



Outline of S3/4 courses at Blairvadach

RESPONSIBLE CITIZENS

EFFECTIVE CONTRIBUTORS



SUCCESSFUL LEARNERS

CONFIDENT INDIVIDUALS



SCOTTISH EXECUTIVE



Secondary programme at Blairvadach 2009

The secondary programme at Blairvadach is primarily focused on S3 and S4 year groups where students are starting to make choices as to the direction they might want to go after leaving school. Courses are of a more specialist nature than the multi activity courses offered to primary groups. Being more physically and emotionally mature, students are able to take on the challenge and excitement integral to these adventurous and active programmes. The day time activities are supported by an evening programme which encourages students to investigate further the discipline they have chosen to follow.

Courses are designed to meet many of the level 3 and 4 Health and Wellbeing outcomes outlined in Curriculum for Excellence.

Courses are generally run over five days, three full days and a half day on Monday and Friday.

Because of the specialist nature of the courses and to permit access to varied types of challenging conditions and terrain, the group ratio is maintained at 1:6 with the same instructor staying with the group all week, enabling very important relationships to be formed. If ratios allow, visiting school staff are welcome to join the students on the activities.

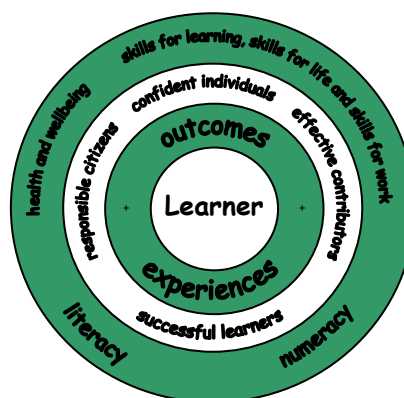
Activities that can be pursued are, dinghy sailing, mountain biking, mountain skills, open canoeing, orienteering, river and sea kayaking and rock climbing

There are five main styles of course at present;

- A single activity pursued all week providing the opportunity to reach a good personal standard and possibly leading to a nationally accredited personal performance award.
- A week pursuing two activities for those who do not feel ready to make the commitment to following one activity while still wishing to progress their skill level.
- A multi activity course, but this would meet level 2 and some level 3 outcomes.
- Five days training for a team entered in The Glasgow Schools' Adventure Race.
- Field Studies. Specialist school staff running their own programme of work supported in the field by a Blairvadach instructor. Schools taking up this option have run courses in art, biology and geography.

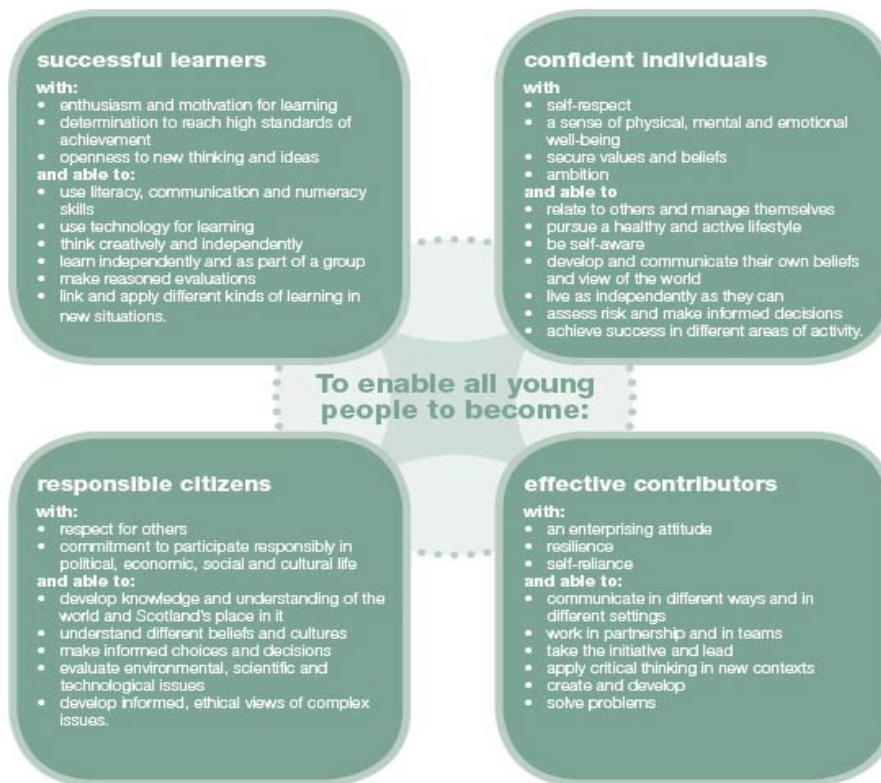
What's so good about Blairvadach?

- ✓ We support Curriculum for Excellence
- ✓ Exceptional value for money
- ✓ Pupils and teachers want to come back
- ✓ It is fun!
- ✓ Pupils surprise themselves with the success they achieve
- ✓ Pupils realise they can achieve
- ✓ Memorable experiences
- ✓ Pupils want to continue activities
- ✓ Building positive relationships
- ✓ Pupils see teachers in a positive light
- ✓ Teachers see pupils in a positive light
- ✓ Learning skills for life
- ✓ Understanding responsibilities
- ✓ Taking responsibilities
- ✓ Understanding consequences of actions
- ✓ We have very caring and supportive staff
- ✓ We have very skilled and experienced staff
- ✓ The facility is very comfortable
- ✓ The facility and programme are well organised



S3/S4 Courses at Blairvadach – Curricular links

Courses at Blairvadach are designed to meet the needs of students and schools by addressing the principles of Curriculum for Excellence and many third and fourth level outcomes in Health and Wellbeing. The approach to students and the curriculum is holistic, allowing us to support all the 'four capacities' throughout the course.



We apply the principles of Curriculum for Excellence in the following manner –

Breadth is added to the school's curriculum by using the facility of Blairvadach, allowing students to experience learning out of doors in very different environments from the normal school context. Programme design and framework, use the outdoor student activities to deliver a **challenging and enjoyable** learning experience.

Depth is achieved through exploring an interest or potential interest to a level that could allow students to take part in the activity independently of school.

Coherence is achieved in the programme design, through staff at Blairvadach encouraging and supporting pupils to see links between different curriculum areas and the outdoor environment they are experiencing.

Relevance is demonstrated by enabling the children to apply the links between curricular subjects and the outdoor environment. The activity skills learned can be applied immediately on leaving the centre or in later life to continue promoting a healthy lifestyle.

Choice is always present as pupils are not made to take part in any of the activities and is promoted through pupils choosing their own programme.

Personalisation is achieved through the skills of the instructional staff assessing a pupil's abilities and learning styles, with advice from teachers, to offer learning opportunities which meet individual student's needs.

Listed below are the specific level 3/4 outcomes in Health and Wellbeing that Blairvadach can assist schools in delivering. This is followed by a grid which indicates the link between activity and outcome. We will address all the mental, emotional, social and physical wellbeing experiences and outcomes which are the responsibility of the whole school community in Health and Wellbeing whenever appropriate.

Health and Wellbeing

Planning for choices and changes

Opportunities to carry out different roles in a variety of settings have encouraged me to recognise and build on strengths as I prepare for the next stage in my life and learning. **HWB 2-19a**

Based on my interests, skills, strengths and preferences, I am supported to make suitable choices, set manageable goals and plan for my further transitions. **HWB 4-19a**

Movement skills, competencies and concepts

As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply movement skills and strategies, creatively, accurately and with control. **HWB 3-21a**

As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies creatively, accurately and with control. **HWB 4-21a**

I practice, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. **HWB 3-22a**

I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness. **HWB 4-22a**

Co-operation and competition

While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. **HWB 2-23a**

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**

While learning together and in leadership situations, I can:

- Experience different roles and take the responsibility in organising a physical event
- Contribute to a supportive and inclusive environment
- Demonstrates behaviour that contributes to fair play **HWB 4-23a**

Evaluating and appreciating

I can analyse and discuss elements of my own and others' work, celebrating success and achievement, recognising strengths and identifying areas where improvements can be made. **HWB 3-24a**

Having reflected on personal experiences I can:

- observe closely, reflect, describe and analyse key aspects of my own and others' performances
- make informed judgements, specific to an activity
- monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. **HWB 4-24a**

Physical activity and sport

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 3-25a**

Physical activity and health

I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity. **HWB 3-27a**

I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing. **HWB 3-28a**

Food and the consumer

Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. **HWB 3-34a/4-34a**

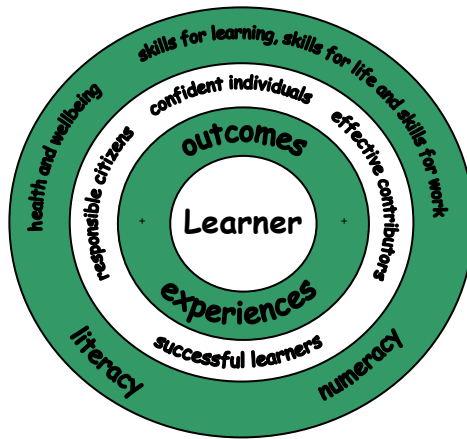
Relationships , sexual health and parenthood

I understand and can demonstrate the qualities and skills required to sustain different types of relationships. **HWB 3-44b / HWB 44-44b**

I understand the importance of being cared for and caring for others in relationships. **HWB 3-44b / HWB 4-44b**

I recognise that power can exist within relationships and can be used positively as well as negatively. **HWB 3-45a / HWB 4-45a**

	Health and Wellbeing (HWB)
River/ sea kayaking and open canoeing	4-19a, 3-21a, 4-21a, 3-22a, 3-24a, 4-24a, 3-25a, 3-27a, 3-28a, 3-34a/4-34a
Mountain skills	4-19a, 3-21a, 4-21a, 3-22a, 3-24a, 4-24a, 3-25a, 3-27a, 3-28a, 3-34a/4-34a
Mountain Biking	4-19a, 3-21a, 4-21a, 3-22a, 3-24a, 4-24a, 3-25a, 3-27a, 3-28a, 3-34a/4-34a
Dinghy sailing	4-19a, 3-21a, 4-21a, 3-22a, 3-24a, 4-24a, 3-25a, 3-27a, 3-28a, 3-34a/4-34a
Orienteering	4-19a, 3-21a, 4-21a, 3-22a, 3-24a, 4-24a, 3-25a, 3-27a, 3-28a, 3-34a/4-34a
Climbing	4-19a, 3-21a, 4-21a, 3-22a, 3-24a, 4-24a, 3-25a, 3-27a, 3-28a, 3-34a/4-34a
Adventure Race Training	4-19a, 3-21a, 4-21a, 3-22a, 4-22a, 3-23a, 4-23a, 3-24a, 4-24a, 3-25a, 3-27a, 3-28a, 3-34a/4-34a
Multi activity	2-19a, 3-22a, 2-23a, 3-25a, 3-27a, 3-28a, 3-34a
Residential experience	3-27a, 3-28a, 3-34a/4-34a, 3-44ba/4-44a, 3-44b/4-44b, 3-45a/4-45a



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