

Examples of Global Learning topics and activities

Topic	What will your learners need to know, understand and be able to do as a result of this learning experience?	Section on website	What skill will be developed?	Key Stage	How will learning be organised in the classroom?	Global Dimension
Water	<p>Investigate how your school can save money by cutting its water consumption.</p> <ul style="list-style-type: none"> To reflect on whether water is a right or a commodity. To find out how to use water more efficiently. To raise awareness of water as a finite resource. 	<p>Water: Events and actions Click on the link to www.thewaterschool.co.uk</p> <p>To get to this page click on the Events & Actions tab in the Water section, then scroll down to the Water School</p>	<p>Knowledge of ways of reducing wasted water at home and school. Making links between water use in the UK and around the world.</p>	2 and 3	<p>This activity links well to science, citizenship and design technology. The activities on the site are in the form of games which are designed for pupils to focus on how to modernise failing water systems within school buildings. Ways of working: 1) Pupils can work in pairs on the games – designing modernised water systems to solve the problems of water waste and leaks. 2) Extract information from the library section on guidance for more efficient water use. Use these facts to create a poster/leaflet or power point presentation to inform others.</p>	<p>Inter-dependence</p> <p>Sustainable development</p>
Trade	<p>To become familiar with the global trade system, its disparities and the role that individual consumers play in the wider economic system through the choices they make when they buy products.</p>	<p>Trade: On-line Activities Bonkers about Bananas http://www.oxfam.org.uk/colplanet/kidsweb/banana/index.htm</p>	<p>Understanding of the journey of a banana from seed to supermarket. Information about what fair trade is and why it is important.</p> <p>Transferring information from one form into another.</p>	2	<p>Travels of a Banana – Links to geography, science – life processes and living things. Pupils can use information in the text to a map format to show the different stages of the journey. Other links here are calculating the number of food miles/amount of energy used in transporting bananas to the UK from the Caribbean.</p> <p>Meet the Farmers – Pupils read through the case studies and identify the difficulties that the farmers experience, and focus on the possible solutions that will improve life for the farmers.</p>	<p>Sustainable development</p> <p>Global Citizenship</p> <p>Social justice</p>
Waste & Recycle	<p>For pupils to re-think how they view waste. To become aware that waste is not rubbish but has many uses.</p>	<p>Waste and Recycling: Topic case studies This section contains information about how both the production of Marmite and Bricks involve reusing waste products.</p>	<p>Creative thinking about ways of re-using waste materials</p>	3	<p>Use the Marmite and Brick case studies as a starting point for identifying ways in which waste products can be used for other purposes at home and school –e.g. waste paper being used for paper-mache, kitchen waste being composted, rain water being used in water systems. In Design Technology build model systems for collecting rain water from the roof of a building and channelling it into a water tank.</p>	<p>Sustainable development</p>

Food	To become aware of the way in which information on food labels and information conveyed in food advertising can be misleading because it is designed to make consumers want to buy product.	Food: On-Line Activities www.chewonthis.org.uk/index.htm This is an information site for secondary students and upper key stage 2. It contains information about food packaging, food labelling, additives and media manipulation of marketing strategies.	Critical thinking – through developing an awareness of the ways in which consumers choices are manipulated by companies. Being conscious of this will enable young people to make more informed decisions about the food they buy.	3	The Chew on This website contains four sections on: Fat, Sugar and Salt, Food advertising, Labels on food packing, Additives in food. Each of these sections has downloadable activity sheets linked to it. These activities are designed to be completed by pupils independently and can be integrated into Science, Citizenship and PSHE lessons.	Social justice
Transport	To think critically about solutions to transport problems. To be able to argue the benefits of one solution over another. To use examples to support an argument	Transport: On-line Resources Where next? http://www.geocities.com/sustranet/actionguide/TSnext.pdf on the 'Where Next' document, print the document that sets out points in favour and against a number of different ways of solving urban traffic problems in cities around the world.	Persuading and explaining to others – re. the benefits of solutions to urban traffic problems. Selecting and summarising key points	3	This resource is relevant to work in Geography, Citizenship and Literacy. Suggested activity: Divide the group into 10 or more groups. Give each group page/pages of the 'Where Next' document which relate to a particular solution - e.g. traffic calming or bicycles. Ask each group to summarise the key points that they think support the approach will convince others. Ask students to be present these key points in either: a poster presentation, a Power Point, an oral presentation or as a dramatised advert.	Sustainable development Global citizenship
Rights of the Child	Students will develop an understanding of the value of education and why it is an important right.	Rights of the Child: On Line Resources http://www.globaleducation.edna.edu.au/globaled/go/pid/1520 This website contains suggested actives that explore the Right to Education which is one of the rights with in the UN Convention on the Rights of the Child.	Students reflecting on their own processes of learning and the role of reading in learning.	2 and 3	Citizenship, PSHE, Literacy List activities you do each day that require you to read. Next to each item, write what would happen if you could not do this, and how you could overcome this problem. Discuss how reading helps you to: Learn about things that interest you <ul style="list-style-type: none"> • Remain healthy • Take part in events • Let people know what you think • Be involved in the community • Prevent others taking advantage of you Draw a concept map of problems associated with a lack of education, and make suggestions for overcoming these.	

Homelessness	To find out more about the causes and consequences of homelessness in the UK and worldwide	Web Quest http://www.lgfl.net/lgfl/leas/tower-hamlets/accounts/THe%20Grid/thhec/homepage/footerquests/ This has been developed by the Humanities Education Centre for primary schools as part of a set of sessions with years 5 and 6, to research global issues and to create PowerPoint, WebPages, animations and videoed on their work. Their work is then incorporated into the web quest	Information selection and presentation – PowerPoint creation and question formation	2 and 3	Geography, Citizenship and PSHE Using the web quest activities, pupils can find out about homelessness in the UK, Brazil, Pakistan and Zimbabwe.	Social justice Human rights Global citizenship
Refugees	To carry out independent research acting as UN Special Rapporteurs, human rights detectives, to create a report using a guided framework of specially selected websites and present the information collected to others.	Web Quest http://www.lgfl.net/lgfl/leas/tower-hamlets/accounts/THe%20Grid/thhec/homepage/linesintheland/ This has been developed by the Humanities Education Centre for secondary schools to use United Nations mechanisms for human rights protection as a structure for the students to learn to be independent researchers whilst learning about the UN.	Information selection and presentation, persuading	3 and 4	The pupil's mission is to learn about the DFID and UN, to research 1 of 4 countries, and 1 of 6 issues, and to present their findings as a report.	Human Rights Values and perceptions Social justice
Women	To find out more about gender inequality in the world today and the reasons why this inequality has arisen.	Women: On Line activities http://www.oxfam.org.uk/generationwhy/do_something/campaigns/healthandeducation/quiz/index.htm This activity is a quiz which asks students to answer multiple choice questions about gender inequality	Selecting and explaining	2/3	Citizenship/ PSHE/ History/ Geography Workings in pairs or individually – students complete the quiz on line. Ask students to choose an answer to one of the questions that most surprised them and explain why.	Human Rights Values and perceptions Social justice

		around the world				
Energy	To learn about ways of reducing energy waste in day to day life	<p>Energy: On Line activities http://www.greenerfutures.com/green/index.htm is educational website that raises awareness of a broad range of environmental and sustainability issues. The website has comprehensive links to the national curriculum for Key Stages 1, 2 and 3. The website comprises a lifestyle audit questionnaire and classroom data analysis tools, a panorama and educational online games.</p>	Reflecting on and re-thinking energy use	2 and 3	<p>Science and Geography To identify and describe what places are like To describe and explain how and why places are similar to and different from other places in the same country and the world. To recognise how people can improve the environment or damage it. To recognise how and why people may seek to manage sustainable environments, and to identify opportunities for their own involvement.</p>	<p>Sustainable development Inter-dependence</p>
Tourism	To make decisions about which aspects of a topic they want to research.	<p>Tourism: Topic Overview http://www.lgfl.net/lgfl/leas/tpower-hamlets/accounts/projects/global/web/tourism/topicoverview/ This section highlights some of the key issues to think about in relation to tourism.</p>	Research and selection	2 and 3	<p>Geography/ Citizenship/ PSHE / Literacy Ask students to read through the themes set out on the topic overview page and select an area which they are interested in finding out more. They then check the on-line resources, resources and organisations and contacts sections of the site and select sites that they found useful.</p>	
Health	To be able to identify and select relevant resources in order to find out more about a specific health issue	<p>Health: Topic Case Studies http://www.lgfl.net/lgfl/leas/tpower-hamlets/accounts/projects/global/web/health/planning/ This section set contains short snapshots of health problems in counties around the world.</p>	Research skills using on-line and hard copy resources.	3	<p>ICT/ Mathematics/ Science Working in pairs or individually, use the listed web links under each of the diseases to find out statistics for the number of people suffering with a disease in a list 10 of 'northern' and 'southern' countries. Ask students to compare the results and reflect on the difference in the figures and suggest reasons as to why this might be.</p>	<p>Social justice Human rights</p>