

GLP-W Case Study - The Alun School GLP-W Network

Title: Using a national themed week as a focus for global learning

What did we want to achieve?

The Alun School GLP-W Network is made up of 12 primary and secondary schools from N.E. Wales.

The Network identified that, due to the nature of their schools' catchment areas, many pupils had limited personal experience of, and understanding about economic migration and refugees. Consequently, the Network decided to use Refugee Week as a focus for cross-curricular learning activities to develop their understanding of the issues, to challenge pupils' perceptions and to consider possible solutions.

How did we set about it?

The spring term network meeting was used to share ideas and review teaching resources about economic migration and refugees. Prior to the meeting the Lead School GLP-W coordinators researched a wide range of free online primary and secondary teaching resources e.g. British Red Cross, Christian Aid and relevant web links e.g. BBC Newsround and TES. These were shared electronically and in some cases in hard copy e.g. *Run for your life* (Global Gang), and the '*Over, Under, Sideways, Down*' graphic novel, with each of the network schools. Time was spent in the network meeting discussing the resources and coming-up with ideas as to how they could be used or adapted for the needs of each network school. The emphasis of the network was to identify resources and classroom activities that could be used as age-appropriate learning activities across a range of different subjects.

What did we do?

In Alun School, the GLP-W coordinator worked with members of the Global Learning PLC to plan a range of cross-curricular activities for Year 7 pupils. The GLP-W coordinator then raised awareness in a whole school staff meeting and launched Refugee Week in an assembly for Year 7 pupils. Every department contributed to a week-long series of cross-curricular activities. Examples of the learning activities that pupils experienced included:

- Art; making a collage on a post card to explain what '*home means to you*'
- Welsh; an empathy exercise
- English; using poetry to explore the experiences of refugees
- MFL; explaining your personal story as a refugee in a different language
- Geography; identifying and discussing key questions such as Why do refugees move? What is meant by "quality of life"?
- History; an empathy activity using evidence sources from the Kindertransport, a series of rescue efforts which brought thousands of refugee Jewish children to Great Britain from Nazi Germany between 1938 and 1940.
- Maths; analysing UNCRF population data
- Music; celebrating diversity through music

- PE; following an orienteering course around the school grounds and buildings to simulate a refugee's journey from Africa to Europe
- Humanities; letter writing to refugee pupil starting school
- Drama; using images to recreate scenes from the media then exploring potentially positive scenarios and outcomes
- RE; empathy activity exploring life in Eritrea
- Science; considering different solutions to problems refugees face
- Technology; fabric testing materials for warmth, taste testing food rations and designing water bottles
- All of the activities had either a literacy or numeracy focus.

Each Year 7 pupil used their Refugee Week booklet, which included a glossary of key terms, to capture their learning. A reflection box at the end of each activity enabled pupils to self-assess their understanding and skill development, and record their personal journey as they progressed through the week.

Year 12 pupils from Alun School also prepared a peer education refugee project which involved them working with Year 3 pupils from a GLP-W network school, Northrop Primary School. This involved a carousel of activities which lasted for approximately 5 minutes. The range of activities included story telling; looking at images of refugee camps and discussing what life must be like for refugees; and thinking about how they would introduce a new pupil to their school and reflection activities.

The other secondary network schools have incorporated refugee related activities into Geography lessons. Some primary schools used the ideas in assemblies to raise awareness.

What was the impact of this work?

Pupils were encouraged to peer and self-assess their progress. Evaluations indicated that most pupils had a better understanding of economic migration and the issues facing refugees.

'I now know what refugees feel like when they have to leave their home, what they miss and what has stuck in their memory. Everybody should be equal and treated with respect.' Year 7 pupil

As a result from this themed week teachers across subject areas now feel more confident in delivering Global Learning. It has also demonstrated to staff how current global topics can be incorporated into everyday teaching.

"Refugee week gave me confidence to tackle an emotive issue. It has broadened my expertise in incorporating Global Learning within my subject specialism." Textiles Teacher, Alun School

"The visit by the Year 12 pupils from Alun School was a thought provoking experience which enabled our pupils to view the world through the eyes of a refugee. The theme was sensitively presented, leaving pupils with much to think about. It allowed the pupils the opportunities to consider the

thoughts and feelings of others, provide feedback to activities and show empathy to others.” ESDGC
Coordinator, Ysgol Owen Jones

How does this link to the Global Learning Programme Wales?

- Interdependence
- Critical thinking

What do we plan to do next?

As a Lead School we intend to evaluate and refine the activities where necessary, building them into departmental schemes of work for teaching in future academic years. We are planning to run Refugee week for year 7 pupils again this year and are widening our primary transition project to invite schools from both of our GLP-W networks and run the carousel activities on a larger scale.