



Session Curricular Overview

Team Building Activities



Team Building

Whether you are visiting our centre for a residential experience, or just for the day, teambuilding activities are at the heart of all of our outdoor learning programmes. The CfE's Outdoor Learning Rationale asserts the importance of building trust, confidence and resilience as life skills for the individual, but also as part of a functioning team. From seemingly innocuous icebreakers, to walking the circle of trust, our activities introduce exciting opportunities for your pupils to interact and engage with others in order to experience the emotional high that achieving together can bring, while learning that everyone's contribution is equally important.

CfE Second Level Experiences and Outcomes Addressed

- Literacy & English
- Religious & Moral Education
- Health & Wellbeing





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 2-09a 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.





Religious & Moral Education

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.

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Health & Wellbeing



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

HWB 2-02a I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.

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 2-09a 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 2-10a 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 2-16a I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.

HWB 2-17a I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency 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.

HWB 2-42a I know of actions I can take to help someone in an emergency.

HWB 2-44b I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.

HWB 2-45a I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.

HWB 2-45b I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.

Health & Wellbeing.

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 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

- ethos
- equality and fairness
- understanding interdependence
- improving attainment and achievement

- respect
- learners as leaders
- cooperative, collaborative and active learning
- resilience

- critical thinking
- health and wellbeing
- play
- contact with nature
- problem solving

Global Goals for Sustainable Development

Addressed

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

03 Goal 3

Good Health & Wellbeing



04 Goal 4

Quality Education



10 Goal 10

Reduced Inequalities



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