



Resources for Global School Partnerships

*Thinking together about global issues
Sharing learning on equal terms
Imagining a fairer future*

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<http://globallearninglondon.org.uk/thinkingtogether>
www.risc.org.uk/toolkit

1. Introduction to Thinking Together Resources and Linking for Learning

‘Alone we can do so little; together we can do so much’

Helen Keller, Deaf Blind author and humanitarian

The Thinking Together resources may be copied and used in any context, but are designed to help school partners to learn together and from each other through exploring everyday themes that affect them all. School Partners learn on equal terms, exchange ideas and discuss any actions they wish to take as a result of what they have learnt. Linking to United Nations Goals for Sustainable Development (2015 -30), each resource uses classroom activities to explore a global topic related to children’s lives, needs and rights. They develop knowledge, personal and social skills and offer local and global perspectives. They offer help with assessment of learning.

Knowledge Theme	Skills	Concept/ Values
1. Thinking Together about Linking: Learning together and from each other SDG 17 Building effective partnerships	Social Skills in differing contexts	Equality Mutual Benefit
2. Thinking Together about Sustainable Development Future perfect? UN Sustainable Development Goals SDG 4 Education for all	Critical creative thinking	Human Rights Social Justice
3. Thinking Together about Food Enough for everyone: reducing food loss and waste SDG 2 End all hunger everywhere	Problem solving	Interdependence
4. Thinking Together about Water Conserving and sharing our most precious resource SDG 6 Clean water and sanitation for everyone	Enquiry Debate	Sustainable Development
5. Thinking Together about Play Play is good for you and it’s learning too SDG 3 Health and wellbeing for all	Cooperation Teamwork	Well-being Fair play

Global Learning Outcomes:

‘Great things are done by a series of small things brought together’ Vincent Van Gogh, Artist

By thinking together about global issues children discover an interest in their shared world and common future. They gain personal skills in cooperative learning, problem solving, enquiry, self-awareness, creativity, critical-thinking and empathy. Young people with a global outlook know their lives are interconnected, that change is possible and that environmental and social issues can be solved when people and nations think and act together for the good of all. They realise that small changes in their own behaviour can make a big difference to others.

Assessing Global Learning Outcomes:

‘Measuring what is valuable, rather than valuing what is measurable’ Judy Dyson, Senior Adviser,

These resources are funded by the European Union funded ‘Quality or Quantity’ project, to help teachers assess outcomes of global learning. Learning with and from others around the globe involves changes in attitudes, skills and values that are not easy to quantify. The project has developed effective ways to record these changes. Their publication ‘How do we know it’s working?’ (RISC 2015) contains a wealth of activities. *Thinking Together* resources incorporate this ‘before and after’ approach to recording and assessing global learning outcomes.

The process for using the Thinking Together resources:

- **Choose a global theme together:**
 1. Linking to learn: Learning together and from each other
 2. Future Perfect? The Sustainable Development Goals and Education for all
 3. Food: Enough for everyone: reducing food loss and food waste
 4. Water: Conserving and sharing our most precious resource
 5. Play: Play is good for you and it's learning too

- **Download the baseline activity, the Teachers' factsheet and classroom activities from one of the links shown above.**

- **Do the baseline activity to record your learners' starting point:**
Use the baseline activity to record your students' existing knowledge and attitudes before working on the topic. Collate, share and compare the results between partner schools before any curriculum work is done.

- **Do parallel work on the topic:**
Each school carries out literacy and numeracy activities for the chosen theme, as appropriate to their context.

- **Exchange and discuss your ideas:**


Where you see this icon in the text you will find opportunities for exchanges of learning between schools. Learn from each other to clarify common /differing outcomes and interesting themes. You can exchange information using your usual channels of communication, depending on what works for both schools in collaboration. These could include post, email, Skype, Dropbox, Facebook, or a Virtual Learning Environment (VLE).

- **What would you like to change?**
Discuss anything you would like to change and actions you could take.

- **Record / assess attitudinal changes:**
Repeat the baseline activity, collate, compare and discuss results to see how attitudes and knowledge have changed or developed.

- **Do extension work or a new topic:**
You may choose to develop shared extension work around the existing theme or start another topic together

Before you start:

- **The 10/10/10 Linking for Learning Activity** below is a good way to start, or refresh, your school partnership.

Building Partnership for Learning: Teachers' Information

'Conversation is the food of the ears' Trinidadian saying
'He who does not ask a question learns nothing' Swahili saying, East Africa

The Little Book of African Wit and Wisdom Compiled by Patrick Ibekwe, New Internationalist 2002

Thinking Together about Linking for Learning

Global school partnerships can help young people across the world to explore global issues and share their thinking and ideas for action.

Effective school links enhance education, make the curriculum real and relevant, provide experiential learning and develop creative critical thinkers.

A well planned link can motivate students, encourage them to take responsibility for their own learning, inform debate and heighten their awareness of global issues.

Linking can enable students and teachers to be partners in learning and develop skills in communication and inquiry. It provides a context for them to reflect on their attitudes, gain an understanding of other perspectives and challenge stereotypical views. It can also lead students towards considering their own place as part of the global community and empower them to make change.

Establishing and maintaining mutually beneficial and equal partnerships requires a shared vision that avoids stereotypes and creates opportunities for reflection and reciprocal learning. It places demands on curriculum and staff time of each school.

A good school link requires strategies to manage inequalities of access to resources and communication technology and differences in socio-political contexts, teaching methods, class sizes, and staff capacity.

The 10/10/10 process

This activity was developed by HEC Global Learning Centre as a means of starting a dialogue between newly linked schools. It can be adapted for a link at any stage.

Classroom Activity: Thinking Together: Linking for Learning

10/10/10: Starting a dialogue to between school partners

What to do:

At the start of the school link, inform your students only of the name of the country or community they will be linking with and the language spoken there. Students in classes at both ends of the link then follow the 10:10:10 process below to produce:

1. 10 questions they would like to ask their partner school
2. 10 points of information about themselves they want to share
3. 10 rights which they feel that every child in the world should haveⁱ

- The class in each school should be divided into groups
- Each group decides on 10 questions that they would like to ask their partner school
- Each group is asked to contribute one question to the whole class
- The class discuss and agree which questions should be on the list of 10
- Questions not included in the first list can be recorded and sent later

- Using the same process, each class develops 10 points of information they would like to share about themselves and the rights they think all children should have. All stages should be completed before you share any questions or information received from your partner school.



Once the questions are agreed each school sends 10 questions, 10 points of information about themselves and 10 rights they think every child in the world should have to their partner school. This can be a starting point for discussion and further questions.

What to do next:

When you have completed the 10:10:10 activities with your partner school, choose another Thinking Together theme together and carry out the learning in your own context, sharing and discussing your learning outcomes with your partner school.



Don't forget to do the learning assessment activities at the beginning and at the end of each topic to see how effective your teaching has been at broadening your learners' perceptions and in developing their thinking around global issues

ⁱ If your class has no previous learning on Children's Rights you can find out more here and consider some pre-activity to develop enough knowledge to participate <http://www.unicef.org.uk/UNICEFs-Work/UN-Convention/>