

Oxfam Education Resource – The Global Food Crisis

October 2008

Scottish Curriculum Links – Curriculum for Excellence: Draft Experiences and Outcomes, & New Curriculum Levels

The Global Food Crisis teaching resource contributes to the four competencies at the heart of Curriculum for Excellence. Intended for 11 – 16 year olds, the resource links to draft experiences and outcomes in a number of subject areas. The resource is primarily applicable to Social Studies (People, Place and Environment, and People in Society, Economy and Business), and more broadly links to learning experiences and outcomes in Technologies, Literacy and English, Religious and Moral Education, and Science. Details of links to the Curriculum for Excellence draft experiences and outcomes are given for second, third and fourth levels of the curriculum.

The Four Competencies of Curriculum for Excellence

The activities link with the following selected elements of the four competencies:

<p>Successful Learners: Openness to thinking and new ideas Think creatively and independently Learn independently and as part of a group Make reasoned evaluations Link and apply different kinds of learning in new situations</p>	<p>Confident Individuals: Secure values and beliefs Relate to others and manage themselves Develop and communicate their own beliefs and view of the world Achieve success in different areas of activity</p>
<p>Responsible Citizens: Commitment to participate responsibly in political, economic, social and cultural life Understand different beliefs and cultures Make informed choices and decisions Evaluate environmental, scientific and technological issues Develop informed, ethical views of complex issues</p>	<p>Effective Contributors: Communicate in different ways and in different settings Work in partnership and in teams Apply critical thinking in new contexts Create and develop Solve problems</p>

Subject Links

Social Studies

Links to overarching experiences for social studies:

- Develop their understanding of their own values, beliefs and cultures and those of others
- Learn how to locate, explore and link periods, people and events in time and place
- Learn how to locate, explore and link features and places locally and further afield
- Develop an understanding of concepts that stimulate enterprise and influence business

People, place and environment	
Second Level (to end of P7)	I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area (SOC213K)
Third Level (S1 to S3)	Having explored the impact of an extreme natural event or hazard on people's lives, I can offer suggestions on how individuals, governments or agencies might respond to such situations and mitigate the effects (SOC 309F) Having investigated an environmental issue, I can put forward arguments about the possible consequences for my life and others and make informed suggestions about ways to manage the impact (SOC310G) By comparing a more economically developed country with a less economically developed country, I understand the reasons for social and economic differences and can discuss the possibilities for reducing these differences (SOC 311H)
Fourth Level (S1 to S3)	Having studied how a natural resource is formed and used, I can discuss the issues around the sustainability of the resource and the possible consequences for myself and others (SOC415G) I have discussed the issues around the role of agriculture in the production of food and raw material and can present conclusions about the environmental impacts and sustainability (SOC417G) Having examined development in transport infrastructure in a selected area, I can present informed views on the importance of developing sustainable systems (SOC418G) I can develop my understanding of the interaction between humans and the environment by describing and assessing the

	<p>impact of human activity on an area (SOC419G)</p> <p>Having explored the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment (SOC422H)</p> <p>I can explain how the distribution and control of important natural resources affects the power and influence exerted by states internationally (SOC423H)</p> <p>I can develop my understanding of the interaction between humans and the environment by describing and assessing the impact of the physical environment on human activity (SOC428K)</p>
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People in society, economy and business	
<p>Second Level <i>(to end of P7)</i></p>	<p>By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences (SOC220Q)</p> <p>Through exploring ethical trading, I can understand how people's basic needs are the same around the world, discussing why some societies are more able to meet these needs than others (SOC221R)</p> <p>I can identify essential goods and services, discuss the different ways to pay for them, considering the benefits and risks of each method (SOC222S)</p>
<p>Third Level <i>(S1 to S3)</i></p>	<p>Having identified a group who experience inequality, I can describe the effects on their lives and suggest ways in which their needs could be better met (SOC316M)</p> <p>Having investigated the ways in which I can be informed, I can discuss the extent to which my choices and decisions are influenced by them (SOC319N)</p> <p>I can describe how the interdependence of countries affects levels of development, considering the effects on people's lives (SOC321Q)</p> <p>By considering the response of agencies to a recent international crisis, I can relate this to how they might respond in another real or imaginary crisis (SOC322Q)</p> <p>Using my knowledge of the needs and wants of societies, I can explore how businesses try to satisfy them and can consider ethical issues related to business practice (SOC323R)</p> <p>By investigating the globalisation of trade, I can present</p>

	conclusions about its impact on patterns of work and conditions of employment in Scotland, the UK or beyond (SOC324R)
Fourth Level (S1 to S3)	<p>Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected (SOC432N)</p> <p>By exploring how countries or organisations have expanded their power and influence, I can present my findings on the impact on the cultures, attitudes and experiences of those involved (SOC439Q)</p> <p>Having investigated how an economic system allocates and uses resources, I can explain how this affects individuals and businesses or organisations (SOC441R)</p> <p>Having explored private, public and voluntary organisations, I can identify and discuss their purposes and features and consider their relationship with stakeholders (SOC442R)</p>

Technologies

Links to overarching experiences for Technologies:

- Develop a considered understanding of the role and impact of technologies in changing and influencing societies
- Contribute to building a better world by taking responsible, ethical actions to improve their lives, the lives of others and the environment
- Become informed consumers and producers who have an appreciation of the merits and impacts of products and services
- Be capable of making reasoned choices relating to the environment, sustainable development and ethical, economic and cultural issues

Second Level (to end of P7)	I can investigate the use and development of renewable and sustainable energy to gain an awareness of their growing importance in Scotland or beyond (TCH204B)
Third Level (S1 to S3)	Throughout my learning, I can reflect on the ethical issues arising from technological developments for individuals and societies (TCH304B / ALL)
Fourth Level (S1 to S3)	I can examine a range of materials, processes or designs in my local community to consider their environmental, social and economic impact, discussing the possible lifetime cost to the environment in Scotland and beyond (TCH404B / ALL)

Literacy and English

Overarching experiences for literacy and language learning:

- I communicate, collaborate and build relationships
- I learn to reflect on and explain my thinking
- I appreciate the power of language to influence and bring about change
- I develop an understanding of relationships, motivations, ideas and actions

Tools for Talking and Listening	
Second Level <i>(to end of P7)</i>	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 (LIT202B)
Third Level <i>(S1 to S3)</i>	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 (LIT302B) I can respond in ways appropriate to my role and use contributions to reflect on, clarify or adapt thinking (LIT302B)
Fourth Level <i>(S1 to S3)</i>	When I engage with others I can make a relevant contribution, ensure that everyone has an opportunity to contribute and encourage others to take account of others' point of view or alternative suggestions (LIT402B) I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking (LIT402B)

Finding and using information	
Second Level <i>(to end of P7)</i>	I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others (LIT106F)
Third Level <i>(S1 – S3)</i>	I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience (LIT206F / LIT306 F)
Forth Level <i>(S1 – S3)</i>	I can independently select ideas and appropriate information for different purposes, organise essential information or ideas and any supporting detail in a logical order and use suitable vocabulary to communicate effectively to my audience (LIT406F)

Religious and Moral Education

Overarching experiences for religious and moral education:

- Develop their own values and beliefs and put these into practical action in order to promote a more just, equal and compassionate society
- Develop empathy, tolerance and respect for others and so learn to value diversity and combat prejudice and discrimination
- Have the opportunity to search for meaning, value and purpose in life through relating all areas of learning to their own developing beliefs, values and practices
- Explore the development of beliefs and values, including non-religious perspectives

Science

<p>Second Level <i>(to end of P7)</i></p>	<p>Sustainability: I can research a major environmental or sustainability issue of national or global importance and report on my findings (SCN202A)</p>
<p>Fourth Level <i>(S1 to S3)</i></p>	<p>Sustainability: Using my knowledge and understanding, I can express an informed view on a national or global environmental issue (SCN403A Bio/Chem)</p> <p>Energy Sources: I can express an informed view on the risks and benefits of future fuel options, including those which are produced from plants (SCN415G Bio/Chem)</p> <p>Topical Science: I have researched a new development in science and can show how its current or future application might impact on modern life (SCN443BB ALL)</p> <p>Having selected a scientific theme of topical interest, I can critically analyse the issues, and use relevant information to develop an informed argument (SCN444BB ALL)</p>