 Dolphin House Session Curricular Overview

**Beach Fire**

The Dolphin House beach fire is close-by the campus and usually includes toasted marshmallows, discussions on aspects of local history and environments, as well as being used as an opportunity to evaluate experiences gained through other outdoor learning sessions. During the Winter months, the beach fire is lit in the dark, and can include an exploration of constellations, if it is a clear evening. The social, and sensory experience of gathering wood, building, and sitting around a fire in such stimulating surroundings, make this a weekly event at Dolphin House.

CfE Second Level Experiences and Outcomes Addressed

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes#all](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-%28building-from-the-statement-appendix-incl-btc1-5%29/Experiences%20and%20outcomes#all)

Expressive Arts Curriculum

**EXA 2-01a** 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 2-14a** I have created and presented scripted or improvised drama, beginning to take account of audience and atmosphere*.*

Literacy and English Curriculum

**LIT 2-02a** 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 on thinking.

***LIT 2-09a*** *When listening and talking with others for different purposes, I can:*

* *share information, experiences and opinions*
* *explain processes and ideas*
* *identify issues raised and summarise main points or findings*
* *clarify points by asking questions or by asking others to say more.*

**LIT 2-10a** 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.

Health and Wellbeing Curriculum

***HWB 2-09a*** *As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.*

***HWB 2-11a*** *I make full use of 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.*

***HWB 2-12a*** *Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.*

***HWB 2-14a*** *I value the opportunities I am given to make friends and be part of a group in a range of situations.*

***HWB 2-15a*** *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*

***HWB 2-16a*** *I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.*

***HWB 2-19a*** *Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.*

**HWB 2-21a** 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.

**HWB 2-22a** I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.

**HWB 2-25a**I am experiencing 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.

**HWB 2-29a** I enjoy eating a diversity of foods in a range of social situations.

Sciences Curriculum

**SCN 2-06a** By observing and researching features of our solar system, I can use simple models to communicate my understanding of size, scale, time and relative motion within it.

**SCN 2-17a** Having explored the substances that make up Earth’s surface, I can compare some of their characteristics and uses.

Social Studies Curriculum

**SOC 2-02a** I can interpret historical evidence from a range of periods to help to build a picture of Scotland’s heritage and my sense of chronology.

**SOC 2-03a** I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

**SOC 2-08a** I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.

United Nations Convention on the Rights of the Child Articles Addressed (for Rights Respecting Schools Award)

<https://dryuc24b85zbr.cloudfront.net/tes/resources/6041102/image?width=500&height=500&version=1375714644000>

https://www.unicef.org.uk/rights-respecting-schools/

Article 28 – Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

Learning for Sustainability Aspects Addressed

<http://www.gtcs.org.uk/professional-standards/the-standards/learning-for-sustainability.aspx>

* health and wellbeing
* responsible use of our planet’s resources
* play
* creativity
* contact with Nature
* culture
* co-operative, collaborative and active learning

Global Goals for Sustainable Development Addressed (for Eco-Schools Programme)

<http://www.un.org/News/dh/photos/large/2015/September/09-09-E-SDG-Poster.jpg>

http://www.keepscotlandbeautiful.org/sustainable-development-education/eco-schools/

Goal 3 –Good Health

Goal 4 - Quality Education

Goal 14 – Life Below Water

Goal 15 - Life on Land

Developing Young Workforce Second Level ‘I can’ statements Addressed

<https://www.education.gov.scot/Documents/dyw2-career-education-standard-0915.pdf>

(see page 16 of document)

• I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.

• I can identify people in my network who help me broaden my horizons.