

## Incorporating a Global Dimension<sup>1</sup> in the Primary Curriculum

### Q. What should a scheme of work / lesson plan with a global dimension look like?

A. Essentially it should look like any other good scheme or lesson – except with an extra dimension or emphasis. Below are some notes to help you figure out what this extra dimension or emphasis might mean in practice. The headings are those with which you will already be familiar from scheme and lesson planning.

#### Subject area - Strand – Strand Unit – topics: Where can the Global Dimension be incorporated?

Scheme / lessons with a global dimension will simply be those that you are already teaching with your class. They will emerge from the work you are doing and fit in with it.

Most **topics** will allow you to draw out the global or intercultural aspects – even though it may not appear so at first. Read on for more explanation.

#### Aim or purpose of lesson / scheme: What aims would indicate that a Global Dimension is part of the scheme/lessons?

One way of checking that schemes or lesson plans will address / incorporate a Global Dimension is to see if their overall intention or aim explicitly relates to one of the **eight key concepts of the Global Dimension** or to one of the **five themes of the NCCA Intercultural Guidelines**.

These can perhaps be summarised by identifying what the **Global Dimension Teaching Point** of the lesson is (see *‘Exploring Our World – Investigating issues of interdependence and social justice in the 21<sup>st</sup> Century’*, One World Centre for Northern Ireland).

#### Learning objectives

Global Dimension learning objectives fall into the same categories normally used when planning lessons (knowledge and understanding, skills and attitudes).

However there are certain objectives that are emphasised in education for global citizenship / development / intercultural education.

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<sup>1</sup> We are using the term ‘global dimension’ to include what sometimes are referred to as development and intercultural education

Remember that the learning objectives are statements about what the lesson (and the activities in it) is intended to achieve i.e. what you hope the pupils will learn. They are not descriptions of the activities themselves.

### **Resources**

Resources for developing the Global Dimension are plentiful but you need to know where to look for them. Many non-governmental organisations (NGOs) that work for social justice (peace organisations, environment, development agencies etc) produce classroom resources, many of which are available on-line.

Check out the **resources section** for titles, short descriptions and reviews of books, teaching packs and websites.

### **Learning activities/classroom activities/methodologies:**

Active, participative, child-centred methodologies are considered essential for engaging children in learning about global issues, some of which may be potentially controversial and sensitive.

Development education, in particular, has a strong reputation for devising and using a wide range of active methodologies, which are now generally advocated for use in primary classrooms. They should be incorporated into lesson planning in a purposeful but appropriate way.

Examples include different types of group work, as well as role-play, simulation exercises, moving debates and activities using photographs and story.

### **Drawing conclusions / reflection / evaluation – has the Global Dimension teaching point been achieved?**

Did children gain a greater understanding of inequality in the world? In the locality? In the community?

Did children begin to see the local-global connection? For example, the connections between actions or lifestyle choices or purchasing patterns ‘here’ and ‘there’; between events far away and events at home/in Ireland

Did children begin to see the connections between different aspects of an issue (social / cultural, economic, political)

Were children presented with at least some different perspectives on the topic / issue? For example, the perspectives of minority groups instead of the majority group; Southern perspectives?

Did the children participate in the learning activity?

Did children move along the continuum of learning, reflection and action i.e. did they have an opportunity to explore what possible action they might take to change/improve the situation?