



# Link Community Development Scotland Link Schools Programme. Curriculum for Excellence Experiences and Outcomes: Third and Fourth Level

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**

Impact of the Link Schools Programme

Link Schools share recipes and other information about food production and preparation with their partners which supports teaching and learning.

For example:

Rothsay Joint Campus shared information with their partner school on food, health and diet by creating pictures of different foods grown locally at different seasons, growing produce from each other's countries in school gardens and sharing photographs of this, and mapping the cycle of food production and consumption. This led to discussions about the health implications of diet in Scotland and Malawi.

Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion.

**HWB 3-34a, HWB 4-34a**

Impact of the Link Schools Programme

By exchanging letters with partners in Africa, Scottish pupils learn about food sources and customs in another part of the world.

For example:

In letter exchanges in January many Scottish schools told their African partners about Burns Night celebrations and learned about the celebrations and food customs of their partners.

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

**HWB 3-09a, HWB 4-09a**

Impact of the Link Schools Programme

Link Community Development encourages pupils to explore these issues through joint activities with their partner schools on the right to education or rights and responsibilities.

For example:

The Link Schools Programme 'Why do you go to School' joint poster activity raised awareness of the importance of education and highlighted the Millennium Development Goal target of securing primary school education for all children.

The joint activity on Rights and Responsibilities (March 2010) encouraged partner schools to work together to research, identify and compare their rights and responsibilities and draw up a whole school rights and responsibilities charter.

## Health and Wellbeing



I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

**HWB 3-10a, HWB 4-10a**

Impact of the Link Schools Programme

Link Community Development activities for Link Schools encourage pupils to think of children's rights, equality and respect. They may receive Rights Respecting Schools Awards as a result.

For example:

Some Link Schools have explored children's rights with their partner in Africa and gained Rights Respecting School status, awarded by UNICEF. This involves pupils' active participation in evaluating the human rights conditions of their school and ensuring that their school meets the standards for a rights respecting school.

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 3-13a, HWB 4-13a**

Impact of the Link Schools Programme

After learning about Fairtrade with their African partners, Scottish pupils lead their class or school in projects around Fairtrade, human rights or eco-schools.

For example

"Our Eco-group is a sub-group of the Pupil Council and they have helped to encourage recycling, and reducing energy consumption within the school and wider community." Pupils at Nairn Academy



Health and Nutrition poster by Banff Academy

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society. **HWB 3-12a, HWB 4-12a**

Impact of the Link Schools Programme

Link Community Development encourages pupils to be part of their school linking committee.

For example:

"I have more confidence in leadership and in talking to pupil assemblies. I feel more comfortable talking to large groups of people." Pupil at Nairn Academy