Welcome to the SEFARI, free to access, table of collated educational resources.

The table offers resources on

- Food and Health •
- Climate and Biodiversity •
- Land and Communities ٠
- Agriculture and Forestry Careers ٠
- ٠

Each entry provides a link and a brief description of the type of resource, as well as the intended curriculum level (Scottish Curriculum for Excellence) and outcomes.

SEFARI

The resources have been designed and created by colleagues from across SEFARI and often in collaboration with partner organisations.

The table will be updated with more existing and new resources as they become available and we welcome your feedback (info@sefari.scot) on how we can continually improve upon the accessibility of our educational resources.

SEFARI -	Teacher -	Curriculum Level	Resource Title	Keywords	Type of
Research Area FOOD, HEALTH	Curriculum Organisers, Outcomes or Benchmarks Curriculum organiser - Nutrition	Second level Health and Wellbeing	and links <u>Crafty Cranachan</u>	Healthy diet Nutrition	Resource Downloadable resource for
	<b>Outcome</b> - By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a <b>Curriculum organiser</b> - Food and Health	P5, P6, P7 <u>First and Second level</u> <u>Health and Wellbeing</u>			parents and teachers includes instructions and workbooks
	<b>Outcome</b> - When preparing and cooking a variety of foods, I am becoming aware of the journeys which food make from source to consumer, their seasonality, their local availability and their sustainability. HWB 2-35a <b>Outcome</b> - Through exploration and discussion, I can understand that food practises and	P2 to P7 Second level Health			
	preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a <b>Outcome -</b> By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a	and Wellbeing P5, P6, P7 Second level Health and Wellbeing P5, P6, P7			
FOOD, HEALTH	<b>Outcome -</b> I can understand how advertising and the media are used to influence consumers. HWB 2-37a	Third level Health and Wellbeing P5, P6, P7			
	Outcome - Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy nutrients and health. HWB 3-31a Curriculum organiser - Listening and Talking	Third level Health and Wellbeing P5, P6, P7 Second level Literacy			
	<b>Outcome</b> - I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a <b>Curriculum organiser</b> - People, place and environment	and English P5, P6, P7 Second level Social			
	Outcome - I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a         Curriculum organiser - Food and Health	Studies P5, P6, P7 Second level Health	Food Lab	Healthy diet	Downloadable
	<ul> <li>Outcome - By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a</li> <li>Outcome - Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices</li> </ul>	and Wellbeing P5, P6, P7 <u>Third level Health and</u> Wellbeing	Cabbage Chemistry Spectacular Starch Sweet	Nutrition	resource for parents and teachers includes instructions and workbooks
	<ul> <li>evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. HWB 3-36a</li> <li>Outcome - Through exploration and discussion, I can understand that food practises and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a</li> </ul>	S1, S2, S3 P2 to P7	Sweet Chromatography Sourcing Sugars Spaghetti Towers		
	<b>Outcome -</b> I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a	Second level Health and Wellbeing P5, P6, P7			
	<b>Curriculum organiser</b> - Body Systems and cells <b>Outcome -</b> I can understand how advertising and the media are used to influence consumers. HWB 2-37a	Second level Sciences P5, P6, P7			
	<b>Curriculum organiser</b> - Properties and uses of substances <b>Outcome -</b> By contributing to investigations into familiar changes in substances to produce other substances, I can describe how their characteristics have changed. SCN 2-15a	Second level Sciences P5, P6, P7			
	<b>Outcome</b> - I have participated in practical activities to separate simple mixtures of substances and can relate my findings to my everyday experience. SCN 2-16a <b>Curriculum organiser</b> - Chemical changes	<u>Second level Sciences</u> P5, P6, P7			
	Outcome - I have collaborated in activities which safely demonstrate simple chemical reactions using everyday chemicals. I can show an appreciation of a chemical reaction as being a change in which different materials are made. SCN 2-19a Curriculum organiser - Chemical changes	<u>Third level Social</u> <u>Sciences</u>			
FOOD AND	Outcome - Having taken part in practical activities to compare the properties of acids and bases, I have demonstrated ways of measuring and adjusting pH and can describe the significance of pH in everyday life. SCN 3-18a Curriculum organiser - Food and Health	S1, S2, S3	Number Muncher	Healthy Diets,	Online Interactive
HEALTH	<b>Outcome</b> - By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 2/3-30a	Second level Health and Wellbeing P5, P6, P7	Diets	Environmental Impact, Maths	Program
	<ul> <li>Outcome -Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion HWB2/3-34a</li> <li>Outcome -When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local</li> </ul>	Second level Health and Wellbeing P5, P6, P7 Second level Health and Wellbeing			
	availability and their sustainability. HWB 2/3-35a <b>Outcome</b> -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	Third level Health and Wellbeing			
FOOD, HEALTH	Curriculum organiser - Food and Health Developing Healthy Choices Outcome - By investigating the range of foods available I can discuss how they contribute	S1, S2, S3 First and Second level Health and Wellbeing	Food snacks & ladders	Food Nutrition Healthy diet	Downloadable resource for parents and
	to a healthy diet. HWB 1/2/-30a	First level P2 - P4 Second level P5 - P7	Food Bingo	<b>P</b>	teachers includes instructions and worksheets
FOOD, HEALTH CLIMATE AND BIODIVERSITY	Curriculum organiser - Food and Health Outcome - By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a	First level Health and Wellbeing P2 - P4	<u>Shopping Basket</u>	Food Nutrition Healthy diet Sustainable diet	Downloadable resource for parents and teachers includes instructions and
	<b>Curriculum organiser</b> - Food and Health <b>Outcome</b> - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1/2/3-35a	Second level Health and Wellbeing P5, P6, P7			worksheets
FOOD, HEALTH	Curriculum organiser - People, place and the environment Outcome - I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally responsible way. SOC 2-08a Curriculum organiser - Food and Health	Second level Social Studies P5, P6, P7 First level Health and	Diet Detectives	Healthy diet	Downloadable
CLIMATE AND BIODIVERSITY	<ul> <li>Curriculum organiser - Food and Health</li> <li>Outcome - By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1/2-30a</li> <li>Curriculum organiser - Food and the consumer</li> </ul>	Wellbeing P2, P3, P4 First level Health and	Diet Detectives	Healthy diet Sustainable diet	resource for parents and teachers includes instructions, printable colourin
	<b>Outcome</b> - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1/2-35a	Wellbeing P2, P3, P4			pages
	<ul> <li>Curriculum organiser - Writing</li> <li>Outcome - I can persuade, argue, explore issues or express an opinion using relevant supporting detail and/or evidence. LIT 2-29a</li> <li>Curriculum organiser - People, place and environment</li> </ul>	Second level Literacy and English P5, P6, P7			
	<b>Outcome</b> - I can discuss the environmental impact of human activity and suggest ways in which we can live in a more environmentally-responsible way. SOC 2-08a	<u>Studies</u> P5, P6, P7			
FOOD, HEALTH CLIMATE AND BIODIVERSITY	<b>Curriculum organiser</b> - Food and Health, nutrition <b>Outcome</b> - By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1/2-30a	First level Health and Wellbeing P2, P3, P4	<u>Healthy people,</u> <u>healthy planet</u>	Healthy diet Sustainable diet	Series of activities downloadable instructions and worksheets
SEC	<b>Curriculum organiser</b> - Food and the consumer <b>Outcome</b> - When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1/2-35a	First level Health and Wellbeing P2, P3, P4	D		T
SEFARI - Research Area CLIMATE AND	Teacher - Curriculum Organisers, Outcomes or Benchmarks Curriculum organiser - Biodiversity and interdependence	Curriculum Level Early level sciences	Resource Title and links <u>Wood Ant</u>	Keywords Ants,	Type of Resource
BIODIVERSITY	<b>Outcome</b> - I have observed living things in the environment over time and am becoming aware of how they depend on each other	Second level social studies P1 to P7	Activity Pack	woodland, ecology	younger children. Full explanation of each page. Games revolve
					around a wood an – Wendy – and he daily activities (see below) - with each child/parent playin the role of a wood
SEFARI - Research Area	Teacher - Curriculum Organisers, Outcomes or Benchmarks	Curriculum Level	Resource Title and links	Keywords	Type of Resource
LAND AND COMMUNITIES	Environmental Science - Skills, knowledge and understanding - living environment, interdependance Population dynamics - the effects of density-dependent factors on the stability of	Higher Environmental Science	Human Geography: Population	Rural, Population, History	Overview of rural population in Scotland with link to case studies an
	ecosystems Geography - Skills, knowledge and understanding Human environments - Population	<u>Higher Geography</u>	<u>Rural Scotland</u> in Focus		additional sites wi information and data
LAND AND COMMUNITIES	<b>Geography -</b> Skills, knowledge and understanding, - Global issues <b>Guidance - Energy</b> effectiveness of renewable and non-renewable approaches to meeting energy demands and their suitability within different countries	<u>Higher Geography</u>	<u>Human</u> <u>Geography:</u> <u>Sustainable</u> <u>Energy</u>	Energy, Wind	Overview of sustainable energy production from wind in Scotland with
LAND AND COMMUNITIES	<b>Geography</b> - Skills, knowledge and understanding, - Global issues	Higher Geography	Renewable Energy Physical Geography:	Geography, Rivers,	links to additional information and case studies An introduction to rivers with links
COMMONTIES	<b>Guidance -</b> Energy effectiveness of renewable and non-renewable approaches to meeting energy demands and their suitability within different countries		<u>Rivers</u> <u>Water</u> <u>Management</u>	Landscape	to a River Tay case study and website with additional information
LAND AND COMMUNITIES	<b>Geography -</b> Skills, knowledge and understanding, - Global issues	Higher Geography	Human Geography: Rural	Rural, Tourism, Effects,	Overview of rural tourism in Scotlan
	<b>Purpose and aims</b> - Gain an understanding of the complex ways in which people and the		Tourism	Conflicts	with links to
	environment interact in response to physical and human processes on a local, national, international and global scale Travel and Tourism	<u>National 5</u> Scottish Natural	<u>Tourism</u> <u>Rural Report</u> 2018/19	Conflicts	with links to
	environment interact in response to physical and human processes on a local, national, international and global scale <b>Travel and Tourism</b> Scottish Natural Heritage Tourism Food tourism and culture	Scottish Natural Heritage Tourism Food tourism and culture	Rural Report 2018/19		with links to additional sites win information
LAND AND COMMUNITIES	environment interact in response to physical and human processes on a local, national, international and global scale <b>Travel and Tourism</b> Scottish Natural Heritage Tourism	Scottish Natural Heritage Tourism Food tourism and	Rural Report	Conflicts Machair	with links to additional sites wi
COMMUNITIES SEFARI -	<ul> <li>environment interact in response to physical and human processes on a local, national, international and global scale</li> <li>Travel and Tourism</li> <li>Scottish Natural Heritage Tourism</li> <li>Food tourism and culture</li> <li>Curriculum organiser - People, past events and societies</li> <li>Outcome - To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland,</li> </ul>	Scottish Natural Heritage Tourism Food tourism and culture Second level social studies	Rural Report 2018/19		with links to additional sites wi information Online description of the Machair landscapes of Scotland
COMMUNITIES SEFARI - Research Area AGRICULTURE	environment interact in response to physical and human processes on a local, national, international and global scale Travel and Tourism Scottish Natural Heritage Tourism Food tourism and culture Curriculum organiser - People, past events and societies Outcome - To extend my mental map and sense of place, I can interpret information from different types of maps and am beginning to locate key features within Scotland, UK, Europe or the wider world Teacher - Curriculum Organisers, Outcomes or Benchmarks Curriculum organiser - Biodiversity and interdependence Outcome - I can distinguish between living and non-living things. I can sort living things	Scottish Natural         Heritage Tourism         Food tourism and         culture         Second level social         studies         P5, P6, P7         Curriculum Level         First Level Science	Rural Report 2018/19 The Machair Resource Title	Machair Machair Keywords Plants, bacteria, insects, worms,	with links to additional sites wi information Online description of the Machair landscapes of Scotland
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