

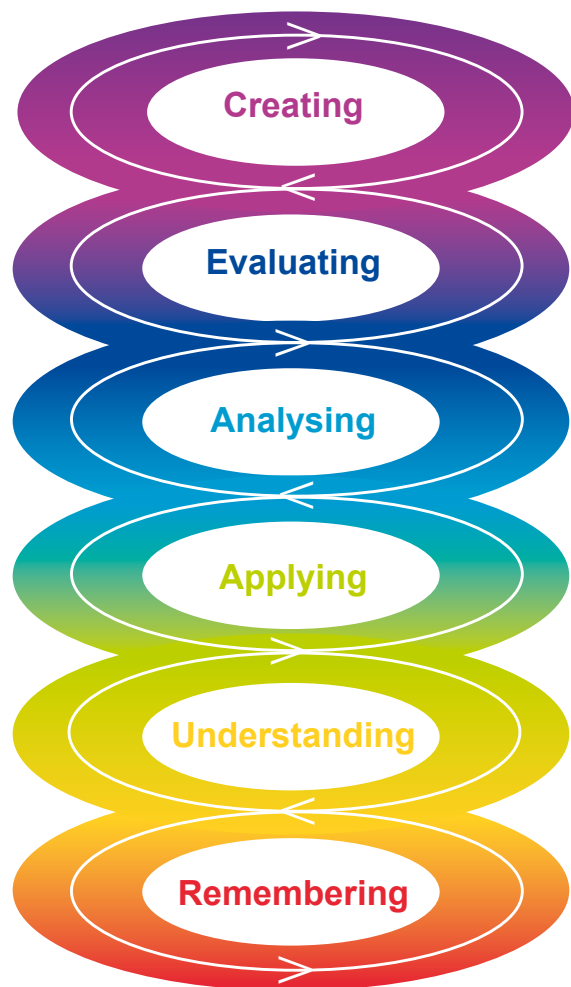
# FOOD FOR THOUGHT

Supporting practitioners to explore the progression of skills  
in food, health and technologies experiences and outcomes



Transforming lives through learning

## Skills path



## Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

This resource provides support materials that can be used to plan learning and teaching approaches to help with the delivery of the broad general education of Curriculum for Excellence.

The focus of the resource is the curriculum area of Health and Wellbeing, in particular the Food and Health and Technologies experiences and outcomes.

What is a skill? It is a learned capacity or ability to do something well?

Keir Bloomer and Chris McIlroy explore the nature of skills, in their work *'Curriculum for Excellence - Developing Skills'*, "Skill can suggest manual dexterity and physical accomplishment. It can refer to simple techniques or to the most complex intellectual operations. Skills can be very specific as in vocational learning or highly transferable like reading. Young people must be supported to lead happy, worthwhile and fulfilled lives in unprecedented circumstances. This requires personal and interpersonal skills, emotional intelligence, resilience, self-management skills and so forth. Whether viewed from an economic or social perspective, therefore the promotion of skills is central to the success for *Curriculum for Excellence*."

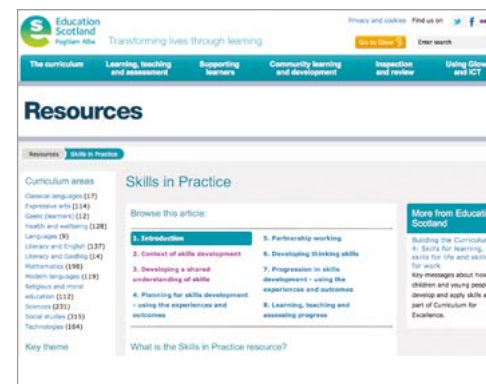
This resource aims to provide suggestions on how the development of thinking skills could support with the planning of learning and teaching. One of the benefits of developing thinking skills with learners is that they are transferable in nature. Practitioners can use Bloom's taxonomy to evaluate the extent to which challenge is being built into planned learners' experiences. This allows staff to evaluate their questioning and tasks and identify how to increase challenge or design learning experiences that require learners to apply their knowledge and skills. With practise learners can reflect on prior learning and understand and manage next steps in their own learning.

It further exemplifies how this taxonomy can support planning for progression and next steps, while also considering breadth, challenge and application.

Learners should also be encouraged to capture their rich learning and record this in a variety of ways including in profiles/e-portfolio and Personal Learning Planning. Therefore providing the opportunity to reflect on the skills developed and plan for next steps in their learning.

Exploring the language of thinking and employability skills will help learners to develop their understanding of skills making connections across Curriculum for Excellence and into the world of work.

## Skills for learning, life and work



- ✓ Skills for learning, life and work, as described in Building the Curriculum 4, are embedded within the experiences and outcomes and throughout the National Qualifications.
- ✓ This will help to provide deep and relevant learning experiences which meet the needs of all learners.
- ✓ It also highlights the Scottish Government's Skills for Employability which can naturally be developed alongside through these suggested rich learning opportunities.
- ✓ Learning opportunities to allow for the progression of these skills should be an integral part of planning in all schools, and should be developed alongside the experiences and outcomes.
- ✓ Their progression is signposted through the levels, from early to fourth and beyond, to ensure that learners have opportunities to apply and develop skills and further extend these into the world of work.

### Skills in Practice—<https://education.gov.scot/improvement/hwb18-food-and-health-skills-support-resource>

This resource has been designed for use by practitioners and local authority staff to help them review and adapt their current approaches to developing skills for learning, life and work in the context of Curriculum for Excellence.

A key aspect of the resource is to help facilitate reflection on planning for skills development, while considering what progression, learning and teaching and assessment could look like in your setting.

The Scottish Government's [Skills for Life: a lifelong skills strategy](http://www.scotland.gov.uk/Resource/Doc/197204/0052752.pdf) (<http://www.scotland.gov.uk/Resource/Doc/197204/0052752.pdf>) highlights the ten 'softer' employability skills:

Managing time

Working with others

Planning and organising

Thinking critically and creatively

Communicating – oral and written

Learning and continuing to learn

Solving problems

Taking responsibility for own development

Undertaking tasks at short notice

Managing and being managed by others

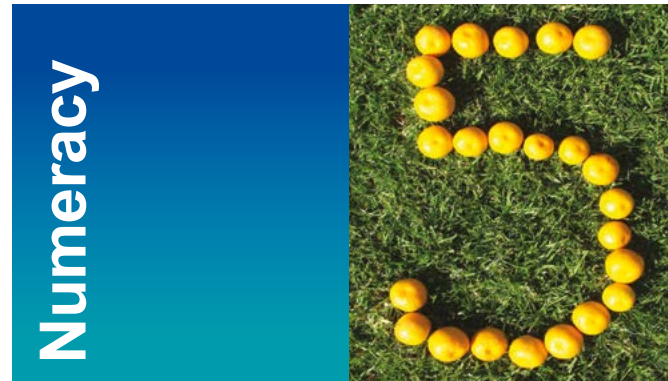


# Responsibility of All

All practitioners, as they make use of the experiences and outcomes to plan learning, will ensure that the literacy, numeracy and health and wellbeing skills are developed from early levels and beyond, into lifelong learning.



- **Listening and talking** are vital communication skills when working in food related environments or preparing food at home
- Having a good **vocabulary** in order to be able to describe tasting experiences, express preferences and adapting menus in response to verbal feedback are useful attributes for learners
- **Reading** recipes, following instructions accurately, learning about new ingredients and methods of cooking, reading food labelling, developing media literacy to decode advertising in order to make informed food choices are skills that will serve learners well for life
- **Writing** in different media e.g. shopping lists, menu planning and adapting recipes etc. Some learners may take this further and enhance their writing skills to write about contemporary food issues



- **Estimation and rounding** are key skills in making reasonable, accurate and real life food calculations to judge portion size and prevent food waste
- **Number processes, fractions, percentages** and **weighing** and **measuring** are key skills in following a recipe/adapting a recipe, portion sizing, dividing food bills both mentally or digitally
- **Money** skills are essential for budgeting, costing for daily food choices, planning a family shop or working in a catering context
- **Time** management skills are vital in food preparation, cooking, presentation of food, food safety and event planning
- **Data and analysis** competency skills are essential for working out nutritional content, understanding labelling or planning for special dietary requirements
- **Ideas of chance and uncertainty** skills come to the fore in high pressured food preparation, adapting to changing circumstances, planning for large numbers or making food last under financial constraints



- Often food brings people together socially and key skills about **personal interactions** are learned. Food can be a relevant context for developing **social wellbeing**, being able to make friends and learn as part of a group in a range of situations
- **Physical wellbeing** and understanding and the part good nutrition plays in taking care of the human body are essential during key years of development and beyond
- In **planning for choices and changes** the importance of enhancing knowledge of how to prepare food serves learners well for life and could help link to future employment opportunities
- Knowledge that results in participation in regular **physical activity** demonstrates an understanding of how energy balance is vital to learners **mental, physical and emotionally wellbeing**

# Skills Scaffolding

## Remembering

tell, list, describe, relate, locate, write, find, state, name, identify, label, recall, define, recognise, match, reproduce, memorise, draw, select, write, recite, retain, count, quote, read, point, repeat, know by heart, think back, discover, record, retell, visualize

### Suggestions for Evidence

**remember** ingredients of a recipe

**describe** the sequence of executing a recipe

**reproduce** techniques of preparing different types of food

## Understanding

explain, interpret, discuss, predict, distinguish, translate, describe, compare, differentiate, extend, contrast, demonstrate, express, identify, indicate, report, relate, paraphrase, convert, discern, grasp, master, recognise, fathom

### Suggestions for Evidence

**predict** the effects of using particular ingredients on the end product

**demonstrate** a variety of ways to prepare vegetables

**explain** cultural differences

## Applying

solve, modify, use, calculate, change, choose, experiment, show, complete, construct, prepare, produce, collect, determine, illustrate, classify, testing, adopting, practicing, transfer, make, try, inquire, list, establish, judge, simulate

### Suggestions for Evidence

**examine** nutrition labels

**produce** a meal for a toddler showing appropriate portion sizes

**modify** a menu/costs when given dietary needs or allocated budget

## Analysing

analyse, contrast, distinguish, separate, explain, categorise, advertise, deduce, illustrate, compare, select, discriminate, order, devise, contrast, investigate, deduce, scrutinise, experiment, outline, plan, question, test, diagram

### Suggestions for Evidence

**classify** different food groups likes and dislikes

**compare** vitamin content before and after cooking

**select** and prepare ingredients that will add flavour to reduce the need for salt in a recipe

## Evaluating

judge, critique, justify, analyse, appraise, compare, decide, recommend, summarise, assess, choose, convince, defend, estimate, grade, measure, predict, select, test, argue, consider, debate, weigh, calculate, inspect, decide

### Suggestions for Evidence

**judge** a partners technical skills in preparing a meal

**critique** taste, texture and appearance of food you have prepared

**justify** choices for a meal that meets specific dietary requirements

## Creating

design, invent, compose, forecast, plan, construct, create, combine, formulate, invent, develop, modify, organise, produce, role play, imagine, arrange, collaborate, write, devise, make, explain, simulate, speculate, structure, test, prepare, assemble, explain, compile, integrate, adapt, question

### Suggestions for Evidence

**organise** an event and prepare appropriate food

**create** a meal that is suitable for a cultural theme

**develop** menus with new and unfamiliar ingredients

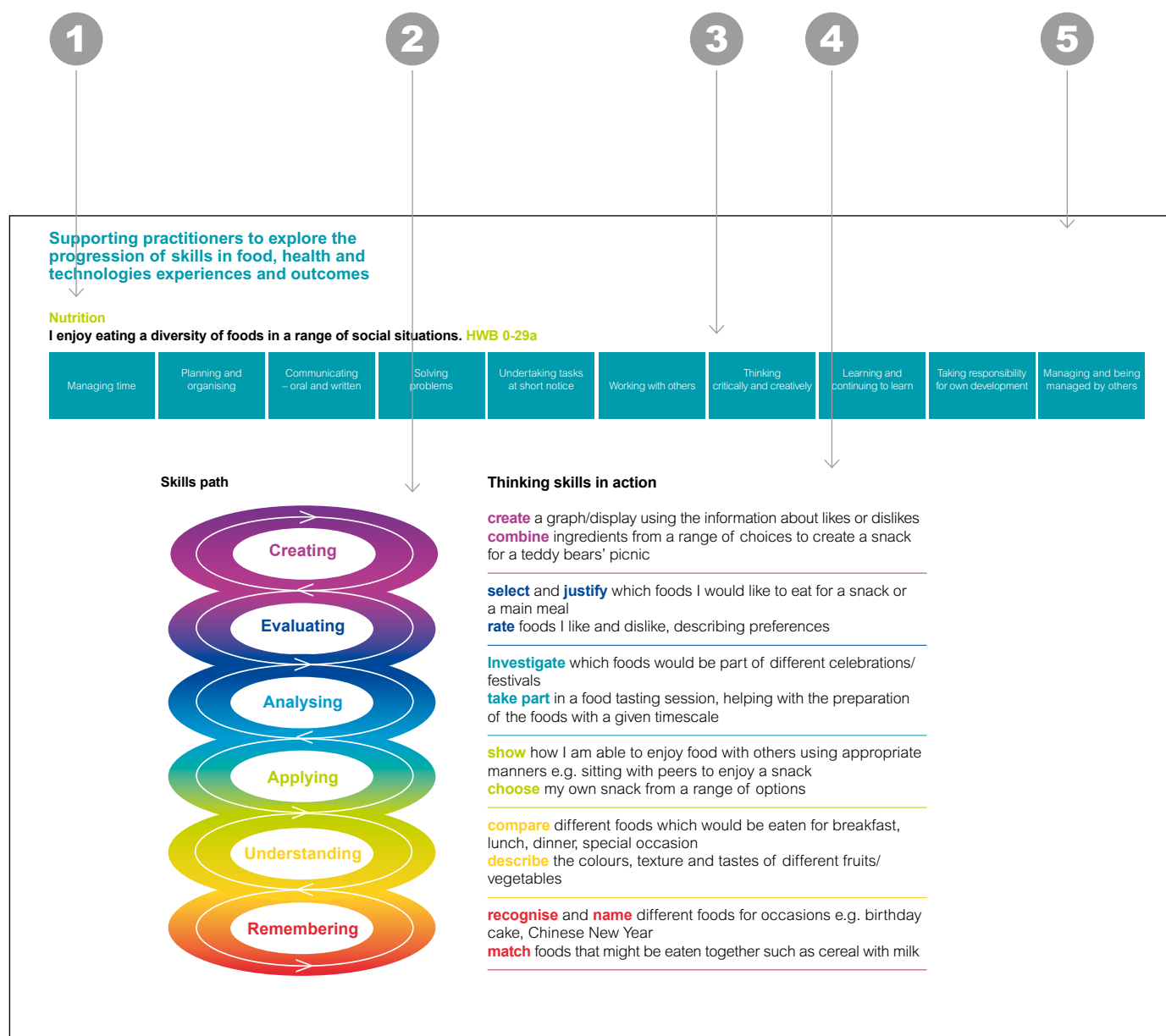
# Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

## Using the resource

- 1 The **experiences and outcomes** will help you to achieve **progression** because they contain 'signposts' or words which signal progression of skills within levels and in between the levels.

The Professional learning resource: Assessing progress and achievement in Health and Wellbeing — Food and Health (<https://education.gov.scot/improvement/curriculum-for-excellence-benchmarks>) supports professional learning and reflection by providing further information on the significant aspects of learning and an outline of what breadth, challenge and application look like. It is designed to support quality assurance and moderation activities in planning for progression and approaches to managing assessment.

- 2 Bloom's revised taxonomy promotes effective questioning, creating deeper understanding in learners. Practitioners could use the spiral to evaluate the level of challenge within the planned learning.
- 3 When planning the delivery of learning activities practitioners have the opportunity to highlight the **Scottish Governments Skills for Employability** (<http://www.scotland.gov.uk/Resource/Doc/197204/0052752.pdf>) which can be developed throughout these suggested rich learning opportunities.
- 4 Each table shows the **thinking skills in action** for each individual experience and outcome in food, health and technologies.
- 5 Access the full resource online at <https://education.gov.scot/improvement/hwb18-food-and-health-skills-support-resource> where you will be able to view the suggested ideas for learning and teaching for each food, health and technologies experience and outcome. You will also be able to download a blank template to add your own ideas and develop further.



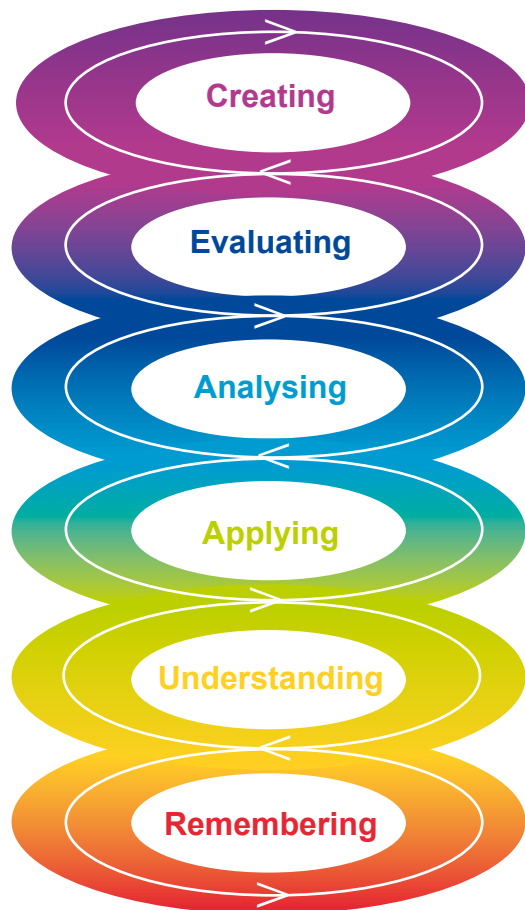
# Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

## Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 0-29a**

Managing time	Planning and organising	Communicating – oral and written	Solving problems	Undertaking tasks at short notice	Working with others	Thinking critically and creatively	Learning and continuing to learn	Taking responsibility for own development	Managing and being managed by others
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### Skills path



### Thinking skills in action

**create** a graph/display using the information about likes or dislikes  
**combine** ingredients from a range of choices to create a snack for a teddy bears' picnic

**select** and **justify** which foods I would like to eat for a snack or a main meal  
**rate** foods I like and dislike, describing preferences

**Investigate** which foods would be part of different celebrations/festivals  
**take part** in a food tasting session, helping with the preparation of the foods within a given timescale

**show** how I am able to enjoy food with others using appropriate manners e.g. sitting with peers to enjoy a snack  
**choose** my own snack from a range of options

**compare** different foods which would be eaten for breakfast, lunch, dinner, special occasion  
**describe** the colours, texture and tastes of different fruits/vegetables

**recognise** and **name** different foods for occasions e.g. birthday cake, Chinese New Year  
**match** foods that might be eaten together such as cereal with milk

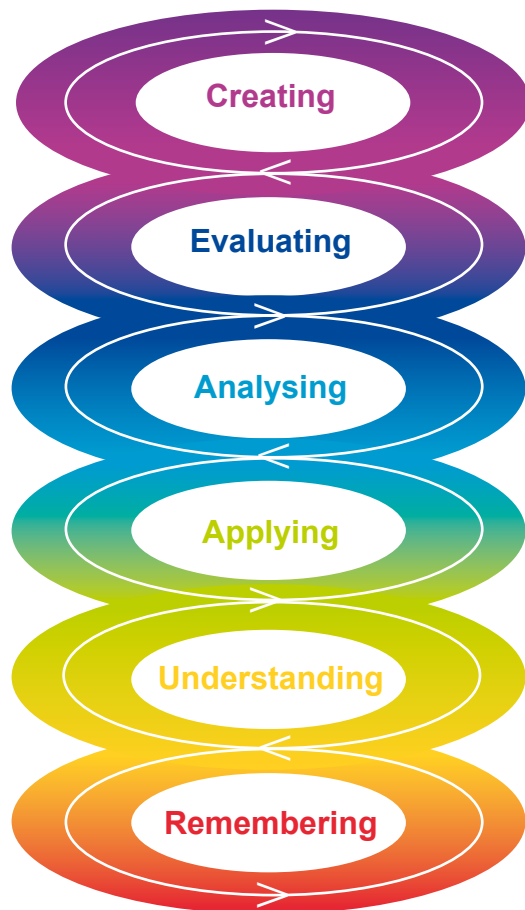
# Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

## Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 1-29a**

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### Skills path



### Thinking skills in action

**plan** and **create** foods for a cultural event within a given timescale e.g. Burns Supper, Chinese New Year, harvest etc

**discuss** food related issues such as “do you think it is important for families to sit round a table at mealtimes?”

**rate** and taste different staple foods e.g. breads, potatoes, rice, noodles

**analyse** the findings of the class likes and dislikes and present results using different graph styles

**identify** the most unusual foods tried by the class/teachers/parents

**investigate** the food likes and dislikes of the class

**select** foods that can be eaten as a packed lunch

**describe** to the class what good table manners are

**explain** what might happen in a restaurant e.g. sit at table, look at menu, decide what to have, order food etc.

**compare** by tasting the foods different cultures have at celebration times such as birthdays, religious celebrations etc.

**describe** different places that people can eat food such as at home, in a cafe, restaurant

**list** flavours and textures of foods e.g. sweet, sour, smooth, crunchy



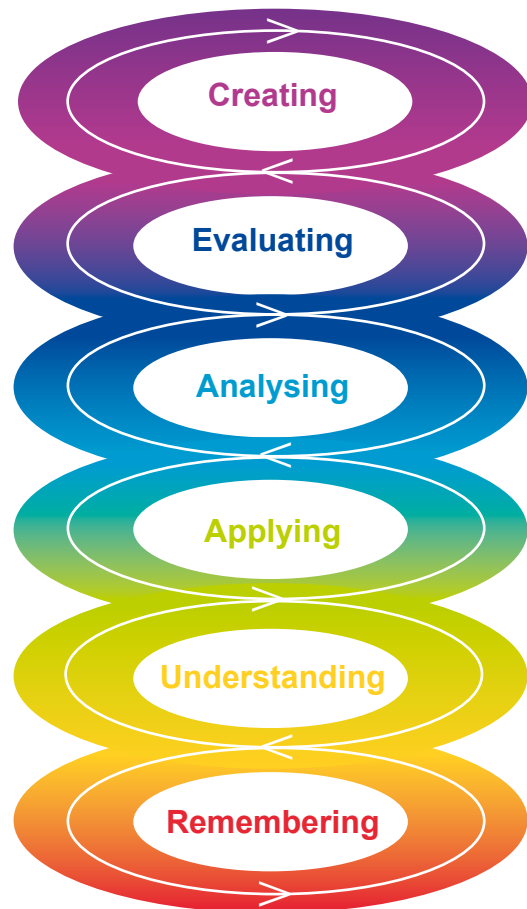
# Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

## Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 2-29a**

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### Skills path



### Thinking skills in action

**devise** a set of guidelines for good manners in the dining hall  
**plan** a community event and **create** suitable food e.g. World War One themed tea dance, literacy themed event for nursery pupils

**select** and **prepare** fruits/vegetables from each colour for a tasting session

**discuss** your thoughts on food related issues such as “why should we eat five portions of fruit and vegetables a day?”

**illustrate** the range of colours of fruits and vegetables, e.g. present as a rainbow

**explain** why we should have a ‘colourful’ diet

**translate** a menu from a foreign country

**practice** ordering foods in another language

**demonstrate** using role play how to order food in a restaurant, take turns of being server/customer

**find out** about how other cultures eat, are their meal times like ours?

**describe** the taste/texture of a range fruits and vegetables

**write** out a menu for a community event/restaurant

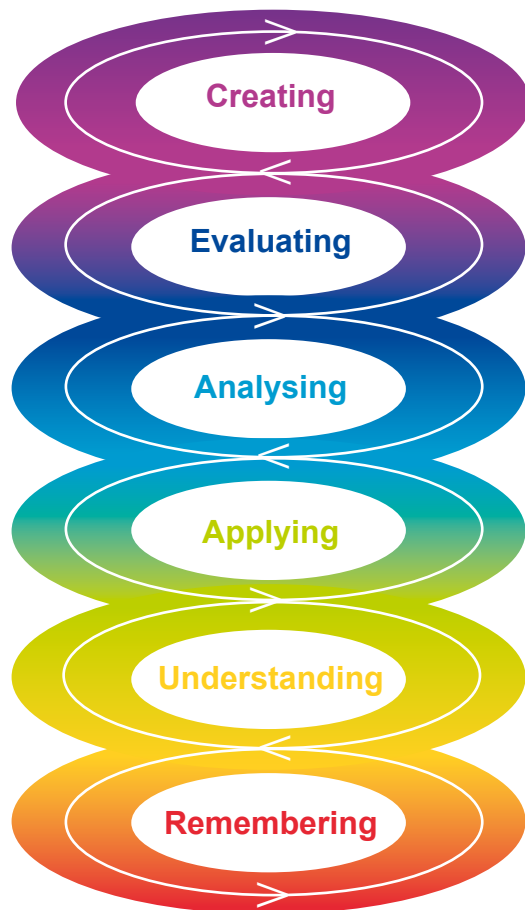
# Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

## Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 3-29a**

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### Skills path



### Thinking skills in action

**create** a soup using locally sourced produce  
**develop** a bread/bread style e.g. flat bread, savoury scone to serve with the bread using a diversity of ingredients

**choose** and **prepare**, managing time appropriately, a selection of foods to be served at a school event  
**rate** a selection of similar foods such as a selection of cheeses, variety of different apples

**investigate** using practical food examples the senses that are used when eating such as sight, smell, taste, touch  
**explain** why different countries have different staple foods

**calculate** the costs of the ingredients of dish you have prepared  
**produce** foods based on staple foods e.g. Commonwealth countries

**explain/discuss** the reasons that could influence food choice such as likes/dislike, religion, beliefs, culture, finance  
**demonstrate** how to prepare a simple dish from another country

**write** a review of a meal you have eaten discussing the flavours, textures, presentation and selection of food available  
**locate** and **identify** on a map where locally produced foods are grown

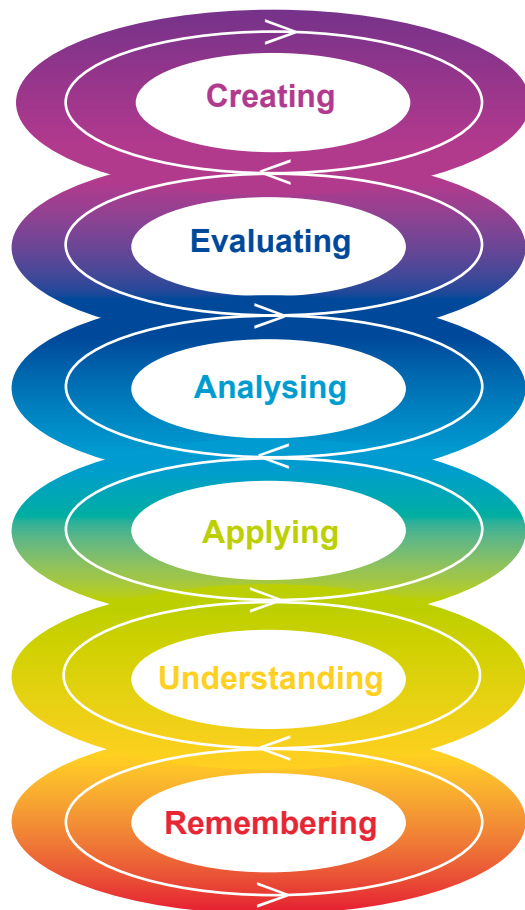
# Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

## Nutrition

I enjoy eating a diversity of foods in a range of social situations. **HWB 4-29a**

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### Skills path



### Thinking skills in action

**adapt** a dish for a children's menu that you think will be popular but offer good nutrition

**devise** an imaginative children's menu

**evaluate** the dish in relation to cost, presentation and taste

**select** appropriate ingredients and prepare a dish, within a given timescale, for a specific type of café/restaurant e.g. tapas, high-end restaurant

**compare** a selection of foods using sensory analysis techniques e.g. dishes to suitable different dietary requirements

**investigate** a range of menus and the diversity of food on offer e.g. takeaways, high-end restaurants, children's menus

**practice** a range of food preparation techniques

**produce** a selection of foods using different cookery methods

**explain** the meanings of a variety of culinary terms

**discuss** how to adapt recipes to meet the needs of a range of customers

**write** to local restaurant/college to enquire about a class visit

**list** potential dietary requirements to consider when planning a menu for a restaurant e.g. vegetarian, nut allergy, gluten free

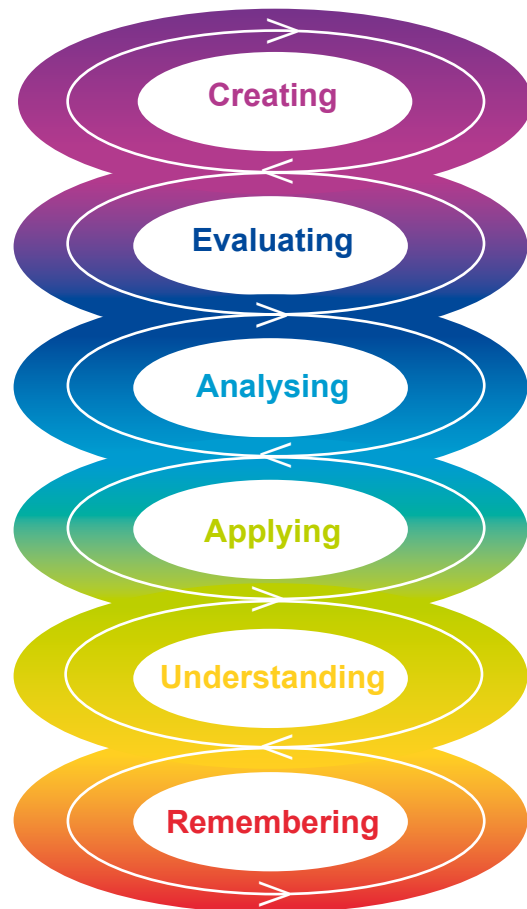
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## Food and textiles contexts for developing technological skills and knowledge

I can share my thoughts with others to help develop ideas and solve problems. TCH 0-04c

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### Skills path



### Thinking skills in action

**make** a bowl of soup with local ingredients

**make** the Christmas decoration using selected design and materials

**compare** ideas in a group of what might happen if we added different ingredients i.e. adding cream tomato soup change in colour, taste and texture or chopped the vegetables in a different way

**justify** how your choice of resources links to the design task

**analysing** the changes to the vegetable during the soup making process

**explain** how you will hang your decoration on the tree

**select** from range of cooking utensils the most appropriate for making soup

**select** a design for your decoration e.g. snowman, Christmas tree, star

**explain** the process of making soup with the group

**explain** the tasks involved with making the decoration e.g. selecting material, cutting, gluing

**name** the utensils and ingredients that are needed for making soup

**name** the resources that are needed for making a fabric Christmas decoration

# Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

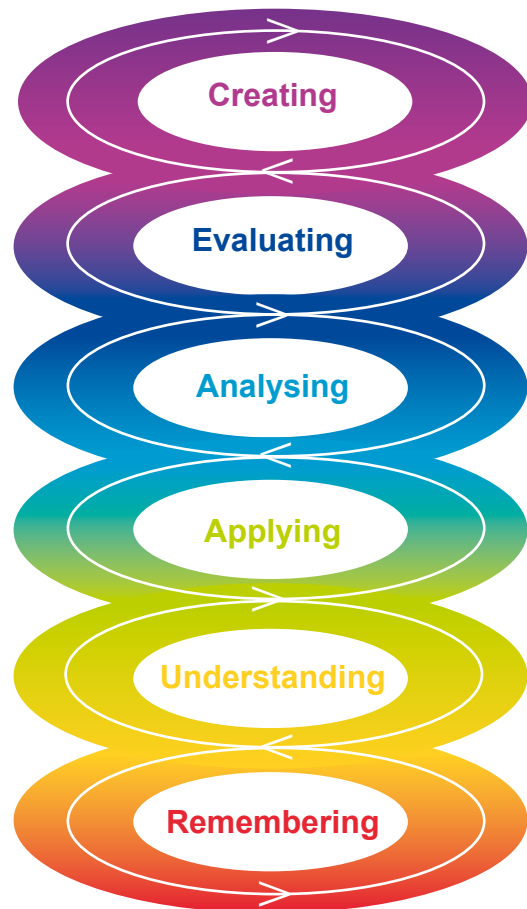
## Food and textiles contexts for developing technological skills and knowledge

I am developing and using problem-solving strategies to meet design challenges with a food or textile

focus. TCH 1-04c

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### Skills path



### Thinking skills in action

**plan** sales marketing strategy  
**create** food/textile products for sale at a school fund raising event

**decide** on a timetable for the production of the food/textile products  
**predict** how many food/textile items to make to maximise profits and minimise waste

**select** successful items for production  
**analyse** results of prototype testing to identify any modifications

**illustrate** test results creatively  
**produce** prototypes to test popularity of potential food/textile products

**research** and explore some of these ideas further  
**discuss** potential ideas for food/textile products

**list** the potential customers/target market for the event  
**identify** the key points to consider in meeting the design challenge



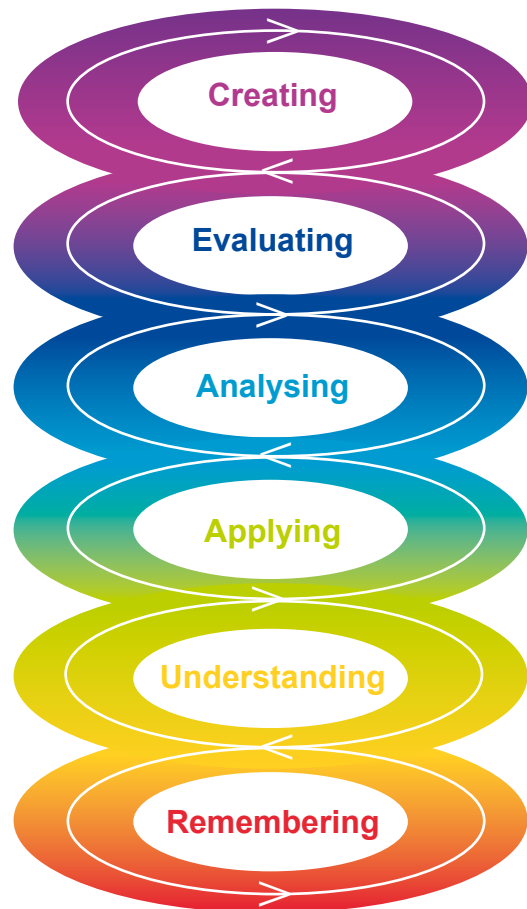
## Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

### Food and textiles contexts for developing technological skills and knowledge

By using problem-solving strategies and showing creativity in a design challenge, I can plan, develop, make and evaluate food or textile items which meet needs at home or in the world of work. **TCH 3-04c**

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#### Skills path



#### Thinking skills in action

**design** a new, innovative fashion/textile item based on the creation and evaluation processes

**evaluate** how your fashion/textile item could be improved to meet the needs of the design challenge better

**investigate** how the fashion/textile item meets the needs of the challenge by forming a questionnaire to the target group

**construct** the fashion/textile item to meet the needs of the challenge within the given timescale

**outline** how you will make your item by forming a plan showing the sequence of events in making your item

**research** materials/resources available in order to make your food/textile item(s)

**brainstorm** design ideas and show these through the use of a moodboard, a mind map, descriptions or drawings

**identify** the main points of the design brief

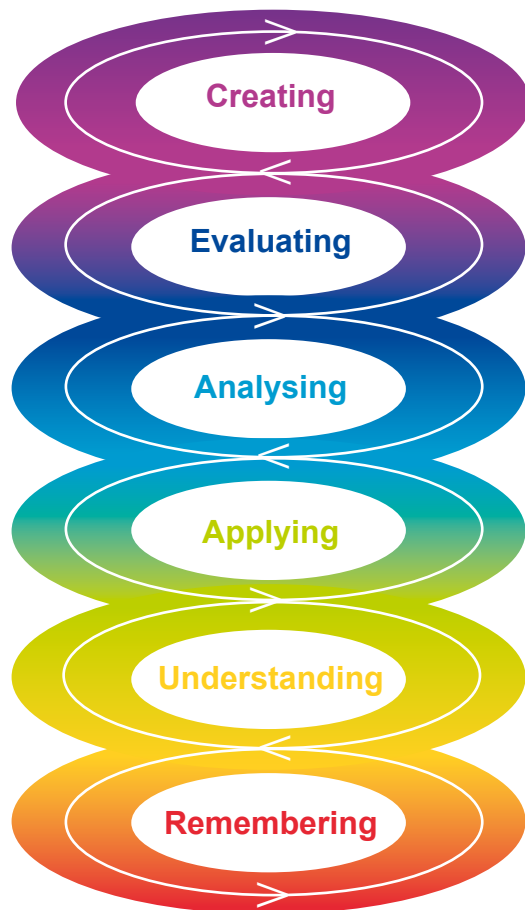
## Supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes

### Food and textiles contexts for developing technological skills and knowledge

Showing creativity and innovation, I can design, plan and produce increasingly complex food or textile items which satisfy the needs of the user, at home or in the world of work. **TCH4-04c**

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#### Skills path



#### Thinking skills in action

**create** your final design in the form of a food/textile item by a given deadline

**develop** your idea further to incorporate these modifications

**recommend** which items to develop further with appropriate modifications

**assess** design ideas against original design brief

**explain** how the design ideas meet the needs of the user in the creation of a food/textile item

**test** items using sensory analysis to see how well they satisfy the needs of the user

**prepare** items for testing

**judge** the most appropriate design ideas to meet the needs of the user

**summarise** your findings and present to the class

**visualise** your ideas through the formation of a moodboard

**describe** the types of items which could potentially be made

**describe** the needs of the user

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To request printed copies of this resource please email: [HealthandWellbeing@educationscotland.gov.uk](mailto:HealthandWellbeing@educationscotland.gov.uk)

The Food for Thought: supporting practitioners to explore the progression of skills in food, health and technologies experiences and outcomes booklet are available online to print off.