

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 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 life in rural Malawi. Global Teachers share this knowledge with their pupils and inspire discussion of this topic.

For example:

During Malawi Week at Banff Academy students compared food production in Scotland and Malawi. Global Teacher Sarah Kammer shared her experience of food production and consumption in Malawi and helped students to discuss whether young people in Scotland and Malawi had a balanced diet. Students shared knowledge not only between countries but also within Scotland as those from rural areas were able to share information about food production with students from urban areas.



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 Global Teachers Programme

Link Community Development encourages Global Teachers to understand our work with schools and communities in a human rights context and to see their experiences in Malawi from this perspective. They are then able to pass on these human rights messages to their pupils.

For example:

"Generally pupils are more aware of human rights. They are happier to challenge injustice and there have been many questions about famine disasters and equality." Liz Hall, Global Teacher

Health and Wellbeing



Poster by Banff Academy as part of a Health and Nutrition Project

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 Global Teachers Programme

Global Teachers use the human rights knowledge they gain from Link Community Development to help their class or school to work together on projects and contribute their skills to making 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.

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 Global Teachers Programme

Link Community Development supports schools to take a collaborative approach to promoting positive change, working with other schools, the wider community and partners in Africa.

For example:

Drama students at Lochgelly High School are developing a performance based on the Convention of the Rights of the Child and information they exchanged with pupils in Malawi to demonstrate children's rights and responsibilities around the world.

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 Global Teachers Programme

On their return from Malawi Global Teachers develop follow up work with school teaching staff and wider school communities support their pupils to share 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