)** |
| 1 | Overview of Estate/Ranger Hike/Familiarisation | A1, E1 |
| 2 | Plant Biodiversity Survey | A1, A2, E1 |
| 3 | Invertebrate Biodiversity Survey | A1, A2, E1 |
| 4 | Bug/Bird/Bat Boxes | B1, E1 |
| 5 | Practical Conservation Work (e.g. Rhododendrons/Path Work/habitat maintenance, tree monitoring- invasive/pest species identification) | B1, E1 |
| 6 | Survey - Citizen Science (OPAL/bumblebees/big garden birdwatch etc) | A1, A2, E1 |
| 7 | Plan and Deliver a Ranger Event | D1, E1, C2 |
| 8 | Forestry | A1, A2, C2 |
| 9 | Wayfaring/Orienteering Challenge | A1, C1, C2 |
| 10 | Den Building | B1, E1 |

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| **Session 1 (Know Your Site) Outline - Overview of Estate/ Ranger Hike/ Familiarisation** | | | |
| Curriculum Links: I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a / HWB 3-16a / HWB 4-16a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b / HWB 3-45b / HWB 4-45b**  I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a / HWB 3-14a / HWB 4-14a**  I know and can demonstrate how to travel safely. **HWB 2-18a / HWB 3-18a / HWB 4-18a**  I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. **HWB 2-20a / HWB 3-20a / HWB 4-20a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| The diverse ways that land can be used e.g. leisure, agriculture, visitor attraction.  Using basic navigation and map reading skills.  The various aspects of ranger work. | Learners will be introduced to the site which is a working estate.  A history and overview will be given on ownership and land use.  Introduction to the various aspects of the estate: Gardens, shop, play areas, forestry, hydro, pathways etc  A hike around the estate with the ranger will provide the information and the opportunity to ask questions about points of interest.  Learners will be encouraged to make use of the estate map during the hike to build basic navigation skills. | A1 **Develop knowledge of key features of your site**  E1 **Create positive working relationships with others** | 1.3 Listening and talking  3.1 Emotional wellbeing  3.2 Personal learning  3.3 Physical wellbeing  4.1 Employability  4.3 Working with others  5.1 Remembering  5.2 Understanding |

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| **Session 2 (Know Your Site & Conduct a Survey) Outline – Plant Survey** | | | |
| Curriculum Links: I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. **SCN 3-01a**  I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a** | | | |
| **Learning Outcomes** | **Activity** | **Competencies** | **SQA SfLLW** |
| Investigate the relationship between organisms and their environment.    Use appropriate fieldwork techniques to collect data.    Assess the limitations of the techniques used.    Understand where and when to apply the appropriate technique | **Fieldwork**  Learners will investigate the distribution and abundance of organisms using a range of ecological fieldwork techniques such as random sampling with quadrats and line transects. They can use collected data to estimate population sizes and determine the effect of biotic and abiotic factors on the sampled ecosystems.    By collecting this data students will have the to opportunity to consider how environments change and how conservation and management of landscapes can be of benefit for humans and wildlife.    **Plenary**  Using their experiences in the field students will evaluate and consider the limitations of their methodology and present their findings. | A1: **Develop knowledge of key features of your site**  A2: **Conduct a site survey**  E1: **Create positive working relationships with others** | 1.3 Listening and talking  3.1 Emotional wellbeing  3.2 Personal learning  3.3 Physical wellbeing  4.1 Employability  4.3 Working with others  5.1 Remembering  5.2 Understanding |
| **Biology Curriculum Focussed Levels**: **Biology: Life on Earth (National 3)** Learners will develop their scientific skills and carry out practical learning activities related to the investigation of ecosystems and biodiversity. Learners will investigate the key areas of sampling and identifying living things from different habitats to compare their biodiversity and suggest reasons for their distribution.    **Biology: Life on Earth (National 4)** Learners will develop their skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will investigate how animal and plant species depend on each other, the impact of population growth and natural hazards on biodiversity.    **Biology: Life on Earth (National 5)** Learners will investigate biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment. | | | |
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| **Session 3 (Know Your Site & Conduct a Survey) Outline – Invertebrate Survey** | | | |
| Curriculum Links: I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. **SCN 3-01a**  I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Investigate the relationship between organisms and their environment.    Use appropriate fieldwork techniques to collect data.    Assess the limitations of the techniques used.    Understand where and when to apply the appropriate techniques | **Fieldwork**  Learners will investigate the distribution and abundance of organisms using a range of ecological fieldwork techniques such as pit fall traps, tree beating and leaf litter investigation. They can use collected data to estimate population sizes and determine the effect of biotic and abiotic factors on the sampled ecosystems.    By collecting this data students will have the opportunity to consider how environments change and how conservation and management of landscapes can be of benefit for humans and wildlife.    **Plenary**  Using their experiences in the field students will evaluate and consider the limitations of their methodology and present their findings | A1: **Develop knowledge of key features of your site**  A2: **Conduct a site survey**  E1 **Create positive working relationships with others** | 1.3 Listening and talking  3.1 Emotional wellbeing  3.2 Personal learning  3.3 Physical wellbeing  4.1 Employability  4.3 Working with others  5.1 Remembering  5.2 Understanding |
| **Biology Curriculum Focussed Levels**: **Biology: Life on Earth (National** 3) Learners will develop their scientific skills and carry out practical learning activities related to the investigation of ecosystems and biodiversity. Learners will investigate the key areas of sampling and identifying living things from different habitats to compare their biodiversity and suggest reasons for their distribution.    **Biology: Life on Earth (National 4)** Learners will develop their skills of scientific inquiry, investigation and analytical thinking, along with knowledge and understanding in the context of life on Earth. Learners will investigate how animal and plants species depend on each other.    **Biology: Life on Earth (National 5)** Learners will investigate biodiversity and the distribution of life; energy in ecosystems; sampling techniques and measurement of abiotic and biotic factors; adaptation, natural selection and the evolution of species and human impact on the environment | | | |

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| **Session 4 (Care for your Site & Working with Others) Outline - Habitats/Dens -Habitat Log Piles, Wild Garden or Bug/Bird/Bat Boxes\* Additional charges apply for materials** | | | |
| Curriculum Links: Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community**. HWB 2-13a / HWB 3-13a / HWB 4-13a**  I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible**. HWB 2-16a / HWB 3-16a / HWB 4-16a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b / HWB 3-45b / HWB 4-45b**  I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a / HWB 3-14a / HWB 4-14a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Use tools appropriately and safely  Identify and manage risk when tool handling  Follow a series of verbal instructions and demonstrations | Learners will discuss and be shown areas where habitat/den creation bug/bird/bat boxes, habitat log piles, wild garden has been created.  Learners shall be shown appropriate use of tools and given instruction to follow on the building of their own (bird/bug/bat) box or creating their habitats. | B1: **Carry out a practical task**  E1: **Create positive working relationships with others** | 1.3 Listening and talking  3.2 Emotional wellbeing  5.1 Remembering  5.2 Understanding  5.3 Applying |
|  | **\*£2.50 per Bug Box, £4 per Bat/Bird Box** |  |  |

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| **Session 5 (Care for your Site) Outline - Practical Conservation Work (Rhododendrons/Path Maintenance)** | | | |
| Curriculum Links:Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community**. HWB 2-13a / HWB 3-13a / HWB 4-13a**  I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a / HWB 3-16a / HWB 4-16a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b / HWB 3-45b / HWB 4-45b**  I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a / HWB 3-14a / HWB 4-14a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Use tools appropriately and safely  Identify and manage risk when tool handling  Follow a series of verbal instructions and demonstrations | A practical Conservation task relevant to the estate will carried out by learners following instruction and under supervision of the ranger.  Learners will be shown appropriate and safe handling of tools/equipment.  Learners will work in collaboration with each other and the ranger to complete the task safely. | B1: **Carry out a practical task**  E1: **Create positive working relationships with others** | 1.3 Listening and talking  3.2 Emotional wellbeing  5.1 Remembering  5.2 Understanding  5.3 Applying |
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| **Session 6 (Know Your Site & Conduct a Survey) Outline - Survey - Citizen Science (OPAL)** | | | |
| Curriculum Links: Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a / HWB 3-13a / HWB 4-13a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Use appropriate fieldwork techniques to collect data  Identify organisms using a key | Learners will use prior knowledge and experience from sessions 2 & 3 to complete a survey.  Using branching keys, learners will record data for use in a citizen science project. | A1: **Develop knowledge of key features of your site**  A2: **Conduct a site survey**  E1: **Create positive working relationships with others** | 1.3 Listening and talking  3.1 Emotional wellbeing  3.2 Personal learning  3.3 Physical wellbeing  4.1 Employability  4.3 Working with others  5.1 Remembering  5.2 Understanding |
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| **Session 7 (Care for Visitors & Events and Interpretation) Outline - Assist with a Ranger Event** | | | |
| Curriculum Links: Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a / HWB 3-13a / HWB 4-13a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b / HWB 3-45b / HWB 4-45b**  I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible**. HWB 2-16a / HWB 3-16a / HWB 4-16a**  I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a / HWB 3-14a / HWB 4-14a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Use communication skills to plan and arrange resources.  Use communication skills to develop positive interactions with others | Having discussed the event with the ranger, learners will assist with creation/production of resources.  With the safe and appropriate set-up of the event.  Pupils will deliver an event  Alternative (for Schools):  Producing a display (poster/leaflet etc) about their work as a junior ranger and what they have learned or on a specific aspect of learning e.g. Produce an info leaflet on beetles/butterflies of the site. | D1: **Assist in a Ranger Service activity/event/display for the public**  E1: **Create positive working relationships with others**  C2: **Use of basic navigation skills** | 1.3 Listening and talking  3.1 Emotional wellbeing  3.2 Personal learning  3.3 Physical wellbeing  4.1 Employability  4.3 Working with others  5.1 Remembering  5.2 Understanding  5.3 Applying |
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| **Session 8 (Know Your Site & Conduct a Survey) Outline – Forestry** | | | |
| Curriculum Links: I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a / HWB 3-16a / HWB 4-16a**  I can sample and identify living things from different habitats to compare their biodiversity and can suggest reasons for their distribution. **SCN 3-01a**  I understand how animal and plant species depend on each other and how living things are adapted for survival. I can predict the impact of population growth and natural hazards on biodiversity. **SCN 4-01a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Describe shapes and differences between leaves and their function  Understand the functions of various parts of a tree  Identify various species of trees  Understand fungi and parasites | Discuss the two distinct types of tree found on the estate; Deciduous and Coniferous. Focus on the differences of the tree types.  Understand Deciduous & Coniferous leaf shape and functions.  Learners will use their knowledge of leaf shape, bark pattern etc. to help identify different tree species on the estate.  Briefly understand the connections between trees and some of the parasites and fungi that inhabit the same ecosystem. | A1: **Develop knowledge of key features of your site**  A2: **Conduct a site survey**  E1: **Create positive working relationships with others** | 1.3 Listening and talking  3.1 Emotional wellbeing  3.2 Personal learning  3.3 Physical wellbeing  4.1 Employability  4.3 Working with others  5.1 Remembering  5.2 Understanding |
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| **Session 9 (Know Your Site & Care for Others/Visitors) Outline: Wayfaring/Orienteering Challenge** | | | |
| Curriculum Links: I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a / HWB 3-16a / HWB 4-16a**  I know and can demonstrate how to travel safely. **HWB 2-18a / HWB 3-18a / HWB 4-18a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b / HWB 3-45b / HWB 4-45b**  I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a / HWB 3-14a / HWB 4-14a**  Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 2-13a / HWB 3-13a / HWB 4-13a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Use navigation skills to complete a wayfaring challenge  Use communication skills to interpret map routes and clues | Working together learners will use clues and map reading skills to find and record wayfaring markers.  Learners will use their skills in navigation and communication to complete the challenge. | A1: **Develop knowledge of key features of your site**  C1: **Show an understanding of local access issues (including SOAC)**  C2: **Use of basic navigation skills** | 1.3 Listening and talking  3.1 Personal learning  4.3 Working with others  5.1 Remembering  5.2 Understanding  5.3 Applying |
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| **Session 10 (Working with Others) Outline - Den Building** | | | |
| Curriculum Links: I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. **HWB 2-16a / HWB 3-16a / HWB 4-16a**  I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication. **HWB 2-45b / HWB 3-45b / HWB 4-45b**  I value the opportunities I am given to make friends and be part of a group in a range of situations. **HWB 2-14a / HWB 3-14a / HWB 4-14a** | | | |
| **Learning Objectives** | **Activity** | **Competencies** | **SQA SfLLW** |
| Identify and manage risks  Work collaboratively to complete a task | Pupils are asked to assess the risks involved in den building.  Pupils are given instructions to start off their dens  Pupils work as a team to build and cover their dens | E1: **Create positive working relationships with others** | 1.3 Listening and talking  3.1 Personal learning  4.3 Working with others  5.1 Remembering  5.2 Understanding  5.3 Applying  5.4 Analysing and evaluating  5.5 Creating |
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