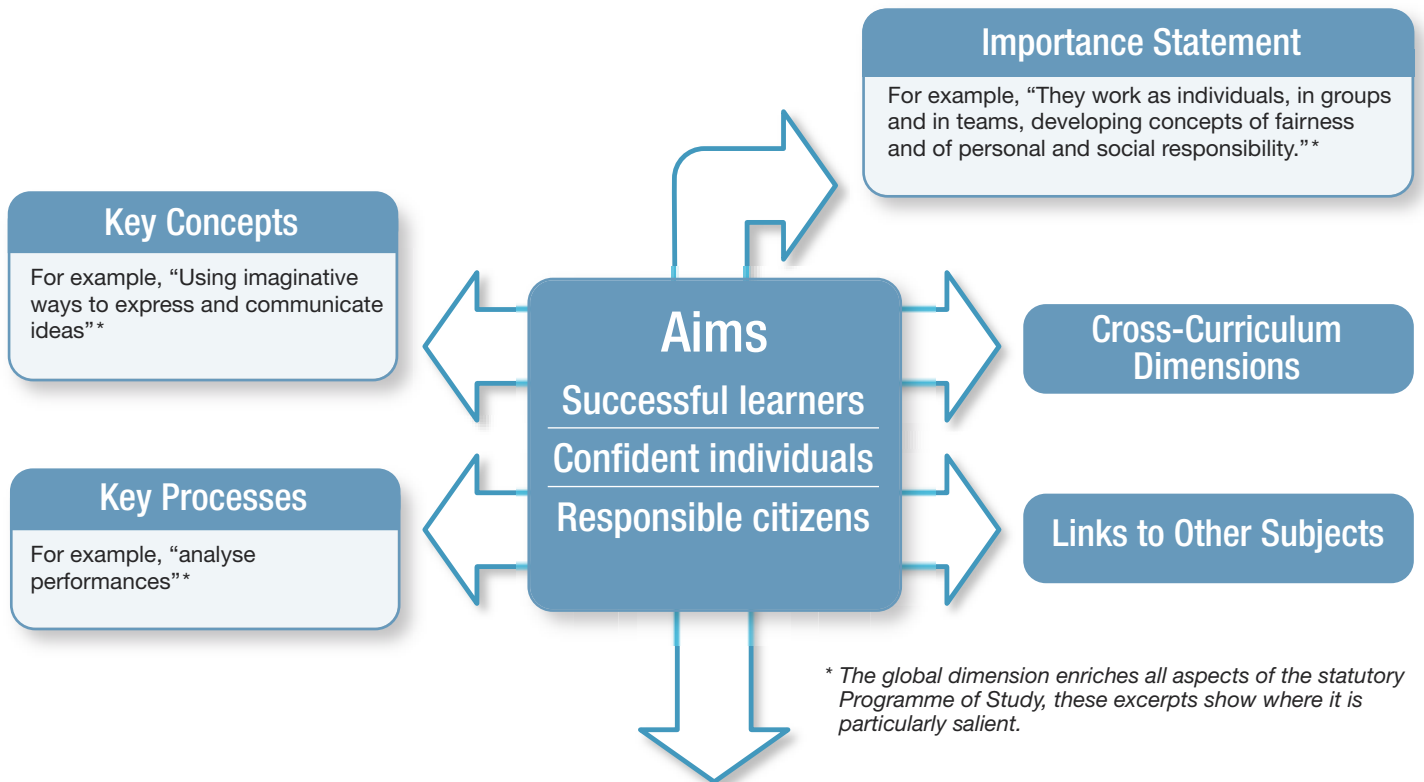


Exploring the Global Dimension to Physical Education

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

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

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>