



Session Curricular Overview Biking



Biking

Explore the less-well visited parts of the country park with mountain bikes. Various challenges on the trails and tracks allow exploration of areas such as Happy Valley and the Swan Pond, as well as having the opportunity to meet two large Sitka Spruce trees which are over two hundred years old, named Adam and Eve! This activity makes excellent use of the transferrable skills children may have gained during their Bikeability training in school, but in an off-road context. Children who do not cycle will be offered an alternative group activity.

CfE Second Level Experiences and Outcomes Addressed

- Literacy & English
- Health & Wellbeing
- Sciences
- Social Studies
- Technology





Literacy & English



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 2-10a 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 & Wellbeing



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 2-14a 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.





Sciences

SCN 2-07a By investigating how friction, including air resistance, affects motion, I can suggest ways to improve efficiency in moving objects.



Social Studies

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.

SOC 2-09a Having explored the ways journeys can be made, I can consider the advantages and disadvantages of different forms of transport, discussing their impact on the environment.





Technologies

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.



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://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.

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

- outdoor learning
- resilience
- health and wellbeing
- problem solving

- learners as leaders
- systems thinking
- contact with nature

- co-operative, collaborative and active learning
- respect
- play

Global Goals for Sustainable Development Addressed

<https://www.keepsotlandbeautiful.org/cas-sustainable-development-goals/>



04

Goal 4

Quality Education

15

Goal 15

Life on Land



Developing Young Workforce

Second Level 'I Can' Statements

Addressed



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.