

I have developed a sense of my heritage and identity as a British, European or global citizen and can present arguments about the importance of respecting the heritage and identity of others. [SOC 4-02a](#)

Impact of the Global Teachers Programme

Global Teachers share their experience of Malawian culture with their students. This enables Scottish students to develop knowledge of similarities and common values that they share with young people in Africa, creating a sense of being global citizens.

For example:

Malawi has been introduced as the main exemplar topic in Higher Modern Studies at Gourrock High School, where it will be incorporated into all lessons. This will encourage students to gain increased knowledge of Malawi and compare the country to Scotland and other African states.

I can discuss the extent to which my choices and decisions are influenced by the ways in which I am informed.

[SOC 3-17b](#)

Impact of the Global Teachers Programme

Global Teachers experience the range and type of information available to young people in rural Malawi through education and the media, and can use this experience to encourage pupils in Scotland to reflect on their own information sources.

Through discussion, I have identified aspects of a social issue to investigate and by gathering information I can assess its impact and the attitudes of the people affected.

[SOC 4-16b](#)

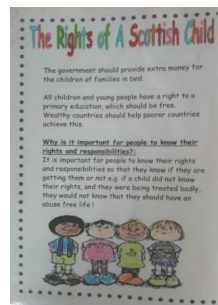
Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers to embed the concept of global awareness, thinking and citizenship throughout the school curriculum and heighten awareness of these issues through practical activities in the school community.

For example:

During Malawi Week at Banff Academy students research a comparative topic with a different theme each year, such as natural resources, water or access to education, and develop an understanding of how this impacts on people in Scotland and Malawi.

**Social Studies**



I can contribute to a discussion on the extent to which people's needs should be met by the state or the individual.

[SOC 4-16a](#)

Impact of the Global Teachers Programme

Global Teachers use their experience of life in rural Malawi to help students research human rights and how these are met in different countries.

For example:

Strathaven Academy has produced a booklet about children's rights which sets out the responsibilities of children, parents, teachers and the government to ensure these rights are realised.

I can evaluate the impact which decision making bodies have on the lives of people in Scotland or elsewhere.

[SOC 4-18a](#)

By examining the role and actions of selected international organisations, I can evaluate how effective they are in meeting their aims.

[SOC 4-19b](#)

Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers to view development as an international human rights concern. This helps pupils to examine the role and impact of the Scottish Government and international organisations such as the United Nations and conventions such as the Convention on the Rights of the Child on human rights for themselves and their partners in Africa.

When participating in an enterprise activity, I can explore ethical issues relating to business practice and gain an understanding of how businesses help to satisfy needs.

[SOC 3-20a](#)

Having researched the globalisation of trade, I can explain the interdependence of different parts of the world and assess the impacts for providers, consumers and the environment. [SOC 4-11a](#)

Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers to incorporate global citizenship values into their school development plan. With firsthand knowledge of how international trade and fair trading practices impact on rural African communities, Global Teachers convey to their pupils a keen interest in ethical trading.

For example:

Students at Gairloch High School are involved in Fair Trade and have used their Global Teacher's experiences in Malawi to enrich this whole school project, including a presentation at a Fair Trade evening held in the school.

I can identify the possible consequences of an environmental issue and make informed suggestions about ways to manage the impact. **SOC 3-08a**

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.

I can compare the social and economic differences between more and less economically-developed countries and can discuss the possibilities for reducing these differences. **SOC 3-11a**

Impact of the Global Teachers Programme

Link Community Development supports Global Teachers to embed the concept of global awareness, thinking and citizenship through the school curriculum.

For example:

Global Teacher Robert McNair introduced a cross-curricular project on Malawi across the Humanities Faculty at Strathaven Academy. Pupils began by exploring the historical connections between Scotland and Malawi and went on to examine the social and economic differences between the two countries, and how these might be reduced in a sustainable way.

Having evaluated the role of agriculture in the production of food and raw material, I can draw reasoned conclusions about the environmental impacts and sustainability. **SOC 4-09a**

Impact of the Global Teachers Programme

Link Community Development provides the opportunity for Global Teachers to experience farming and food production firsthand while living in rural Malawi, gaining invaluable knowledge to share with their pupils.

For example:

Students at Banff Academy compared food production in urban and rural areas in Scotland and Malawi and considered the interdependence of food production and environmental sustainability around the world.

By comparing settlement and economic activity in two contrasting landscapes, I can reach conclusions about how landscapes influence human activity. I can explain my findings clearly to others. **SOC 3-13a**

Impact of the Global Teachers Programme

After living with a family during placement in rural Malawi, Global Teachers are able to share knowledge and experience of how Malawians farm different foods depending on the type of land and grow trees for building materials and firewood. This enables pupils to compare and contrast land use.

For example:

Following discussions with Global Teacher Sarah Kammer about food production and consumption in Malawi, students at Banff Academy investigated why different types of food were grown in different areas in Scotland and Malawi and how this influenced employment and food choice. During Banff Academy’s annual Malawi Week, they shared this knowledge with the whole school.



**Social Studies**

I can describe how the interdependence of countries affects levels of development, considering the effects on people’s lives.

**SOC 3-19a**

Impact of the Global Teachers Programme

Link Community Development supports Global Teachers to incorporate global education into existing topics in the school curriculum so that it can be delivered within existing frameworks.

For example:

Robert McGoldrick redesigned the Higher Modern Studies theme Politics of Development in Africa to reflect his experience as a Global Teacher and use materials from Malawi. This enables students at Gourrock High School to realise that issues facing Malawi can be traced to global factors and that they can play a role in contributing to sustainable development.

I have compared the rights and responsibilities of citizens in Scotland with a contrasting society and can describe and begin to understand reasons for differences.

**SOC 3-17a**

Impact of the Global Teachers Programme

Link Community Development encourages Global Teachers to use their experience in Malawi to bring global citizenship teaching and learning to life.

For example:

Drama students at Lochgelly High School shared ideas about rights and responsibilities with students at their partner school in Malawi. They will use this to develop a production to demonstrate their learning about citizens’ rights and responsibilities in Scotland and Malawi.