

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 1-35a, HWB 2-35a

Impact of the Global Teachers Programme

Link Community Development places Global Teachers with rural families in Malawi and encourages them to use this opportunity to gain as much knowledge as possible about the local lifestyle. This experience helps to bring global citizenship teaching and learning to life.

For example:

Focusing on involving pupils in active learning during Africa Week, Global Teacher Zeenat Begum planned activities such as preparing and making nsima (the staple food of Malawi), planting seeds and working in a garden.

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 2-34a

Impact of the Global Teachers Programme

Global Teachers use their knowledge of access to a balanced diet in rural Malawi and their experience of Link Community Development's school feeding programmes to inspire discussions on food production and healthy eating.

For example:

During Health Week at Blackhall Primary School, Dhamayanthi Sangarabalan discussed with pupils the food that was eaten in Malawi and how it was produced. Classes then debated whether they considered this was a healthy diet. They also discussed the impact of supermarkets and the introduction of 'western' foods into a traditional Malawian diet.

Health and Wellbeing



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 1-09a, HWB 2-09a**

Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers to reflect on a rights based approach to development in Malawi. On their return from Malawi Global Teachers incorporate global citizenship values, attitudes and awareness into teaching and learning in their schools in Scotland.

For example:

"Generally pupils are more aware of human rights and the quilt and display in the front of the hall is a reminder when they enter the school. They are happier to challenge injustice and there have been many questions about famine, disasters and equality." Liz Hall, Global Teacher

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 1-12a, HWB 2-12a**

Impact of the Global Teachers Programme

After a placement in Malawi Global Teachers engage in follow up work which supports pupils to expand their global citizenship knowledge and share this learning with their peers.

For example

"The Primary 7 pupils prepared an assembly based on the contextualised learning activities they had undertaken. All pupils performed at the assembly which was a huge achievement as many pupils had previously lacked confidence." Sharon Coventry, Global Teacher 2008

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community. **HWB 1-13a, HWB 2-13a**

Impact of the Global Teachers Programme

Global Teachers are encouraged to embed the concept of global awareness, thinking and citizenship in their schools on their return from Malawi, and to help their pupils to become effective contributors to their communities.

For example:

Pupils at South Morningside Primary School learned about the impact of climate change in Scotland and Malawi. Global Teacher Shiraz Newall-Watson supported her class to perform a Recycled Fashion Show to raise awareness of waste within the school and wider community.

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 1-10a, HWB 2-10a**

Impact of the Global Teachers Programme

Building on the global citizenship knowledge, values and attitudes they gain from Link Community Development, Global Teachers encourage their pupils to work together on projects with the wider school community, contributing their skills to make their school a Fairtrade, Rights Respecting or Eco School.

For example:

Global Teacher Nicola Brownlie is leading her school to gain Rights Respecting School status, awarded by UNICEF. This involves pupils' active participation in exploring human rights within their school and helping their school community to meet the standards for a Rights Respecting School.