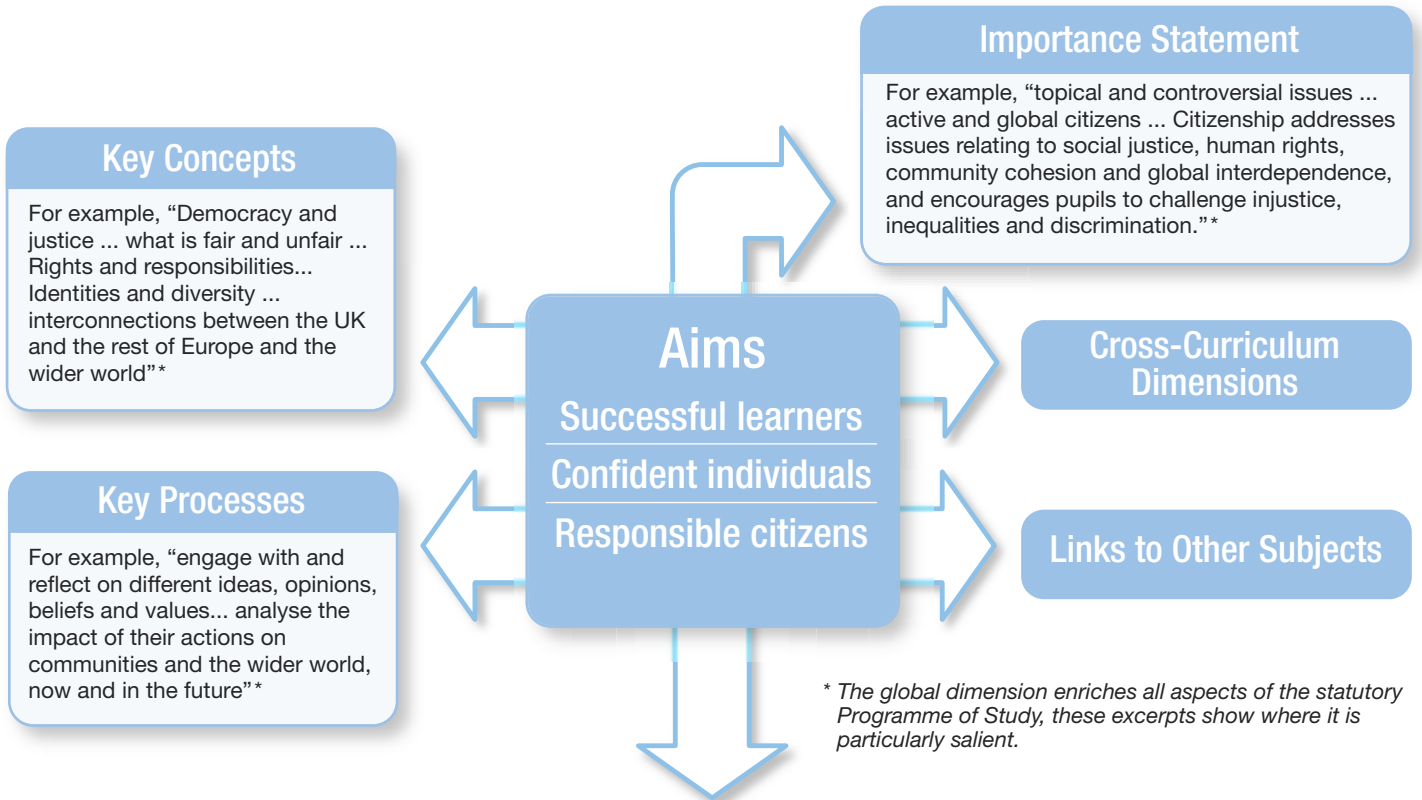


# Exploring the Global Dimension to Citizenship

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

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](http://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](http://www.globaldimension.org.uk/explore)

### Association for Citizenship Teaching

ACT is the professional subject association for those involved in citizenship education. [www.teachingcitizenship.org.uk](http://www.teachingcitizenship.org.uk)

### QCA Secondary Curriculum Website

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