

CONNECTING CLASSROOMS



Discover the power of Learning for Sustainability

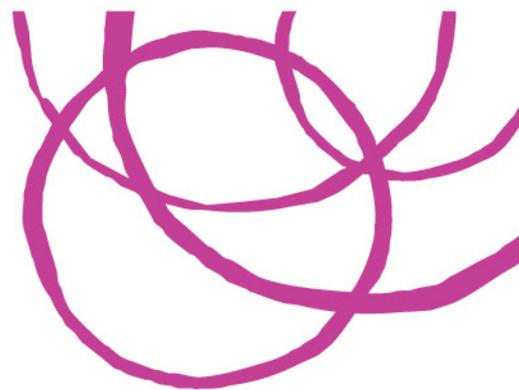


Table of Contents:

Why engage with Learning for Sustainability?	<u>2</u>
Learning for a better world	<u>3</u>
Values, skills and knowledge for learning, life and work	<u>3</u>
The Learning for Sustainability umbrella	<u>4</u>
Pupil Outcomes	<u>5</u>
Pupil Outcomes Case Studies Overview	<u>6</u>
Case Study 1: Gender Equal Play.....	<u>7</u>
Case Study 2: Houses and Homes	<u>8</u>
Case Study 3: Online Tour Guides.....	<u>9</u>
Case Study 4: Art in the Environment	<u>10</u>
Case Study 5: “Operation Foodbank”	<u>11</u>
Case Study 6: The Cost of a Big Mac	<u>12</u>
Case Study 7: Zero Hunger	<u>13</u>
Case Study 8: Energy Efficiency	<u>14</u>

CONNECTING CLASSROOMS

Why engage with Learning for Sustainability?

Connecting Classrooms in Scotland is part of the British Council's international [Connecting Classrooms through Global Learning](#) programme, which works with schools around the world to help young people foster the values, attitudes, knowledge, skills and confidence needed to enable them to contribute effectively in an interdependent world, both now and in the future.

Learning for Sustainability (LfS) permeates the 'totality of experience' in Scottish schools. As outlined in [Vision 2030+](#), it is an entitlement for all learners and the responsibility of all practitioners, schools and educational leaders.

It is also at the heart of the [General Teaching Council for Scotland's Professional Standards](#). This national commitment is echoed in the Scottish Government's [National Performance Framework](#), which is aligned to the [United Nations Sustainable Development Goals](#) (SDGs).

SUSTAINABLE DEVELOPMENT GOALS



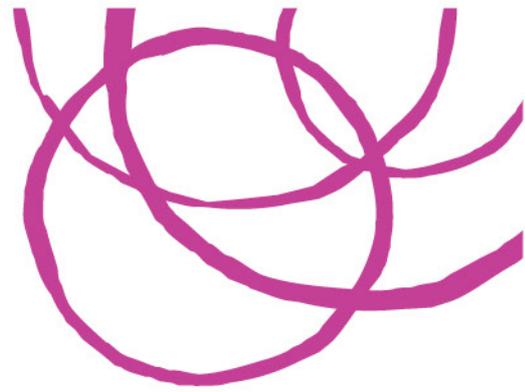
Figure 1: The 17 Sustainable Development Goals adopted by all United Nations member states in 2015.

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Learning for a better world

Participation in the Connecting Classrooms programme, and embedding LfS within your teaching practice, allows you to address many other educational priorities in Scotland, including the Key Priorities of the [National Improvement Framework](#):

- Improvement in attainment
- Closing the attainment gap
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school-leaver destinations for all young people



“A passionate commitment to ensuring social justice, children’s rights, learning for sustainability and equality are important prerequisites for all who deliver Scottish education.

- **How good is our school? Fourth Edition (2015)**

Values, skills and knowledge for learning, life and work.

Connecting Classrooms is about more than just understanding global issues — it’s about inspiring students to apply what they learn in the classroom, both indoors and out, to help them thrive in the wider world.

By integrating sustainability and global citizenship themes into your lessons, you can engage learners in understanding how to use core and transferable skills, such as critical thinking and problem solving, creativity and communication to create positive change and live as responsible global citizens.

Providing learners with engaging experiences through LfS can inspire them to put learning into action and make a difference in their community and the wider world.

“ **Learning for Sustainability (LfS)** is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education and outdoor learning to create coherent, rewarding and transformative learning experiences.

Education Scotland (2018)

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The Learning for Sustainability umbrella

Employing LfS teaching approaches and methodology can be a thread connecting many of the fantastic practices already established in your schools.

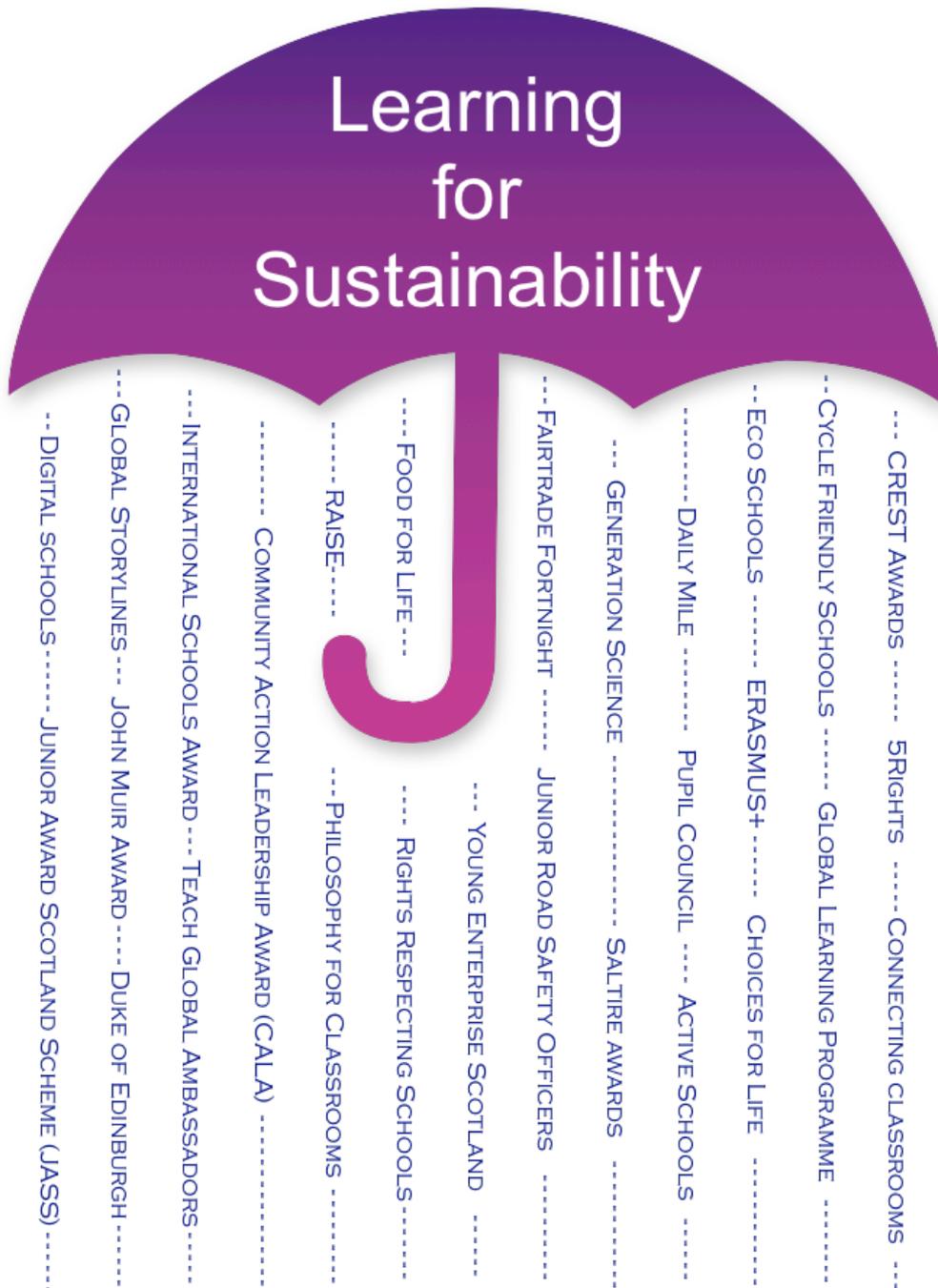


Figure 2: Some examples of the sorts of in-school initiatives that fit under the LfS umbrella.

Drawing these initiatives together through Learning for Sustainability can help learners to draw connections between these, and through this, deepen their understanding and engagement with global sustainability issues.

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Pupil Outcomes

Based on the British Council Connecting Classrooms through Global Learning framework, and adapted specifically for Scotland, these pupil outcomes are intended to support your delivery of the Connecting Classrooms programme to ensure that it dovetails with existing Scottish education policy and expected outcomes for learners from the early years to the senior phase.



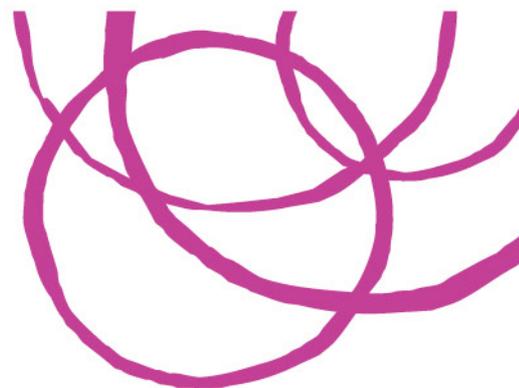
Figure 3: The Connecting Classrooms Pupil Outcomes for Scotland.

Drawing directly from the [Curriculum for Excellence four capacities](#), they also correlate with [How Good is Our School 4](#) (HGIOS 4) recommendations, [Vision 2030+](#), [health and wellbeing across learning](#), Scottish Government's [STEM strategy](#) and the [Getting it right for every child \(GIRFEC\) principles and values](#).

In Scotland, Learning for Sustainability supports all teachers in integrating these outcomes into their teaching, due to its status as a key educational focus, responsibility of all teachers and entitlement for all learners ([Vision 2030+](#); [Education Scotland](#)).

Pupil Outcomes Case Studies

The following case studies have been selected to demonstrate how the Connecting Classrooms Pupil Outcomes can be achieved across the 3-18 age range in a variety of education settings across Scotland.



CASE STUDY	SUBJECT	THEME	STAGE
1	Interdisciplinary Learning	Gender Equal Play	Primary Phase: Early Years - Crown Primary School
2	Interdisciplinary Learning	Houses and Homes: Animal Habitats	Primary Phase: First Level - Westhill Primary School
3	Interdisciplinary Learning	Online Tour Guides	Primary Phase: Second Level - Kingsland Primary School
4	Interdisciplinary Learning	Art in the Environment	Primary Phase: Second Level - Bonaly Primary School
5	Religious and Moral Education	“Operation Foodbank”	Senior Phase: Broad General Education Third Level - Wick High School
6	Mathematics	The Cost of a Big Mac	Senior Phase: Broad General Education Third Level - Fife Council Pupil Support
7	Interdisciplinary Learning	Scotland/Malawi School Partnership: Zero Hunger	Senior Phase: Broad General Education Third Level - Oban High School
8	Electrical and Electronic Engineering	Energy Efficiency	Senior Phase: Higher National Certificate/Diploma - Fife College

PRIMARY PHASE: EARLY YEARS INTERDISCIPLINARY LEARNING

Curriculum for Excellence:

Experiences and Outcomes: HWB 0-05a; HWB 0-09a; HWB 0-10a; HWB 0-19a; HWB 0-20a; LIT 0-02a/ENG 0-03a; LIT 0-04a

Who was involved:

Primary 1 pupils (x10) in a small rural school.

Gender Equal Play

The pupils live in a small community and although they all have great role models, they all come from different cultures, beliefs and backgrounds.

The aim of the project was to engage pupils in critical thinking through the theme of gender stereotyping, with a particular focus on what it means to have equity in the world of work. Pupils were encouraged to share their own views and beliefs and be prepared to challenge or alter them when presented with varying ideas.

Pupils took part in discussions and activities where they had the opportunity to share their thinking and listen to the viewpoints of others. Over the course of the session they had various themed 'home corners' including hairdressers, vets, airports, etc. When learning about the world of work traditional gender stereotypes were challenged. Inviting people from various professions to come in to talk about their job or visiting them in the

Pupil Outcomes Focus: Attitudes

As I explore the rights to which I, and others, are entitled, I am able to exercise these rights appropriately and exercise the responsibilities that go with them.

workplace allowed the pupils to see for themselves who does particular types of jobs.

Future plans:

To continue to look at how pupils form their values and the influences on these and continue to work on gender stereotyping, looking at aspects other than the World of Work. Possibly, in the home, books, clothing, etc.

Related Whole School Priorities and Initiatives:

- Equally Safe Strategy
- Play Strategy for Scotland
- Health and Social Care Standards
- Getting It Right For Every Child (GIRFEC) - SHANARRI wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible, and Included

Teacher Reflections:

"I wanted pupils to understand that gender was not a factor that had to limit opportunities. I wanted to change any preconceived mindsets that pupils had around 'girls stuff' and 'boys stuff'... It was really interesting as the children tended to fall into the stereotypes but when asked to explain their thinking they related it back to their own experiences or the experiences of their family. e.g. my Mum said she played with a doll when she was my age."

Suzanne Dunbar, Class Teacher

Evidence/Impacts:

The teacher noted down pupil comments and kept photos or paper copies of work. The [RISC toolkit](#) activity on gender stereotypes was used to evaluate the impact of the project on learners' perceptions of "boys' toys" and "girls' toys".

PRIMARY PHASE: FIRST LEVEL INTERDISCIPLINARY LEARNING

Curriculum for Excellence:

Experiences and Outcomes: **HWB 1-50a;**
HWB 1-24a; LIT 1-02a; LITT 1-08a; LIT 1-20a/
LIT 2-20a; SCN 1-01a; SCN 1-15a; SCN 1-20a

Who was involved:

Two P2 classes, their teachers, Pupil Support Assistants and the RSPB

Houses and Homes – Animal Habitats

Through the context of ‘Houses and Homes’ the children looked at different animals native to Scotland and their habitats. Staff were able to scaffold the learning experiences but the direction of the project was led by the pupils, which allowed their ideas to emerge through exploration and discussion.

One of the children brought in a newspaper article about beavers in Scotland so they decided to find out more about them through online and book research, they wrote non fiction texts and built a beaver lodge in their outdoor space.

Following a session from the [RSPB](#) on ‘Giving Nature a Home’ they completed a wildlife survey of the playground and researched the animals that they had discovered lived there. This also linked to the class story book [Tidy by Emily Gravett](#) which explores the importance of protecting the environment and the value of

Pupil Outcomes Focus: Values

I value sustainability, social justice and equity. I value and respect social, cultural and ecological diversity.

different habitats. They then worked together to design and build habitats for animals whose habitats might be threatened.

Future plans:

While exploring their outside space, the children were surprised by how much rubbish they found, so they went on to learn about how this affects wildlife. This led into a collaborative Zero Waste project, based on the UN Sustainable Development Goals, which they have developed alongside their partner school in Nepal, aiming to work towards zero waste solutions in both schools.

Related Whole School Priorities and Initiatives:

- Raising Attainment for All,
- Promoting Equity and Excellence in schools
- Closing the Gap
- Student leadership
- Outdoor learning
- International school partnerships

Teacher Reflections

“As a consequence of this [project] the children have become increasingly concerned with our impact on the local environment and this is something we will be continuing to explore for the rest of the school year.”

Jessica Doyle, Class Teacher

Evidence/Impacts:

The teacher noted that the children’s ability to listen to each other’s ideas improved but that the most noticeable development was in individuals’ confidence - Children who would previously have remained quiet were happy to share their ideas and opinions and also stand up in front of the class and present their creation.

PRIMARY PHASE: SECOND LEVEL INTERDISCIPLINARY LEARNING

Curriculum for Excellence:

Experiences and Outcomes: **HWB 2-12a**;
HWB 2-13a; **SOC 2-10a**; **TCH 2-01a**; **TCH 2-14b**

Who was involved:

Two P7 classes and staff, local businesses and [Scottish Environment Protection Agency](#)

Online Tour Guides

The project aimed to encourage the children to become more aware of their sense of belonging within their local community and how the community had been shaped over time to meet the needs of residents, and through this to explore ideas around social justice, equity and equality.

Every Monday learning starts 'out and about' in the local community visiting various points of interest. The children gather information about what they see and discover and make links to Sustainable Development Goals and UN Convention on the Rights of the Child. They were very disappointed to hear that the local tourist office had closed and wanted to 'save their town' by celebrating everything it has to offer through developing digital tours guides for visiting tourists to promote the town.

The children are currently working on building their very own website along with interactive QR codes that will be advertised in various places throughout the town. Visitors and

Pupil Outcomes Focus: Effective Contributors

I connect and contribute to my community, locally, nationally and internationally as an active global citizen.

locals can then interact digitally to gain a deeper insight into the local community.

Future plans:

The plan is to build on this strong sense of cultural identity and sense of belonging and compare their local community to a community elsewhere in the world. The children have been overexposed to the stereotypical images of charity appeals giving them a particular view on their place within the wider world. It is hoped that by tackling this from a different angle the children will have a deeper sense of identity and recognise that equality and equity should be available to all.

Related Whole School Priorities and Initiatives:

- Sustainable Development Goals
- Outdoor learning
- Developing links with the local community
- Health and wellbeing across the curriculum

Teacher Reflections

"What struck me was that the children engaged with their learning environment in a deeper way... despite having been part of the school for 7 years many of them spoke of different things they had seen for the first time."

Pamela Kirkmali, Class Teacher

Evidence/Impacts:

The written work produced by the children as a result of the topic was of a much higher standard than they had produced in other writing contexts. The teacher felt that the high level of engagement with the topic and the passion that the pupils felt for the subjects that they chose had an impact on this.

4 PRIMARY PHASE: SECOND LEVEL INTERDISCIPLINARY LEARNING

Curriculum for Excellence:

Experiences and Outcomes: **HWB 2-16a;**
LIT 2-02a; LIT 2-06a; LIT 2-07a; LIT 2-09a; EXA
2-02a; EXA 2-05a; EXA 2-07a; TCH 2-11a

Who was involved:

Two P7 classes, their teachers and parents

Art and the Environment

The aim was to explore the local environment through an artistic lens, as well as examine societal and personal beliefs related to art through the works [Andy Goldsworthy](#), and [Richard Long](#).

First the pupils discussed whether the materials used and the longevity of a piece of work affected whether it should or could be regarded as a piece of artwork or not. The pupils then researched and planned a short journey by foot to a local area of greenspace, before creating their own pieces of temporary artwork at their destination using natural materials. They wrote text art based upon their journeys and inspired by their local environment, and photographed their land art pieces using iPads, which they were able to edit and enhance using software back at school. This led to a discussion as to whether the experience of creating the artwork itself was valued as art – as a connection and interaction with nature, or whether it only counted as art if it was photographed and therefore “saved”.

Pupil Outcomes Focus: Skills

I am developing a range of skills for learning, life and work including the ability to communicate in different ways and different settings, apply critical thinking and solve problems, think creatively and independently, use digital technology to support my learning and appreciate issues from different perspectives.

Future plans:

To repeat the project next year at the start of the year which would allow us to increase the focus on critical thinking and problem solving skills by leading into further opportunities to examine their perspectives and the societal influences on these throughout the year.

Related Whole School Priorities and Initiatives:

- Raising Attainment for All
- Increasing outdoor learning opportunities
- Developing connection to place and community
- National Improvement Framework:
 - Improvement in children and young people's health and wellbeing

Teacher Reflections:

“the pupils developed their ability to justify their opinions or beliefs and were able to draw both on personal experiences, but also cite the work of others in order to back up a point that they wanted to make. During the final discussion I was really impressed by the maturity with which they listened to one another and respected each others’ opinions, without necessarily feeling the need to agree.”

Mary Collacott, Class Teacher

Evidence/Impacts:

The theme of the project allowed learners to develop their critical thinking skills and question their own perspectives. Progress was observed in their ability to share and justify their viewpoints from the initial debate at the start of the project to the one at the end, as well as in their willingness to listen to one another and accept a difference of opinion.

SECONDARY PHASE: BROAD GENERAL EDUCATION

RELIGIOUS AND MORAL EDUCATION

Curriculum for Excellence:

Experiences and Outcomes: **RME 3-04a;**
RME 3-04b; RME 3-05a; RME 3-05b

Who was involved:

Around 30 pupils from S1-4.

“Operation Foodbank”

An S3 RME elective class formed a steering group to co-ordinate a charity fundraiser for the local food bank after finding out about the increasing reliance on food banks in the UK and the particular challenges faced by the food bank in Wick through communication with the volunteers there.

Pupils set up a committee that also included several pupils from other year groups. Together they organised and ran a food-drive and lunchtime social event to fundraise as well as raising the profile of the food bank within their local community to generate awareness and further support. The class took responsibility for most of the logistical and admin support for the project, working alongside volunteers from the food bank and the school chaplains, as well as maintaining on-going contact with the local newspaper to

Pupil Outcomes Focus: Responsible Citizens

I respect and understand different beliefs and cultures and am able to develop informed, ethical views of complex issues.

ensure that the wider community was informed about what they were doing and why.

Future plans:

To maintain the lunch time steering group as the students are keen to continue their work and embark upon further projects in the future. This RME course will be developed for future year groups based upon the learning and experience gained through this initial project.

Related Whole School Priorities and Initiatives:

- SQA Religious Beliefs and Values Award
- Young Philanthropy Initiative
- Duke of Edinburgh Award
- Visible Learning
- Cross-curricular links with S3 Modern Studies Poverty unit

Teacher Reflections:

“From a curricular viewpoint it shows that a collaborative inter-departmental approach can work... [Pupils] gave up significant amounts of their own time to take on other aspects of the project. They rated the course highly in terms of the ‘ladder of participation’ (Hart, 1992).”

Eleanor Stobbo, RME Teacher

Evidence/Impacts:

The course contributed to all of the ‘Beliefs’ and ‘Values in Action’ related Benchmarks. It covered many of the Significant Aspects of Learning, especially ‘*encountering religious diversity through contact with people of faith*’ previously identified as a priority for course development in the school.

“Learning to ask the right sort of question is an important skill we developed during this course. We asked volunteers to come to class and answer our questions about how the food bank works. We used this information to produce our publicity materials.”

Pupil Reflection

SECONDARY PHASE: BROAD GENERAL EDUCATION MATHEMATICS

Curriculum for Excellence:

Experiences and Outcomes: **MTH 2-12a; MNU 3-03a; MNU 3-20a; MNU 4-03a**

Who was involved:

S3 pupils in Pupil Support Service Behaviour Centre

The Cost of a Big Mac

A series of lessons was carried out looking at minimum wages and how long one would have to work to earn enough money to buy a medium 'Big Mac' meal in different countries around the world.

One of the main aims of the project was to give pupils the chance to explore other countries, cultures and traditions, and through this to raise awareness of some world issues. Pupils researched what the minimum wage was and calculated that on average you would work approximately 34 minutes in the UK to earn enough money to buy a medium Big Mac Meal. They were then asked to research what the minimum wages in other countries were, equate it to the pound and use that to work how long they would have to work to earn enough to buy that meal.

Pupils were able to problem solve and research key information to help them work this out. Pupils worked in pairs so they were also able to communicate with each other and then at the end discussed their findings.

Pupil Outcomes Focus: Successful Learners

I am able to link and apply different kinds of learning and make reasoned evaluations in order to understand complex global issues.

Introducing a real world context that the pupils could relate to increased their engagement and enthusiasm for learning.

Future plans:

The Behaviour Centre has access to a community allotment, so next time the pupils could work on that for the length of time they calculate they would have to work for in the UK to earn enough to buy a medium sized Big Mac meal.

Related Whole School Priorities and Initiatives:

- National Improvement Framework:
 - Improving literacy and numeracy
 - Improving employability skills and leaver destinations.
- Developing the Young Workforce
- Rights Respecting Schools
- Cross-curricular link with the S3 Social Studies course

Teacher Reflections:

"Pupils have been exposed to issues they would not have come across normally so awareness of global citizenship has been raised... [They] were exposed to new issues around the world and they had the opportunity to discuss these"

Narita Ram, Class Teacher

Evidence/Impacts:

Learning was evidenced through pupils being able to share ideas, take part in discussions and give their own opinion on topics. The project helped learners to improve their employability skills such as listening to others, working together in a team or on their own, meeting deadlines, being able to recall facts and form opinions based on findings.

SECONDARY PHASE: BROAD GENERAL EDUCATION

INTERDISCIPLINARY LEARNING

Curriculum for Excellence:

Experiences and Outcomes: HWB 3-12a; HWB 3-19a; LIT 3-02a; LIT 3-10a; MNU 3-07a; MNU 3-09a; RME 3-05b; SOC 3-08a; SOC 3-19b; SOC 4-19b

Who was involved:

Principle Teacher, Class Teachers and Head Teachers and S2 classes in both schools

Scotland/Malawi School Partnership: Zero Hunger

Oban High School set up a partnership with Mazozo Community Day Secondary School in Malawi with the help of the [Scotland Malawi Partnership](#). Shortly after the partnership had been established the region was struck by a severe hunger crisis, which prevented them from engaging in the project. The pupils in Scotland were really disappointed to hear this and wanted to learn more about the situation at their partner school and whether they had any capacity to support them. Throughout the project teachers were keen to highlight issues associated with short term international aid, such as communities becoming dependent on aid provision, or reasons that aid may not reach their partner school's community. This led to a series of lessons in which they explored the reasons preventing the project continuing with their partner school. The pupils

Pupil Outcomes Focus: Confident Individuals

I am able to reflect upon, challenge and communicate my own beliefs and view of the world, and relate to others from different cultures and backgrounds.

led an investigation to find out the best and most sustainable way to support emergency food aid provision to enable their partnership pupils to return to school. Due to the established equitable partnership between the schools they were able to explore these problems together and work towards long-term solutions to ensure that while short term needs were being met there were sustainable long term solutions which will ensure that their partnership could continue.

Future plans:

To continue the Zero Hunger project and roll it out across the wider school, as well as introduce more day-to-day curriculum based learning between the schools.

Related School Priorities and Initiatives:

- International School Partnerships
- Skills for Life and Work

Teacher reflections:

"By putting some aspects of the curriculum into a real world context we can definitely instill a much deeper understanding... such projects do not need to take up any additional time as it is still possible to deliver courses, just in a different context, and I would argue a much more interesting and memorable context in many instances."

Iain Fulton, Principle Teacher

Evidence/Impacts:

The action of the pupils led to an increase in attendance at their partner school in the short term, as well as developing sustainable solutions to try to mitigate against the same food scarcity crises occurring in the future. The pupils are more able to work through problems and work collaboratively towards a goal... attendance and late coming have dropped since the start of the project, pupils are more engaged and eager to participate in class.

8 SECONDARY PHASE: HIGHER NATIONAL CERTIFICATE AND DIPLOMA

ELECTRICAL AND ELECTRONIC ENGINEERING

Curriculum for Excellence:

"I found that there were no formal outcomes or statements which spoke of sustainability outright, but with creative thought, this could be embedded quickly and meaningfully within the existing curriculum."

Who was involved:

HNC Electrical and Electronic Engineering students (Level 5), College Sustainability Co-ordinator, Communication and Electronic Engineering Lecturers

Energy Efficiency

The HNC Electrical and Electronic Engineering students were required to complete an interactive talk on sustainability, to contribute to a team presentation on energy efficiency and overcoming issues being faced in practice and to take an active part in debate on renewable energy. The unit of work caused the students to engage with challenging issues related to their area of study and to consider the problems of producing, transporting/

Pupil Outcomes Focus: Knowledge

I am developing my knowledge and understanding of the world and Scotland's place in it. I understand the interdependence of environment, society, economy and inequity.

distributing, and usage of electrical energy within the current and evolving National Grid network – both as responsible and professional engineers in the field who will have to deal with these issues as well as consumers of the energy and citizens of the world.

Future plans:

To embed sustainability in the Level 8 (HND) course through a case study looking at engineering solutions to energy and water efficiency in industry.

Related College Priorities and Initiatives:

- Increasing sustainability in the curriculum
- Inter-departmental collaboration
- CDN Professional standards to collage lecturers

Teacher Reflections:

"As well as raising awareness of sustainability in their own occupational area, further awareness of sustainability was also evident in a more general sense thus contributing towards being responsible citizens. There was also close working relationships forged between other departments where integration was possible thus enhancing student experience."

Allister Ross-Smith, College Lecturer

Evidence/Impacts:

The debate formed part of the students' formal assessment for their Communications module, and the written work produced supported the successful completion of their Electrical and Electronic Engineering course. Students completed feedback forms at the end of the tasks which gave very positive responses regarding the value of the activity in relation to practical applications, as well as suggestions on how the course could be improved further. These suggestions have been fed into the planning for the next iteration of the course.