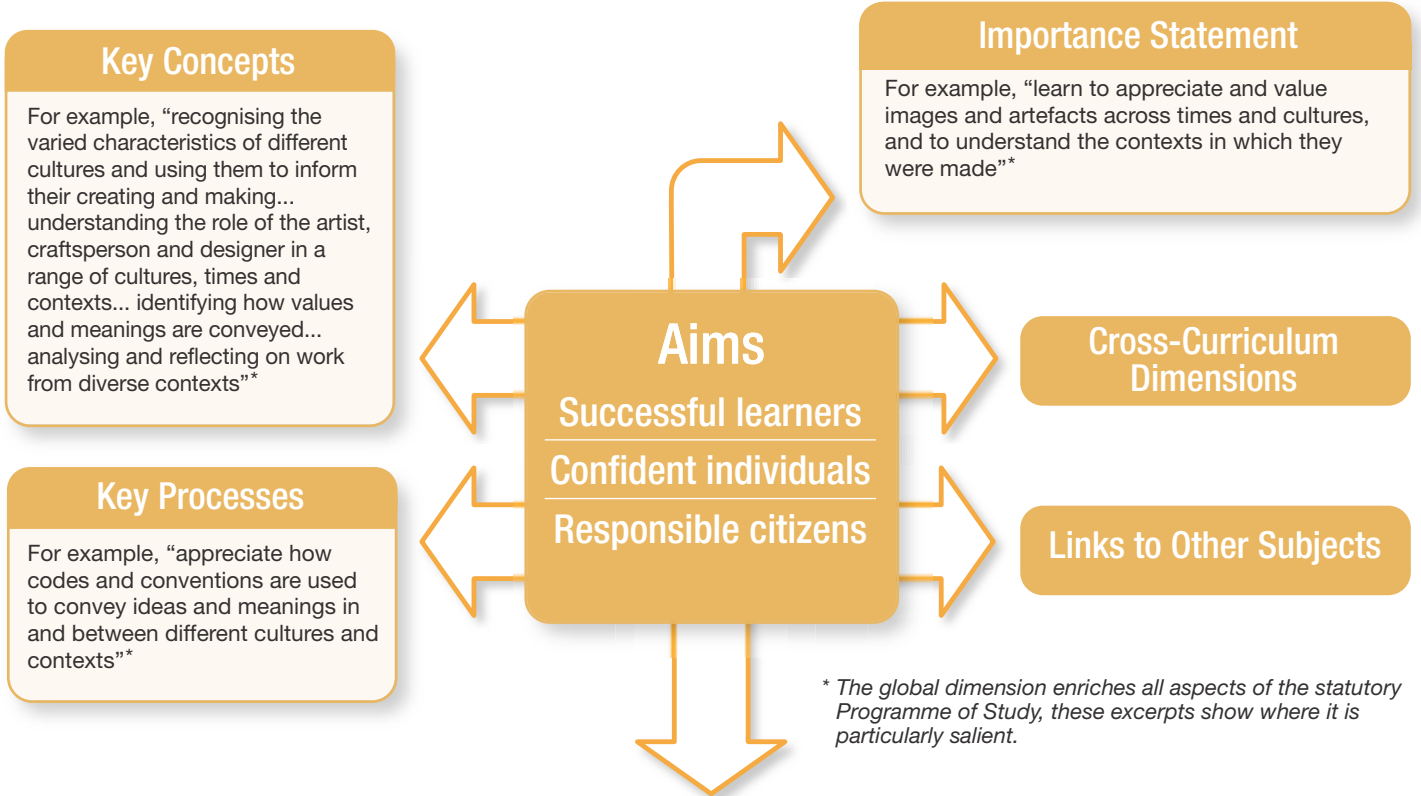


Exploring the Global Dimension to Art and Design

Art and Design can challenge young people's perceptions. It provides opportunities to consider contemporary art and design from around the world, exploring the importance of context in art, design and craft and their role in social change and in expressing identities.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, the role of art and design in social change.

Interdependence

For example, the influence of different cultures, genres and art forms on each other.

Social Justice

For example, inequalities of power and representation, such as those between classes, cultures and genders throughout the world.

Human Rights

For example, the opportunities for and challenges to freedom of expression.

Conflict Resolution

For example, understanding of and empathy with the perspectives of others.

Diversity

For example, the ways in which ideas, beliefs, cultural backgrounds and values influence art and design; exploring contemporary art and design from a range of countries and cultures.

Sustainable Development

For example, the importance of sustainable resource use - rethink, reduce, reuse, repair, recycle.

Values and Perceptions

For example, the power of images in marketing and propaganda to influence perceptions.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Exploring context

Students can explore a contemporary painting of a particular genre from another country. They might look at a number of paintings of that genre and consider their similarities. Questions to consider might include: Who produced it (eg, by gender)? Was it produced collectively or individually? Were similar paintings produced in this place in the past? What has influenced its creation? Who was the intended audience? What particular beliefs and priorities does it reflect? What was its role in the society in which it was produced? What techniques were used and why?

Students can produce work of their own using the same style and techniques but expressing issues of importance to them.

The world in our street

Students can develop a piece called 'The world in our street' to help them identify what connects their locality with the wider world. They can do this through a photography project or through a montage of packaging, brochures, labels, posters, artefacts, magazines and observational drawing. This can be extended by looking at how their locality is depicted in, for example, the press or publicity brochures and comparing these findings with another locality in the world and how it is depicted.

Artistic responses to global issues

The lives and work of many artists illustrate global issues. Students can consider how the particular themes and techniques which appear in the work of a chosen artist reflect their life experiences, interests and values. Doing this can inform and influence students' own work and help them express their own responses, concerns and aspirations about a global issue.

Using recycled materials

There are many artists from around the world who use recycled materials in their work. Investigating the thinking behind this can help students create their own designs and develop a more critical understanding of sustainable development and the relationship this has with Art and Design in terms of why certain materials are used, the ethical sourcing of materials, how materials could be re-used and what their designs demonstrate in relation to their responses to social and environmental issues.

Find out more

The Global Dimension Website

Search for a wide range of global dimension teaching resources; find local organisations to support you, including Development Education Centres; and sign up to the termly Global Dimension newsletter at: www.globaldimension.org.uk

To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

National Society for Education in Art & Design (NSEAD)

The case studies at www.nsead.org/cpd/nsc_papers.aspx may be particularly relevant.
www.nsead.org

October Gallery

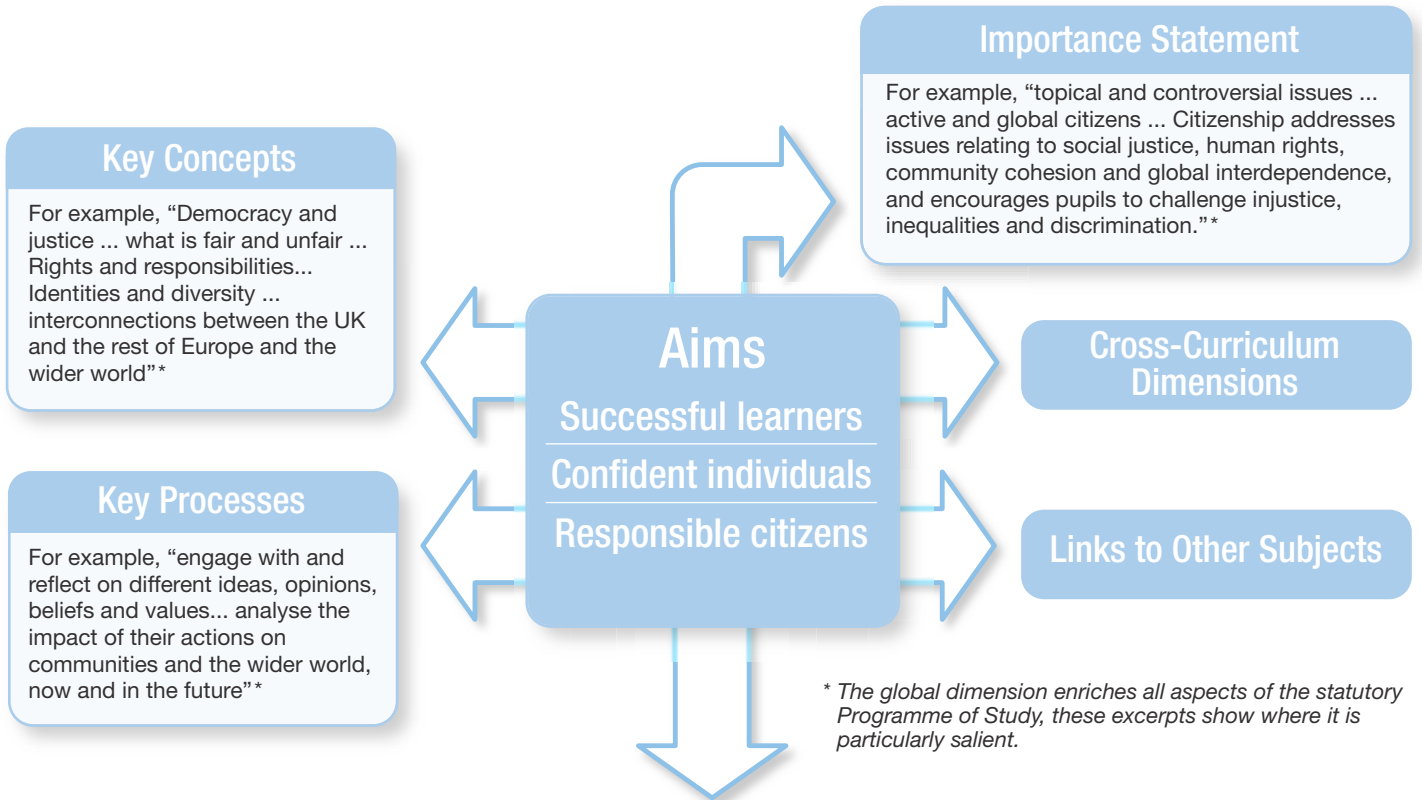
An example of a gallery exhibiting contemporary art from a wide range of countries and cultures.
www.octobergallery.co.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Citizenship

Citizenship can help young people make connections between the local and the global, considering decisions and judgements they make about the world they live in. It helps them consider what positive action they can take to bring about change and to challenge injustice.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, learning about institutions, declarations and conventions and the role of groups, NGOs and governments in global issues.

Interdependence

For example, understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries.

Social Justice

For example, challenging racism and other forms of discrimination, inequality and injustice.

Human Rights

For example, understanding human rights in a global context and the interrelationship between the global and the local.

Conflict Resolution

For example, developing skills of communication, advocacy, negotiation, compromise and collaboration.

Diversity

For example, appreciating diverse perspectives on global issues and how identities affect opinions and perspectives.

Sustainable Development

For example, understanding the interconnections between the social, environmental and economic spheres.

Values and Perceptions

For example, questioning and challenging assumptions and perceptions, including their own.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Student voice and sustainable schools

Students have an important role to play in exploring and putting forward suggestions for how their school can become more sustainable. In considering issues such as energy usage, food sourcing and waste, they can consider the global impact of actions and choices made in their school.

Students can discuss and develop ways to monitor the school's progress, for example, through carbon footprinting.

Human rights

Students can explore situations globally where there are competing rights. They can explore situations where human rights are being denied, both locally and in other parts of the world.

They use a developing understanding of the legal framework of human rights to consider how human rights abuses might be challenged. For example, they can find out about the lives of working children whose rights are being denied and explore responses to this.

The media

Students can investigate the way the media has represented and reported on a topical story, such as the rights of migrant workers, considering the various perspectives described including that of the migrants themselves, employers and the government. Students can investigate examples from other countries as well as their own.

Students can consider the power of the media in influencing perceptions, choices and lifestyles including their own. They might do this by asking people about their understanding of a particular global issue, their views on it, the strength of those views and where they think their views come from.

They can consider what they could actually do to address what they see as a lack of understanding or an imbalance in views in their local community about a specific global issue.

Find out more

The Global Dimension Website

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Association for Citizenship Teaching

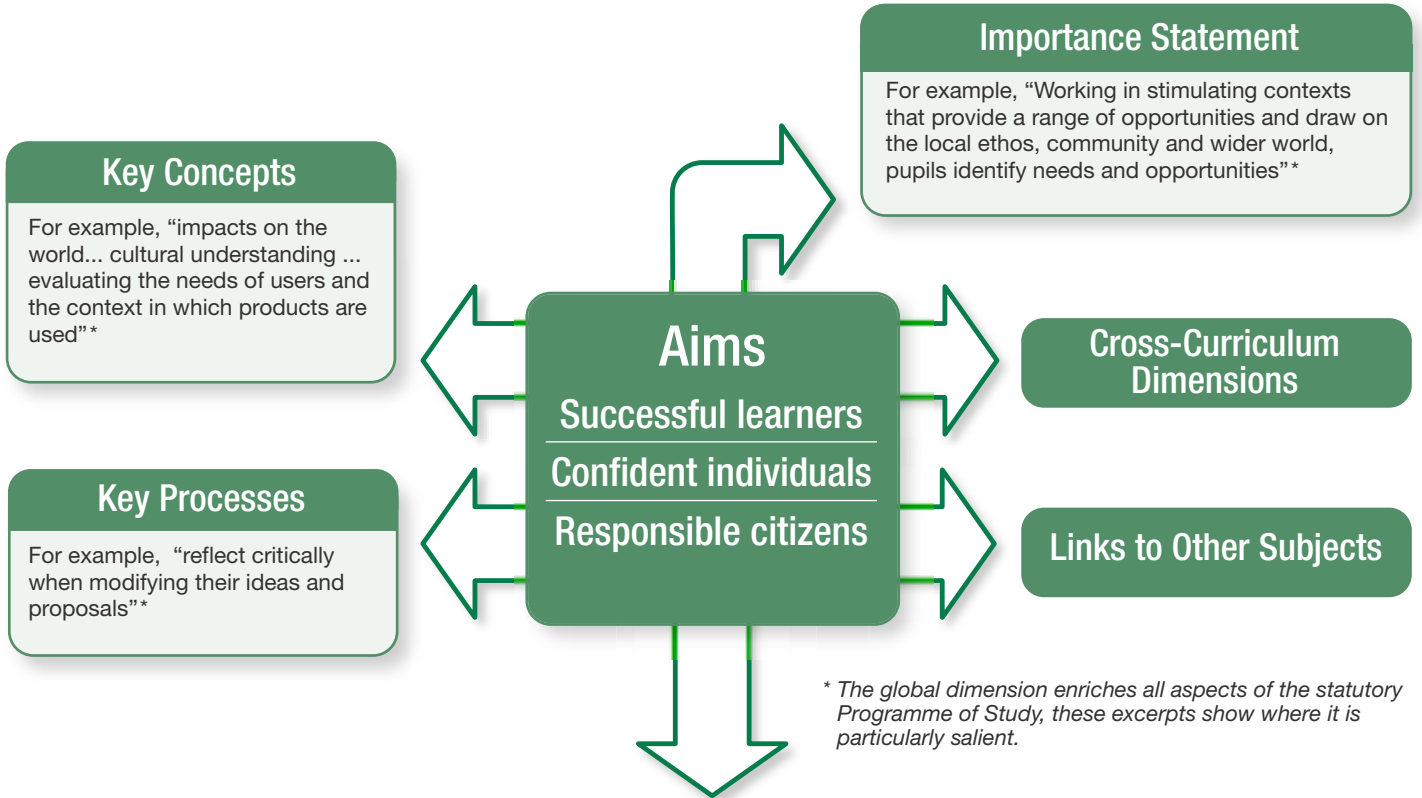
ACT is the professional subject association for those involved in citizenship education. www.teachingcitizenship.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Design and Technology

Design and Technology can illuminate webs of global interconnections of people and environments and provide students with a space to respond creatively to a range of needs and opportunities.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, understanding their role as designers, producers and consumers and the impact their decisions have on other people.

Interdependence

For example, understanding that choices made about materials have implications around the world.

Social Justice

For example, relating the creation of products and technologies to the creation of a more just world.

Human Rights

For example, understanding the role of designers, producers and consumers in ensuring human rights are respected through the implications of the choices they make.

Conflict Resolution

For example, understanding the roles that sourcing materials and technology can play in creating and resolving conflict.

Diversity

For example, understanding that different environments and cultures need different products.

Sustainable Development

For example, analysing the economic, social and environmental impacts (both now and in the future) of products over their whole lifecycle, remembering the six Rs: rethink, refuse, reduce, reuse, repair, recycle.

Values and Perceptions

For example, developing critical thinking skills for evaluating both consumerist values and particular products and appreciating that these can be viewed from a range of perspectives; recognising how students’ designs reflect their own values and perceptions and how they might consider those of others.

The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.

A few examples

Life cycle analysis

Students can examine the impact on people and the environment of the production, use and disposal of an existing product, such as a mobile phone or a pair of jeans, or a product which they design and make, such as a wooden box.

For example, for a mobile phone, this can include exploring the impact of Coltan extraction in the Democratic Republic of Congo; farmers' use of mobile phones to access market prices and transfer money; the impact of easy communication on a range of people; the use of phones to photograph and record human rights abuses; the disposability encouraged by phone contract arrangements; the impact of leaving chargers on; debates around phone masts; issues around phones in landfill or how they are disassembled and by whom.

Food

Pupils can evaluate the social, cultural, economic and environmental effects of current school meals and propose alternatives based on life cycle analysis, as above. The class can discuss possibilities and barriers with catering staff.

Pupils design and make school meals. They develop criteria for ingredients such as: ethically produced; fairly traded; locally sourced; organic; can be cooked with a minimum of energy; affordable; healthy; culturally sensitive; minimal and biodegradable packaging. They can explore the dilemmas and contradictions that arise within and between the criteria.

Evaluating products

Pupils can compare products, for example:

- A football with a logo claiming that it has been ethically produced and a football from a well known brand
- A non-organic cotton and a synthetic textile
- Vegetables with different amounts of packaging and countries of origin
- Soft wood and hard wood from different countries

Pupils consider what criteria they would use to decide which to buy and what further information they might need.

Taking one product, pupils draw a winners and losers chart showing who benefits and who loses directly and indirectly (including through the impact on their environment) from each stage of the production, trade, use and disposal of the product.

Find out more

The Global Dimension Website

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To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

The Design and Technology Association

www.data.org.uk

Practical Action

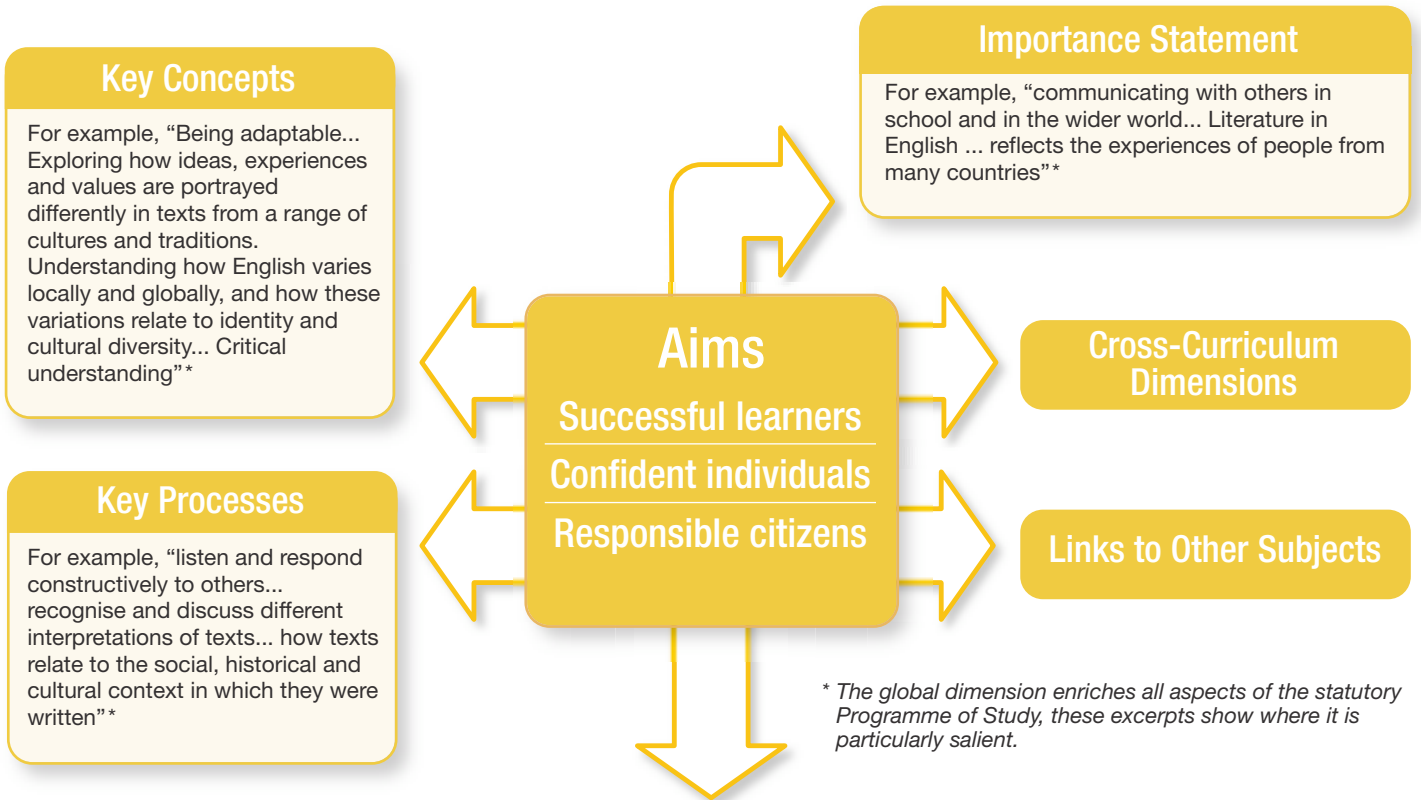
www.practicalaction.org.uk/education for innovative teaching ideas.

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to English

English can develop young people's empathy for others; they come to appreciate a range of perspectives and the global context of their lives. They recognise that English is one language among many and that language affects perceptions. They develop media literacy.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, the role of both fiction and non-fiction in social change.

Interdependence

For example, understanding the influence that diverse cultures, languages and ideas have on each other.

Social Justice

For example, how the written and spoken word has been and can be used to challenge injustice.

Human Rights

For example, the importance of and issues around freedom of expression.

Conflict Resolution

For example, role playing creative responses to conflict; developing skills of advocacy, negotiation and collaboration.

Diversity

For example, appreciating diverse perspectives on global issues and how identities affect opinions and perspectives, as seen in literature and the media.

Sustainable Development

For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions

For example, reflecting on their own values and perceptions and considering those of others.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Speaking and listening

In groups, students decide on a global issue they would like to investigate and research a selection of different texts from a range of authors which give different insights into that particular issue. They then devise a presentation or play which demonstrates the complexities of the issue and explores different feelings, opinions and responses and roles of the actors within it.

Representations

Pupils consider the representations and prejudices shown in a range of media responses to one topical news story.

Pupils explore the ways in which particular ideologies, including prejudices and injustices are embodied in language.

Writing

Students use testimonies, diaries or autobiographies to learn more about the lives and experiences of a range of young people in a country different from their own. This creates opportunities to understand how many things in their lives are similar to those of others and that there may be core values and aspirations which are common. Students can write newsletters or create a documentary which draws their connections.

Storytelling

Students can use the performance traditions of different storytelling genres such as epic forms of Hindu storytelling; the West African and Caribbean tales of Anansi; or the traditions of Welsh Eisteddfod. Students can consider how the landscape and environment shape different oral traditions and customs and how stories have travelled across and between cultures. In engaging empathetically with situations they can use their understanding of role and narrative to consider the moral choices and decisions that many of these tales lead the listener towards.

Find out more

The Global Dimension Website

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National Association for the Teaching of English (NATE)

www.nate.org.uk

National Drama

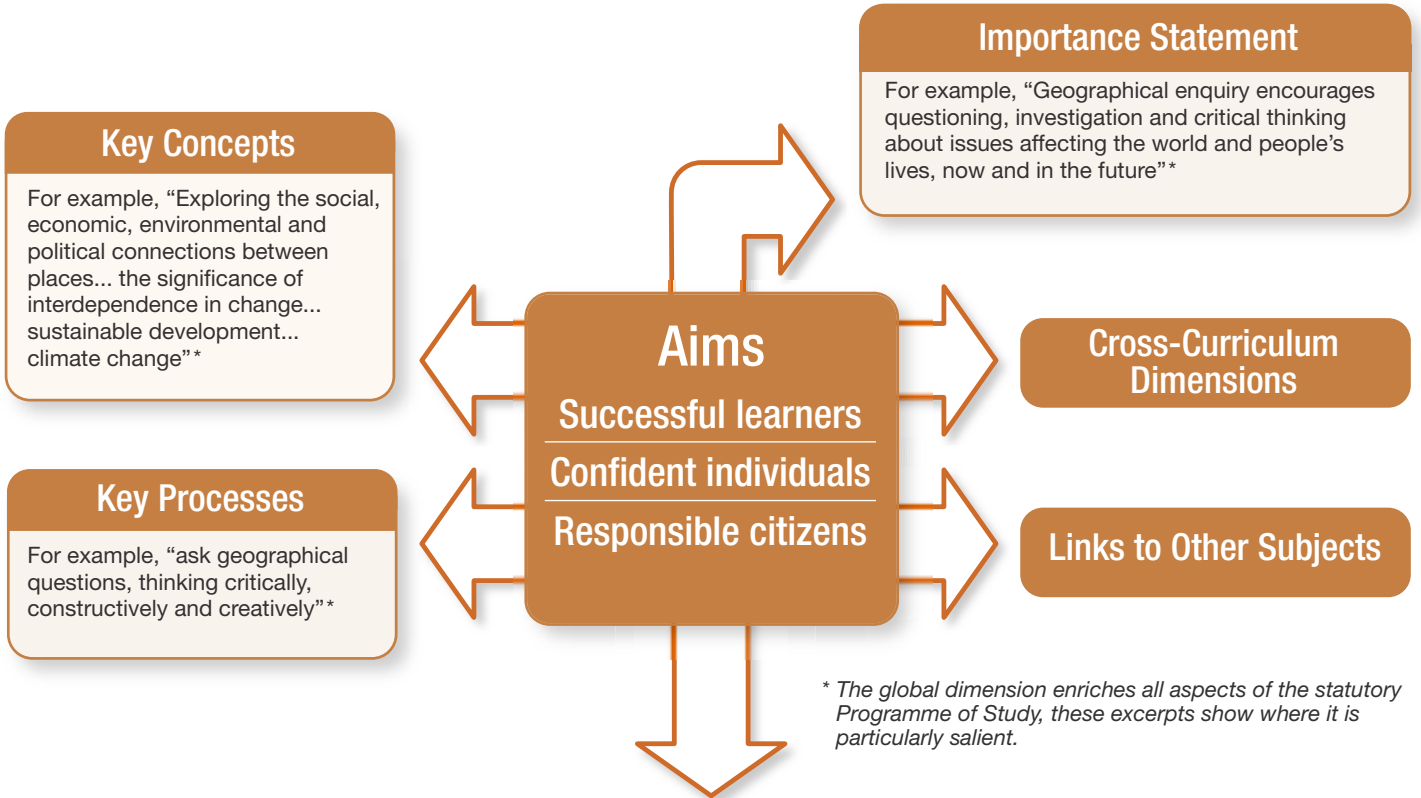
www.nationaldrama.co.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Geography

Geography provides opportunities for young people to make links between local and global issues and between global economic, environmental and social processes.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, understanding issues of local significance in a global context.

Interdependence

For example, exploring the social, economic, environmental and political connections between places.

Social Justice

For example, understanding the existence and impact of inequality on a variety of scales.

Human Rights

For example, relating local differences around the world to universal human rights.

Conflict Resolution

For example, investigating access to and use of particular resources, such as oil or diamonds, from a range of perspectives.

Diversity

For example, appreciating the distinctive character of places and people.

Sustainable Development

For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions

For example, understanding that people have many different perceptions of places.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Population and migration

Students can explore the reasons for and the consequences of population movements both within and between countries. Students can explore the ways in which population movements impact on people's lives and environments both in the place left behind and the receiving communities. There are many issues and questions which arise relating to identity, human rights and citizenship. Students can investigate how different communities in their own country and in other parts of the world are influenced and changed through immigration and emigration.

The global fashion industry

Looking at the systems and processes of world trade allows explorations of social justice and human rights issues. Students can find out more about working conditions both in their own country and others, where fashion items are made. Further investigation into the lives of working children can highlight how and where changes in the law have impacted on their lives and raise questions about the rights of the child.

Sustainable development

Students can use examples such as wind farms, conservation areas, factories or mines to investigate the interrelationship between the natural and human worlds. Their investigation can draw out the possible tensions between economic prosperity, social justice and the environment and make links between these issues and sustainable development. Some of these issues can be represented through written and oral activities to explore the complexities of the problem and to consider different people's viewpoints and perspectives.

Find out more

The Global Dimension Website

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To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

The Geographical Association

www.geography.org.uk

The Action Plan for Geography

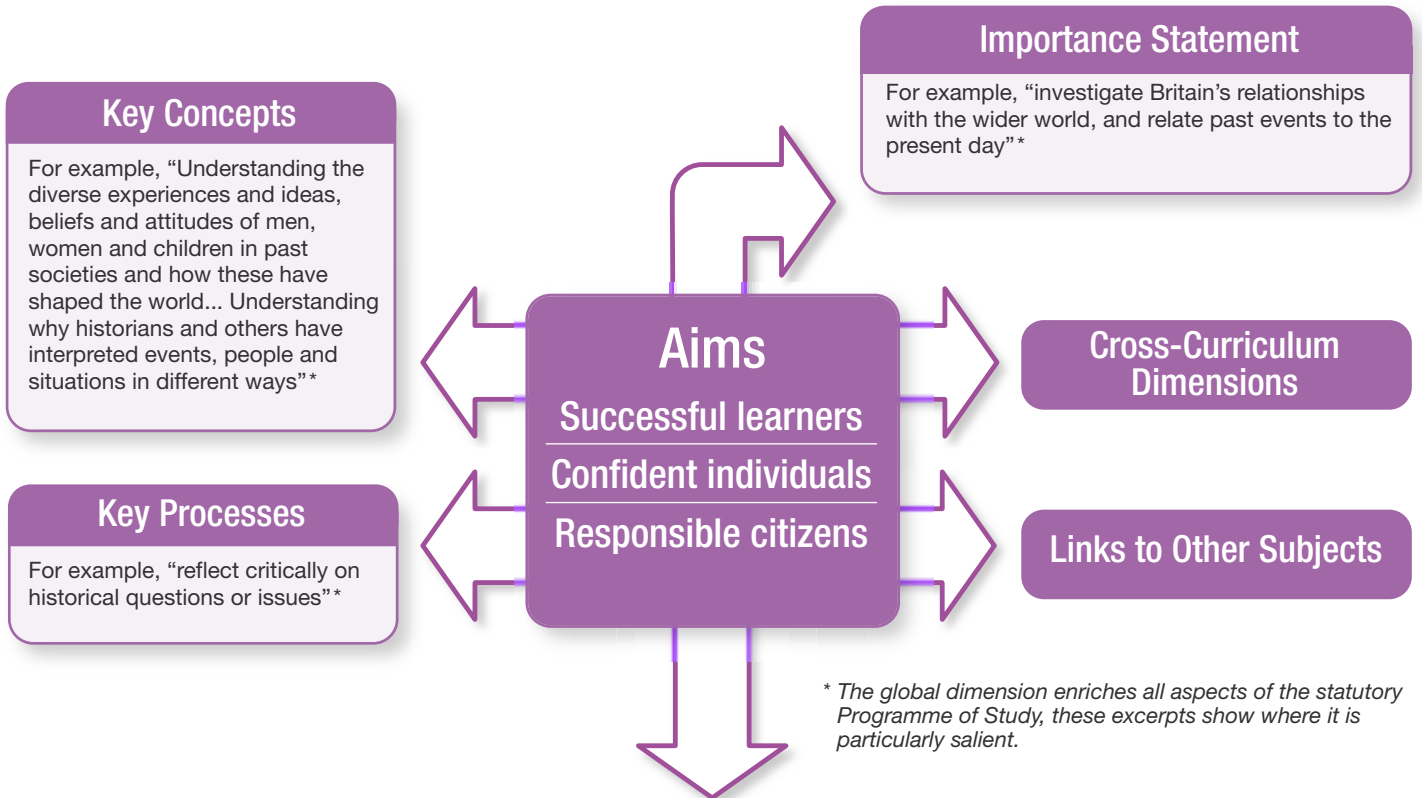
www.geographyteachingtoday.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to History

Through History, young people explore connections between the UK and the wider world; consider how change happens; and appreciate that there are multiple perspectives on global issues and events.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, understanding why and how particular global institutions were created.

Interdependence

For example, exploring the influence that diverse cultures and ideas have had on each other over time.

Social Justice

For example, considering how a specific arrangement, such as the Treaty of Versailles, affected people's lives in a range of countries.

Human Rights

For example, considering when these have been respected or violated.

Conflict Resolution

For example, exploring how conflicts have been resolved or repressed in the past and the current implications of this.

Diversity

For example, understanding the nature of prejudice and discrimination over time and responses to this.

Sustainable Development

For example, considering the relationship between the economic, social and environmental spheres through time.

Values and Perceptions

For example, considering how a range of people have perceived particular events depending on their position.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Trade

Students investigate the growth of Britain in relation to the development of trade. Students can focus their investigation on a particular trade route, for example, the route to the 'Spice Islands', or the development of trade between Britain and a particular country, for example, India.

Students can explore the growth of the Transatlantic Slave Trade and its abolition. Links can be drawn from the investigation of slavery in the past to a consideration of where slavery persists today.

The industrial revolution

New opportunities for investment and the large number of new jobs created through an industrialising Britain led to immigration which, in turn, brought many changes to Britain. People came to Britain from a huge variety of different places, bringing with them a wealth of customs, cultures and traditions from their home countries. Finding out about and developing their understanding of the reasons for and consequences of migration both within and between countries provides students with opportunities to explore the diverse nature of the UK.

Perspectives

Taking one topic such as colonialism in a particular country, groups of students can explore different perspectives. Some can consider materials written at the time by a range of people either from the country or from the colonising country. Others can explore how this topic is portrayed in recent materials from a range of perspectives. Working together, students can consider the different perspectives and the reasons for them.

Find out more

The Global Dimension Website

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The Historical Association

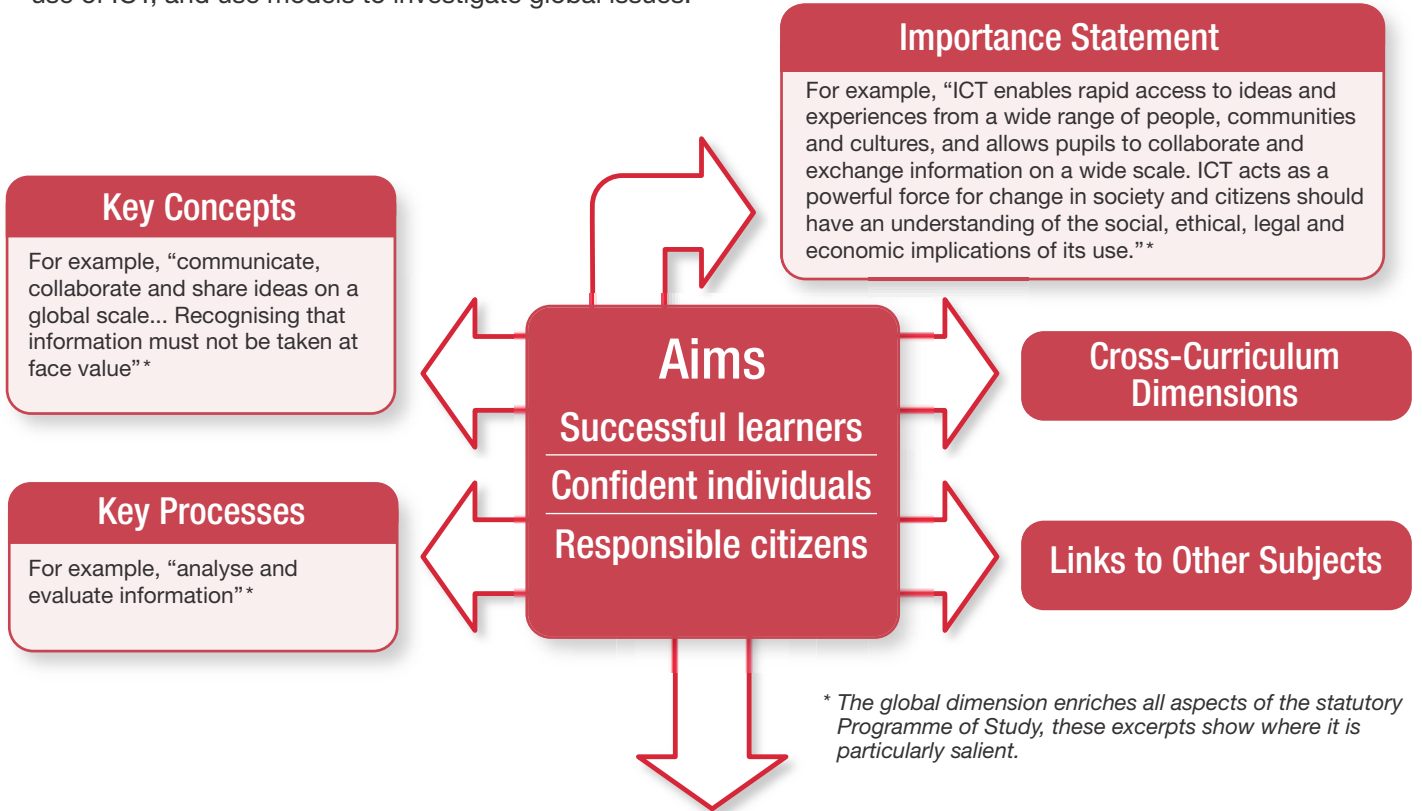
www.history.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to ICT

ICT provides opportunities to appreciate different perspectives through communicating and collaborating with others from a range of cultures and countries; explore the moral, ethical, environmental and social impacts of the use of ICT; and use models to investigate global issues.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring the role of ICT in social change.

Interdependence

For example, using ICT to investigate interdependence through particular issues such as climate change or trade.

Social Justice

For example, exploring the impact of unequal access to ICT globally.

Human Rights

For example, the relationship between human rights abuses and access to information.

Conflict Resolution

For example, the role of different forms of communication in responding to conflict.

Diversity

For example, appreciating diverse perspectives on global issues and how identities affect opinions and perspectives.

Sustainable Development

For example, developing models to analyse global economic, environmental and social patterns and processes.

Values and Perceptions

For example, exploring the values and perceptions portrayed and promoted by a range of media.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Manipulating data

Real life data can be used when learning about spreadsheets and databases, for example, logging water use at home and researching water use in another locality.

Students can develop ways to investigate a particular global issue, such as the causes and effects of acid rain or the depletion of particular fish stocks and the impact on local fishing communities. Students gather information from a range of different sources and in relation to two or more localities and do a comparative analysis. They can display this information graphically, discuss differences and possible reasons for them. They can consider the benefits and limitations of models in representation.

Media bias

Students can explore issues of bias in the media in terms of a particular global issue or event by researching information from a range of different media sources. They can consider how the particular issue is portrayed from a range of viewpoints, exploring how the media influences people's opinions and perspectives.

Access to ICT

Students consider the distribution and use of technology around the world; for example, who in which countries have computers in their schools, how global internet access is, which languages are most commonly used in ICT and on the internet.

Students can explore the rapid and widespread adoption of mobile phones and their innovative uses in countries where landlines are rare.

Find out more

The Global Dimension Website

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Naace

The professional association for those concerned with advancing education through the appropriate use of ICT.

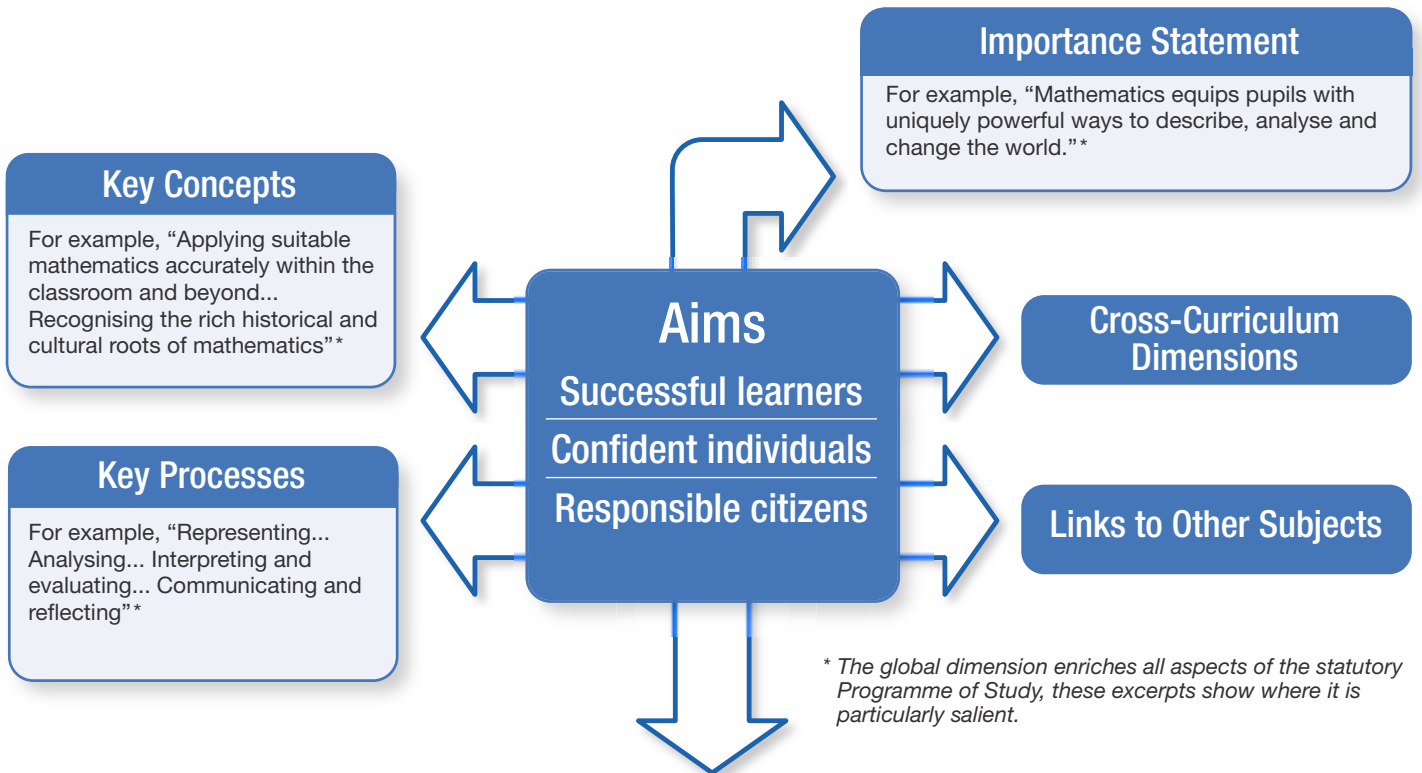
www.naace.org

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Mathematics

Mathematics has roots in a range of cultures. Students can apply it to issues of global importance such as population, consumption, poverty and access to resources, recognising that the way it is applied affects perceptions of these issues.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring how mathematicians have brought about social change.

Interdependence

For example, exploring the diverse cultural roots of mathematics.

Social Justice

For example, exploring data around global issues.

Human Rights

For example, exploring data around human rights abuses.

Conflict Resolution

For example, working together collaboratively and using conflict creatively.

Diversity

For example, exploring a range of approaches to mathematics such as the different bases used in different times and places.

Sustainable Development

For example, analysing global economic, environmental and social data and patterns.

Values and Perceptions

For example, recognising the use and manipulation of statistics in the media.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Data handling and interpretation

To develop their understanding of the concepts of social justice and human rights, students use data to plot a bar chart comparing the life expectancies of eight countries, comparing males and females. Then they select other data from the same source which may be a factor in determining life expectancy, such as access to clean water or number of people per doctor. They discuss what this information may imply in relation to life expectancy and whether this information is enough for them to be able to draw conclusions. Questions about inequality and human rights can arise from their discussions and debate.

Using ratio, proportion and percentages to investigate the cost of transporting commodities between countries

To explore the concepts of sustainable development and interdependence, students compare the percentage cost of the transport of goods and commodities from various countries in the world to the UK and discuss how this might be reflected in the relative costs for consumers and the amount paid to the producers. This can lead to further discussion about the relationship between producers and consumers and highlight some ways in which their own lives and consumer choices are linked to people in other parts of the world.

Mathematical applications and implications

Students can look at water supply in their locality and compare it with water supply in another locality, looking at precipitation figures, storage (for example, in reservoirs) and distances and transferability from the source to the user and compare their findings. Questions can arise about, for example, what happens when there is a drought in either locality. Students can explore the cost of various measures which may be used to address such issues in their own and the other locality.

Geometry

Geometry can be used as a way of perceiving the world, for example, the symmetry in architecture. Students can explore the influence of a range of cultures on mathematical understanding and create their own geometric designs inspired by, for example, Islamic art and architecture, using the techniques they have learned.

Students can investigate, for example, the claims made to have first articulated the theorem commonly known as Pythagoras' Theorem.

Find out more

The Global Dimension Website

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The Mathematical Association

www.m-a.org.uk

The Association of Teachers of Mathematics

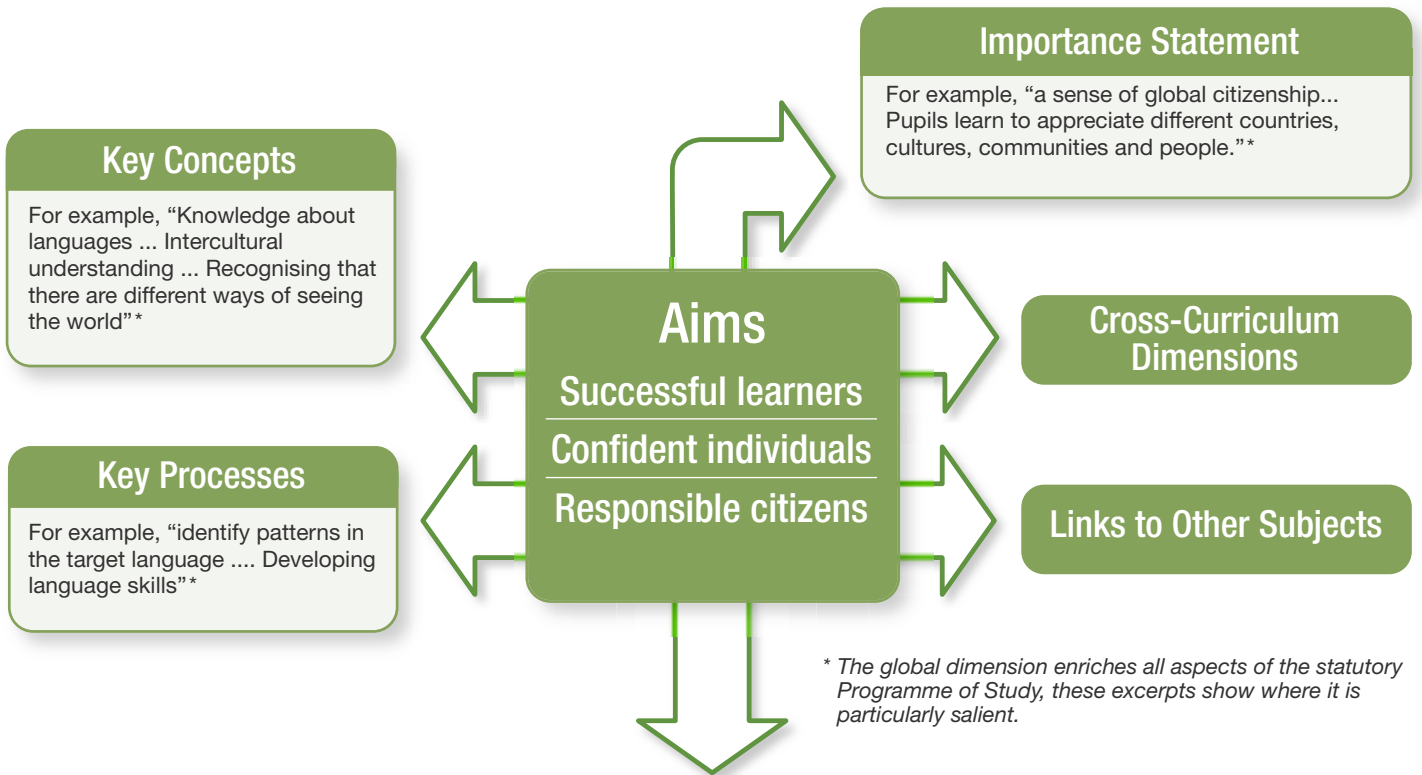
www.atm.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Modern Foreign Languages

Language learning provides opportunities for intercultural understanding and for exploring global issues from a range of perspectives using materials from countries where the target language is spoken. Students come to appreciate that monolingualism is not the norm.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring topical global issues and their local implications.

Interdependence

For example, understanding the roots of languages and their continuing influence on each other.

Social Justice

For example, recognising discrimination against speakers of particular languages.

Human Rights

For example, exploring the work of human rights activists in a target language country.

Conflict Resolution

For example, using appropriate vocabulary and skills for communication, advocacy, negotiation, compromise and collaboration.

Diversity

For example, appreciating the diversity of languages used by children and their families in the class or school; appreciating the diversity which exists within most languages and accepting local variations as linguistically valid.

Sustainable Development

For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions

For example, appreciating that people can have different perceptions of the same situation and how language and culture affect perceptions.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Exploring an environmental issue

Students can investigate an environmental issue in a country where their target language is spoken. They can find words which represent environmental concepts, such as 'rethink', 'refuse', 'reduce', reuse 'repair' and 'recycle'. Working in groups, students find different examples of what is being done to protect the environment in their chosen country. As a whole class they can discuss the different opinions and ideas that have emerged from their research. They can use persuasive writing to encourage greater sustainability using the examples they have explored.

Perspectives on the news and current affairs

Students can download stories from newspapers from around the world. Activities can include: find the names of all the people or places; gist reading for the main topic; jumbling headlines and text paragraphs; learning reading strategies for unknown words; strategies for pronunciation of, for example, names and places.

Further activities might include: pupils creating their own news bulletin for the country; creating a three word headline; extending headlines into grammatically complete sentences; comparing and contrasting this news with that from other news sources in the same and other countries on the same day, considering what news receives priority and what different perspectives there are on the same story; keeping a diary of important events in a specific country over a period of time; and considering whether there are more positive or negative stories. Students might consider which countries are represented most in news stories in French or Spanish media, how this compares to English media and why there might be differences.

Real life stories from around the world

Students can find out about the lives of individual young people in a country where their target language is spoken, for example, Spanish in Bolivia or French in Haiti. They explore similarities and differences between their own lives and those of others, their feelings and perceptions about their lives, their hopes and aspirations for the future.

Find out more

The Global Dimension Website

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To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

Association for Language Learning

www.all-languages.org.uk

ALL support for the new secondary curriculum for languages

www.all-nsc.org.uk

CILT, the National Centre for Languages

Community languages are a key focus.

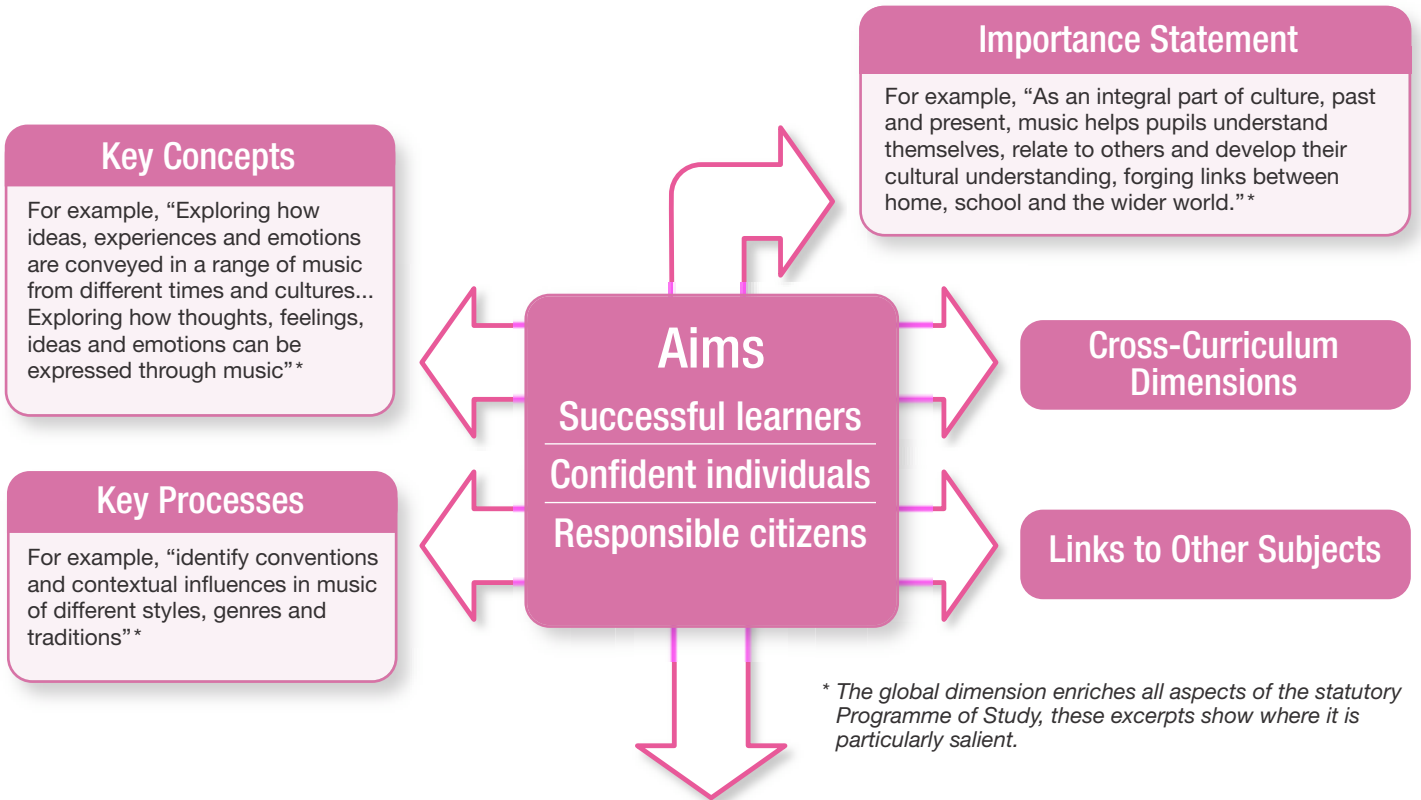
www.cilt.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Music

Music provides opportunities for young people to explore multiple perspectives from different cultures and traditions and times and places; explore calls for positive social change; appreciate global interconnections; and express their responses to particular issues.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring the role of music in both propaganda and social change.

Interdependence

For example, exploring the influence of different cultures, genres and art forms on each other.

Social Justice

For example, considering inequalities of power and representation, such as those between classes, cultures and genders throughout the world.

Human Rights

For example, the importance of and issues around freedom of expression.

Conflict Resolution

For example, the role of music in responding to conflict situations.

Diversity

For example, the ways in which ideas, beliefs and cultural background influence the making of music.

Sustainable Development

For example, how music expresses people's relationship with the natural world.

Values and Perceptions

For example, how generalisations and misconceptions create stereotypes and prejudices.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

A voice to challenge injustice

Students can explore human rights issues, looking at examples of songs and music that have been created to express particular responses to injustice, such as protest songs, spirituals sung in response to slavery, film music, suffragette anthems, hymns, or music based on social issues. This can provide inspiration for students to explore their own responses to social justice and human rights issues both locally and globally and how people have expressed their feelings through music. Students can express their own responses through music and song, to raise awareness of situations of injustice in the world.

Identity and diversity

Students can explore how culture and conventions influence the way different styles of music are created, performed and heard. Investigating music from different communities from around the world and finding out about other people's lives can give students insight into their own situations and feelings and help them explore their own identity. Students can investigate the role of music in both affirming traditions and shaping contemporary identities and cultures. This can be developed, explored further and expressed through their own musical compositions.

Fusion

Students can explore musical 'journeys', for example, how music rooted in Africa has influenced many musical genres such as, calypso, jazz, blues, gospel, classical or contemporary African pop music. Students can create inclusive music incorporating a variety of influences and blends current in the UK today.

Find out more

The Global Dimension Website

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To download additional copies of this leaflet and tell us how you have used it, please go to: www.globaldimension.org.uk/explore

National Association of Music Educators

www.name.org.uk

The Schools Music Association (SMA)

www.schoolsmusic.org.uk

Music for Change

www.musicforchange.org

BBC World Music

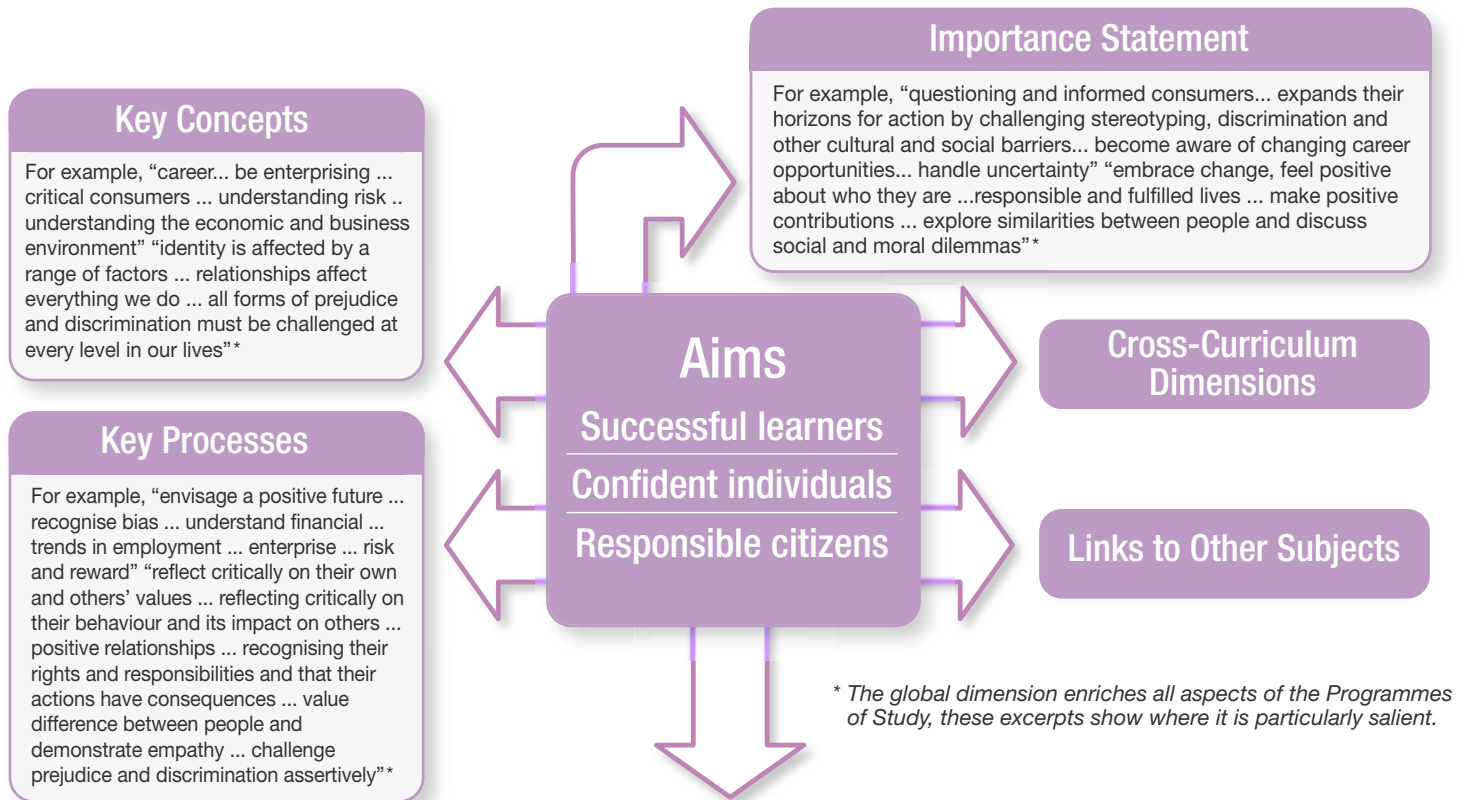
www.bbc.co.uk/radio3/world

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to PSHE Education

PSHE Education includes economic wellbeing, financial capability and personal wellbeing. It provides opportunities for students to reflect on their own identities and relationships; discuss complex ethical questions; challenge prejudice and injustice; respond constructively to risk and uncertainty; and consider the impact of their career, consumer, and personal choices on people and environments throughout the world.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, understanding how decisions related to health and personal and economic wellbeing are made globally including through global institutions.

Interdependence

For example, understanding how consumer choices taken in the UK can impact positively and negatively on the quality of life of people in other countries.

Social Justice

For example, developing the skills to challenge racism and other forms of discrimination (eg, based on gender, sexuality, age or disability) and social injustice and appreciating the global aspects and implications of these.

Human Rights

For example, understanding the meaning and implications of the UN Convention on the Rights of the Child; exploring situations where rights conflict.

Conflict Resolution

For example, developing the skills to build positive relationships and respond constructively to conflict situations.

Diversity

For example, recognising both similarities and differences between people and developing empathy.

Sustainable Development

For example, considering probable and preferable futures and how to achieve the latter.

Values and Perceptions

For example, exploring multiple perspectives locally and globally on topics such as drugs, sex, careers, employment, work, investment, child and family welfare and gender.

The eight key concepts form part of the cross-curriculum dimension, ‘Global dimension and sustainable development’.

A few examples

Food

Students can write food diaries. As well as the health implications of their diet, they can consider where their food comes from and explore the human and environmental impacts of its production and transportation.

They can explore whether there is any correlation between the price and the nutritional value or ethical impact of food. They can explore the same relationship in a distant locality.

Students can consider what factors affect their and their families' food purchasing choices. Students can look at a range of food advertisements and consider what persuasive techniques are used and what factors they encourage shoppers to base purchasing decisions on.

Futures thinking

Students choose a personal issue such as their health or career. They draw a forked road. On one fork, they write what they think their 'probable future' is, on the other they write what their 'possible future' is. They consider what they would need to do or change in order to reach the more desirable 'possible future'. Groups discuss what obstacles sometimes stop them from considering the future impacts of their everyday behaviour.

Students can explore a topical global summit around an issue such as climate change and consider whether these same obstacles are impacting on wider society's ability to consider the quality of life of future generations and the environment.

In setting goals for themselves, students can explore the Millennium Development Goals, how they are monitored over time, and obstacles to their realisation.

Students can set goals as a group, for example, around local actions to reduce climate change. They can reflect on the process of setting and monitoring goals as a group.

A global issue tree

Groups of students research a global issue related to PSHE such as education for all, gender equality, the drugs trade or a pandemic.

They present their findings to the rest of the class using a large 'Issue Tree'. The trunk represents the issue; the roots represent the causes of the issue (with smaller roots representing the causes of these causes); the branches represent the effects of the issue (with smaller branches representing the effects of these effects); the fruits represent potential solutions to the issue. Fruits eventually fall to the ground so students can also discuss whether some solutions could ultimately become causes of the issue and perpetuate it. They discuss which solutions would be preferable.

Find out more

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PSHE Association

www.pshe-association.org.uk

The Economics, Business and Enterprise Association

www.ebea.org.uk

Who Do We Think We Are?

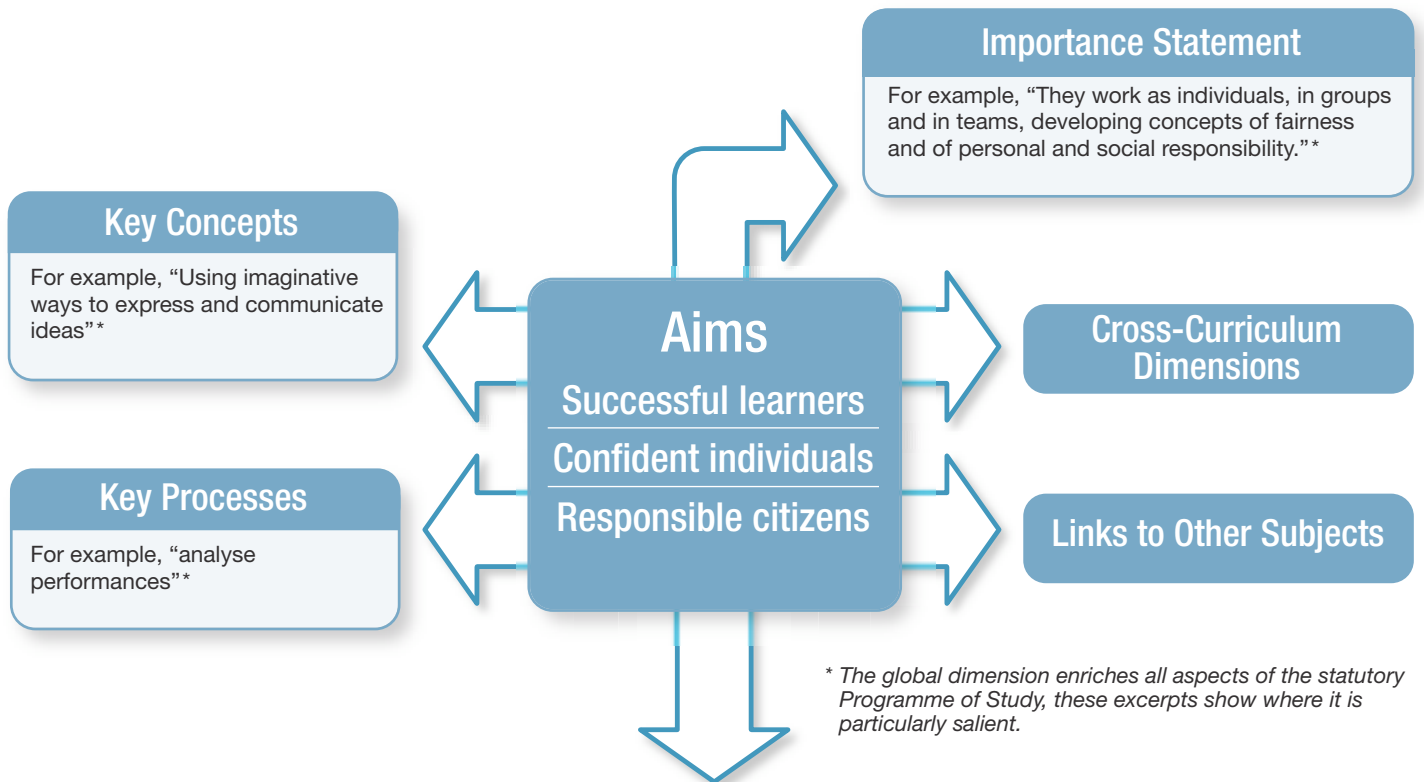
www.wdwtwa.org.uk

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Physical Education

Physical Education provides opportunities to consider fairness, to cooperate and to make decisions democratically. Students can experience dance and sports from a range of cultures.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring the role of sport in overcoming political, social and cultural barriers.

Interdependence

For example, understanding how actions, choices and decisions taken in the UK can impact positively or negatively on the quality of life of people in other countries.

Social Justice

For example, the sourcing of ethical footballs and trainers.

Human Rights

For example, the right of the child to engage in play and recreational activities and to participate freely in cultural life and the arts.

Conflict Resolution

For example, developing skills of communication, advocacy, negotiation, compromise and collaboration.

Diversity

For example, understanding the nature of prejudice and discrimination and how they can be challenged and combated.

Sustainable Development

For example, considering sustainable resource use.

Values and Perceptions

For example, Olympic values and their relationship to the UN Convention on the Rights of the Child.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Teamwork

To promote teamwork, cooperation and a recognition of achievement, students, in pairs, can analyse each other's performances, identifying strengths and weaknesses in the context of a range of skills. They can look at examples of how other teams from different countries and sporting disciplines operate as a team and the strategies they use to get the best from each member. They can discuss a range of tactics for improvement and how they could support each other to achieve that end.

Context and dance

Students can consider the different forms dance takes in a range of cultures and develop their understanding of the possible roles of dance. They can also consider what contexts have led to the development of different dances, for example, capoeira, the Brazilian dance and martial art form, or Bhangra, the Punjabi folk dance. This can inspire students to devise other dances of their own.

Dance and human rights

Pupils can use dance to model the rights which appear in the UN Convention on the Rights of the Child. They can explore stories of where rights have been denied and observed.

What's 'fair'?

Rules and conventions for different activities are an integral part of Physical Education and in participating in such activities students learn why rules are important. There are opportunities for them to conceive their own rules for activities they devise and to decide on the criteria for success. Learning to deal with disputes over rules and the interpretation of rules can help students understand more about conflict resolution. They can learn about what is 'fair' by working together cooperatively, learning how to compromise and developing their understanding of how these principles can be applied in other conflict situations.

Find out more

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Association for Physical Education

www.afpe.org.uk

National Dance Teachers Association

www.ndta.org.uk

Show Racism the Red Card

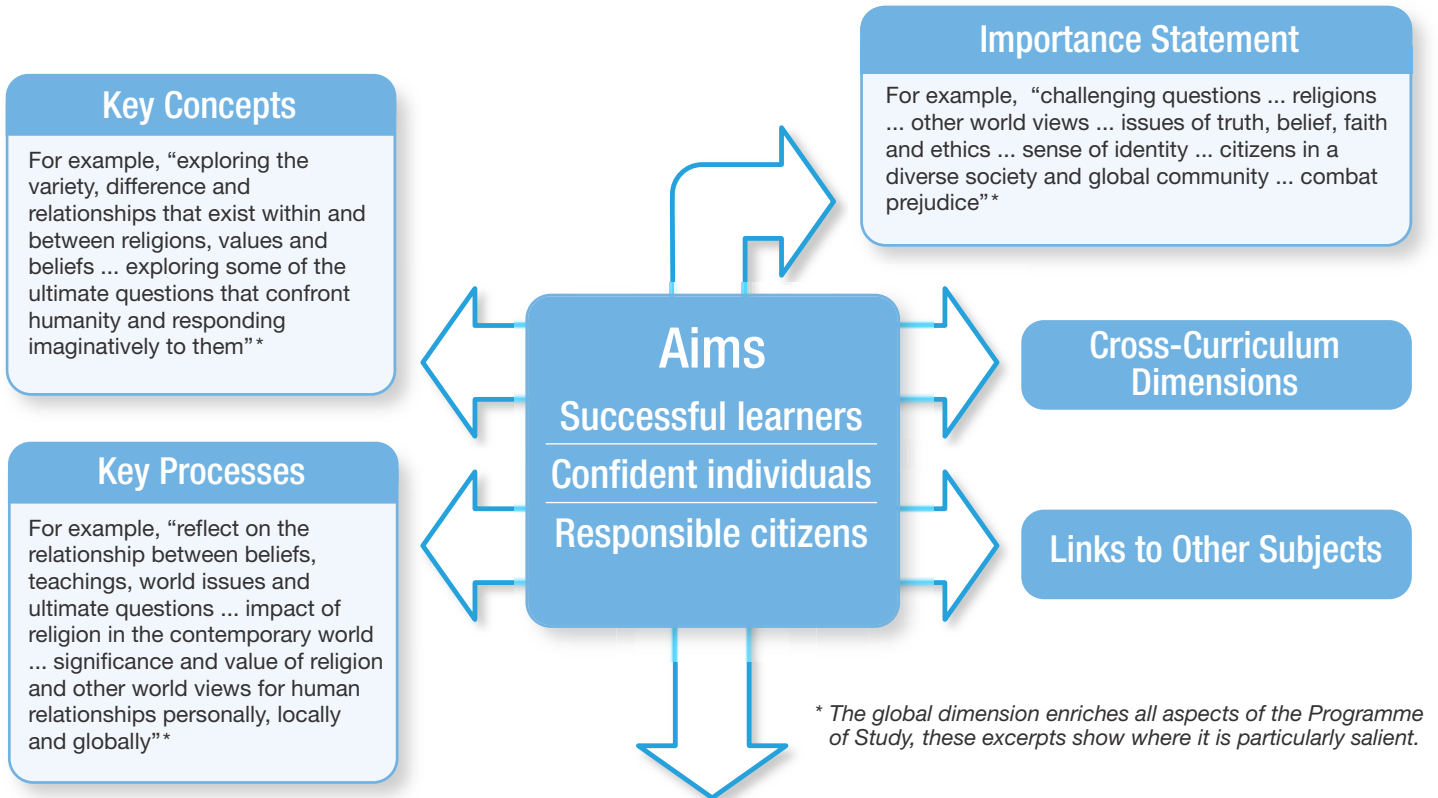
www.srtrc.org

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Religious Education

Religious education provides opportunities for young people to discuss social justice; controversial issues; and what different religions and beliefs say about global issues such as health, wealth, war and the environment. They reflect on their own and other's identities and motivations.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, exploring the role of religious leaders in responding to conflict situations.

Interdependence

For example, understanding the influence that diverse cultures and ideas have on each other and how different religions have influenced each other over time.

Social Justice

For example, challenging racism and other forms of discrimination and injustice.

Human Rights

For example, recognising the universality of human rights.

Conflict Resolution

For example, understanding that any religious or other world view can be held in a closed-minded or open-minded way and the importance of dialogue.

Diversity

For example, developing a sense of awe at the diversity of people and environments around the world.

Sustainable Development

For example, exploring a range of religious and other world views on humans' relationship with the natural world.

Values and Perceptions

For example, developing multiple perspectives and new ways of seeing events, issues and opinions.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Diversity within religions

Students can explore the way in which a particular religious festival is celebrated locally and by people of the same faith in a distant locality.

They can choose one particular issue such as gender equality or humans' relationship to the natural world and research the range of ways in which the issue is portrayed by representatives of one particular religion.

Student might move on to explore differences in the relationship between religions and politics in different countries.

Social justice

Students can start with a quote from an influential figure such as Archbishop Desmond Tutu who said: "If you are neutral in situations of injustice, you have chosen the side of the oppressor. If an elephant has its foot on the tail of a mouse and you say that you are neutral, the mouse will not appreciate your neutrality" or Mahatma Gandhi who said "an eye for an eye makes the whole world blind".

They can discuss their views on this in an abstract sense, based on particular world views which they have explored previously. They can research how the view has informed the life of the speaker.

They can then explore what this view means for a particular situation locally and for a particular situation globally.

Religion in the media

Students can explore portrayals of religion and religious figures in the international sections of a range of daily newspapers. Which religions appear most? Do articles recognise diversity within religions? Who speaks for particular religions? Are religions mostly portrayed positively or negatively?

Groups can choose one story which they would like to research further on the internet. Individuals can write articles about that story from particular perspectives.

Find out more

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The Religious Education Council

See links to members at www.religiouseducationcouncil.org.uk

The National Association of Teachers of Religious Education

www.natre.org.uk/

SAPERRE

Find out about Philosophy for Children at www.sapere.org.uk

BBC - Religions

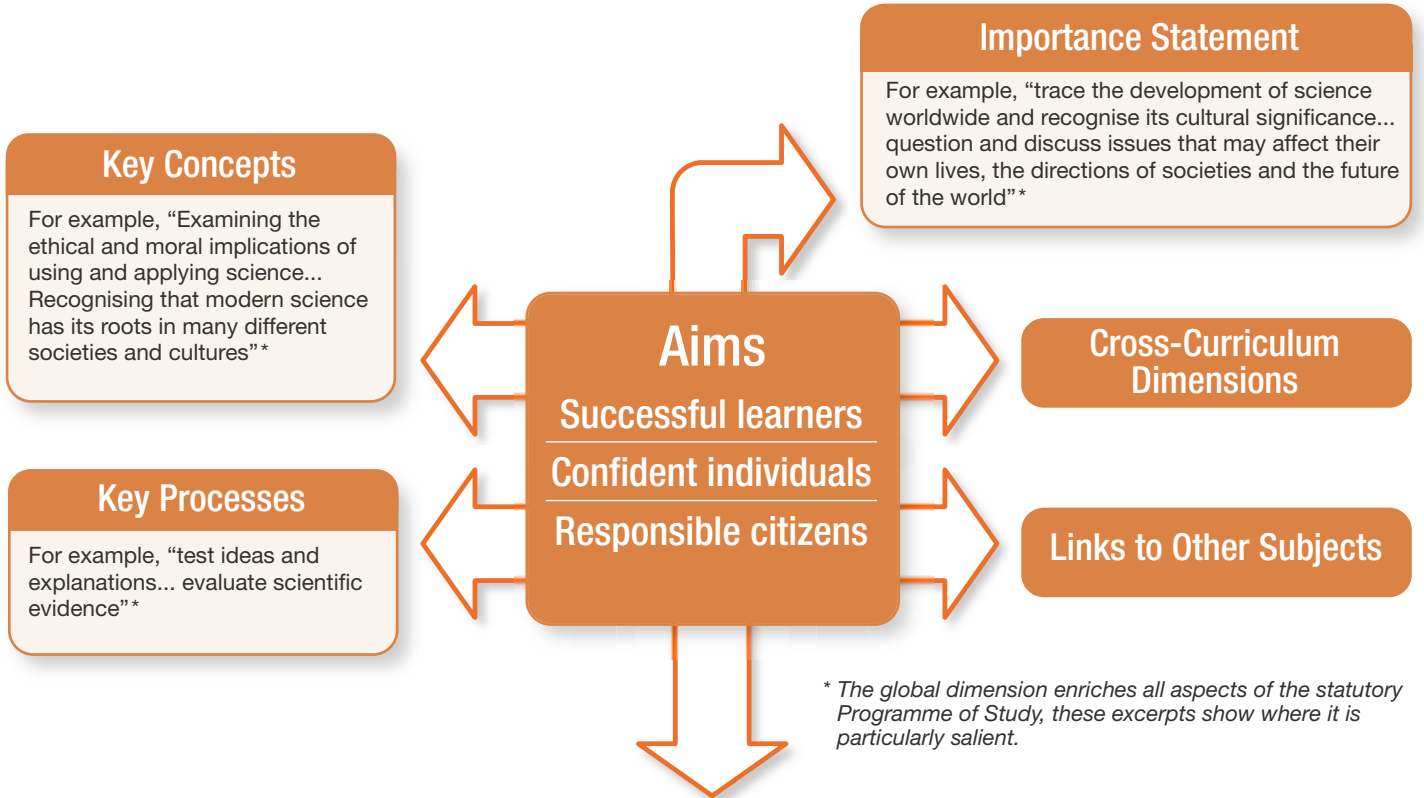
www.bbc.co.uk/religion/religions/

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>

Exploring the Global Dimension to Science

Science provides opportunities to explore sustainable development; how scientific ideas contribute to technological change; scientific evidence in relation to global issues; the diverse cultural roots of science; and a range of perspectives on significant issues.



Eight Key Concepts of the Global Dimension

Global Citizenship

For example, international collaboration in science.

Interdependence

For example, global issues such as climate change or flu pandemics.

Social Justice

For example, unequal access to the benefits of scientific innovations.

Human Rights

For example, rights to health and clean water.

Conflict Resolution

For example, responding to ethical issues raised by science and recognising how conflict is a potentially creative process.

Diversity

For example, the value of diverse perspectives in scientific collaboration.

Sustainable Development

For example, alternative energy sources; considering probable and possible futures and how to achieve the latter.

Values and Perceptions

For example, critical analysis of evidence and recognition of human bias.

The eight key concepts form part of the cross-curriculum dimension, 'Global dimension and sustainable development'.

A few examples

Organisms, behaviour and health

Students can look at an example of a pandemic and how it spreads, investigating the reasons why a chosen virus could be dangerous to humans.

Students can explore actual and alternative responses to the threat at local, national and international levels, considering global interdependence. Students can look into the role of national and international health and/or agricultural organisations in responding to a potential pandemic.

Impacts of scientific and technological developments

Students can explore the potential advantages and disadvantages of scientific and technological developments in different contexts. Examples might be: selective breeding and genetic engineering of plants and animals; electric cars; bio-fuels; solar energy; nuclear energy; fertilisers; and building materials.

Students can consider the ethical issues raised by the way scientific innovations, such as vaccines, are developed. An example can be explored from a variety of perspectives.

Global garden

Students can develop a school garden as an educational resource for other students. They can learn about and signpost issues such as: where particular plants are originally from; the medicinal and other uses of particular plants; food (including cookery and issues around food miles); water sources and irrigation systems; and composting.

Students can explore how medicinal plants have been used over hundreds of years in a range of countries. They can debate issues around companies acquiring intellectual property rights to aspects of this ancient knowledge.

Find out more

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The Association for Science Education

Choose 'ASE Global' from the menu at www.ase.org.uk

Practical Action

www.practicalaction.org.uk/education for innovative teaching ideas.

QCA Secondary Curriculum Website

<http://curriculum.qca.org.uk>