



# Session Curricular Overview Coasteering



# Coasteering

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This is a hybrid activity which combines adventurous aspects such as; scrambling, open water swimming and climbing. Coasteering involves traversing the coastline in a safe manner, exploring the inter-tidal environment.

# CfE Second Level Experiences and Outcomes Addressed

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





# 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

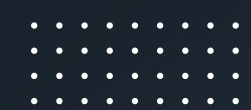
SCN 2-01a I can identify and classify examples of living things, past and present, to help me appreciate their diversity. I can relate physical and behavioural characteristics to their survival or extinction.

SCN 2-02a I can use my knowledge of the interactions and energy flow between plants and animals in ecosystems, food chains and webs. I have contributed to the design or conservation of a wildlife area.

SCN 2-02b Through carrying out practical activities and investigations, I can show how plants have benefited society.

SCN 2-12a By investigating some body systems and potential problems which they may develop, I can make informed decisions to help me to maintain my health and wellbeing.

SCN 2-12b I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.





# Sciences

SCN 2-13a I have contributed to investigations into the role of microorganisms in producing and breaking down some materials.

SCN 2-14a By investigating the lifecycles of plants and animals, I can recognise the different stages of their development.

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

SCN 2-20a Through research and discussion I have an appreciation of the contribution that individuals are making to scientific discovery and invention and the impact this has made on society.

SCN 2-20b I can report and comment on current scientific news items to develop my knowledge and understanding of topical science.



# Social Studies

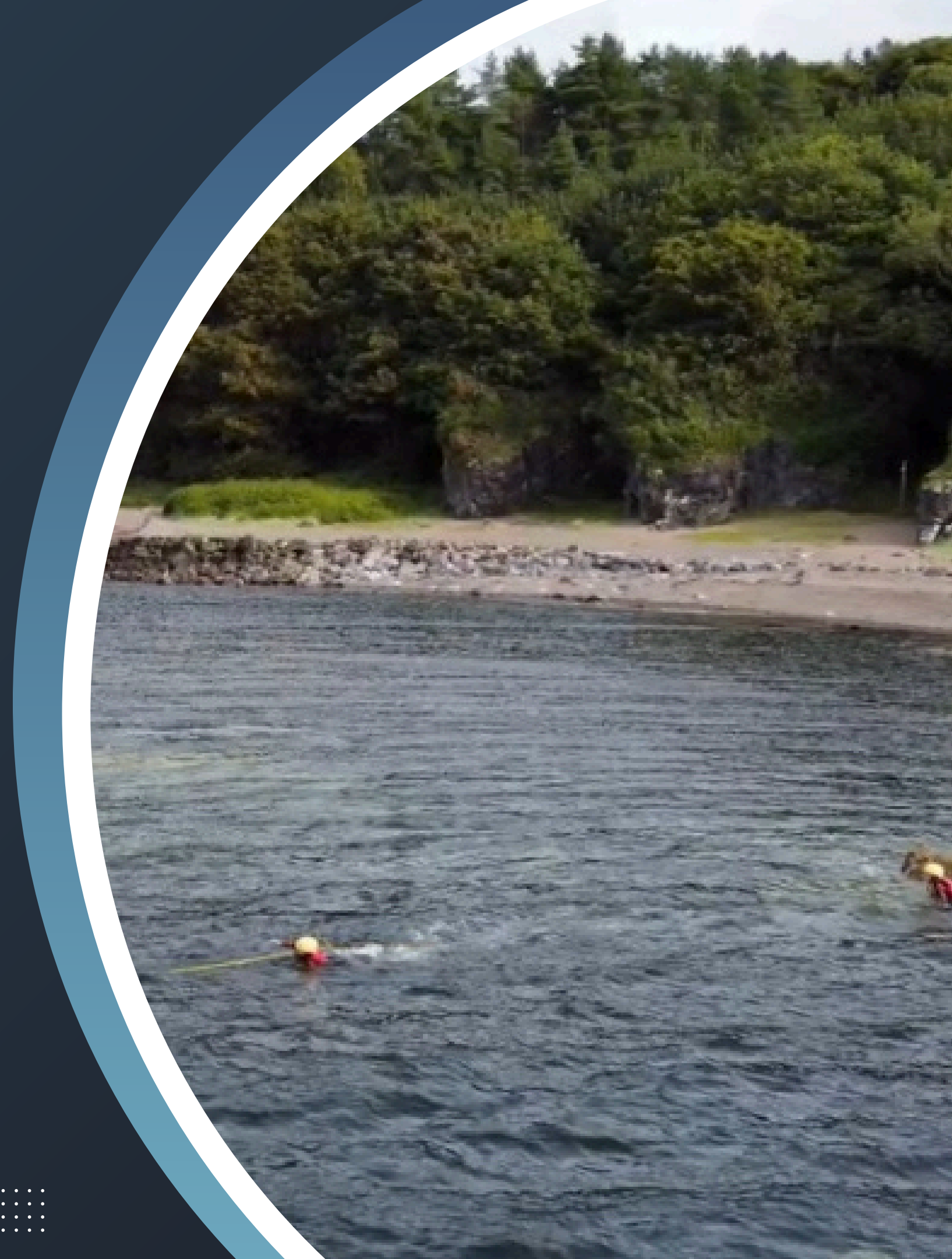


SOC 2-03a I can investigate a Scottish historical theme to discover how past events or the actions of individuals or groups have shaped Scottish society.

SOC 2-04a I can compare and contrast a society in the past with my own and contribute to a discussion of the similarities and differences.

SOC 2-06a I can discuss why people and events from a particular time in the past were important, placing them within a historical sequence.

SOC 2-07a I can describe the major characteristic features of Scotland's landscape and explain how these were formed.





# 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 2-08b I can consider the advantages and disadvantages of a proposed land use development and discuss the impact this may have on the community.

SOC 2-20a Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others.





# Technologies

TCH 2-10a I can recognise basic properties and uses for a variety of materials and can discuss which ones are most suitable for a given task.

TCH 2-12a I can extend my knowledge and understanding of engineering disciplines to create solutions.



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

**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

- critical thinking
- responsible use of our planet's resources
- links between environment, society and economy

- problem solving
- learning for a better world
- sustainable buildings and grounds
- protecting biodiversity

- contact with nature
- identity and heritage
- co-operative, collaborative and active learning
- ethos

# Global Goals for Sustainable Development Addressed

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

**4** Goal 4

Quality Education



**12** Goal 12

Responsible Consumption



**14** Goal 14

Life Below Water



**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.