

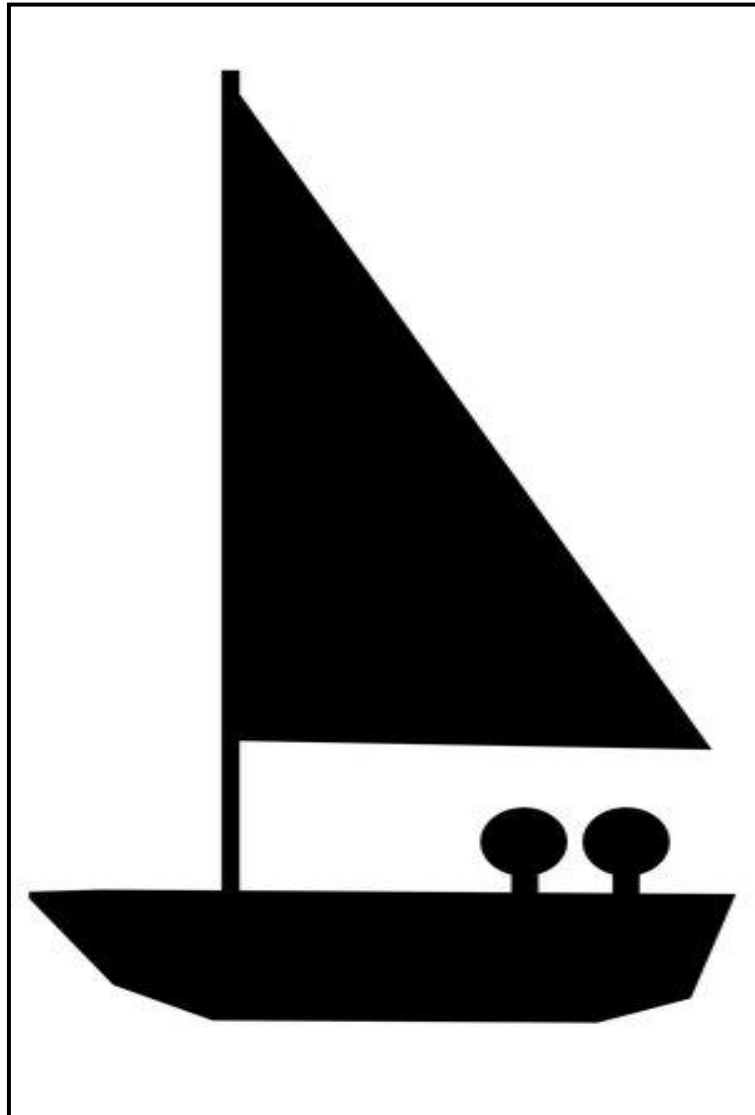
Engage with Curriculum for Excellence

Delivering Excellent Learning and Teaching

Sailing

Outcomes and Experiences

Levels 2/3



*Dumfries
& Galloway*
COUNCIL

Overview

Specific Outcomes and Experiences have been linked with particular activities. However there are a number of Health and Wellbeing Es and Os which are embedded into all Outdoor Activities. Participation in sailing will aid in progression in these areas, though it must be the professional decision of the teacher as to whether the pupil is progressing as regards any particular outcome.

1. 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.
***Responsibility of all**
HWB 2-11a/3-11a
2. I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.
***Responsibility of all**
HWB 2-16a/3-16a
3. 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.
***Responsibility of all**
HWB 2-19a
4. I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.
HWB 2-22a/3-22a
5. 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

The following literacy outcomes also appear to be embedded in the delivery of Canoe sport

1. 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
2. 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
3. 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
4. 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/3-10a

In addition the following two Outcomes are perhaps best dealt with in a review section at the end of the sessions.

- **HWB 2-24a**

By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.

- **HWB 3-24a**

I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.

Sailing 1

Context for learning – An introductory session or series of lessons on sailing. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

Experiences/Outcomes	Learning Intentions	Success Criteria	Evidence/Tasks
<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control HWB 2-21a / HWB 3-21a</p> <p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond. HWB 2-26a / HWB 3-26a</p>	<p>I am learning</p> <ol style="list-style-type: none"> what “trimming the sails” means and how it can be used to affect the movement of the boat. what the points of sailing are. to identify wind direction and strength how to use my sailing skills to follow another boat. how to sail a set course. how to set sail appropriately for wind strength and direction. about the local sailing organisations who can help me to develop my skills. 	<ul style="list-style-type: none"> I know how and when to trim the sails I can explain what the points of sailing are and can show them on a diagram I can point to the direction the wind is coming from and assess how strong it is. My partner and I were able to follow another boat safely. My partner and I can sail a set course described to us. My partner and I could set the sail and move the boat dependent upon the wind strength and direction. I have access to the contact details of the local sailing clubs. 	<p>Describe and demonstrate the correct technique on how to trim a sail. Explain when this technique should be used when sailing.</p> <p>Describe what the main points of sailing are and why they are important.</p> <p>Pupils indicate the direction the wind is coming from and provide a reasonably accurate assessment of how strong it is</p> <p>Initially pupils sail around 2 buoys. (If successful, then they would sail a triangle.)</p> <p>Initially pupils sail back and forth across the wind. (If successful pupils will attempt to sail upwind)</p> <p>A list of contact details at the back of the pupil unit. (Could be provided or written down after research). Also available via the “External Links” section of the Outdoor Education Blog.</p>

Some of the evidence could be covered in a student record (either on paper or online).

Sailing 2

Context for learning – An introductory session or series of lessons on sailing. Though this is most likely to be a group of either upper primary or lower secondary pupils, the progressions outlined below would apply to an introductory group of any age.

Experiences/Outcomes	Learning Intentions	Success Criteria	Evidence/Tasks
<p>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. *Responsibility of all HWB 3-17a</p> <p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control HWB 2-21a / HWB 3-21a</p>	<p>I am learning</p> <p>8. to identify the specialist items of clothing and their function.</p> <p>9. what an emergency situation in the water is and how to react in such a situation.</p> <p>10. the names of the important parts of the boat.</p> <p>11. how to launch the boat and come ashore.</p> <p>12. how my partner and I can stay balanced on the boat.</p> <p>13. how to keep the sail full as a way of moving the boat.</p> <p>14. how to balance the boat using the crews' body weight</p>	<ul style="list-style-type: none"> • I changed into appropriate clothing (wetsuit, waterproof and buoyancy aid). • I fitted my own buoyancy aid correctly and checked it regularly. • I listened to and understood the instructions given to me about emergency procedures in the water. • I can demonstrate what to do if my boat capsizes. • I listened to the explanation about the different parts of the boat (sail, boom, and rudder) and can use them to steer the boat. • I can launch the boat into the water and get on board. • I can come off the boat safely and come ashore. • My partner and I were able to keep our balance on the boat and not fall in. • My partner and I were able to keep the sail full and set as a way of moving the boat forward. • My partner and I were able to keep the boat balanced by using the weight of our bodies. 	<p>Discussion of the specialist items of clothing necessary for sailing.*</p> <p>An explanation of what an emergency in the water is, and how to deal with it.*</p> <p>An explanation of what the various parts of the boat are and how they relate to its functioning.*</p> <p>Describe and demonstrate the correct technique to launch the boat and how to come ashore.</p> <p>Describe and demonstrate the principles of maintaining balance on the boat.</p> <p>Describe and demonstrate the means of keeping the sail filled and why this is important.</p> <p>Describe and demonstrate the method of keeping the boat balanced using body weight.</p>

The list below details outcomes identified by at least two of the team as other areas which potentially could be covered through negotiation between individual teachers, the Outdoor Education team and perhaps specific members of the CfE team

1. *By investigating floating and sinking of objects in water, I can apply my understanding of buoyancy to solve a practical challenge.*
SCN 2-08b
2. *I have explored the structure and function of sensory organs to develop my understanding of body actions in response to outside conditions.*
SCN 2-12b
3. *I have investigated different water samples from the environment and explored methods that can be used to clean and conserve water and I am aware of the properties and uses of water.*
SCN 2-18a
4. *I can investigate how an everyday product has changed over time to gain an awareness of the link between scientific and technological developments.*
TCH 2-01b
5. *Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.*
MNU 2-10c
6. *Using simple time periods, I can work out how long a journey will take, the speed travelled at or distance covered, using my knowledge of the link between time, speed and distance.*
MNU 3-10a
7. *I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way.*
SOC 2-08a
8. *Having investigated processes which form and shape landscapes, I can explain their impact on selected landscapes in Scotland, Europe and beyond.*
SOC 3-07a

Development of the above could be carried out with input from other members of the CfE team. Teachers would need to approach the Outdoor Education team in the first instance.