

CFE TOPIC	LEVEL	FUTURE SKILLS	DESCRIPTION	RESEARCH TOPICS	INFORMATION LITERACY FRAMEWORK LEVEL (S) (Note – levels where skills sought appear to be above age/stage are in bold)
Planning for choices and changes	3	All skills	<i>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.</i> HWB 3-19a	Learning techniques. Lifestyle choices, careers, further education and similar. Topics.	Up to and including P31-32 Probably also 33-36
	3 and 4	ICT E-Lit, analytical skills., big picture connections, current affairs awareness, future orientation, gathering facts, image modelling, objective rational thinking, processing information, reaching conclusions, strategic planning, discovering, assimilation.	I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20	Careers information and similar information	Up to and including P31-32
	4	As above plus open to discussion and weighing up different points of view	Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and	<i>In terms of “informed choices”, this implies accessibility and comprehension of a</i>	Up to and including P31-32

			informed choices, set manageable goals and plan for my further transitions. HWB 4-19a	<i>wide range of information at a suitable reading and interest level.</i>	
Physical activity and sport	2 and 3	ICT E-lit, analytical skills, big picture connections, future orientation, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering.	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	Sport and leisure careers opportunities. Local sports facility information.	Up to and including P31-32 <i>Possibly also 33-36</i>
	4	Adapting communication, ICT E-lit, objective reporting, setting information out, analytical skills, big picture connections, future orientation, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, pushing boundaries, strategic planning	I can explain the role of sport in cultural heritage and have explored the opportunities available for me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond. HWB 4-26a	Sport in cultural heritage	Up to and including P31-32 <i>Possibly also 33-36</i>
Physical activity and health	4	ICT E-lit, analytical skills, big picture connections, future orientation, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering., perceptive interpretation, synthesizing skills, objective rational thinking, weighing up different points of view,	I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to	Statistics and information on sports participation. Scottish and worldwide health issues in relation to activity	Up to and including P31-32 <i>Possibly also 33-36</i>

		decision-making. Judgement.	discuss policies and inform my own health choices. HWB 4-28a		
Nutrition	4	ICT E-lit, analytical skills, big picture connections, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, adapting communication, setting information out, current affairs awareness, synthesizing skills, assimilation.	Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. HWB 4-30a	Food and health policy and dietary legislation.	Up to and including P31-32 <i>Possibly also 33-36</i>
	4	ICT E-lit, analytical skills, big picture connections, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, assimilation.	I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes. HWB 4-31a	<i>This implies information on the needs of different dietary requirements</i>	Up to and including P31-32
	4	ICT E-lit, analytical skills, big picture connections, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, adapting communication, setting information out.	Having assessed how lifestyle or life stages can impact on people's nutritional needs, I can explain how these needs are met. HWB 4-32b	Impact of lifestyles on nutritional needs	Up to and including P31-32
Food and the consumer	3 and 4	ICT E-lit, analytical skills, big picture connections, future orientation, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering., adapting communication, assimilation.	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 / HWB 4-34a	Issues affecting food choice (it is not clear, but this may include, marketing, geographical and environmental)	Up to and including P31-32

	4	ICT E-lit, analytical skills, big picture connections, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering.	Having investigated the effects of food processing on the nutritional value of foods, I can critically assess the place of processed foods in a healthy balanced diet. HWB 4-35a	Food processing and processed foods	Up to and including P31-32
	3	ICT E-lit, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, assimilation, synthesizing skills..	Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. HWB 3-36a	<i>“Knowledge” and “information” both have information literacy implications.</i> Topics would include nutrition and healthy eating	Up to and including P31-32
	4	ICT E-lit, analytical skills, big picture connections, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, judgement.	Having investigated the effects of food processing on the nutritional value of foods, I can critically assess the place of processed foods in a healthy balanced diet. HWB 4-35a	Processed foods and healthy diets	Up to and including P31-32
	4	ICT e-lit, adapting communication	I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. HWB 4-36a	Legal aspects of food packaging	Up to and including P31-32 <i>Possibly also 33-36</i>
	4	ICT E-lit, analytical skills, big picture connections, current affairs awareness gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering,	By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources. HWB 4-37a	Consumer issues including rights. Responsibilities and legal aspects	Up to and including P31-32 <i>Possibly also 33-36</i>

		open to discussion, adapting communication, setting information out, sharing ideas	I can explain basic legal rights and responsibilities of the consumer, recognising the agencies that can help. HWB 4-37b		
Substance misuse	3 and 4	ICT E-lit, analytical skills, big picture connections, future orientation, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, judgement, very observant, perceptive interpretation. .	<p>I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. HWB 3-43a / HWB 4-43a</p> <p>Through investigation, I can explain how images of substance use and misuse can influence people's behaviour. HWB 4-39a</p> <p>I know how to access information and support for substance-related issues. HWB 3-40b / HWB 4-40b</p> <p>I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options. HWB 3-43a / HWB 4-43a</p> <p>Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed. HWB 3-43b</p>	<i>All these seem related</i> The topic of substance abuse and its effects are the main topics. It is not clear how substance abuse in the local community could be investigated.	Up to and including P31-32 <i>Possibly also 33-36</i>

			<p>By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.</p> <p style="text-align: right;">HWB 4-43b</p> <p>I understand the local, national and international impact of substance misuse.</p> <p style="text-align: right;">HWB 4-43c</p>		
Relationships, sexual health and parenthood	3 and 4	ICT E-lit, analytical skills, big picture connections, current affairs awareness, gathering facts, image modelling, objective rational thinking, processing information, efficiency, discovering, independent working	<p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.</p> <p style="text-align: right;">HWB 3-48a / HWB 4-48a</p>	<p><i>Accessing services implies being able to find information about them, and to navigate websites, find appropriate information etc.</i></p> <p>Topics of local health and specialised services and advice would be main ones</p>	Up to and including P31-32
	3 and 4	ICT E-lit, analytical skills, big picture connections, gathering facts, objective rational thinking, processing information, discovering, adapting communication, setting information out.	<p>Through investigation I can explain the support available for parents and carers looking after babies and bringing up children.</p> <p style="text-align: right;">HWB 4-51b</p>	<p>Support services information.</p> <p>Information on looking after babies and children</p>	Up to and including P31-32

Notes: -

- 1) All the information in the first 2 & 4th columns above is taken from the final Health and Wellbeing experiences and outcomes document available on the Curriculum for Excellence website http://www.ltscotland.org.uk/Images/health_wellbeing_experiences_outcomes_tcm4-540029.doc
- 2) 3rd Level, according to the same website, is “in S1-S3”, and 4th level “broadly equates to SCQF Level 4”. I have not attempted to consider earlier levels, as only 3rd and 4th apply to secondary schools.
- 3) The page numbers refer to the information literacy framework <http://www.gcal.ac.uk/ils/documents/DraftFramework1g.pdf> (This document was consulted extensively before any page reference was determined to be the correct one.)

Comments:-

- 1) In the Literacy across learning document http://www.ltscotland.org.uk/Images/literacy_across_learning_principles_practice_tcm4-540093.doc , three “organisers” are highlighted, these being “listening and talking”, “reading” and “writing”. A search of the health and Wellbeing Experiences & outcomes document shows that “talking” and “literacy” both appear, although the latter is in the context of emotional literacy. The word “listen” does appear, but only in the context of adults listening to children’s concerns.

CURRICULUM FOR EXCELLENCE

HEALTH & WELLBEING EXPERIENCES AND OUTCOMES

Skills Analysis

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April 2009