The Global Dimension in the Curriculum – Northern Ireland

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Introduction

It is very evident that the world we educators grew up in is vastly different to the world our students have inherited. Globalisation and its effects seemingly surround our daily lives: the internet, faster communications, increased access to travel and transport, affordable wide variety of food; global warming, increased oil prices, ‘the war on terrorism’. These ramifications of globalisation are inextricably linked with the facts that one in five of the world’s population live in extreme poverty; that every three seconds a child dies of a preventable disease.

These facts highlight the necessity to broaden young people’s experience and knowledge. The actions of all people impact on others throughout the world. For example, the direct and indirect effects of environmental damage such as land degradation and greenhouse gas emissions do not stop at national boundaries. Equally, economies around the world are more (unequally) interdependent than ever, reliant on both trade with, and investment from, other countries. What a consumer in one country chooses to buy affects a producer in another country. The solutions to many global problems, whether climate change or inequality, are more likely to be realised through genuine understanding of our mutual interdependence, and of that between humans and the natural world.
What is the Global Dimension?

The teaching of global issues is becoming increasingly relevant in today’s rapidly changing, unequally interdependent, globalised world. The effective teaching of the global dimension can enable young people to understand the interconnectedness of the world and the positive role that they can play in today’s global society and actively promote social justice, equality and sustainable development.

Including the global dimension in teaching means that links can be made between local and global issues. It also means that young people are given opportunities to:

- Critically examine their own values and attitudes
- Appreciate the similarities between peoples everywhere, and value diversity
- Understand the global context of their local lives
- Develop skills that will enable them to combat injustice, prejudice and discrimination.

Such knowledge, skills and understanding enable young people to make informed decisions about playing an active role in the global community.

The global dimension can inform the whole school ethos, leading to a school that is inclusive, just and democratic and promotes social and environmental responsibility, respect and co-operation.

The global dimension can be understood through the eight key concepts:

- global citizenship
- conflict resolution
- diversity
- human rights
- interdependence
- social justice
- sustainable development
- values and perceptions.
Key concepts of the Global Dimension

Learning across the curriculum can be an important way of supporting children and young people to understand global issues and to make links between their learning in different subjects. The eight concepts shown below provide a conceptual framework for thinking about the global dimension and building it into the curriculum.

**Values and perceptions**

Help young people develop multiple perspectives, including the power of the media and allow them to challenge assumptions and stereotypes.

**Diversity**

Understanding and respecting differences and relating these to our common humanity: includes enabling students to not just tolerate but understand and respect diversity in our societies.

**Social justice**

Allows students to understand the impact of unequal power, challenge prejudice and injustice and their affects on past and present politics.

**Conflict resolution**

Understanding the nature of conflicts, why there is a need for their resolution and developing skills of communication and negotiation

**Human rights**

Knowing about human rights including the UN Convention on the Rights of the Child, promoting understanding and value our common humanity with all people all over the world.

**Sustainable development**

Enables students to understand and respect the environment, knowing that the earth's resources are finite and see the interconnections between environmental and economic spheres.

**Global Citizenship**

Gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, critical thinkers and appreciate the global context of local and national issues.

**Interdependence**

Understanding how people, places, economies and environments are inextricably interrelated; causes and effects of the imbalanced nature of interdependence; choices and events that occur here have repercussions on a global scale and vice versa.
Educational Context – The ‘Big Picture’

The current NI Curriculum became statutory in September 2007. Revisions were based on a study of learners’ perceptions and surveys of teachers, employers and parents. The resulting revised NI Curriculum ‘focuses more on the learning needs of individuals and the relevance of learning for life, work, society, the economy and environment’ CCEA (2007). The aim was also ‘...to provide a broad and balanced curriculum that will prepare each young person for a rapidly changing world’ (CCEA 2007, p.i).

The overall intentions of the Northern Ireland Curriculum are summarised in the ‘big pictures’ which demonstrate the aim for a coherent and holistic curriculum.

The ‘Big Picture’ for Key Stage 1 & 2 is shown below.
The ‘Big Picture’ for Key Stage 3 is shown below:

© CCEA (www.nicurriculum.org.uk/docs/background/Big-Picture-KS3.pdf)

Hence the framework for the Northern Ireland Curriculum is set out under the following three key objectives, developing young people as:

- Individuals,
- Contributors to Society and
- Contributors to the Economy and Environment.

Each objective is then broken down into a number of ‘Key Elements’, which are the basis of all learning areas (subjects). These include:

- under Individuals – the key elements of **personal understanding, mutual understanding, personal health; moral character and spiritual awareness**;

- under Contributors to Society – the key elements of **citizenship, cultural understanding, media awareness and ethical awareness**;

- under Contributors to the Economy and the Environment – the key elements **employability and education for sustainable development**.
Whilst there is no explicit reference to the global dimension in the key elements; it is clear that many of those key elements underpin the same rationale as those of the Global Dimension concepts. See ‘Developing the global dimension in the school curriculum’ (DfES 2005 - www.globaldimension.org.uk/resourcesearch/details.aspx?id=1135).

The following diagram shows some of the links between the Global Dimension Concepts and the Key Elements of the Northern Ireland Curriculum. Global Dimension resources and methodologies can therefore be used by educators as support in the delivery of curriculum objectives.

All of the lines in the diagram above represent support that the Global Dimension can provide teachers with in the delivery of the NI curriculum.

The Global Dimension is not therefore another key element or something else that needs to be squeezed into the curriculum. Rather, the Global Dimension provides crucial support to meet the statutory requirements of the NI Curriculum.

Below are some details of the key elements that have the most overt links to the global dimension (emphasis added).

**Citizenship:** ‘...respect the equal rights of others; recognise the interdependence of people communities and the environment; be willing to negotiate and compromise; use democratic means to influence change; contribute to the welfare of the environment’.
Cultural Understanding: ‘...recognise the richness and diversity of cultural influences in contemporary society; and engage with human cultural achievement in a range of forms and contexts and aware of how we rely on each other’.

Ethical Awareness: At primary: ‘become aware of the imbalances in the world around us, at both a local and a global level; become aware of the potential impact of developments upon the lives of others.’ And at Key Stage 3: ‘assess the human and environmental impact of ethical choices and take action as appropriate.’

Employability: ‘...to become aware of ...the rights of workers and the economic interdependence of individuals, organisations and communities locally, nationally and globally; and to consider the impact of science, technology and global markets on work patterns and prospects.

ESD: ‘understand the interdependence of society, the economy and the environment, demonstrate how action can help improve the quality of life for people, locally and globally; and exercise environmental responsibility through conservation of resources, waste management and promotion of local and global biodiversity’.


The Big Pictures also show that the Curriculum Objectives are expected to be delivered by ‘infusing’ ‘Thinking Skills and Personal Capabilities’. These skills and capabilities again link closely to some of the skills and attitudes developed through the learning of the Global Dimension.

Some of those links are shown in the diagram below:

This again highlights the support that the Global Dimension can provide in the delivery of the NI Curriculum.
General points for teaching the Global Dimension in all learning areas:

- Try to incorporate different perspectives on an issue, especially different perspectives from what the mainstream perspective is.

- Incorporate images which challenge stereotypes rather than reinforce them.

- A perfect global dimension tool in any subject is to discuss the diversity of cultural achievements within that subject (e.g., different cultures’ influences on the progression of technology or science, different geographers from around the world, the origin and progression of drama in different cultures, etc).

- Teaching through ‘cultural awareness’: care should be taken not to ‘exoticise’ other cultures and minority groups. Hilary Claire in ‘Teaching the Global Dimension’ warns against ‘cultural racism’ where students have a reinforced rather than challenged sense of superiority of ways of doing things.

- When discussing people and places use language that challenges rather than reinforces stereotypes. In other words avoid using phrases such as ‘other people’ ‘races’ ‘them’ or ‘us’ or ‘ethnic’ which can lead to highlighting differences.

- Introduce ‘critical literacy’ into the teaching of global issues. For example: What are the different perspectives on a particular issue? What are the factors that influence the different perspectives? What are the assumptions behind different statements or opinions; where have these assumptions come from (what context did they come from); what are the implications of holding these assumptions? Who benefits? Who loses? For further information on critical literacy see [www.osdemethodology.org.uk/criticalliteracy.html](http://www.osdemethodology.org.uk/criticalliteracy.html).

**Global Dimension in Schools NI**

The Department for International Development (DFID)’s Enabling Effective Support initiative is carried out throughout the UK. The Northern Ireland project aims to support educators to implement the Northern Ireland Curriculum specifically using the global dimension. The website uses the ‘Big Picture’ curriculum documents as part of the site, where users can click on specific learning areas and access specific global dimension resources and ideas to support those subjects and key elements.

See [www.globaldimensioninschools.org](http://www.globaldimensioninschools.org)

In addition to the resources recommended by the Global Dimension in Schools NI website below are further suggestions for support.
Subject Guide

On the following pages you can see how the global dimension fits within the Northern Ireland curriculum for each learning area in the Primary and Post Primary Curricula. A copy of the full Programmes of Study can be found on Northern Ireland Curriculum website: www.nicurriculum.org.uk

Primary: Foundation, Key Stages 1 and 2

The full statutory requirements for Primary can be viewed at: www.nicurriculum.org.uk/docs/key_stages_1_and_2/northern_ireland_curriculum_primary.pdf

As the Big Picture for Key Stage 1 & 2 shows, there are seven Areas of Learning in the NI Curriculum at Primary level. These are: The Arts, Language and Literacy, Mathematics and Numeracy, Personal Development and Mutual Understanding (PDMU), Physical Education, The World Around Us, Religious Education. The main learning areas in the curriculum that are overtly linked to the global dimension are the learning areas of PDMU and The World Around Us.

However, this section also shows where the Global Dimension can support each of the seven learning areas.

1. The World Around Us

Foundation Stage

Interdependence
Pupils should be enabled to explore:

- Am I the same as everyone else?

(Here is an opportunity to raise foundation children’s awareness of other perspectives, not just of those in their class, school or family but of other children’s perspectives in other parts of the world and explore the commonalities and differences they have with them.)

Place
Pupils should be enabled to explore:

- What is beyond my world?

(Ideally beyond ‘my world’ would be Space and the Universe.)

Movement and Energy
Pupils should be enabled to explore:

- How do things move now and in the past?

(Simple language may be used here to introduce global awareness of movement. To promote early a world view that is not Eurocentric or from a solely ‘Western’ perspective it may be possible to introduce the contribution different countries around the world made to ‘how things move’. Eg: We get to school by car/bus, which have wheels, and the first people to use wheels were in Iraq
(Mesopotamia). The time may be mentioned - 5500 years ago. See KS1 for ideas for exhibiting time).

- Where do people and animals move to?

(An introduction to the notion of migration could be explored here: Who has family living in another country? Statistics from the Centre for Migration Studies at Queen’s University Belfast and the Ulster American Folk Park reveal the extent of emigration from Northern Ireland from the 1920s to the present decade. It would be logical to conclude from the high numbers of emigrants throughout the past eighty years, that most children in Northern Ireland have family members living in other countries, maybe aunts, uncles, cousins, etc. Foundation Stage children may find out from home if they have relatives in another place in the world and use this to introduce the world map).

**Key Stage 1**

**Movement and Energy**

Pupils should be enabled to explore:

- changes in movement and energy over time.

(Opportunities to introduce the technological achievements of other cultures, the invention of the wheel and other forms of transport and modes of energy use may be researched and discussed. The example of the wheel: We get to school by car/bus, which have wheels, and the first people to use wheels were in Iraq (Mesopotamia) 3500BCE, 5500 years ago. A toilet roll might be used to represent a timeline, eg. If an average toilet roll has 1000 sheets, take one sheet to represent five years, show the children how many sheets represent the length of their lives (one-two sheets), your life, and any other relevant history they have been doing in class, then the whole roll would represent how long ago the wheel was invented in Iraq.)

**Key Stage 2**

**Movement and Energy**

Pupils should be enabled to explore:

- how movement can be accelerated by human and natural events such as wars, earthquakes, famine or floods.

(Continuing on from the examples discussed in Foundation and KS2, migration and diaspora could be discussed from the perspective of Northern Ireland. The Ulster American Folk Park have an excellent resource on ‘Migration’ where they explore how the Irish were treated in America (and England) during immigration. Again, ask students how many of them have relatives living in other countries – a lot of families in Northern Ireland have some relatives abroad (see Foundation: Movement and Energy). A piece of ‘research’ homework may be to ‘interview’ family here about those who may have emigrated and perhaps ‘interview’ any family living in another country as to why they moved etc. The class may bring together their findings and place small stickers on a world map to represent any family they may have in other parts of the world. This exercise may be done before discussing immigration, migrant workers, refugees, asylum seekers etc. to help ensure that these terms are viewed from a different perspective and challenge stereotypes. Worth
noting what exactly the term means, and relate to a less ‘alien’ perspective, eg: I lived in another country for a while, I was a migrant worker…)

- positive and negative consequences of movement and its impact on people, places and interdependence.

(Opportunities here to develop understanding of people moving and why we move, going beyond tolerance - tolerance smacks of putting up with, if we truly knew, respected and understood our neighbours we wouldn’t just consider tolerating them.)

**Change Over Time**

Pupils should be enabled to explore:

- how change is a feature of the human and natural world and may have consequences for our lives and the world around us

(Obvious links to sustainable development and climate change, energy efficiency and “reduce, reuse, recycle”.)

### 2. Personal Development and Mutual Understanding

#### Foundation Stage

**Mutual Understanding in the Local and Wider Community**

Pupils should be enabled to explore:

- similarities and differences between groups of people

(It may be pointed out here that whilst some people like to be seen as belonging to a ‘group’, everyone within any group is an individual and not everyone in the same ‘group’ thinks or acts the same way. Also some people do not like to be seen as belonging to a ‘group’ and want to be seen as an individual or different. Care should be taken not to inculcate the notion of stereotypes when discussing ‘groups’ of people.)

#### Key Stage 1 and 2

**Mutual Understanding in the local and wider community**

Pupils should be enabled to explore:

- human rights and social responsibility


- causes of conflict and appropriate responses

- valuing and celebrating cultural difference and diversity;

(Opportunities of exploring cultural diversity here, however care must be taken not to reinforce stereotypes or represent whole cultures solely through their food / restaurants. See GDSNI website for school support on exploring diversity.)
3. Language and Literacy

Talking and Listening
• ‘listen and respond to a range of fiction, poetry, drama and media texts through the use of traditional and digital resources’

(A well selected library has stories written from the perspective of children in other countries and cultures rather than just about them. See the resources on the Global Dimension Website for recommendations.)

• ‘express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities,’

(Relating personal experiences to other situations related to global issues in literature and media can develop a sense of empathy.)

• ‘describe and talk about real experiences and imaginary situations and about people, places, events and artefacts’

(Images and artefacts may be used that challenge stereotypes.)

4. Mathematics and Numeracy

Number, Money
• discuss foreign currency including the Euro.

(The invention of banking preceded that of coinage. Banking originated in Ancient Mesopotamia (Iraq). Paper money was first invented in China in the 13th century. Before coins started to circulate in ancient Egypt around 500 BCE, there was a system of values based on weights of gold, silver and copper. See www.britishmuseum.org/explore/online_tours/africa/the_wealth_of_africa/africas_first_coins.aspx.)

Handling data
• Collecting, Representing and Interpreting Data

(Pupils could collect data on world population or facts and figures regarding poverty, which could be linked to awareness of money. See www.worldmapper.org and www.geohive.com/default1.aspx.)

5. The Arts:

Art and Design
• Enjoy and appreciate the work of artists and designers and craft workers from their own and other cultures; use what has been viewed as a starting point for their own work.

(Using the work of contemporary artists from Africa and Asia, students use their work to create group pieces. See www.lsbu.ac.uk/ccci/docs/Global-Citizenship-Liz-Allum.pdf for a power point for ideas from ‘Inside-Outside’ project from RISC and University of Reading.)
**Music:**
- Listen and respond to their own and others’ music-making, thinking about, talking about and discussing a variety of characteristics within music that they create, perform or listen to.

(Students listen to music from a range of cultures and discuss how different styles of music evolved, for example the influences of traditional music from around the world in popular music. Pupils could do some research into the history of different musical instruments and make links with science in making their own instruments and investigating how they work. For example, a version of the guitar would have been introduced into Europe via Spain from the Middle East during Islamic Spain in the 800s which may have originally come from the Indian sitar. Also see ‘Beyond Skin’ contact on Global Dimension in Schools NI website for school visits in Northern Ireland.)

**Drama:**
- Explore a range of cultural and human issues in a safe environment by using drama to begin to explore their own and others’ feelings about issues, and by negotiating situations both in and out of role
- Develop a range of drama strategies including freeze frame, tableau, hot seating, thought tracking and conscience

(Pupils dramatise books or poems or articles discussed in language and literacy regarding different cultures and global events. See the Global Dimension Website and Global Dimension Schools NI website for ideas on resources.)

**6. Physical Education:**

**Games and Dance:**
(Dances from a range of cultures and traditions may be investigated and performed. Games and sports that are unique to certain regions of the world and played throughout a range of cultures may be discussed. For example the origin of football: [www.footballnetwork.org/dev/historyoffootball/history.asp](http://www.footballnetwork.org/dev/historyoffootball/history.asp).)

**7. Religious Education:**


Whilst the core syllabus includes ‘World Religions’ at Key Stage 3, it is recommended that world religions are introduced at foundation, Key Stage 1 and 2. Books such as ‘If the World were a village’ may be useful to point out that whilst Christianity is the majority religion in Northern Ireland, only 33% of the world’s population are Christian. See also ‘We the World’ under ‘religious education resources’ on this site.)
Post Primary: Key Stage 3

The full statutory requirements for post primary Key Stage 3 can be seen at: [www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf](http://www.nicurriculum.org.uk/docs/key_stage_3/statutory_curriculum_ks3.pdf)

As can be seen from the ‘Big Picture’ for Post Primary, **Local and Global Citizenship** is one of the strands of Learning for Life and Work through which the curriculum objectives are delivered. Local and Global Citizenship is taught at Post Primary as a separate subject as well as citizenship being a key element for all learning areas. Whilst Local and Global Citizenship may naturally encompass the Global Dimension, it is important to note that the Global Dimension can support all learning areas of the curriculum and not just Citizenship.

Local and Global Citizenship

**Diversity and inclusion**
Young people investigate the concepts of diversity and inclusion. Young people are given opportunities to consider the range and extent of diversity in societies locally and globally and to identify the challenges and opportunities which diversity and inclusion present.

- Exploring difference
- Exploring ethnic diversity
- Racism and the language of racism
- Stereotyping
- Responding to racism
- Understanding sectarianism.

**Equality and Justice**
Young people investigate the concepts of equality and social justice. Opportunities are provided to help young people understand that society needs to safeguard individual and collective rights and ensure that everyone is treated equally and fairly.

**Democracy and Active Participation**
Young people investigate the concepts of democracy and active participation. Opportunities are provided for young people to understand how to participate in and to influence democratic processes and to be aware of some key democratic institutions, and their role in promoting inclusion, justice and democracy.

**Human Rights and Social Responsibility**
Underlying all of the above concepts are the principles of human rights and of social responsibility. Young people are given opportunities to understand that a globally accepted values-base exists within the various human rights international agreements and documents which outline the rights of the individual and of groups in democratic societies.

- What is social responsibility?
- Universal Declaration of Human Rights
- United Nations Convention on the Rights of the Child
- Child Labour
Learning Areas: Key Stage 3 (Learning for Life and Work and Physical Education for Key Stages 3 and 4)

In addition to the ideas suggested below, also refer to resources on this site and the ‘In the Curriculum’ link at www.globaldimensioninschools.org for more ideas and resources.

Language and literacy (English, Irish in Irish medium schools)

- **Personal Understanding:** ‘Me boxes’ are regularly used in English class to explore personal identity, where students decorate a box and place personal items that represent them into the box and then present this to the class. ‘Me boxes’ may be used to challenge stereotypes and the ‘labelling’ of others, to show that whilst people may choose to live in certain communities each of us are individuals.

- **Mutual Understanding/Media Awareness:** Use internet to access a wide range of perspectives and worldviews on a topic, cognisant of the fact that we receive most of our information from a very Western perspective. Check out other news websites from around the world (such as Terraviva at www.ipsterraviva.net, or www.pambazuka.org and www.panos.org.uk). Use wide spectrum of photos/images of a topic discussing those that reinforce stereotypes and why they might be used as well as those that challenge stereotypes.

- **Citizenship:** See websites for range of resources of literature from different cultures. Perhaps relate ‘To Kill a mockingbird’ to learning about civil rights movement and Martin Luther King’s ‘I have a dream speech’, go on to look at Slavery in the 21st Century (see website for resource recommendations).

- **Ethical Awareness/ESD:** Reduce, Reuse, Recycle Public Speaking Competition in all boroughs of Northern Ireland. www.wakeuptowaste.org/index/education.htm

Mathematics and Numeracy

- **Personal Health and Ethical Awareness:** Statistics of health and poverty around the world. 20% of world living on 80% of resources etc. Fair trade: do producers of our food get a fair price. Look at recommended resources on the site to calculate percentage that is paid for goods that actually goes to producers.

- **Citizenship:** use resources recommended on website to investigate global water statistics and food miles. Calculate daily water usage in this and other countries. Discuss carrying of water in areas of the globe where there is no tapped water access. Measure out volumes of water and test the carrying of different volumes. Ask students to collect food labels from home and work out how far the food has travelled. See resources for calculating carbon footprint.

- **Cultural Understanding:** Investigate the vast cultural diversity involved in the development of mathematics, the Arabic and Indian heritage of mathematical understanding: Great mathematicians from different cultures from the past: Al-Khouarizmi (Algorithms) etc. Investigate shapes and geometry from different cultures: Chinese tangram shapes, Islamic patterns etc.

- **Media Awareness:** How the same story may be told from different perspectives using statistics. Count the number of stories about countries around the world in local and national
papers and place results on graphs. Could also include how the countries have been represented (positively or negatively).

- **ESD:** Energy efficiency and percentage losses of energy from uninsulated/insulated homes. Various forms of energy conservation from around the world.

**Modern Languages**

- **Mutual Understanding/ Cultural Understanding:** focus on other countries around the world where the target language is spoken (eg: Spanish in South America, French in West Africa, Portuguese in Brazil, German in Namibia); awareness of colonisation and imperialism, introduction to its history and its effects on present day life around the world.

- **Citizenship:** become aware of stereotyping of different cultures and begin to challenge these, possible discussion on target language countries’ government and politics, eg: Decision to ban wearing of religious symbols in French schools.

- **Personal Health and Ethical Awareness:** influences on food in culture, using food tasting from countries where language is spoken in a way that challenges rather than reinforces stereotypes (eg: Diet in economically ‘poorer’ countries where target language is spoken is often much healthier than in economically ‘richer’ countries).

- **Spiritual Awareness:** religions and spiritual traditions of countries and cultures where target language is spoken.

**The Arts**

**Music**

- **Citizenship:** Music from around the world that has been used to communicate political viewpoints. Role of music in movements such as civil rights, anti-apartheid etc.

- **Cultural Understanding:** listening to and making music in the style of traditional music from other cultures. History of music and musical instruments Students listen to music from a range of cultures and discuss how different styles of music evolved. For example the influences of traditional music in popular music. Pupils could do some research into the history of different musical instruments and make links with science in making their own instruments and investigate how they work. Eg: A version of the guitar would have been introduced into Europe via Spain from the Middle East during Islamic Spain in 800s which may have originally come from the Indian sitar. (See ‘Beyond Skin’ contact details on Global Dimension in Schools NI website for school visits in Northern Ireland).

**Art**

Pupils develop competence in the critical appreciation of the work of local, national and international artists, designers and crafts workers, including works, which reflect a range of non-European traditions. By doing this they can begin to appreciate the wide diversity and richness of art and design throughout the world and increase their aesthetic sensitivity.

- **Cultural Understanding:** Using the work of contemporary artists from Africa and Asia, students use their work to create group pieces. See [www.lsbu.ac.uk/ccci/docs/Global-Citizenship-Liz-Allum.pdf](http://www.lsbu.ac.uk/ccci/docs/Global-Citizenship-Liz-Allum.pdf) for a power point for ideas from ‘Inside-Outside’ project from RISC and University of Reading.
• **Ethical Awareness**: Use of images in perpetuating stereotypes. Creating an artistic piece that challenges rather than reinforces notions of stereotypes. Also, production of craftwork from around the world and its uses.

**Drama**
Pupils use drama to explore relationships, their own and others' attitudes, beliefs and emotions about the world in which they live.

By doing this pupils can gain an understanding of other cultures and issues of interdependence and social justice.

**Environment and Society**

**History**
Much of the Northern Ireland curriculum statutory and non-statutory guidance for History is directly related to the global dimension. In following this guidance students could also explore the historical origins of issues arising from inequalities and differences between the northern and southern hemispheres.

• **Citizenship**: Look at histories that are not 'mainstream', i.e. Eurocentric or 'Western'. Why are some histories 'mainstream'? What is it that keeps those histories 'alive' when others have been forgotten? A research activity may be to write timelines for different countries around the world. Using old and new history text books, students could study which periods of history have been included in the textbooks, 'whose' history is it, what assumptions have been made in those histories. Guided by the teacher, students could create a timeline and research the chunks of the timeline that have been left out from a range of different perspectives. This could be used as an introduction to colonialism and its legacy.

• **Cultural Understanding**: Research the history of the cultural diversity that contributes to modern day life that we take for granted: Opportunities to introduce the achievements of other cultures, eg: Medicine, transport, technology, computing, money, banks, etc. the invention of the wheel and other forms of transport and modes of energy use may be researched and discussed. The example of the wheel (the first people to use wheels were in Iraq (Mesopotamia), 3500BCE, 5500 years ago. A toilet roll might be used to represent a timeline, eg: If an average toilet roll has 1000 sheets, take one sheet to represent 5 years, show the children how many sheets represent the length of their lives (two-three sheets), your life, and any other relevant history they have been doing in class, then the whole roll would represent how long ago the wheel was invented in Iraq.

• **Personal Understanding**: how has the past shaped who I am? Students can understand how their perspectives are constructed in their own context of family, place, time. How those perspectives shape who they are, how those perspectives may change as their contexts change through life.

• **Mutual Understanding**: Irish Migration in past compared to present. Migration and diaspora could be discussed from the perspective of Northern Ireland. The Ulster American Folk Park have an excellent resource on 'Migration' where the explore how the Irish were treated in America (and England) during immigration. Statistics from the Centre for Migration Studies at Queen’s University Belfast and the Ulster American Folk Park reveal the extent of emigration from Northern Ireland from the 1920s to the present decade. It would be logical to conclude
from the high numbers of emigrants throughout the past eighty years, that most children in Northern Ireland have family members living in other countries, Ask students how many of them have relatives living in other countries. A ‘research’ homework may be to ‘interview’ family here about those who may have emigrated and perhaps ‘interview’ any family living in another country as to why they moved etc. The class may bring together their findings and place small stickers on a world map to represent any family they may have in other parts of the world. This exercise may be done before discussing immigration, migrant workers, refugees, asylum seekers etc. to help ensure that these terms are viewed from a different perspective and challenge stereotypes.

- **Media Awareness**: Compare old newspaper reports regarding Jewish refugees from WWII to modern day newspaper reports about refugees today. Examples of modern and old newspaper headlines regarding refugees are available at: [www.guardian.co.uk/weekend/story/0,3605,728607,00.html](http://www.guardian.co.uk/weekend/story/0,3605,728607,00.html).

- **ESD**: ‘renewable’ sources of energy used throughout the world in the past. Water wheels etc.

- **Economic awareness**: possible link to Maths, regarding the history of money and banking.

**Geography**

Much of the Northern Ireland curriculum statutory and non-statutory guidance for Geography is directly related to the global dimension. Some additional ideas are given below. To promote further critical thinking, pupils assess their own values and attitudes on issues such as aid, trade and debt. Pupils study an issue related to an aspect of world development.

- **Personal Understanding**: ‘Don’t pigeon hole me!’ Who am I? What defines who I am? What do I consider my ‘culture’ to be? Can I represent the majority of the people where I come from? Or can I only represent myself? What is my perspective on this?

- **Ethical Awareness/Economic Awareness**: An unequal distribution of wealth: Imbalances between ‘North’ and ‘South’: may include 20% of world’s population having 80% of the wealth. See OSDE resources from the site for the ‘biscuit’ activity which explores the inequalities in the distribution of wealth. (30 students should have 30 biscuits but 6 students representing the ‘North’ have 25 of the biscuits) See: [www.osdemethodology.org.uk/units/secondary/northsouth2.htm](http://www.osdemethodology.org.uk/units/secondary/northsouth2.htm). By doing this students can explore topical issues of interest to them such as fair trade, global equality or exploitation of workers in developing countries by multi-national companies.

- **Cultural Understanding**: might include looking at travel and tourism and do we still visit other countries with an ‘imperial gaze’; what are the assumptions we have travelling to other countries, does travel and tourism only reinforce stereotypes? A research opportunity might be to interview different communities and compare on how they want to be represented and how they are represented.

- **Media Awareness**: Looking at the power of images, photos as representation of the world. Are people and places fairly represented? Is the National Geographic a ‘colonial eye’ on the world?
Science and Technology:

Science

• **Personal Health:** Comparisons of nutrition and diet around the world (where many economically ‘poorer’ countries have healthier diets than economically ‘richer’ countries. Pupils study the lives and work of a variety of scientists.

• **Citizenship:** In genetics and variation, discuss the role of science in the origin of the term ‘race’ and the role of science in dispelling it (discovery of DNA and only ‘one human race’).

• **Cultural Understanding:** Scientific knowledge contributions from different cultures from around the world. Possible link with history to investigate the history of medicine (originating in Sri Lanka and India and then the first public hospitals in the world were in the Islamic Empire in 700sCE, first surgery etc). A possible research activity may be investigating the modern medicines that have been derived from traditional herbal remedies (for example Ventolin inhalers derived from Chinese herb ma huang) etc. By doing this they can recognise that scientific knowledge and understanding has been accumulated through the work of people from many cultures and that scientists share an international culture.

• **Media Awareness:** How other countries are portrayed by the media in regard to their scientific advancement/ actions. Examples of the media challenging or reinforcing stereotypes.

• **ESD:** What are probable and preferable futures regarding sustainable development and how can science help achieve the ‘preferable’ future.

Technology & Design

Pupils study the impact of technology in modern times, including consideration of the influence of technology upon their own culture and that of others.

By doing this they can explore how technology has changed lives in their own country and how it can be used to improve the quality of life for others in developing countries.

• **Citizenship:** How technology can be used to alleviate social problems around the world such as water provision, electricity etc.

Religious Education

• **Mutual Understanding:** Looking at history of discrimination due to religion. The Jewish Holocaust; ‘ethnic’ profiling at airports today and profiling at airports during the Northern Irish ‘Troubles’. Also discuss other less mainstream histories of discrimination due to religion and the repercussions of discrimination.

• **Media Awareness:** Perpetuation of stereotypes due to media portrayal. (See HISTORY for examples of newspaper reports regarding Jewish refugees during WWII and refugees today).

• **Citizenship:** Learning about different religions and their similarities and differences. (Such as the common foundations of the three main monotheistic religions, Judaism, Christianity and Islam and the roots of Christianity in Judaism). Possibly invite a guest speaker to the class to discuss their religion with the students. (See the Global Dimension in Schools NI website for forthcoming school support). Challenge stereotypes about world religions. (eg: How in Islam,
the emancipation of women was core to Muhammad’s teachings such as women rights of inheritance and divorce- long before they were considered in the ‘west’).

**Learning for Life and Work Key Stages 3 & 4**

(For Local and Global Citizenship, see above.)

**Home Economics**

Pupils consider the influence of different traditions and cultures on home and family life and on diet and health.

By doing this they can increase their awareness of other cultures and traditions and how these are now influencing life in their local area. Be aware here however not to reinforce stereotypes or perpetuate the idea that different cultures are solely represented by the foods they eat or can produce for the enjoyment of the majority. (See Science for ideas on discussing how diets in economically ‘poor’ countries are sometimes healthier than diets in economically ‘richer’ countries.)

**Employability:**

- **Work in the Local and Global Economy:** As well as investigating the local impact of the global market, also discuss the diaspora and migration from Northern Ireland.

- **Enterprise and Entrepreneurship:** Look at ethical businesses where materials that are sourced from other countries are bought ethically, where producers/workers are paid a fair price. Look at examples of co-operative enterprises and how they function.

- Become aware of the phenomena of consumption and whether existing levels of consumption are sustainable. Students should be made aware that economic development is only one aspect of quality of life.

**Personal Development:**

**Self Awareness:**

- students should understand the internal (personality, temperament) and external forces (family, upbringing, school) that constructs the way they view the world.

- Students should understand that people have different values, attitudes and perceptions as they all have had different contexts (different experiences, upbringings etc). and those values influence their actions.

- Students should be given opportunities to consider multiple perspectives and new ways of seeing events, issues, problems and opinions.

(see [www.osdemethodology.org.uk](http://www.osdemethodology.org.uk))

**Relationships:**

- Understanding the importance of respecting differences in culture, customs and traditions and value our common humanity.
- Know examples of conflict locally, nationally and internationally and different ways to resolve them.
- Understand the importance of dialogue, respect and empathy
- Develop skills of communication, advocacy, negotiation, compromise and collaboration

**Physical Education**

The Statutory and Non Statutory guidance for Objective 2 in PE is closely related to the global dimension. The following are additional suggestions:

- **Cultural Awareness**: Pupils perform folk and popular dances and sports from other cultures. By doing this they increase their understanding and appreciation of other cultural traditions and their influences on contemporary life. Also, look at the global history and present day participation of sports that are popular in this country. For example, the history of the sport football see: [www.footballnetwork.org/dev/historyoffootball/history.asp](http://www.footballnetwork.org/dev/historyoffootball/history.asp).

- **Gender issues**: Is there equality in Sport? Students could collect newspaper articles on sport and count the number of men compared to the number of women.

Please Note: At Key Stage 4, Minimum Content is only specified for Learning for Life and Work and Physical Education, see: [www.nicurriculum.org.uk/key_stage_4/index.asp](http://www.nicurriculum.org.uk/key_stage_4/index.asp).
Whole School

Many schools have conducted an audit involving the whole school community. Through this, they have discovered a range of ways in which they have already incorporated the global dimension as well as opportunities for developing this further.

The ethos both influences and is influenced by all aspects of school life. Therefore, a positive ethos is developed through the involvement and participation of all staff and children and young people as well as the wider school community. Mission statements, school development plans and policies all reflect and influence the ethos.

Beyond schemes of work and work with the wider community, areas which an audit might consider include:

Positive relationships

The values, attitudes and skills of the global dimension are reinforced through positive relationships between and amongst children and young people and staff (including non-teaching staff). Peer mentoring and team teaching can contribute to an atmosphere of co-operation.

Pupil participation, including effective school councils is extremely important for children and young people as global citizens. Whilst it is important that the complexity of global issues is acknowledged, pupil participation at all levels can make a difference.

Taking action

It is natural and important that when children and young people learn about global issues they may want to act to change things. Children and young people’s choices of action should be based on critical thinking and a clear understanding of issues and the root causes of global inequality and poverty.

Action might take place within or beyond the school. It is important that children and young people choose what they do and have ownership of identifying issues and priorities that are important to them. Working locally has the added benefit of demonstrating how local and global issues are interconnected.

Some children and young people will choose to campaign or fundraise for a particular charity. In this case, they can critically analyse the publicity sent by a range of charities looking at the presentation of facts and images and whether the ‘solutions’ proposed address the underlying causes of poverty and promote sustainable development.

To involve the whole school, the school council could organise to use fair-trade products in the canteen, the school finance to use an ethical bank, for a school garden and install energy saving heating and water saving measures.
Audits and Awards

Becoming an Eco School will help bring a global dimension to the whole school ethos. For more information on Eco-schools in Northern Ireland visit: [www.tidynorthernireland.org/eco-schools/about-eco-schools/index.php](http://www.tidynorthernireland.org/eco-schools/about-eco-schools/index.php)

The International School Award is supported by education departments and devolved administrations across the UK and is administered by the British Council. For more information see: [www.globalgateway.org.uk/default.aspx?page=764](http://www.globalgateway.org.uk/default.aspx?page=764).

Global Dimension Thematic Units

These provide a number of learning, teaching and assessment activities to help teachers address the key elements and statements of the NI curriculum. The individual subject contributions to each theme complement each other and encourage pupils to make connections between Areas of Learning. Teachers in different learning areas are encouraged to make links with each other and perhaps create a Global Dimension theme between several subjects. Global Dimension in Schools NI (GDSNI) aims to pilot a ‘Global Dimension thematic unit’ within a number of schools in Northern Ireland in the near future. Details of the thematic unit will be posted on the GDSNI website, [www.globaldimensioninschools.org](http://www.globaldimensioninschools.org).

Assemblies and displays

The skills, attitudes and values of the global dimension can be developed through participative assemblies. You can find details of events taking place throughout the year on the Global Dimension Website’s Global Calendar ([www.globaldimension.org.uk/calendar](http://www.globaldimension.org.uk/calendar)).

Displays can reinforce learning, act as a stimulus to pupil interest and provide an opportunity to affirm children and young people’s work. Teachers, children and young people can be involved in ensuring that displays avoid stereotypes and promote positive, challenging and empathetic images. They can consider what subconscious prejudices certain images might promote.
Useful Contacts

The Global Dimension in Schools NI supports all teachers in Northern Ireland to deliver the Northern Ireland Curriculum by incorporating global perspectives into their learning areas.

Further information is available on the Global Dimension in School NI website at www.globaldimensioninschools.org or contact the Coordinator, Nora McQuaid at:
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For details of a range of organisations in Northern Ireland who can support you in developing a global dimension, visit: www.globaldimensioninschools.org/organisations.php.