

Global Learning across Northern Ireland

Hundreds of schools in Northern Ireland are educating for a fair and sustainable world.
What does global learning look like in your school?

THEMATIC & PROJECT-BASED LEARNING

St. Comgall's Primary School, Bangor

Year 7 used Anti-Bullying Week to look at issues of equality and diversity. Using the 'World as a Village of 100 People' concept they made a video focusing on equality and diversity in relation to key Sustainable Development Goals themes such as gender, income, education, healthcare, water and shelter - finally sharing the video on Twitter.

Clarawood Special School, Belfast

Pupils engaged in a hands-on life skills project to build a greenhouse using plastic bottles. Pupils designed each stage of the project, including sourcing and cleaning the materials and problem-solving as the project ran into difficulties with construction. They also engaged with the local community who donated bottles and other resources, with a local garden centre providing seeds and compost to get the garden off the ground.

Hazelwood Integrated College, Newtownabbey

Year 9 worked on the topic of global fashion, using photo activities, as well as enquiry-based activities such as the 'problem tree', to help pupils think critically about the supply of goods and trade and how they are connected to poverty. The problem tree is a visual framework from which pupils can explore causes, consequences and solutions relating to a particular issue.

SHARED EDUCATION

St. Patrick's & St. Brigid's Primary School & Ballycastle Integrated Primary School, Ballycastle

These schools have used their shared-education partnership to collaborate on global learning activities over the last three years. Year 7 pupils and parents came together to play the trade game, a simulation activity in which participants compete to earn the most from trade, despite starting with unequal resources. Previously, Year 5-7 pupils met over 3 days to explore themes of peace and conflict, making individual peace pledges and learning about peace and conflict throughout the last century.

Lisneal College, St. Mary's College & St. Cecilia's College, Derry/ Londonderry

Lisneal College and St. Mary's College are involved in the GLP and teachers in all three schools have participated in Connecting Classrooms training which focuses on critical thinking skills. All Year 8 pupils participated in a collapsed timetable day where they played the trade game and considered actions schools can take on issues of social justice.

EARLY YEARS

Ballinderry Primary School, Ballinderry

Year 1 explored global issues through literacy using picture books with a global theme, e.g. *Mama Panya's Pancakes*, *Farid's Rickshaw Ride* and *The World Came to My Place Today*. Global themes have also been explored using nursery rhymes, such as introducing the refugee crisis through 'There was an old woman who lived in a shoe'.

St. Mary's Primary School, Barr

As part of their 'Jungle' theme, P2 used *Handa's Surprise* by Eileen Browne to compare features of the jungle environment and where we live. A questioning approach was used, with pupils noticing similarities and differences in areas such as weather, food, houses and transport. Pupils sorted photos according to their own criteria, e.g. nice places/not nice places, and through activities developed a sense of empathy, as well as discussing concepts of fairness and justice.



ART & DISPLAY

Harmony Hill Primary School, Lisburn

When studying peace & conflict resolution pupils used a critical thinking approach to research the work of Banksy and come up with their own questions about his work. Pupils then explored what messages they'd like to have up on a wall, undertook their own Banksy-inspired art project, and reflected on the impact of sharing powerful messages in creative ways.

Lisnagarvey High School, Lisburn

The school hosts a dedicated global learning display, which changes monthly. Different curriculum subject areas provide an informative and interactive display based on events that month, e.g. Martin Luther King day in January, meaning that pupils from all year groups are aware of different issues.



SUSTAINABILITY & THE LOCAL ENVIRONMENT

Carnalridge Primary School, Portrush

Involved in Sustrans' Active School Travel Programme, the school is supporting construction of a bike lane in order to make active transport safer and more sustainable. Recognising the varied opinions of local landowners on the idea, pupils are aware of multiple perspectives on an issue and the need to lobby for change.

Mill Strand Integrated Primary School, Portrush

Mill Strand Primary overlooks the beach after which it is named. Global learning has been focused on the immediate marine environment, enabling pupils to assist with its protection with pupils carrying out regular litter picks on West Strand as well as linking with local charities and organisations.



Ulidia Integrated College, Carrickfergus

Each year the school celebrates Green Day, a day of whole-school environmental action. Pupils go off-timetable, with year groups mixing and engaging in active learning on a particular theme. An on-going relationship with a local waste management company means that Ulidia is an established zero-waste school.



STAFF DEVELOPMENT

St. Brigid's Primary School, Carnhill, Derry/ Londonderry

The lead for global learning is an enthusiastic teacher who has just completed Early Professional Development. Through cascading training and identifying topics and resources that relate to global learning, it has been an enjoyable professional development opportunity for a teacher to advise and liaise with staff on a whole-school initiative.

ENQUIRY-BASED APPROACHES



Donaghadee Primary School, Donaghadee

As part of a farming/growing topic, pupils played a game involving the unfair distribution of biscuits to develop an understanding of how things are not always fair. The activity, in which a packet of biscuits (or counters) is distributed to highlight how wealth is distributed around the world, raised many questions, emotions and a lot of discussion. A follow-up activity involved the children looking at and sorting images, comparing farming practices in different countries.

Our Lady's and St. Mochua's Primary School, Derrynoose

Pupils combined their rainforest topic with newspaper report-writing in literacy. Pupils researched the impact of deforestation and created a 'chain of participants' to further understand the multiple perspectives of different people involved in the process of deforestation, finally writing newspaper reports based on their findings.

Loreto Grammar School, Omagh

Pupils in Year 8 used Oxfam's consequence wheel to consider the implications of buying different types of products. Starting with an assumption that 'local is best', pupils became aware of the complexity of global markets, environment and choice - as an action - when buying food. They visited a local supermarket to compare fair trade goods with their standard equivalents, using criteria such as price and food miles.

The Global Learning Programme is funded by the UK government and managed by the Centre for Global Education, Belfast.

CHILDREN'S RIGHTS & PUPIL PARTICIPATION

Ashgrove Primary School, Newtownabbey

The Year 6 class played the trade game, which included scenarios which discriminated against people based on human rights issues, e.g. one group were given numbers which had to be used instead of their names. Pupils reflected on how these scenarios made them feel during the activity, establishing empathy with others.

Dromore Primary School, Dromore, Co. Tyrone

After a visit from an international development charity through which pupils became aware of a range of global issues, the Year 5-7 class decided to focus on homelessness and famine in their project the next term. The pupils felt empowered when they made choices about their learning and decided on actions they could take to make a difference.

Kesh Primary School, Kesh

Pupils from both key stages participated in the World's Largest Lesson, with each class learning about one of the Sustainable Development Goals. By taking part in an initiative that involved children across the world, pupils developed understanding of their role in joining with others to make change happen on a larger scale.

