Dolphin House Session Curricular Overview

**Environmental Responsibility and Micro Plastics**

This activity reflects the core values of the Dolphin House as it promotes the Outdoor Learning aims of the centre, and provides a platform for the attainment of the John Muir Award, while addressing the four capacities of the CfE. The session introduces the significance of the world’s oceans, and our dependence on them, before encouraging pupils to explore the beach environment at Dolphin House, searching for human-made items which are polluting the natural habitat, while making some conservational action of their own. How this session progresses can be flexible based on the educator’s preference, for example, aspects of Expressive Arts can be addressed through artwork produced using the items found on the beach, or Modern Languages with a focus on following oral instructions, asking for help, and building a knowledge of relevant vocabulary in French with a native speaker.

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 2-02a*** *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 2-07a*** *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.*

***LIT 2-08a*** *To help me develop an informed view, I can distinguish fact from opinion, and I am learning to recognise when my sources try to influence me and how useful these are.*

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

Modern Languages Curriculum

**MLAN 2-01b** *I take an active part in daily routines, responding to instructions which are accompanied by gesture and expression.*

**MLAN 2-01c** *I can listen to and show understanding of familiar instructions and language from familiar voices and sources.*

**MLAN 2-02a** *I explore how gesture, expression and emphasis are used to help understanding. I can listen and respond to familiar voices in short, predictable conversations using straightforward language and non-verbal techniques as appropriate such as gesture and eye contact.*

**MLAN 2-04a** *I can ask for help confidently using learned phrases and familiar language.*

**MLAN 2-07b** *I can use my knowledge about language and pronunciation to ensure that others can understand me when I read aloud or say familiar words, phrases and short texts.*

**MLAN 2-08b** *I can read and demonstrate understanding of words, signs, phrases and simple texts containing mainly familiar language.*

**MLAN 2-11c** *I experiment with new language, working out the meaning of words and phrases using vocabulary I have learned so far.*

**MLAN 2-11d** *I can recognise and comment on other features of my own language which help to make sense of words in the language I am learning.*

Religious and Moral Education Curriculum

**RME 2-07a** I am developing respect for others and my understanding of their beliefs and values.

**RME 2-09c** I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.

Sciences Curriculum

**SCN 2-01a** 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 their survival or extinction.

Social Studies Curriculum

**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.

Technologies Curriculum

TCH 2-06a I can analyse how lifestyles can impact on the environment and Earth’s resources and can make suggestions about how to live in a more sustainable way.

TCH 2-07a I can make suggestions as to how individuals and organisations may use technologies to support sustainability and reduce the impact on our environment.

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 12 – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 24 – Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

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>

* understanding interdependence
* critical thinking
* local to global
* responsible use of our planet’s resources
* inks between environment, society and economy
* contact with nature
* respect
* discussing controversial issues
* sustainable development education
* protecting biodiversity
* ethical issues
* waste reduction and recycling
* learners as leaders

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 6 - Clean Water and Sanitation

Goal 9- Innovation and Infrastructure

Goal 11 - Sustainable Cities and Communities

Goal 12 - Responsible Consumption

Goal 13 - Climate Action

Goal 14 - Life Below Water

Goal 15 - Life on Land

Goal 17 - Partnerships for the Goals

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

• I can apply my skills to get more information about jobs/careers.

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

• I believe I can maximise my potential in any type of work.