

I can explain how the physical environment influences the ways in which people use land by comparing my local area with a contrasting area.

SOC 2-13a

Impact of the Global Teachers Programme

Link Community Development supports Global Teachers to incorporate global education and the knowledge gained on placement in Malawi into existing teaching and learning in the school curriculum so that it can be delivered within Curriculum for Excellence.

For example:

As part of their Food and Farming topic Primary 4 pupils at Dean Park Primary School compared food production in Scotland and Malawi using explanations and photographs provided by Susan Arnott, Global Teacher 2006.



By exploring climate zones around the world, I can compare and describe how climate affects living things. **SOC 1-12b**

By comparing my local area with a contrasting area outwith Britain, I can investigate the main features of weather and climate, discussing the impact on living things. **SOC 2-12a**

Impact of the Global Teachers Programme

Link Community Development supports Global Teachers to embed the concept of global awareness and sustainable development through the school curriculum. Global Teachers use firsthand experience of climate change and farming practices to bring this teaching and learning to life.

For example:

Children in Primary 1 at Blackhall Primary School compared types of crops, farming methods and irrigation in Scotland and Malawi as part of their Harvest Festival, using photographs that their Global Teacher Dhamayanthi Sangarabalan brought back from Malawi.

**Social
Studies**



By comparing the lifestyle and culture of citizens in another country with those of Scotland, I can discuss the similarities and differences.

SOC 2-19a

Impact of the Global Teachers Programme

Link Community Development places Global Teachers with a family in rural Malawi, so they can experience firsthand the lifestyle of rural Malawians, learn about their beliefs and values, and are able to represent these accurately to Scottish pupils.

For example:

Kim McCauley developed the 'Scotland' topic for P6 at Dunard Primary School to build in an awareness of similarities and differences between life in Scotland and Malawi. Pupils demonstrated their learning at a whole school Global Citizenship Week.

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.

SOC 1-17a

I can describe the main features of a democracy and discuss the rights and responsibilities of citizens in Scotland.

SOC 2-17a

Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers to understand our development work in Malawi in the context of universal human rights and to share this perspective with their pupils.

For example:

Pupils at South Morningside Primary School held a needs-based discussion and created a *3 R's Rap* exploring rights, responsibilities and rules.

I can contribute to a discussion of the difference between my needs and wants and those of others around me.

SOC 1-16a

Impact of the Global Teachers Programme

Link Community Development supports Global Teachers to develop their own knowledge of this issue by combining knowledge of our rights-based approach to development with their first hand experience in Malawi. Global Teachers share this learning back in Scotland.

For example:

Eilidh McLean shared her experience of Malawi with pupils at Craighdu Primary School, enabling them to compare their lives with their peers in Malawi and develop an understanding of basic human wants and needs and their responsibility to help others to meet these needs.

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.

SOC 2-20a

Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers to incorporate global citizenship values into their school development plan by using the knowledge gained while on placement in Malawi to help pupils explore Fairtrade and global citizenship.

For example:

Zeenat Begum organised Fairtrade food workshops with Glendale Primary School as part of Africa Week in May 2010. This involved comparisons of fair and unfair buying processes and helped pupils to understand how trade affects societies' ability to meet basic needs.

I can gather and use information about forms of discrimination against people in societies and consider the impact this has on people's lives.

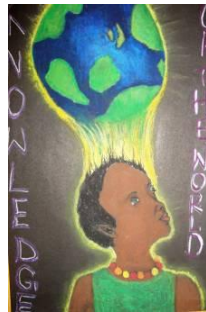
SOC 2-16b

Impact of the Global Teachers Programme

Through taking part in Link Community Development's project work in Malawi, Global Teachers experience the difficulties that children in rural communities, especially girls, have in accessing education and are able to share this with their pupils and explore the impact of this issue.

Example

As part of International Week at Maddiston Primary School, pupils worked together on cross-curricular projects to compare life in Malawi and Scotland. Drawing on the experience of Global Teacher Susan Gore, pupils were able to consider their own rights and freedoms and compare these to their peers in Malawi in terms of culture, language and access to education, reflecting on how this impacts on their lives.



Social Studies



I can consider ways of looking after my school or community and can encourage others to care for their environment. **SOC 1-08a**

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

Impact of the Global Teachers Programme

Global Teachers share their experience of the impact of climate change in rural Malawi and how Malawian schools reuse and recycle materials (e.g. footballs made out of plastic bags). This enables Scottish pupils to think about how they can apply this knowledge, possibly working towards becoming an Eco-School.

For example:

"Our topic threw up many links with our Eco School programme, and really forced us to look at how we can learn from a less wasteful society such as Malawi. In doing so, pupils questioned how responsible our behaviour is with regards to the environment."

Maggie McLean, Global Teacher 2007.

