

*Engage* with Curriculum for Excellence

Delivering Excellent Learning and Teaching

# Residential

## Outcomes and Experiences



*Dumfries  
& Galloway*  
COUNCIL

# Residential Experience

## Overview

The residential experience for upper primary at present (Dec 2012) is based either at the Carlingwark Outdoor Centre at Castle Douglas or at the Stronord Centre at Kirroughtree. During the day, the pupils will experience a range of outdoor activities and sports lead by the Outdoor Education specialists. Evening activities are the responsibility of the staff accompanying the group and offer an opportunity to assist in the coverage of a range of experiences and outcomes. Which ones, will depend on the individual member of staff and the activities chosen.

Unlike other activities, the learning intentions, success criteria and tasks/evidence need to be decided upon by the school themselves. The following list is not exhaustive, but simply a list of Health and Wellbeing outcomes which could be covered during a residential experience.

- I am aware of and able to express my feelings and am developing the ability to talk about them.  
**HWB 2-01a/3-01a**
- 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 2-03a/3-03a**
- 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 2-04a/3-04a**
- 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 2-08a/3-08a**
- 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 2-09a/3-09a**
- 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 2-10a/3-10a**
- 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 2-11a/3-11a**
- Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.  
**HWB 2-13a/3-13a**
- I value the opportunities I am given to make friends and be part of a group in a range of situations.  
**HWB 2-14a/3-14a**
- 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 2-19a**

- I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.  
**HWB 3-23a**
- I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.  
**HWB 2-25a/3-25a**
- I enjoy eating a diversity of foods in a range of social situations.  
**HWB 2-29a/3-29a**
- Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.  
**HWB 2-33a**
- I understand that a wide range of different kinds of friendships and relationships exist.  
**HWB 2-44a**
- I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.  
**HWB 2-44b**
- I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.
- **HWB 2-45a**
- I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.  
**HWB 2-45b/3-45b**

**N.B.** Additional RME and Literacy Outcomes which might form part of the residential experience can be found on the following page.

### Exemplar

The following is simply an exemplar of how a grid for certain outcomes could be developed.

<b>Context for Learning -</b>			
<b>Experiences/Outcomes</b>	<b>Learning Intentions</b>	<b>Success Criteria</b>	<b>Tasks/Evidence</b>
<ul style="list-style-type: none"><li>Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing.</li></ul> <b>HWB 2-33a</b>	<b>I am learning</b> <ul style="list-style-type: none"><li>how to help with the cleaning of the Centre.</li><li>how to help with keeping the Centre tidy.</li></ul>	<ul style="list-style-type: none"><li>I helped with the cleaning of one aspect of the centre (tables, dishes etc.)</li><li>I kept my clothes and the area around my bed tidy.</li><li>I helped clear away after meal times.</li></ul>	Pupils are responsible for keeping their rooms clean and tidy, and help out with communal chores such as clearing away after meals.

As different groups will have different activities in the evening, the writing of such grids (if deemed necessary or appropriate) will have to be the responsibility of the participating school.

Outcomes identified by at least two of the team as other areas which could potentially be covered through discussion between teachers, appropriate additional individuals and the Outdoor Education team.

- I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.  
**RME 2-02b**
- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.  
**RME 3-02b**
- I can share my developing views about values such as fairness and equality and love, caring, sharing and human rights.  
**RME 2-05b**
- I can demonstrate my developing understanding of moral values through participating in events and projects which make a positive difference to others.  
**RME 3-05b**
- I can explain why different people think that values such as honesty, respect and compassion are important, and I show respect for others.  
**RME 2-09c**
- 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 2-02a**
- When I engage with others, I can make a relevant contribution, encourage others to contribute and acknowledge that they have the right to hold a different opinion.  
I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking.  
**LIT 3-02a**
- As I listen or watch, I can identify and discuss the purpose, main ideas and supporting detail contained within the text, and use this information for different purposes.  
**LIT 2-04a**
- 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.  
**LIT 2-10a**