 Dolphin House Session Curricular Overview

**Disco**

The Dolphin House Disco takes place on the last night of the school residential. It is a fantastic opportunity for the pupils to celebrate their achievements, and consolidate the friendships they have established, or strengthened during their stay. This event can also offer a stage, and a captive audience, for those who wish to reveal a talent, or showcase an original creation inspired by their Outdoor Learning experiences, written and rehearsed during the limited free time, providing another context for the development of team working and creative skills.

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)

Literacy and English Curriculum

**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.

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 2-08a** I can explore and choose movements to create and present dance, developing my skills and techniques.

**EXA 2-10a** I have taken part in dance from a range of styles and cultures, demonstrating my awareness of the dance features.

**EXA 2-18a** Inspired by a range of stimuli, and working on my own and/or with others, I can express and communicate my ideas, thoughts and feelings through musical activities.

Health and Wellbeing Curriculum

**HWB 2-01a** I am aware of and able to express my feelings and am developing the ability to talk about them.

**HWB 2-03a** I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.

**HWB 2-04a** I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.

**HWB 2-05a** 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.

**HWB 2-08a** I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.

**HWB 2-10a** I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

**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 2-13a** Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

**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 2-19a*** *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.*

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 15 – Every child has the right to meet with other children and young people and to join groups and organization, as long as this does not stop other people from enjoying their rights.

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>

* respect
* play
* creativity
* culture
* social and cultural diversity
* co-operative, collaborative and active learning
* health and wellbeing

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 10 – Reduced Inequalities

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 explain to others my ambitions/what I would like to do and look for ways to achieve them/that.