

Nutritional framework for literacy courses

Food Literacy

Proficiencies to establish a responsible approach to food and daily nutrition.

Action level	Proficiency domains	Possible sub-domains	Understand/Know, e.g.:	Evaluate/Decide, e.g.:	Apply/Act, e.g.:
Individual	Enjoyment	Taste	<ul style="list-style-type: none"> recognises a range of foods can identify personal preferences 	<ul style="list-style-type: none"> is consciously aware of own eating habits can evaluate food and mealtimes based on individual enjoyment 	<ul style="list-style-type: none"> can experience food and dishes with all the senses can choose food that they like is prepared to try unfamiliar foods can eat quietly and in a relaxed atmosphere
	Health	Nutritional profile	<ul style="list-style-type: none"> is aware of personal eating habits understands how their own eating habits have come into being as a result of life events and circumstances 	<ul style="list-style-type: none"> can reflect upon and evaluate the development of their own eating habits recognises ways to develop own eating habits 	<ul style="list-style-type: none"> can note down eating preferences and dislikes over different phases of life on a timeline can formulate and implement ideas and suggestions to improve eating habits
		Needs-based nutrition	<ul style="list-style-type: none"> can "read" and understand models about selecting food, e.g. the food pyramid is aware of own dietary requirements in view of food intolerances, illnesses etc. is aware of needs-based portion sizes and how much to drink can find out about different diets such as whole-food, vegetarian, vegan diets and their impact on health 	<ul style="list-style-type: none"> can see the correlation between diet and personal health can allocate foodstuffs to different food groups can estimate own portion sizes can read and evaluate dietary recommendations 	<ul style="list-style-type: none"> can implement knowledge about personal healthy eating habits and nutritional requirements when it comes to planning and preparing meals can complete food and drink protocols can evaluate own food using the food pyramid
Home and family	Information and organisation	Acquiring information	<ul style="list-style-type: none"> is aware of reliable sources and contacts regarding eating and food can read and understand information and operating instructions for devices 	<ul style="list-style-type: none"> can estimate the quality of sources of information and advice can question and critically evaluate the statements made by the media and experts 	<ul style="list-style-type: none"> can source information about questions concerning nutrition from reliable sources can utilise information services and advice appropriately can differentiate between trustworthy and untrustworthy information
		Budget	<ul style="list-style-type: none"> knows how to prioritise household spending, e.g. housing, clothing, food, hobbies etc. can read and understand pay slips, bank statements, receipts 	<ul style="list-style-type: none"> can prioritise outgoings can evaluate food expenditure, taking price and quality into consideration (organic, fairtrade etc.) can create a spending plan in line with the household budget 	<ul style="list-style-type: none"> can make purchasing decisions based on the budget, document these in the housekeeping accounts and check the spending plan accordingly can display income and outgoings in a table and calculate the difference can divide up money, e.g. between people, weeks, expenditure categories etc.
		Time	<ul style="list-style-type: none"> knows the time required to procure and prepare food can calculate time required to source information and complete tasks 	<ul style="list-style-type: none"> can estimate and judge the time required for different tasks 	<ul style="list-style-type: none"> can read timetables and rotas and combine this knowledge with the time required for food preparation can sensibly plan tasks in conjunction with the procurement and preparation of food on a daily and weekly basis

Action level	Proficiency domains	Possible sub-domains	Understand/Know, e.g.:	Evaluate/Decide, e.g.:	Apply/Act, e.g.:	
Home and family	Information and organisation	Planning	<ul style="list-style-type: none"> is aware of the approximate amount of food required per day/week can read and write a meal plan for the week 	<ul style="list-style-type: none"> can make decisions taking need and the available resources such as money, time, kitchen equipment, skills into account 	<ul style="list-style-type: none"> can draw up a varied meal plan for the week can write a shopping list can avoid food wastage by planning realistic quantities 	
		Purchasing	Places of purchase	<ul style="list-style-type: none"> can read and understand advertising is aware of the differences between shops such as discount stores, supermarkets, weekly markets, organic shops etc. can read a till receipt 	<ul style="list-style-type: none"> can make sensible decisions in favour of and against various shops, e.g. accessibility, offers, quality, price 	<ul style="list-style-type: none"> can write a shopping list can estimate the total cost of the shopping, pay and check change can find way in shops and behave appropriately
			Offers & labelling	<ul style="list-style-type: none"> is aware of the variety of foods available can read relevant information on the label such as ingredients, nutritional value and allergy information, origin information can read and understand the price in shops is aware of typical sales promotion techniques 	<ul style="list-style-type: none"> can make suitable choices can make purchasing decisions based on critical thinking and an awareness of quality (e.g. organic, regional, convenience etc.) can use the label to identify the suitability of products, e.g. in the case of allergies or intolerances 	<ul style="list-style-type: none"> can recognise offers, e.g. in advertising leaflets can compare offers based on size, quantity, weight, price, quality can make a conscious purchasing decision based on the label can enquire about the procedure regarding loose, unpacked food at the bakery, market, kiosk etc.
		Food storage	<ul style="list-style-type: none"> knows the shelf life of different foods knows how to store perishable and non-perishable foods appropriately can read and understand storage information and shelf-life information 	<ul style="list-style-type: none"> can evaluate the palatability of foods and dishes can talk about examples of food waste 	<ul style="list-style-type: none"> can store food properly, fill cupboards appropriately and label foods can use food within its shelf life and thus avoid it going off can label food for freezing can store leftovers properly and reuse 	
	Preparation	Kitchen aids and equipment	<ul style="list-style-type: none"> is aware of key kitchen aids and equipment can read manuals and operating instructions 	<ul style="list-style-type: none"> can work out which device is used for what 	<ul style="list-style-type: none"> can operate kitchen aids and equipment such as types of knives, food processors etc. in line with instructions can recognise and avoid hazards in the kitchen 	
		Recipes, food preparation	<ul style="list-style-type: none"> knows different preparation methods can read and write recipes can read preparation instructions on packaging 	<ul style="list-style-type: none"> can decide for and against different preparation methods can compare homemade food with convenience food in a sensible manner 	<ul style="list-style-type: none"> can prepare a range of dishes in appropriate fashion can cook basic dishes without a recipe can decide for or against convenience food based on the situation can adjust quantities in recipes in line with the number of people can measure quantities can reuse leftovers 	
		Hygiene and work safety	<ul style="list-style-type: none"> can explain important rules of hygiene can describe the health risks caused by a lack of hygiene can read hygiene information and safety notices 	<ul style="list-style-type: none"> can check whether the people in the kitchen are working hygienically and safely 	<ul style="list-style-type: none"> can confidently apply the rules of hygiene and safety regulations can note down the critical areas of the kitchen in bullet form 	

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Daily routine and leisure	Work place	Canteen	<ul style="list-style-type: none"> can read information about the menu is aware of different ways of sourcing the food required at work 	<ul style="list-style-type: none"> can make sensible decisions regarding whether to eat in the canteen and what food to choose 	<ul style="list-style-type: none"> can eat in the canteen can calculate the cost of the dishes selected can provide written feedback on the quality of the food
		Snacks	<ul style="list-style-type: none"> is aware of healthy snacks 	<ul style="list-style-type: none"> can weigh up the differences between various snacks 	<ul style="list-style-type: none"> can source healthy snacks can write down food desired
	Communal eating	Eating out	<ul style="list-style-type: none"> knows the options for eating out, e.g. kiosks, restaurants can read menus and placards knows how to deal with various options for eating out 	<ul style="list-style-type: none"> can research restaurants online and make a decision based on this research 	<ul style="list-style-type: none"> can choose a kiosk or restaurant and eat there can calculate the cost of the dishes ordered
		Entertaining guests	<ul style="list-style-type: none"> knows the different ways to entertain guests, e.g. self-service, serving, picnic 	<ul style="list-style-type: none"> can look for suitable forms of hospitality based on the occasion 	<ul style="list-style-type: none"> can prepare tasty food for guests can provide a meal in a pleasant atmosphere can read and write invitations
		Takeaway & delivery	<ul style="list-style-type: none"> knows different ways to order food and different outlets to order from can read the menu 	<ul style="list-style-type: none"> can decide for or against an outlet based on good reasons 	<ul style="list-style-type: none"> can order takeaway with delivery, e.g. by filling out an online order form can calculate the cost of the dishes ordered
Society and politics	Cultural Diversity	Dining culture and mealtimes	<ul style="list-style-type: none"> is aware of food and dishes from foreign countries and cultures knows the table manners of other cultures 	<ul style="list-style-type: none"> can compare the behaviour and preferences of own culture with that of others 	<ul style="list-style-type: none"> is sensitive to cultural diversity can reflect upon and evaluate own and foreign eating habits
	Sustainability	Food origin	<ul style="list-style-type: none"> is aware of regional and seasonal food can read the origin of the food on the label knows about options concerning being self-sufficient 	<ul style="list-style-type: none"> can differentiate between local and imported goods knows the advantages and disadvantages of regional and seasonal food can reflect upon own shopping behaviour, e.g. regarding transport routes, packaging waste 	<ul style="list-style-type: none"> can read a season calendar for local food knows to value and how to prepare dishes made with predominantly regional and seasonal products can produce food
		Lifestyle	<ul style="list-style-type: none"> knows the effects that one's own lifestyle and purchasing behaviour has on the environment and the climate can name the key criteria for seals and labels such as organic, fairtrade, reusable etc. knows the environmental impact of packaging waste 	<ul style="list-style-type: none"> can differentiate between sustainable and wasteful lifestyles 	<ul style="list-style-type: none"> can choose food and dishes based on own preferences and social and environmental impact knows how to shop and eat in a sustainable and responsible manner can implement measures to avoid waste
	Social media		<ul style="list-style-type: none"> knows the benefits and risks of networking via social media is aware of suitable platforms, apps and websites for recipes, tutorial videos etc. 	<ul style="list-style-type: none"> can rate providers and offers based on their value and credibility 	<ul style="list-style-type: none"> can search for and exchange information about food and nutrition on platforms, apps and websites can arrange meetings via social networks

Movement framework for literacy courses

Move Literacy

Proficiencies to create a personal daily routine that offers a balance between movement and relaxation

Action level	Proficiency domain	Possible sub-domains	Understand/Know, e.g.	Evaluate/Decide, e.g.	Apply/Act, e.g.
Individual	Body	Organism	<ul style="list-style-type: none"> can read and understand information regarding the functioning of the body knows the body structures and their functions 	<ul style="list-style-type: none"> can recognise changes in own body, e.g. as a result of not drinking enough, unhealthy diet, muscle training or inactivity is aware of measures that have a positive effect on the body is aware of individual energy consumption 	<ul style="list-style-type: none"> can exercise in a healthy manner can adhere to drink recommendations can adapt calorie intake in line with energy consumption
		Musculature	<ul style="list-style-type: none"> can read and understand text about the interplay between the musculature and exercise 	<ul style="list-style-type: none"> can recognise and define muscle groups and spot any changes 	<ul style="list-style-type: none"> can exercise to strengthen muscles
	Health	Activity profile	<ul style="list-style-type: none"> knows different patterns of movement understands how kinesic behaviour develops 	<ul style="list-style-type: none"> can evaluate own patterns of movement recognises ways to develop own kinesic behaviour 	<ul style="list-style-type: none"> can implement strategies to have a positive effect on own activity profile
		Fitness	<ul style="list-style-type: none"> knows the various health benefits of exercise knows suitable measures to maintain fitness 	<ul style="list-style-type: none"> is able to evaluate the health benefits of daily exercise can estimate and plan the time required for physical activity 	<ul style="list-style-type: none"> can integrate beneficial activity into daily routine at regular intervals can document progress can assess own ability and select targeted exercises
		Movement in certain life situations	<ul style="list-style-type: none"> can access relevant activities, e.g. rehabilitation sport, for birth preparation etc. e.g. from health insurance companies, retirement homes. can identify the health benefits of special activities 	<ul style="list-style-type: none"> can compare and evaluate activities, including in terms of cost can select suitable activities – with support if required – to suit personal circumstances is aware of the health benefits resulting from the exercise programme 	<ul style="list-style-type: none"> can carry out preventative measures independently can remain active despite limitations
		Relaxation	<ul style="list-style-type: none"> knows the importance of regular relaxation can collate, read and understand information regarding relaxation techniques 	<ul style="list-style-type: none"> is aware of personal stress factors can collate and evaluate exercises and ideas concerning relaxation 	<ul style="list-style-type: none"> can create balance in the daily routine with time for relaxation and exercises can reduce personal stress factors
Home and family	Housework	Posture	<ul style="list-style-type: none"> knows the impact that incorrect lifting, standing, lying and sitting can have on the body can read and understand relevant information is aware of a healthy posture 	<ul style="list-style-type: none"> can reflect upon the amount of activity within the daily routine can evaluate the cost and benefit of mattresses, slatted frames etc. and choose accordingly 	<ul style="list-style-type: none"> can exercise in a way that protects the spine can adapt the length and intensity of the activity to suit the situation
		Organisation	<ul style="list-style-type: none"> recognises washing, cleaning, ironing, tidying up count as activity knows the safety aspects regarding housework 	<ul style="list-style-type: none"> can estimate the amount of time and effort required to carry out housework and gardening can decide whether to do jobs independently or to delegate them to others can evaluate housework in terms of the personal risk-benefit 	<ul style="list-style-type: none"> can increase daily physical activity through suitable housework and gardening can include all members of the family in the housework by setting a good example

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Daily routine and leisure	Daily routine	Mobility	<ul style="list-style-type: none"> knows the health benefits of regular movement each day can explain the impact that different forms of transport have on the environment and climate is aware of environmentally friendly transport, like bicycles, buses and trains can read and understand timetables, notices and street signs 	<ul style="list-style-type: none"> can estimate journey times can select environmentally and climate-friendly alternatives can assess own mobility 	<ul style="list-style-type: none"> can increase daily activity over the long-term, e.g. by walking, cycling ... is experienced at taking public transport can note down periods of activity in a weekly report, for example as 10-minute units
		Structure of breaks	<ul style="list-style-type: none"> knows the importance and necessity of breaks to eat, move and relax can read and understand recommendations from respectable sources of information regarding structuring breaks 	<ul style="list-style-type: none"> can evaluate the individual break length, regularity and location can read and check offers concerning promoting health at work 	<ul style="list-style-type: none"> can adhere to regular breaks and use the breaks to eat, move and relax can set up relaxation zones
	Leisure	Structure of leisure time	<ul style="list-style-type: none"> is aware of sources of information for nearby leisure activities can read and understand information about leisure activities 	<ul style="list-style-type: none"> can estimate the length of active and passive leisure time in front of a screen can spot avoidable time spent sitting down can select and plan suitable leisure activities 	<ul style="list-style-type: none"> can swap avoidable time spent sitting down with active movement can arrange leisure time to include active movement, e.g. going out, gardening can take part in leisure activities can initiate communal activities
	Sport	Available sports	<ul style="list-style-type: none"> knows the options for intense exercise is aware of sports centres, such as clubs, local schools, gyms etc. can collate, read and understand information about training programmes, times, course plans, device labels, signs etc. 	<ul style="list-style-type: none"> can assess the intensity of exercise required for different sports can clarify relevant conditions, e.g. safety, cost, accessibility can check the sports offered by clubs, sports classes, gyms etc. can opt for a type of sport and try it out can select suitable equipment and exercises recognises the social and communal benefit of team sports 	<ul style="list-style-type: none"> can find the right option, read the T&Cs (with assistance) and sign up/cancel can plan realistic exercise programme and carry out exercises with instruction can describe favourite type of sport as a description
Society and politics	Sport and media	Multimedia	<ul style="list-style-type: none"> can read and understand sports and fitness-related advertisements and television programmes etc. can follow (inter)national sporting events on television is aware of topics such as racism, eating disorders, depression, homosexuality in (professional) sport 	<ul style="list-style-type: none"> can choose the desired sporting event on the television can take a critical approach to sensitive topics 	<ul style="list-style-type: none"> can use the desired multimedia option for sport and reflect upon it can use multimedia to increase own time spent being active can read results from sporting events
		Fitness market	<ul style="list-style-type: none"> knows the importance of sports nutrition knows about the issue of doping can find out information about the latest trends concerning sports equipment, clothing etc. 	<ul style="list-style-type: none"> can weigh up the benefit, risk and cost of sports nutrition in professional and amateur sport can evaluate the individual health benefit of the products 	<ul style="list-style-type: none"> can present an overview of the pros and cons of fitness products (bullet points) can select suitable fitness products available and use them appropriately
		Fitness apps	<ul style="list-style-type: none"> can read and understand information about fitness apps and sports watches is aware of the advantages and disadvantages of fitness apps and watches 	<ul style="list-style-type: none"> can critically evaluate fitness apps can weigh up the pros and cons for own training and put it into writing 	<ul style="list-style-type: none"> can operate fitness apps and smartphones with instructions can use fitness apps to improve own activity levels