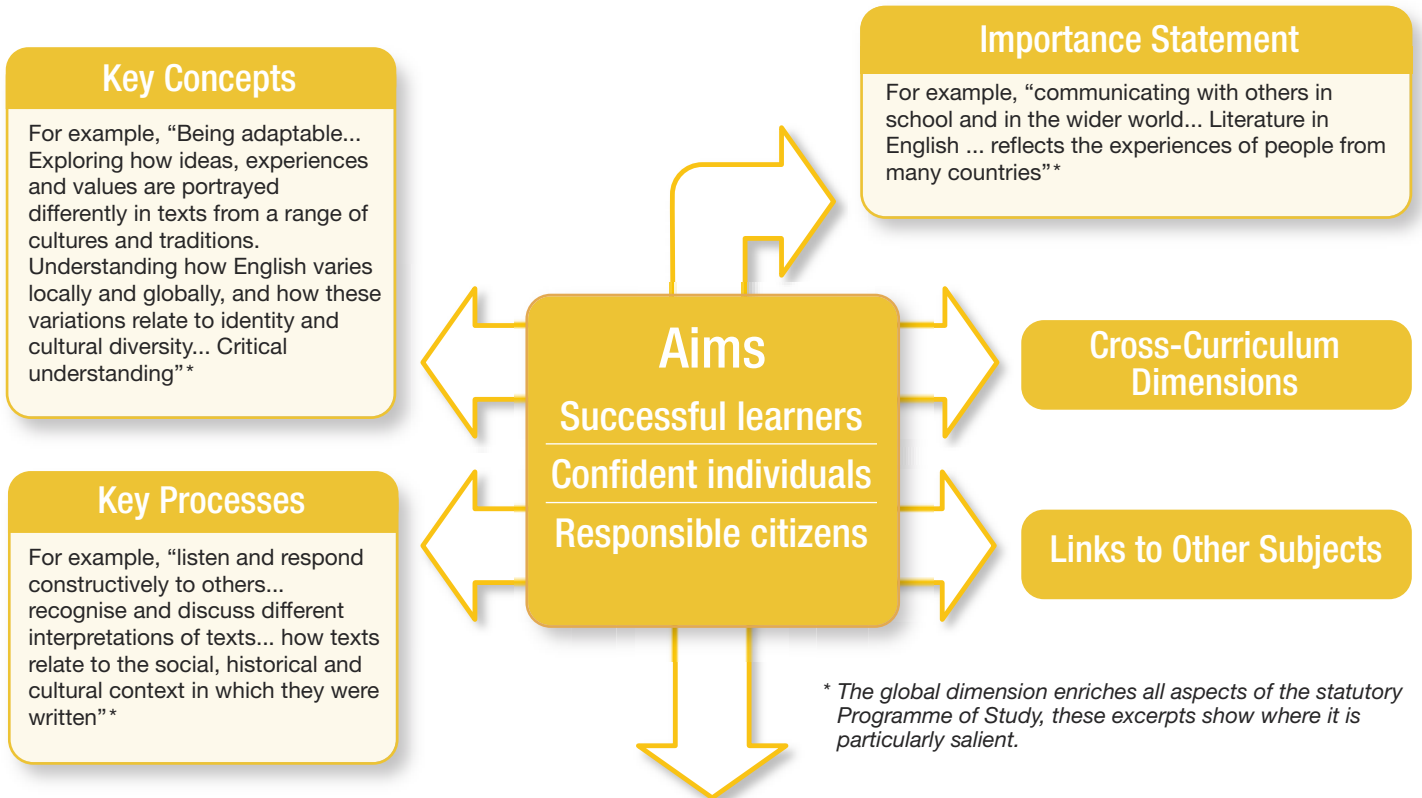


Exploring the Global Dimension to English

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

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 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>