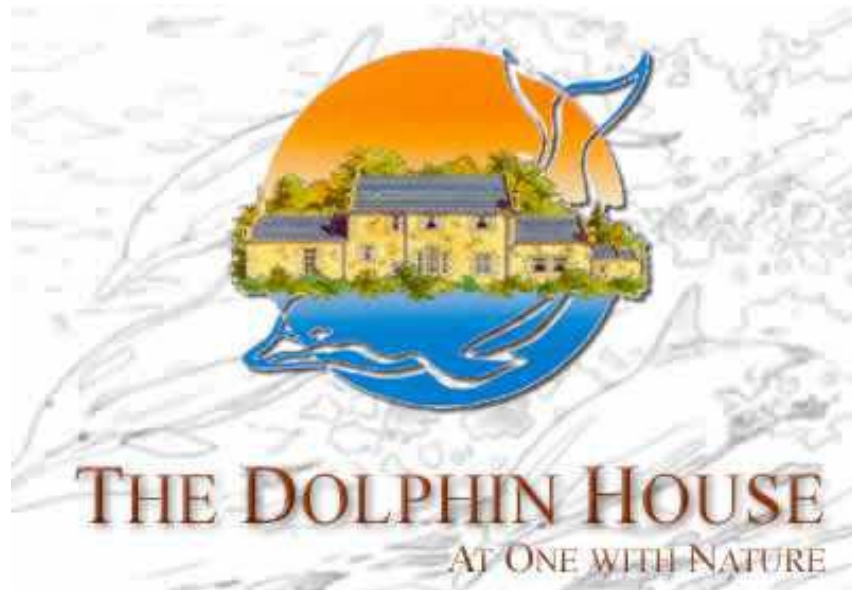


OUTDOOR LEARNING AT DOLPHIN HOUSE



**DELIVERING
CURRICULUM
FOR EXCELLENCE**

Dolphin House delivers an outdoor learning programme for upper primary pupils. All outdoor learning activities offered provide a framework for addressing the four capacities within a Curriculum for Excellence.

Successful Learners

enthusiasm and motivation for learning
openness to new thinking and ideas
think creatively and independently
learn independently and as part of a group
make reasonable evaluations
link and apply different kinds of learning
in new situations

Confident Individuals

self respect
pursue healthy and active lifestyle
relate to others
assess risk and make informed
decisions
achieve success in different areas
of activity

Responsible Citizens

respect for others
develop knowledge and understanding
of world and Scotland's place in it
evaluate environmental, scientific and
technological issues

Effective Contributors

resilient
communicate in different ways in
different settings
work in partnership and in teams
take initiative and lead
create and develop
solve problems

Dolphin House offers a residential experience for **upper primary pupils**. All the outdoor learning activities contribute to the experiences and outcomes of Curriculum for Excellence.

When planning activities Dolphin House staff discuss topics with schools prior to the pupils' visit and the proposed programme is adapted to suit individual schools.

Schools can also request programmes to support work being done in school.

Outdoor Activities

- team challenges
- blokarting
- water sports
- hill walking
- gorge walking
- caving
- trail biking
- raft building
- archery
- orienteering
- curling
- kite flying
- downhill and cross country skiing
- coasteering
- snorkelling.
- RSPB garden bird survey
- bushcraft
- shelter building
- lighthouses
- rocks and minerals
- mini beasts
- energy – alternative energy
- Victorians
- Rock pools
- Woodland walks

Outreach programmes of work are also offered by the specialist staff at Dolphin House to support Interdisciplinary topics or to support schools taking part in the Junior Achievement Award.

Team-building days are also offered to schools.

Curriculum for Excellence Outcomes and Experiences	Dolphin House Activities
Health and Wellbeing	
<p>Mental, emotional, social and physical wellbeing</p> <ul style="list-style-type: none"> • I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. <i>HWB 2-05a</i> • I make full use and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others. <i>HWB 2-11a</i> • Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society <i>HWB 2-12a</i> • I value the opportunities I am given to make friends and be part of a group in a range of situations <i>HWB 2-14a</i> <p>Planning for choices and changes</p> <ul style="list-style-type: none"> • Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas of development. This will help me to prepare for the next stage in my life and learning. <i>HWB 2-19a</i> 	<p>Team challenges – Hexagon Bridge / Bouldering Wall</p> <p>Blokarting Water sports Hill walking Gorge walking Caving Trail biking Raft building Archery Orienteerinng Curling Kite flying Downhill and country skiing Coasteering Snorkling Bushcraft Shelter building Rock pools Woodland walks</p>
Physical education	
<p>Movement skills, competencies and concepts</p> <ul style="list-style-type: none"> • As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. <i>HWB 2-21a</i> • I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. <i>HWB 2-22a</i> • While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. <i>HWB 2-23a</i> <p>Physical Activity and Sport</p> <ul style="list-style-type: none"> • I am experience enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community. <i>HWB 2-25a</i> 	<p>Blokarting Water sports Hill walking Gorge walking Caving Trail biking Raft building Archery Orienteerinng Curling Kite flying Downhill and country skiing Coasteering Snorkling Bushcraft Shelter building Woodland walks</p>

<p>Physical Activity and Health</p> <ul style="list-style-type: none"> • I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. HWB 2-27a • I can explain the links between energy I use while being physical active, the food I eat and my health and wellbeing. HWB 2-28a 	<p>Personal choices at meal times Discussion at meal times</p>
<p>Social studies</p>	
<p>People, Past Events and Society</p> <ul style="list-style-type: none"> • I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society. SOC 2-03a 	<p>Victorians – with emphasis on the laundry house</p>
<p>Technologies</p>	
<p>ICT to enhance learning</p> <ul style="list-style-type: none"> • Throughout all my learning, I can use search facilities of electronic sources to access and retrieve information, recognising the importance this has in my place of learning, at home and in the workplace. TCH 2-03b • I explore and experiment with the features and functions of computer technology and I can use what I learn to support and enhance my learning in different contexts. TCH 2-04a 	<p>Google Earth</p>
<p>Expressive Arts</p>	
<p>Participation, performances and presentations</p> <ul style="list-style-type: none"> • I have experienced the energy and excitement of presenting/performing for audiences and being part of an audience for other people's presentations/performances. EXA 2-01a 	<p>Team presentation based on their Dolphin House Experience</p>
<p>ART & DESIGN</p> <ul style="list-style-type: none"> • I have the opportunity to choose and explore an extended range of media and technologies to create images and objects, comparing and combing them for specific tasks. EXA 2-02a • I can create and present work that shows developing skill in using the visual elements and concepts. EXA 2-03a • Inspired by a range of stimuli, I can express and communicate my ideas, thoughts and feelings through activities within art and design. EXA 2-05a 	<p>Litter/Nature collage Pottery</p>

<p><u>DRAMA</u></p> <ul style="list-style-type: none"> Inspired by a range of stimuli, I can express and communicate my ideas and thoughts and feelings through drama. <i>EXA 2-13a</i> 	<p>Team presentation based on their Dolphin House Experience</p>
<p>Literacy and English</p>	
<p><u>LISTENING AND TALKING</u></p> <p>Tools for Listening and Talking</p> <ul style="list-style-type: none"> When I engage with others I can respond in ways appropriate to my role, show that I value others' contributions and use these to build my thinking. <i>LIT 2-02a</i> <p>Understanding, analysing and evaluating</p> <ul style="list-style-type: none"> I can show my understanding of what I listen to or watch by responding to literal, inferential, evaluative and other types of questions, and by asking different kinds of questions of my own. <i>LIT 2-07a</i> <p>Creating texts</p> <ul style="list-style-type: none"> When listening and talking with others for different purposes, I can: <ul style="list-style-type: none"> *share information, experiences and opinions *explain processes and ideas *identify issues raised and summarise main points of findings *clarify points by asking questions or by asking others to say more. <i>LIT 2-09a</i> I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. <i>LIT 2-10a</i> 	<p>Daily instructions</p> <p>Team challenges – Hexagon Bridge / Bouldering Wall</p> <p>Blokarting Water sports Hill walking Gorge walking Caving Trail biking Raft building Archery Orienteering Curling Kite flying Downhill and country skiing Coasteering Snorkling Bushcraft Shelter building Rock pool investigation Woodland walks</p> <p>Team presentations</p> <p>Discussion at meal times</p> <p>Victorians</p> <p>John Muir Award</p>
<p><u>WRITING</u></p> <p>Creating texts</p> <ul style="list-style-type: none"> As I write for different purposes and readers, I can describe and share my experiences, expressing what they made me think about and how they made me feel. <i>ENG 2-30a</i> 	<p>Daily diary Self Assessment</p>
<p>Mathematics</p>	
<p>Information Handling</p> <p>Data and analysis</p> <ul style="list-style-type: none"> Having discussed the variety of ways and range of media used to present data, I can interpret and 	<p>Daily weather chart</p>

<p>draw conclusions from the information displayed, recognising that the presentation may be misleading. <i>MNU 2-20a</i></p> <ul style="list-style-type: none"> I have carried out investigations and surveys, devising and using a variety of methods to gather information and have worked with others to collate, organise and communicate the results in an appropriate way. <i>MNU 2-20b</i> 	<p>Rocks and minerals</p> <p>RSPB Garden Bird Survey Rocks and Minerals Minibeasts</p>
<p>Science</p>	
<p>Planet Earth - Biodiversity and interdependence</p> <ul style="list-style-type: none"> I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to the survival or extinction. <i>SCN 2-01a</i> 	<p>Woodland walk Minibeasts Rock pool investigation</p>
<p>Energy sources and sustainability</p> <ul style="list-style-type: none"> By considering examples where energy is conserved, I can identify the energy source, how it is transferred and ways of reducing wasted energy. <i>SCN 2-04a</i> Through exploring non-renewable energy sources, I can describe how they are used in Scotland today and express an informed view on the implications for their future use. <i>SCN 2-04b</i> I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond. <i>TCH 2-02b</i> 	<p>Fieldwork project on alternative energy at Hadyard Hill Windfarm</p>
<p>Processes of the planet</p> <ul style="list-style-type: none"> I can apply my knowledge of how water changes state to help me understand the processes involved in the water cycle in nature over time. <i>SCN 2-05a</i> 	<p>Discussion during hill walking</p>
<p>Earth's materials</p> <ul style="list-style-type: none"> Having explored the substances that make up Earth's surface, I can compare some of their characteristics and uses. <i>SCN 2-17a</i> 	<p>Rocks and minerals</p>