

Aim

To enhance the nurturing approaches and improve wellbeing by developing a community resilience transition project.

1.3 Leadership of change
2.6 TRANSITIONS
2.7 Partnerships
3.1 ENSURING
WELLBEING, EQUALITY
AND INCLUSION

GAIRLOCH HIGH SCHOOL ÀRD-SGOIL GHEARRLOCH

COMMUNITY RESILIENCE TRANSITION PROJECT
WESTER ROSS- "OUR WILD PLACES"



Rationale

- Rural isolation, leading to poor mental health in a small but significant percentage of our senior pupils
- S1 are more often arriving with anxieties, behavioural issues and mental health issues
- Lack of resilience



FINANCES

1. Assign budget
2. Identify costings
3. Use of PEF

Outcomes

- Improving the experience of transition for our pupils, through focusing on wellbeing and resilience
- Equip our students with lifelong skills which will enhance their engagement in school life and provide a support in adult life
- Foster more positive relationships
- Improvement in attainment & development of key skills for the most vulnerable of our young people.
- "Young Leader" experience for our S2 pupils to help them to gain further skills development, and focus on their own resilience.

Planning

- ASG MEETINGS to go over the work, and support the plan
- Find a suitable resource/develop a resource that can work with both P7/S2
- Sharing the resource with the full team
- Timetabled delivery set up with all schools on board
- Baseline assessment of wellbeing wheel, staff and external agencies in the process.
- Using a range of evaluation techniques we will get everyone's opinions.
- To produce a piece of work that can be shared with the schools, communicated with parents and celebrate the project in the P7 Induction.
- Include plan in the Newsletter
- Using Chromebooks to record the work completed in their P7 Profiles/S3 profile.

STANDARDS FOR HEADSHIP

- 4.1.4 Head Teachers collaborate with staff, learners, parents and the wider school community and networks in identifying, agreeing and implementing improvement priorities
- 4.3.2 Head Teachers ensure appropriate curriculum design and planning are developed to meet the learning and pastoral needs of all learners

PARTNERS: PRIMARY ASG, SNH
HighLife HIGHLAND, Wester Ross
Biosphere, Ed Scotland COMMUNITY
Resilience officer

The Unfolding Story

1. Working with NurtureUK to develop wellbeing programme for S7 (3 day training in Stirling, resources purchased for wellbeing)
2. Partnership with Wester Ross Biosphere to develop outdoor learning project on wellbeing
3. Setting up a young leaders project for the S2 before setting dates for supporting P7.
4. Engage support for project with ASG cluster heads
5. Identify staff enthusiastic to get involved

Measurements

Baseline assessment of Health & Wellbeing Wheel, attendance and behaviour analysis of pupils. Follow on surveys and Questionnaires. Attendance and behaviour analysis.

FUTURE- Link to S1 SMART program, PHSE

Timetable

Day 1 Tues 14th		notes	STAFF INVOLVED
8:45	Pupils arrive and get directed to the PE Department	Pupils come on school	
P1	Introduction of staff, giving our booklets, etc.	Give out booklets, do p3, 5, 6 Members of staff from the Primary schools?	TB to meet and introduce staff CB/HM
P2	Team-building games Introduction to S2 leaders	TB-Introducing The FIZZ (DECIDER SKILLS) Marshmallow challenge (3 x S2 Leaders)	TB/CB/HM (William, Izzy, Julian)
Break	In MPV (snack required)		
P3-5	Wellbeing activities (36 x 50 minute activities)	Rota of Pupils divided into 3 teams. Gp 1- social area, Gp 2- hall area1, gp 3- hall area 2	P3- Belinda/ Stuart P4- Allan /TB P5- Karen /TB (young leaders- Izzy, Helen, Julian Lewis, Eilidh , Ashley, William , Calum MacKenzie, Amber)
LUNCH	In MPV (snack required)		
P6-7	Each pupil shares about their community Aultbea Poolewe Kinlochewe Gairloch 1	Use maths rooms 6 & 7 return to areas on School transport- See "Our wild places" information below	P6- Trish/TB P7- Lynne /TB (young leaders-, Helen, Lewis, Eilidh , Ashley, Calum MacKenzie, Amber)

	Gairloch 2		
Day 2	28 th May		
8:45	Pupils from Gairloch & KLE arrive at GHS	12 P7 pupils and 4 S2 pupils (2 minibus?)	Liz Macrae and T Breen (drivers) A MacLennan (ED scot/HC) Sara Mackenzie (GPS) young leaders- Julian, Lewis, Izzy , Calum MacKenzie)
8:50	Use minibus to depart to Poolewe (collect 1 pupil)		
9:20	Arrive at Bualnaluib	Visit site- Laide Woods	Meet J Ross, Fiona MacKenzie and mackenzie brothers at layby near Aultbea.
10:30	Depart		
11am	Arrive at Poolewe	Visit site-Inverewe gardens	
12:15	Depart for GHS		
12:40-1:15	Lunch in Canteen (packed lunch)		young leaders- Helen, Julian Ashley, William , Amber)
1:15-2:15	Gairloch	Visit site 1- Slattadale	T Breen/A MacLennan/Sara Mackenzie (GPS)
2;15-3:15	Gairloch	Visit site 2- Flowerdale arboretum	T Breen/A MacLennan/ Sara Mackenzie (GPS)
Day 3	30 th May		
8:45	Pupils from Gairloch & North Schools arrive at GHS	<p>****if good weather****</p> <p>T Breen, C Bulmer, J Close, E smith, K MacAllister S McDonagh (GPS)</p> <p>D.Bartholomew (SNH)</p> <p>young leaders- Izzy, Helen, Julian</p>	

		Lewis, Eilidh , Ashley, William , Calum MacKenzie, Amber)	
8:50	Use minibus to depart to Beinn Eighe	collect 1 pupil at Kinlochewe/arrange for pupil to meet at visitor centre	
9:15	Arrive at Beinn Eighe Visitor centre	Visit site. Spend some time at the Beinn Eighe visitor centre. Introduce the challenge, and find out about the “wild place”	Challenge A- TB , C Bulmer, JClose Challenge B- K MacAllister, E smith, S McDonagh (GPS)
9:45-11:45	Introduce Challenge	Walk to challenge point- Good weather- introduce Challenge A and B- challenge A- complete circuit up the Mountain Trail, Challenge B- The forest circuit, followed by a environmental challenge	
12:00 (approx.)	Lunch at end point (packed lunch)	At visitor centre if inclement weather.	

Pupils

Tues AM Tues PM

12 P7	12 P7
4 x S2	5 x x S2
AMaCl	AMaCl
Smack	Smack
TB	TB

<p>Discover a wild place Where/what is your wild place (or places)? This can be school grounds, local park, beach, woods, river, mountain or national park... Briefly: Where will your activity take place? (Note all the places you will visit). What is the natural character of your chosen place(s)? What makes it special for you/your group? Why is it a suitable place for your activity?</p>	<p>Gairloch PS: Kinlochewe PS: Sheildaig PS: Poolewe PS: Bualnaluib PS:</p> <p>The four "school" habitats are within close distance to the respective schools. The pupils have some familiarity with their local patch and the Award activity provides an opportunity to explore and engage with these areas in new ways to cultivate renewed connections whilst joining the dots between other habitats and the wider landscape.</p>	<p>Each school will visit their local habitat twice (once with just their school group, and once with the rest of the primary schools).</p> <p>We will use Mission:Explore John Muir to engage with our environment in the spirit of Muir, learning about him as we go.</p> <p>We will take some reflective time in each habitat to engage our senses – sight, sounds and smells. We will record our experiences and compare them between habitats.</p> <p>Pupils will have the opportunity to choose how they wish to explore further, and we will facilitate activities accordingly.</p> <p>We will explore these habitats from a different perspective .</p>	<p>Explore it Tell us what you'll do to increase your awareness and understanding. How will you experience, enjoy and find out more about your wild place(s)? You might: Visit it at different times of day and night, in different seasons, alone or with others. Travel extensively – walk, camp, bike, canoe. Sit, look, listen - engage senses. Identify and find out more about landscapes, habitats and living things (biodiversity), and how they connect. Make maps. Take photographs. Research local geology, natural and cultural history.</p>
<p>Conserve it How will you care for your wild place(s), take some personal responsibility, make a difference, put something back? Take practical action for nature - wildlife or pollution surveys, litter picks and audits, tree or shrub planting, grow plants for wildlife or clear invasive plants, create or monitor habitats... Campaign and inform others to highlight an environmental issue or help protect a wild place.</p>	<p>Beinn Eighe – We will take a bag with us to collect any litter we happen across upon our walk.</p>	<p>Each P7 group will share their local place with the other P7 groups. We will work with each P7 group to discuss how they would like to share the location, put a plan together for their share day, and provide them with the opportunity to deliver and lead on the activities with the visiting P7s.</p> <p>We will explore ways of using the expressive and practical work created throughout the Award activity to create displays and share through local media.</p>	<p>Share your experiences Tell others about what you've done – experiences, achievements, feelings, what's been learned. Celebrate! Reflect, review and discuss your adventures and experiences in wild places – do this during as well as after, informally or more formally. You might: Make a display of photos, drawings, stories, poems, artwork. Make a group diary – as a book, wall display or film. Organise a presentation. Lead a guided walk around your wild place(s).</p>

Apply minimum impact approaches to your activity.			Use newsletters, websites and social media.
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