

## Picture the Global Dimension

### Suggestions for class activities using a range of 'global' pictures

You can find all the images and a web version of this resource at:

[www.globaldimension.org.uk/pictures](http://www.globaldimension.org.uk/pictures)



## **Suggested activities**

### **Starter**

Select the enlarged version of one of the images and have it projected onto the board as students arrive for lessons. Explain that the image is globally linked – the item or place pictured is connected to people and places in other parts of the world. Can students suggest what the global link might be? Have they thought of all the possibilities? (We've provided suggestions and discussion points on each of the picture pages.)

### **Group activity**

Give each group of students a copy of the worksheet **Picture the global dimension**. Encourage them to discuss the possible global links for each image. They should record the ideas they think are best in the spaces on the sheet. Which group can come up with the most creative idea?

### **Homework**

Challenge students to capture their own global dimension image. This could be a photograph of something around their house or in their local community. Or it could be an image they draw or paint. In either case, the image should have interesting and perhaps unexpected links to people and places in other parts of the world. Ask students to provide a short written statement to accompany their image explaining the links, or to present their image to the class.

## Picture the Global Dimension

**Worksheet:** Identify the global links in these pictures and write them in the box below each one.



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## Picture the Global Dimension



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### Diversity and democracy



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We included this image of "hands in the air" to provoke discussions about ethnic diversity and participation in democracy.

#### What's global about this picture?

The global dimension to this picture might be the different ethnicities represented in our classrooms and communities, and the ideas that the picture conveys of taking part in decision-making: democracy and participation.

### Questions for discussion

#### Diversity

- There are only a few hands, but there are different skin tones. Why do you think this is?
- Where do you think this picture was taken? Which country? Which town or city? Could it have been taken in your school? Why or why not?
- Can you tell whether the hands belong to adults or children? Male or female?
- What is it about your hands that makes you unique? And what links you with other people?

#### Democracy

- In school (at least, in Britain) you put your hand up to answer a question, to make a contribution, to participate, to have a voice. Do you think you have a voice in your school? What about in the wider community? Or in the country as a whole?
- Do you think you have a right to be heard?
- How far do you think your views are listened to?
- Do you think this is true for all schools and countries?

### Teaching resources

To find relevant teaching resources, take a look through the ones listed on the Global Dimension database under the topics of [Diversity & Inclusion](#) and [Democracy](#).



### Cargo containers

Cargo containers enable the efficient shipping of goods all over the world. We've included this picture to prompt discussions about world trade.

#### What's global about this picture?

This picture shows cargo containers, vital for the efficient shipping of goods right across the world. So the global dimension to this picture would be its links to world trade and communications, imports and exports.

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### Discussion questions

- How is it possible that your house and your school contain things from all over the world? Where did they come from and how did they get here?
- Containers have made the shipping of goods worldwide much more efficient, because they are all of a standard size and shape. How did world trade work before containers were introduced?
- How many different kinds of containers are there? How many containers can you get on one ship? Where is your nearest container port?
- Can you name something you've used today that was transported in this way?
- What are the benefits of shipping goods all around the world? Are there any negatives? Or challenges?

### Further information

#### The Container - a play by Clare Bayley

A shipping container, bound for the UK. Inside are five people with one goal: to start a new life. How far will they go to get what they want?

Winner of the 2007 Amnesty International Freedom of Expression Award, Clare Bayley's play was the hit of the Edinburgh Fringe in 2007. It transferred to the Young Vic in London and was performed inside a shipping container parked outside the theatre – each performance seating just 28 people.

[>> View a trailer or download a film of the play from Digital Theatre](#)

You should preview this first to check it is appropriate for your students. In any event, the fact that such a play has been written could be the basis for an interesting discussion...

**The BBC Box:** In 2008 the BBC followed a container for a year to report on globalisation and the world economy. Find out more at [http://news.bbc.co.uk/1/hi/in\\_depth/business/2008/the\\_box/](http://news.bbc.co.uk/1/hi/in_depth/business/2008/the_box/).

**Wikipedia** page all about cargo containers: [http://en.wikipedia.org/wiki/Intermodal\\_container](http://en.wikipedia.org/wiki/Intermodal_container).

The **World Shipping Council** have an education section on their website with an excellent PowerPoint presentation providing an overview of the container shipping industry:

[www.worldshipping.org/additional-resources/educational-resources](http://www.worldshipping.org/additional-resources/educational-resources).

Whilst not geared specifically for the UK curricula it would be suitable for upper primary and secondary students, and has answers to many of the questions listed above. There are also materials on the Panama and Suez canals.

To find relevant **teaching resources**, browse through the ones listed on the Global Dimension database under the topics of [Trade](#) or [Globalisation](#). The Global Dimension website also includes background articles on teaching about [trade](#) and [globalisation](#).



### Kente cloth

This is a piece of Kente cloth, a textile woven in the west African countries of Ghana and Ivory Coast. There are many varieties and patterns, with different colours representing different symbolic meanings. We chose this picture to represent a well-known aspect of west African culture.

#### **What's global about this picture?**

The global dimension is that this cloth is from West Africa, specifically Ghana and Ivory Coast. Textiles are produced all over the world, with similarities – as well as differences – being found in cloths from different cultures.

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of image](#)

### Questions for discussion

- Where do you think this cloth comes from, and why?
- Is it similar to other materials you have seen? Where did they come from? [eg: Scottish tartan]
- There are many different patterns to these types of cloth. What do you think the patterns represent? [see links suggested below]
- Have you ever seen cloth like this on sale in the UK? How do you think it got here?

### Further information

Adire African Textiles has an extensive introduction to Kente cloth:

[www.adireafricantextiles.com/kenteintro.htm](http://www.adireafricantextiles.com/kenteintro.htm)

Wikipedia also has a page on Kente cloth: [http://en.wikipedia.org/wiki/Kente\\_cloth](http://en.wikipedia.org/wiki/Kente_cloth)

### Further teaching resources

The following resources may be useful in researching and teaching about Kente cloth and West African textiles more generally:

[>> Kente cloth case study from Practical Action's STEP website \(ages 14-16\)](#)

[>> Heart of West Africa: Textiles and Global Issues from Global Education Derby \(ages 5-14\)](#)

[>> Adinkra from RISC \(ages 5-11\)](#)



### Drink cans

Drink cans are generally made from aluminium or steel. They're designed to hold a single serving of a drink. We chose this picture to prompt discussions about recycling, the use of resources and the growth of global 'brands'.

#### What's global about this picture?

The global dimension to this picture might be the issues around the use of resources: where the metal comes from to make the cans, and what happens to a can once you've drunk its contents? And that cans like this are now available in almost every corner of the globe.

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### Discussion questions

- How many drink cans do you get through in a week... a month... a year...? How many do you think are used in the UK in a year?
- What are the other ways that drinks are packaged? What are the advantages and disadvantages of each type of packaging?
- Where does the metal come from that is used in a drink can? What part of the world? How is it obtained? What is the impact on the local community?
- What's your favourite canned drink and why? Which do you think are the most famous brands of drink? Coca-Cola is probably high up on your list - but how many varieties of "cola" do you think there are in the world? Why do you think this might be?
- Do you think there is now anywhere in the world where you can't buy a canned drink? Why? How? Is that a good thing?
- What happens to cans once you've finished with them?

### Further information

**Alupro:** The Aluminium Packaging Recycling Organisation represents aluminium packaging producers and reprocessors in the UK: [www.alupro.org.uk](http://www.alupro.org.uk). It has [useful facts and figures](#) on aluminium consumption and recycling.

**My Zero Waste:** Set up by a family who aim to send zero waste to landfill in 2010: [www.myzerowaste.com](http://www.myzerowaste.com). It includes a page explaining '[why recycle aluminium cans](#)'.

**Recycle More:** This website, [www.recycle-more.co.uk](http://www.recycle-more.co.uk), calls itself "the one-stop-shop recycling information centre". It has a great [Recycling Specifics](#) section with facts about each recyclable material.

**Recycle Now:** This website at [www.recyclenow.com](http://www.recyclenow.com) explains how all sorts of materials can be recycled. It has [a video showing how cans are recycled](#) supported by useful facts. There is also [a schools section with teaching resources](#).

**Waste Online:** This website at [www.wasteonline.org.uk](http://www.wasteonline.org.uk) provides "in-depth information on waste" and includes [a factsheet on aluminium and steel recycling](#).

**Wikipedia** has pages on the [beverage can](#), as well as [Cola](#), [Coca-Cola](#) and [the Coca-Cola Company](#). You might want to back this up with research from other sources.

To find relevant **teaching resources**, take a look through the ones listed on the Global Dimension database under the topics of [Natural Resources](#) or [Sustainable Development](#)



### Fields in a landscape

This picture of fields could come from a variety of places across the world – it is in fact from Terceira, one of the islands in the Azores. We've chosen this picture to prompt discussions about human influence on the landscape.

#### What's global about this picture?

A key global dimension to this picture is the fact that agriculture is a global phenomenon, and so similar landscapes exist all over the world. Digging deeper, you could consider how far human activity changes landscapes, and what landscapes are worth preserving.

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#### Discussion questions

- Where do you think this picture was taken? Which continent? Does it look like somewhere in the UK? Are there any parts of the world where you know it could not have been taken?
- What does the picture show? Do you think it is a beautiful landscape? What makes a landscape 'beautiful'? Do you think natural wilderness is more beautiful than a landscape that has been changed by human activity? How many natural wildernesses do you think currently exist in the world?
- What are the benefits to humans of being able to use the land in this way? Are there any possible challenges or negative impacts?

#### Further information

**Earth From The Air:** You can see further images showing human influence on the landscape in the Earth From The Air images taken by Yann Arthus-Bertrand:

<http://earthfromtheair.co.uk//content/view/13/28/>

The **World Heritage List** includes 890 sites forming part of the world's cultural and natural heritage which the UNESCO World Heritage Committee considers as having "outstanding universal value". You can see them all on an interactive map at <http://whc.unesco.org/en/254/>.

#### Further teaching resources

To find relevant teaching resources, have a browse through the ones listed on the Global Dimension database under the topic of [Farming](#), or those tagged with the keyword '[Landscape](#)'.



### Spices

Spices bring flavour to food and excitement to life! Spices were also amongst the earliest goods to be traded, bringing different cultures in touch with each other. We've included this picture to prompt research into early trade routes and to consider our reliance today on products grown elsewhere.

#### **What's global about this picture?**

This picture has many global links, as spices originate from many parts of the world, and have been changing hands along ancient trade routes for many centuries.

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### Questions for discussion

- How many spices can you list? Do you have any particular favourites? Do you know what part of the plant they come from? And what part of the world?
- How many countries of origin are represented by the spices in the kitchen cupboard at home? Are there any that are produced in the UK? [Saffron used to be!]
- When do you think spices were first used in the UK? And what for? [The spice trade was in existence well before Roman times... find out more from the links below.]

### Further information

#### All about spices

[>> BBC Guide to Spices](#)

[>> Wikipedia Spices page](#)

#### History of the spice trade

[>> Trading Places - British Library history of the East India Company](#)

[>> Hoxne Pepper Pot from A History of the World in 100 Objects - Pepper in Britain during Roman times](#)

[>> Wikipedia Spice Trade page](#)



### Bees on a honeycomb

Bees, as pollinators of many crops, are vital to our food chain. We've chosen this picture to show how connected we are with nature, and how important even insects are to all our lives.

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#### What's global about this picture?

The global dimension to this picture is our interconnectedness with nature - it's not just eating honey that links us to bees, but the fact that they are important pollinators for many of the food crops we eat. Students may also have heard that bees around the world have been mysteriously dying out, thus making us even more conscious of their importance to our lives.

#### Discussion questions

- Why are bees important? What role do they play in the food chain? What proportion of the food we eat do you think they pollinate? [One third of the food we eat would not be available but for bees.]
- What do you know about how bee colonies are organised? In what way are bee colonies similar and different to human societies?
- Honey, pollen and wax all come from bees. Can you make a list of all the things that we can do and make from these important products?
- What have you heard about bee colonies dying out? Why do you think this might be happening? What impact do you think this might have? [There is some disagreement about the extent and causes of this problem, see the links below.]

#### Further information

The '**Bees for Kids**' section of the British Beekeepers' Association website has a wealth of information about bees and honey. There is also a teachers' page and information about their schools pack, Bees in the Curriculum for primary schools: [www.britishbee.org.uk/bees4kids/](http://www.britishbee.org.uk/bees4kids/).

**Rowse Honey Bee School:** The honey producers Rowse have produced a range of downloadable teaching resources about bees for ages 5-7: [www.beeschool.co.uk](http://www.beeschool.co.uk).

**Beekeeping in Zimbabwe:** Practical Action's STEP website uses case studies from their overseas development projects to teach secondary Design & Technology, including [one on honey production in Zimbabwe](#).

#### Are bees dying out?

The Co-operative have supported screenings of a film, **Vanishing of the Bees**, and has [linked learning materials on its website](#).

Wikipedia have a page on [colony collapse disorder](#), the syndrome of bees dying out.

The BBC website has [a page suggesting there is actually no proof of this](#) (which also includes interesting facts about bees).



### Water

Water is vital to life, but in many countries a large percentage of the population do not have access to a clean, safe water. We've included this picture to prompt discussion about this basic human need.

#### What's global about this picture?

There are many global aspects to this picture – everyone in the whole world needs water! Droughts and floods can cause emergencies on a local, national or global scale. And there are huge numbers of people denied the right to safe, clean water for drinking and hygiene.

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### Discussion questions

- Can you list the ways in which you have used water today?
- How much water do you think you use in a day... a week... a month...?
- Why is clean water important?
- What proportion of the people on earth live without access to clean water?
- How does human activity sometimes threaten our supplies of clean water?

### Further information

#### Background article

Have a read through [the Global Dimension article on water](#) for background information and tips for teaching about the subject.

#### Case studies

Practical Action's [STEP website](#) has case studies from their overseas development projects that can help with teaching for secondary Design & Technology. There's one on [Purifying Water](#) and another on [Play Pumps](#).

### Further teaching resources

To find relevant teaching resources, browse through the ones listed on our database under the topics of [Water](#) or [Drought](#).



### Leaf

We chose this image of a leaf to represent many global things: nature, the 'lungs' of the planet, and the use and symbolism of leaves in many cultures.

#### What's global about this picture?

Leaves have many global links - for a start they can be found in every continent (except perhaps Antarctica?). This leaf could represent the rainforest, or a source of food, or the importance of a healthy environment.

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### Discussion questions

- Leaves are often a type of food - think of cabbage, lettuce and spinach. But can you think of other (non-food) uses for leaves? There are quite a few! [Some suggested answers below.]
- There are also many leaves that have a symbolic value - for example a four-leaf clover is lucky, and an olive branch represents peace. Can you find other leaves that act as symbols in your own or another culture? [Some suggested answers below.]
- What do you think people mean when they refer to rainforests as the "lungs of the planet"?

### Further information

**Non-food uses of leaves:** Leaves are used for basket-making, thatching, paper (from palm and papyrus), healing (eg dock leaves, neem leaves) and decoration (eg holly at Christmas time).

The banana leaf is a great example - as well as being used as a decorative element for Hindu and Buddhist ceremonies, it is also used as a plate to serve food, see [http://en.wikipedia.org/wiki/Banana\\_leaf](http://en.wikipedia.org/wiki/Banana_leaf).

**Symbolism of leaves:** There are national leaves such as the oak leaf (England), shamrock (Ireland), maple leaf (Canada) and 'koru' fern frond (New Zealand) - not to mention many national plants.

You might also want to find out more about the symbolism of holly, ivy and mistletoe, the lotus leaf and the fig leaf! And there are probably many more...

**Rainforests:** You can find out all sorts of information about rainforests on the [Princes Rainforests Project website](#), which also has [a website for schools](#).

### Further teaching resources

If you take a leaf to represent a healthy environment, then you could find relevant teaching resources by browsing through those listed on the Global Dimension database under the headings of [Conservation](#), [Environment](#) or [Sustainable Development](#).



### Jeans piled up

Practically everybody in the UK owns at least one pair of jeans. But who gives much thought to where they come from or who made them? We've used this image to get you to think about the products and processes involved in making a piece of clothing.

#### What's global about this picture?

The global dimension to this picture could be: jeans are a worldwide phenomenon; the items making up a pair of jeans come from different places and many people are involved in their manufacture. The journey of a pair of jeans could be quite a global one!

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### Discussion questions

- Hands up who owns a pair of jeans?
- Think of all the processes involved in making your jeans. Where did the cotton come from? Who harvested it? Was it sprayed with pesticide? What about the dye, the zip and the copper rivets? Who stitched your jeans together? How much do you think they were paid?
- Where do you think the words "jeans" and "denim" come from? [Wikipedia suggests they're both French, after the towns of Genoa (in Italy) and Nîmes (in France), see link below]
- What will happen to your jeans once you've grown out of them – or once they've gone out of fashion? What do you think would be the best thing that could happen?

### Further Information

**The history of jeans:** Wikipedia's web page on jeans includes a lot of useful cultural history:  
<http://en.wikipedia.org/wiki/Jeans>.

**The journey of jeans:** This article follows the journey made by all the elements making up a pair of jeans: [www.guardian.co.uk/g2/story/0,,497788,00.html](http://www.guardian.co.uk/g2/story/0,,497788,00.html)

Youth TearFund's **Lift The Label** website is all about ethical consumer choices, and includes a page on fashion with case studies relating to jeans manufacture:  
<http://youth.tearfund.org/lift+the+label/fashion/case+studies.htm>.

**Ethical fashion:** Fashioning An Ethical Industry works with students and tutors on fashion-related courses to give a global overview of the garment industry, raise awareness of current company practices and of initiatives to improve conditions. Further details and resources at  
<http://fashioninganethicalindustry.org>.

**Recycled denim?:** Scraps from the jeans industry will be used to insulate classroom walls in California, according to [this article from PR Newswire](#).

See also the [Waste Online information sheet on Textiles Recycling](#).

To find relevant **teaching resources**, have a browse through those ones listed on the Global Dimension database under the topic of [Clothes](#).



### Beads

Beads are made from many different types of material, both natural and synthetic, and have played a role in human culture for thousands of years. We've chosen this picture as an example of a small object that might have a big story to tell.

#### What's global about this picture?

It might be hard at first to find a global dimension to this picture, apart from the fact that beads and jewellery have adorned humans the world over for thousands of years. But digging deeper you can find that beads used to be so prized that they were traded for luxury items, including slaves. And more recently there have been claims of child labour being used to stitch beads onto fashionable clothing.

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### Discussion questions

- Where does your jewellery come from? What story does it have to tell?
- People all around the world use jewellery to decorate and express themselves. Can you think of any examples?
- What does your jewellery say about you?

### Further information

**'Slave' Beads or Trade Beads:** During the 18th century beads were often used as ballast in slave/trade ships for the outbound trip to Africa. There they were exchanged for the human cargo of slaves, as well as for ivory, gold and other goods. Glass making was uncommon in Africa at that time, and so glass beads, such as those made in Venice, Bohemia or the Netherlands, were particularly prized.

[>> More about Trade Beads from the Victoria & Albert Museum](#)

[>> More about Slave Beads from Wikipedia](#)

[>> More about Slave Beads from the BBC website](#)

**Children stitching beads:** The fashion for clothes decorated with beads and sequins has prompted allegations of children being used to stitch these on.

[>> Fashion's dirty secret: 3p-an-hour child labour](#) (The Times, October 2006)

[>> Gap launches inquiry into child labour claims](#) (Independent, October 2007)

[>> Exposed: Primark's fashion sweatshops that pay children just 60p a day](#) (Daily Mail, June 2008)

### Stack of tyres



These tyres are made of rubber, a versatile material which originally comes from trees. We've included this picture to prompt discussions about sustainability and the different uses to which one material can be put.

#### What's global about this picture?

The global dimension to this picture could be the story of rubber, a plant native to South America which has since been grown in plantations in Africa and Asia. Or it could look at the versatility of rubber, or cover issues of sustainability in the many uses for a used tyre.

[Open large version of image](#)

### Discussion questions

- Where do you think that these tyres are? What are they doing there?
- Once tyres have finished their lives on cars, what can they be used for?
- Where does rubber come from? What can it be used for?
- The rainforests of the world are being rapidly destroyed, but rubber harvesting is one process that can be done sustainably. Why do you think that is?

### Further information

The **Bouncing Balls** website aims to tell you everything you ever wanted to know about rubber! [www.bouncing-balls.com](http://www.bouncing-balls.com).

**Chewing gum:** Not quite rubber, but similar, chewing gum was originally made from a tree sap called chicla, and Mexican collectors are trying to re-establish it as a sustainable source of gum. You can find details of their Rainforest Chewing Gum at [www.chicza.com](http://www.chicza.com), and there is an audio slide-show of the chicla collectors at work at: [www.guardian.co.uk/world/interactive/2008/dec/31/mexico-chewing-gum](http://www.guardian.co.uk/world/interactive/2008/dec/31/mexico-chewing-gum).

**Fair trade rubber:** Traidcraft have introduced fairly traded rubber gloves: [www.traidcraft.co.uk/news\\_and\\_events/news/fair\\_trade\\_rubber\\_gloves](http://www.traidcraft.co.uk/news_and_events/news/fair_trade_rubber_gloves).

**Recycling tyres:** The Recycling Expert website has a page about recycling tyres at [www.recyclingexpert.co.uk/RecyclingTyres.html](http://www.recyclingexpert.co.uk/RecyclingTyres.html).

An article in the Independent outlines '10 uses for a dead tyre': [www.independent.co.uk/environment/tread-carefully-recycling-tyres-405985.html](http://www.independent.co.uk/environment/tread-carefully-recycling-tyres-405985.html)

**Sandals from tyres:** Two articles about Ethiopian firm SoleRebels, who make shoes from recycled tyres.

[>> The Independent, Oct 09](#)

[>> The Guardian, Jan 10](#)

The **Wikipedia** page about rubber is at <http://en.wikipedia.org/wiki/Rubber>.

#### Building with tyres:

[>> Earthship Brighton](#)

[>> BBC – Tanzania's House of Tyres](#)

[>> Channel 4 – Grand Designs – Brittany Ground House](#)



### Typically 'British' china?

This blue and white china looks very typically 'British', just right for drinking tea with or for scones with jam and cream. We've chosen this picture to show how even very familiar objects can have lots of global connections.

[Open large version of image](#)

### What's global about this picture?

The global dimension to this picture could be the origins of porcelain and ceramics. Or the seemingly 'Chinese' origin of the blue willow pattern.

### Discussion questions

- Do you have plates or cups like this at home? Or have you seen them in shops or in a museum?
- What is the pattern called (the one on the plate)? Where do you think it comes from? [See box.]
- Although the pattern looks Chinese, it was actually designed in England. How and why do you think this English design was influenced by Chinese designs? Can you think of any other UK products which have been influenced by other people, places and cultures?

### Further information

#### British or Chinese?

The history of pottery and porcelain demonstrates many global influences and interconnections.

Blue and white porcelain began being imported into Europe from China during the 17th and 18th centuries, and had a strong influence on the manufacture and designs of European ceramic ware. Confusingly, whilst the Willow Pattern (on the right-hand plate and the upside-down jug in the picture) looks like a typical Chinese design, it is thought that it was originally created by an Englishman, Thomas Minton, in 1780. At the time, there was such a craze for Chinese porcelain that this pattern became all the rage and was copied, with many minor variations, by lots of other designers. It is said to be based on a story of two doomed lovers - but it's not clear whether this is a real Chinese story or one made up just to promote the product!

Blue-striped "Cornishware" pottery (the upside-down mugs in the picture) has actually been made in South Derbyshire since the mid 1920s. The factory closed in 2007 due to the global recession but has recently re-opened. But in the meantime some of the pottery production continued in China!

#### Willow pattern:

[>> The Willow Pattern Story on The Potteries website](#)

[>> The Willow Pattern Story on the Victoria & Albert Museum website](#)

[>> The Willow Pattern Story on Wikipedia](#)

[>> Blue and white porcelain on Wikipedia](#)

#### Cornishware:

[>> History of Cornishware on TG Green website](#)

[>> Article about Cornishware in the Burton Mail](#)

#### History of pottery and porcelain:

Find out more on History World:

[www.historyworld.net/wldhis/PlainTextHistories.asp?historyid=ab98](http://www.historyworld.net/wldhis/PlainTextHistories.asp?historyid=ab98)



## Arabic carving

At first glance you might assume that this stone carving is from somewhere in the Middle East, but it is, in fact, from Granada in southern Spain. We chose this photo to prompt discussions about the interactions between different cultures around the world.

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### What's global about this picture?

Global links suggested by this picture could include the spread of Arabic as a world language and the cultural influence of Islam and other religions throughout the world.

### Discussion questions

- Where do you think this picture has been taken? Why? What language is the writing in?
- You might think the picture was taken in the Middle East, but it is in fact from Granada in southern Spain. How do you think something that looks "middle eastern" would have turned up in Spain?
- Spain was under Muslim rule for several centuries. What are the different cultures that have ruled Britain in the past? And what influence has Britain had on other cultures?
- What other religions exist in the world, and in Britain? Can you see the evidence for different religions in local buildings or the local landscape?
- The carving features calligraphy, in Arabic script. Can you find examples of calligraphy on any buildings in your local area? How about creating your own piece of artwork using calligraphy in your own or another language?

### Further information

#### The Alhambra and Muslim Spain

This carving can be found at the Alhambra palace-fortress complex in Granada, Spain.

During the period from 711 to 1492 Spain was under Muslim rule. The Alhambra was constructed gradually at this time, between the 9th and 14th centuries. You can find out more about the Alhambra from its [official website](#) and from [Wikipedia](#). You can find out more about life in Muslim Spain from the [BBC website](#).

#### Calligraphy

The representation of human or animal figures can be viewed as sinful or blasphemous by many Muslims, so Islamic art often takes the form of complex patterns and beautiful scripture.

Calligraphy – in the form of poems, proverbs and passages from the Qu'ran – is appreciated and valued in the Islamic world as an important means of artistic expression.

### Further teaching resources

To find relevant **teaching resources**, take a look through the ones listed on our database under the topics of [Religion](#) or [Arts](#) or [Culture](#).



### Candles of remembrance

These candles have been lit to remember the victims of the concentration camps during World War II. We included this picture to raise awareness of the victims of war and genocide, but also to consider the candle as a worldwide symbol of hope.

[Open large version of image](#)

#### What's global about this picture?

This picture can represent many global issues - the horrors of war and genocide, as well as worldwide feelings of compassion, caring and humanity in remembering the victims, and hope that light may prevail against darkness. You might want to use this picture in lessons around [Holocaust Memorial Day](#).

#### Questions for discussion

- Why do you think candles are used to remember the victims of war? What is it about a candle that makes it an appropriate symbol?
- Why is it important in particular to remember victims of the concentration camps during World War II? Are there any other people you think the world should remember in this way?
- What other symbolic values do lights and candles have for you? This could be a cultural, religious or family tradition, or simply your own personal perspective.

#### A symbol of hope

*"Better to light a candle than curse the darkness."*

The candle became the symbol of the human rights campaigning organisation [Amnesty International](#) after the organisation's founder, Peter Benenson, asked Diana Redhouse - an original Amnesty member - to design an emblem based on a candle encircled in barbed wire. Peter Benenson had thought of the image when recalling a favourite Chinese proverb: "Better to light a candle than curse the darkness".



#### Further information on the symbolism of candles

In Judaism, candles are customarily lit in memory of the dead, see [http://en.wikipedia.org/wiki/Yahrtzeit\\_candle](http://en.wikipedia.org/wiki/Yahrtzeit_candle).

See also further information about the use of lights in different cultures and religions: [http://en.wikipedia.org/wiki/Ceremonial\\_use\\_of\\_lights](http://en.wikipedia.org/wiki/Ceremonial_use_of_lights).

#### Further teaching resources

You can find relevant teaching resources by browsing through those listed on the Global Dimension database under the topics of [Peace](#) or [Conflict](#), or tagged with the keywords '[holocaust](#)' or '[genocide](#)'.



### Bunch of bananas

A banana is a well-loved fruit, but it's probably travelled many miles to arrive in your shopping basket. We chose this photo to help you explore food journeys, discuss issues of trade and fair trade, and open your eyes to the diversity of a single type of fruit!

[Open large version of image](#)

#### What's global about this picture?

The global dimension to this picture could focus on cultivation and trade, tracking the journey from the tree to the fruit bowl, and – as bananas were amongst the first goods to get Fairtrade status – a discussion of the issues involved in fair trade.

#### Discussion questions

- In the UK we mainly eat sweet bananas as a snack or dessert. But what other kinds of banana are there and how are they used?
- The banana is the most popular fruit in the world – how much money do you think the world's shoppers spend a year buying bananas? [£10 billion.]
- Production and trade in bananas is dominated by five companies – can you name them? What proportion of the global banana trade do you think they control? [Chiquita, Dole, Del Monte, Noboa and Fyffes control more than 80% of the global banana trade.]
- The majority of banana plantation workers do not earn enough to provide for their families. What do you think their wage might be? [Some banana plantation workers earn less than £1 a day; their wages have actually fallen drastically over the past 15 years.]
- Bananas are one of the best-selling products in UK supermarkets. Only two things out-sell bananas, what do you think these might be? [Petrol and lottery tickets!]
- Bananas were one of the first 'fairly traded' or 'Fairtrade' products. What does that mean?
- What proportion of bananas sold in the UK are Fairtrade? [In 2008, one in every four bananas sold in the UK was Fairtrade.]

#### Further information

**Unpeeling the banana trade** is a Fairtrade Foundation briefing paper published February 2009. [Download it from the Fairtrade Foundation website](#) (PDF). The first page lists useful facts; the rest of the document goes into greater detail about the trade.

**Wikipedia** could be a starting place for research about bananas, their banana page is: <http://en.wikipedia.org/wiki/Banana> and there are further details about the banana family at [http://en.wikipedia.org/wiki/Musa\\_\(genus\)](http://en.wikipedia.org/wiki/Musa_(genus)).

**Banana Link:** is a UK cooperative campaigning for a fair and sustainable banana trade. It has a wealth of information and educational resources on its website at [www.bananalink.org.uk](http://www.bananalink.org.uk).

**Fields of Gold?** is A 14-minute film on the Community Channel, narrated by Hugh Fearnley-Whittingstall. Two women from England travel to the Caribbean island of St Vincent & the Grenadines. They meet the people who grow the bananas that end up in our shopping baskets, and find out whether buying Fairtrade bananas can really make a difference. [View 'Fields of Gold?'](#).

To find relevant **teaching resources**, take a look through the ones listed on our database under the topic of [Trade](#) or [Fair trade](#). Or check through those that have the keyword '[Banana](#)'.

Bananas are a popular topic for global learning. Read **school case studies** about [a primary school going bananas](#), or [a Year 8 class following the journey of a banana](#).



### Saris

The sari is the traditional dress of India, Bangladesh and Sri Lanka, and is worn by women all over the world who have South Asian origins. We chose this image to consider the global influence of a piece of clothing.

[Open large version of image](#)

#### What's global about this picture?

The global aspects of this picture could relate to how the sari has travelled from its origins in South Asia to other parts of the world.

#### Discussion questions

- A sari is said to be the 'traditional dress' of South Asia. What other traditional clothes or costumes do you know of from other parts of the world or from the UK?
- Saris also have many variations in the way they are worn and in the patterns and colours. This may relate to the region they are from, or the occasion they are worn for. Do you have different clothes for different occasions?
- To what extent do you think saris and other aspects of South Asian culture (Bollywood for example) have influenced fashions in the UK. And has it worked both ways?

#### Further information

**The British Sari Story:** Published by Bridging Arts, this free downloadable education pack for primary schools explores and celebrates the sari.

[>> Find out more.](#)