



PRE-BLAIRVADACH TRIP RESOURCES

TEACHER PACK

Welcome to your pre-Blairvadach residential resource pack!

We are looking forward to welcoming you and your pupils to Blairvadach Outdoor Education Centre when you arrive for your residential. Until then, we have developed these resources to help get everyone as prepared as can be for the residential experience. If you have ever been to Blairvadach before you will know the adventurous activities are only a small part of the whole experience & that the residential trip is certainly not a holiday! We have put together this pack in order to help everyone be prepared to get the most out of their stay with us. By starting now, we can develop some skills that will help your young people at Blairvadach AND will be transferable back in to school and their life at home after the residential.

This booklet will walk you through how to put our very user-friendly workbook to good use in class and how it will link to different aspects of the Blairvadach residential experience. **There are also some questions for you, as the class teacher and/or the staff member who knows the young people best to answer. The answers you give will help clarify (for you and for us!) what *you* would like the children to get out of the Blairvadach experience.** This information will be extremely valuable for our instructors to design a program of activities that will be of maximum benefit to your young people. You will also find QR codes and links to online resources and our pre-visit information video (for pupils and parents as well as staff accompanying the trip).

How to use the Pre-Visit Portfolio

The Pre-Visit Portfolio is very user-friendly and has been designed for the range of literacy abilities we most commonly see on our residential courses. There are lots of sections where pupils can choose whether to write or draw their answers and how much detail they want to include. There is a QR code on each page linking to a YouTube video that explains what is written on the page & how to complete any written/drawn exercises. **Pupils who struggle with reading can simply use their iPad to follow the QR code link, watch the video and complete the exercises to the best of their ability.** We are currently working on ASL and EFL versions, please get in touch if that is something you would like to request.

Whilst at Blairvadach everyone will receive a Blairvadach Portfolio to fill in, setting challenges for themselves at the start of their stay, reflecting on their daily activities & reviewing how they got on with those challenges before they leave. This pre-visit portfolio gives a good introduction to parts of the residential portfolio as well as taking everyone through practical and cognitive preparation that will help them to get more benefit from their Blairvadach experience. **There is also a pull-out section to take home to parents & guardians to help them to prepare for the time apart from their child and a list of what clothing and equipment their child will need to pack (& what NOT to bring!).**

The pre-visit portfolio can be split in to 4 lessons as follows:

Lesson number	Page numbers	Page titles	Extension activity
1 – Introduction to Blairvadach	1-3	Cover page, What a typical day at BV looks like (including information video for all to watch) & Challenging yourself/setting goals.	Page 9 “BONUS PAGE”
2 – Introduction to zones	4 – 6	Have you heard of your comfort zone, Getting out of your comfort zone & How do you know what zone you’re in?	Page 9 “BONUS PAGE”
3 – Feelings are signals	7 – 9	Feelings are signals, DATA COLLECTION SHEET & Bonus page	Page 14 “Blairvadach Memory Bingo”
4 – Emotional regulation	10 – 13	Calming tools, Draw your own comic and Being Nervous AND Being Brave.	Page 14 “Blairvadach Memory Bingo”
Extension activity	14	Blairvadach Memory Bingo	
Pull out sheet to take home	15 – 16	Parent & Guardians’ information & Packing List	

On average each lesson will take around 45 minutes to complete. We envision spreading these lessons out across the 2-3 weeks preceding the Blairvadach trip to give optimal results, but you know your pupil’s best so feel free to structure these as and when you see fit.

By completing this portfolio, the following Experiences and Outcomes and Benchmarks will be addressed.

Table of Curriculum for Excellence Experiences & Outcomes and Benchmarks.

Es & Os	Benchmarks
HWB 2-20a – Personal & Social Education. Planning for choice & Changes	I am gaining experience that helps me recognise the relevance of my learning, skills & interests to my future life.
HWB 2-45a – P&SE. Positive relationships.	I am identifying & practicing skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing.
HWB 2-47A – P&SE. Positive relationships, physical changes	Identifies strategies to manage emotions
HWB 2-26a – P&SE. Physical Activity & Health, diet rest & sleep	Identifies and accesses opportunities for sport/OL within place of learning & community
HWB 2-23a – Physical Education. Confidence & Self Esteem	While working with others I improve my range of skills, demonstrate tactics & achieve identifiable skills.
HWB 2-24a – PE. Determination & Resilience	By reflecting on my own & others work & evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.
TCH 2-02a – Digital literacy. Searching, processing & managing information responsibly.	I can use digital technologies to search, access and retrieve information.
HWB 3-20a Planning for choices & changes	Identifies own interests, strengths & skills and uses them to support subject choice
HWB 3-25a Physical activity & health	Sustains daily moderate to vigorous physical activity
HWB 3-26a Physical activity & health	Accesses opportunities to develop/achieve sport/OL within place of learning & wider community
SCN 3-12a Biological Systems. Body systems & Cells.	I have explored the structure & function of organs & Organ systems.

Data Collection – we intend to use the “What zone would you be in?” (page 6) exercise for data collection where we can compare responses before, during and after a Blairvadach residential. We also ask all pupils to fill in a feedback form on their last day. We aim to be able to forward the data gained from both of these exercises on to you for your interest.



Please complete these questions and bring them with you when you arrive.

1. Please describe the overall aims of your class/year group's journey to Blairvadach this year
2. Please describe your year group / class that are coming to Blairvadach this year. General themes / history that will give the instructional team some background on this year's visitors from your school
3. Please describe and detail your school / class values that can be transferred by the Blairvadach staff into your residential week. For example, do you have a class charter?
4. How does the Blairvadach Residential fit into the Outdoor Learning journey of your school? How often and what type of outdoor learning experiences have your year group / class experienced before their arrival?
5. Have this year group / class taken part in a previous residential trip? If yes please give location and approximate date.
6. Are there any Health and Wellbeing and/ or 4 Capacities targets that are specifically relevant to your pupils?
7. Most relevant HWB Experience and Outcomes for your pupils that can be targeted at Blairvadach? (Max 3)
8. What topic areas have you recently covered, or are about to begin, that your Blairvadach week can enhance (i.e. WW2, Scottish history etc)?
9. What curricular areas have you covered recently or are you about to begin that could be added to, or extended whilst at Blairvadach?
10. Relevant curricular Experience and Outcomes that can be targeted (Please indicate your top 3 to prioritise). A full list of the Es & Os obtainable through our various activities is included below for your information.
 - Maths - Angles, distance, MTH 2-17c
 - Social Studies - Landscape SOC 2-07a
 - Sciences - Water Cycle SCN 2-05a
 - Sciences - Energy/Sustainability SCN 2-04 a and b

	Health and Wellbeing (HWB)	Social Studies (SOC)	Science (SCN)
Canoeing/Kayaking	2-21a, 2-22a, 2-23a, 2-24a, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-08a	2-08b
Hillwalking	2-19a, 2-21a, 2-22a, 2-23a, 2-24a, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-07a, 2-08a, 2-14a	3-01a, 2-05a
Biking	2-21a, 2-22a, 2-23a, 2-24, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-08a	
Ropes	2-19a, 2-21a, 2-22a, 2-24a, 2-23a, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-08a	
Orienteering	2-21a, 2-22a, 2-23a, 2-24a, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-08a, 2-14a	
Scrambling	2-21a, 2-22a, 2-23a, 2-24a, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-07a, 2-08a	
Climbing	2-21a, 2-22a, 2-23a, 2-24a, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-08a	
Sailing	2-21a, 2-22a, 2-23a, 2-24a, 2-25a, 2-27a, 2-28a, 2-44a, 2-44b, 2-45a	2-08a	2-08b
Pond		2-08a	3-01a, 2-02a, 2-05a
Seashore		2-08a	3-01a, 2-02a, 2-05a
Residential experience	2-19a, 2-27a, 2-28a, 2-29a, 2-33a, 2-44a, 2-44b, 2-45a		

On the final day of your visit each instructor will complete the following form for their group to show the curricular links they have made throughout their week.

Blairvadach across the curriculum

Record of learning experiences for _____ group:

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>
>
>
>
>
>
>

Literacy & English

- ☐ Write in your portfolio
- ☐ Contribute to a group discussion
- ☐ Write something on the board
- ☐ Express an opinion about an experience you have had
- ☐ Listen to instructions
- ☐

Modern Languages

- ☐ Learn a greeting from another language
- ☐ Learn the word for a piece of equipment
- ☐ Find the country on a map
- ☐

Literacy & Gàidhlig

- ☐ Do some board work in Gàidhlig
- ☐ Write in your portfolio
- ☐ Perform a task in Gàidhlig
- ☐ Learn some new words eg names of plants or equipment
- ☐

Gaelic (learners)

- ☐ Learn meanings of words from a map
- ☐

Mathematics

- ☐ Measure distance on a map
- ☐ Map skills, grid references and scale
- ☐ Time calculations in Blairvadach routine
- ☐ Money, eg cost of submarines etc
- ☐ Split times in orienteering
- ☐

Health and Wellbeing

- ☐ Connect with Nature
- ☐ Take part in challenging physical activity
- ☐ Being safe
- ☐ Managing risk
- ☐ Enjoying the company of friends
- ☐ Participate in a group activity
- ☐ Social interactions
- ☐ Playing outside
- ☐ Being active
- ☐ Learning physical skills
- ☐ Feeling valued and appreciated
- ☐ Feel a sense of achievement
- ☐ Have FUN!
- ☐

Sciences

- ☐ Pond study
- ☐ Investigate life on the seashore
- ☐ Use a microscope
- ☐ Food chains & webs
- ☐ Wild food
- ☐ Camp fires / fire making
- ☐ Consider the interconnectedness of nature
- ☐

Technologies

- ☐ Appropriate and safe use of tools
- ☐ Textiles
- ☐ Social media
- ☐ Microscopes
- ☐ Composting, recycling food waste
- ☐ Recycling
- ☐ Understanding plastics
- ☐ Sportident equipment (orienteering)

Expressive Arts

- ☐ Make a collage with natural objects
- ☐ Give a presentation to a group
- ☐ Draw a picture in your portfolio
- ☐ Find art in the landscape
- ☐ Play creatively
- ☐

Social studies

- ☐ Learn about the National Park
- ☐ Looking after each other
- ☐ Learn about conservation values
- ☐ Investigate the landscape
- ☐ Consider land uses
- ☐ The Outdoor Access Code
- ☐ Living together in a community
- ☐ Respecting other views
- ☐ Learn some facts about local history
- ☐

Religious and moral education

- ☐ Explore a wild place
- ☐ Talk about environmental issues
- ☐ Fair behaviour, taking your turn
- ☐ Take inspiration from nature
- ☐ Develop an emotional connection with nature
- ☐ The nuclear deterrent, Faslane, the Peace Camp
- ☐ BV prisoner of war camp, World War 2
- ☐ Plastic in the environment
- ☐ Respecting other cultures
- ☐

