

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 Link Schools Programme

LCD supports Link Schools to undertake joint projects with an environmental theme such as making teaching and learning resources from recycled materials or debating the benefits of reducing vs. recycling. Practical tasks and discussion are combined to enhance learning.

Example

At Gairloch High School through the Science and Geography curriculum, a small project was conducted in which both partner schools recorded daily temperatures and climate information for the months of January and June 2009 and exchanged it for comparison. Pupils then evaluated the causes and effects of climate change at a local and global level and compared suggestions on how they and their communities can minimise these effects.

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 Link Schools Programme

LCD supplies every Link School with pack containing information and resources to help with global citizenship teaching and learning.

Example

After reading about the connection between education and poverty in Africa, teachers can use activities in the Link Schools Pack to help their pupils to understand the impact of education on poverty and think about what they can do to help their peers in Africa to access education and reduce poverty.

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 Link Schools Programme

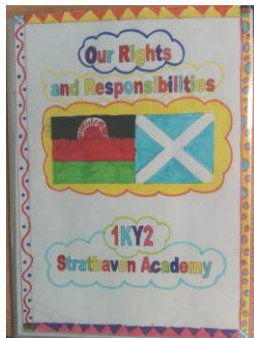
Through exchanging letters and diaries with their partner schools, pupils learn about how people in Africa farm different foods or for example, grow trees for building and firewood. Pupils can then compare and contrast this to land use in Scotland.

Example

Rothsay Joint Campus planned joint projects with their partner school to investigate land use, food, and lifestyles. Both schools have been developing their own gardens and will use this and other community projects to share ideas and develop an understanding of sustainable development.



Social Studies



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 Link Schools Programme

Link School joint curricular projects on water use enable pupils to explore the impact of different climate zones on people's lives, comparing African climates to Scotland, while letter exchanges enable pupils to learn about land use in Africa.

Example

Through their Link the pupils at Rothsay Joint Campus have been able to compare water use and lifestyles in Malawi and Scotland. This enables pupils to identify the impact of landscape on food production, health and lifestyles.

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 Link Schools Programme

As students get to know their partners in Africa, they learn about levels of development in their partner country and can consider the interdependence of the two countries e.g. in terms of food production and consumption.

Example

Gairloch High School is planning to further develop an understanding of sustainable development in relation to climate change and its impact in each country through a joint project with their partner school.

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 Link Schools Programme

LCD provides ideas for activities and resources to help pupils to explore these themes in the Link Schools newsletter.

Example

Lochgelly High School plans to work with their partner school to carry out an investigation on the abuses of children's rights around the world, how they are resolved and create an exhibition for the whole school community and visitors.

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 Link Schools Programme

Through correspondence Scottish students can learn about the type of information available to young people in rural Africa (via education and the media) and can use this knowledge to reflect on their own experience of information sources.

Example

As part of their joint project Lochgelly High School is planning to develop an understanding of bias, exaggeration and stereotyping through a study of the media and the way messages about other parts of the world are transmitted and expressed.

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 Link Schools Programme

Knowledge of similarities and common values with young people in Africa gives Scottish students the sense of being global citizens. LCD provides ideas for activities and resources to help students to explore these themes.

Example

Nairn Academy joined with their Link School to celebrate the cultures of both countries by holding special events such as a Scottish Day, supporting each other in arranging these events, and exchanging cultural information such as music recordings with their partner school.

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 Link Schools Programme

Through the Themed Activity for Link Schools in 2008 partner schools explored the right to education and learned why girls in Africa face many challenges in going to school.

Example

The 'Why do you go to School' joint poster activity encouraged students to explore why girls may find it difficult to access education in African countries and why education for girls is important.

Social Studies



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 Link Schools Programme

Knowledge of lifestyles in Africa gives pupils a keen interest in ethical trading, leading many Link Schools to begin the process of becoming Fairtrade schools.

Example

Lockerbie Academy's enterprise group has been raising awareness in the community about their link with Malawi. They visited primary feeder schools giving presentations on Fair Trade. The school plans to study local arts and crafts and develop a Fair Trade element to the partnership.

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 Link Schools Programme

LCD encourages pupils to consider the role and impact of 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.

Example

The 'Why do you go to School' joint poster activity was designed to raise awareness of the importance of education and highlight the Millennium Development Goal target of primary school education for all children.

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 Link Schools Programme

From 2010 themed resource materials will encourage pupils to look at six development issues from a rights perspective, considering the responsibilities of the state to realising these rights.

Example

Through the Annual Joint Themed Activity 2010 on Rights and Responsibilities pupils explored this theme and produced posters and activities to share with their partner school.