



# THE CHALLENGES OF GLOBALIZATION


## Teacher's notes

Education for global citizenship gives young people the chance to develop critical thinking about complex and controversial global issues. It also provides skills and promotes values and attitudes that are needed for them to be prepared as global citizens.

***Some of the images, web pages and information used in these materials are taken from the internet and are for educational purposes only.***

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<b>TEACHER'S NOTES</b>		
	<b>UNIT 1: THE CHALLENGES OF GLOBALIZATION</b>	

# TEENAGERS IN AN INTERCULTURAL EUROPE









## UNIT 1: THE CHALLENGES OF GLOBALIZATION


CONTENT




TIMING: 8 Lessons

- Defining globalisation, factors, causes & effects
- Global interdependence
- Social equity
- The Millennium goals
- Fair trade

PROCEDURE




<b>SYMBOLS USED IN THE ACTIVITIES</b>			
	INDIVIDUAL WORK		EXPERTS GROUP WORK
	PAIR WORK		LEARN
	GROUP WORK		CHECK
	ORAL ACTIVITY		WRITING ACTIVITY


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	LANGUAGE TIPS		ASSESSMENT
	LISTENING / WATCHING		

## LESSON 1

**Warm up:** ask students to look at the images, read the text and use their previous knowledge to guess what globalization is about. Let students pay attention to the main factors, the inequity between developed and developing countries, and give them an overview of the current situation if needed.

- **ACTIVITY 1**  **and 2** 
  - Ask students to guess the answer and write it down. Then, they compare their answers in pairs. Write students' ideas on the board to provide them with writing models and also give them some models orally.
- **ACTIVITY 3** 


-  Watch the video clip and ask students to add the new important information from the video.

(not available in all areas)


[http://www.bbc.co.uk/schools/gcsebitesize/geography/industry/globalisation\\_video.shtml](http://www.bbc.co.uk/schools/gcsebitesize/geography/industry/globalisation_video.shtml)

or:

<http://www.youtube.com/watch?v=VeWayRm0cmU&feature=related>

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- You can provide a language tip after the video.

	<b>GLOBALIZATION</b> Information from the Video
The world is becoming more interconnected.	
<b>Influencing factors:</b>	
<ul style="list-style-type: none"> <li>• Telephones have created a global village.</li> <li>• UK businesses can have a call centre in India.</li> <li>• Transport has become quick and cheap.</li> <li>• People fly all over the world seeking better paid jobs.</li> <li>• Cheaper products and raw materials are transported all over the world.</li> <li>• Multinational corporations operate in several countries: Mc Donald's has over 31,000 restaurants in 119 countries.</li> <li>• Multinationals are attracted by cheap raw materials, labour, good transport and access to their markets.</li> </ul>	
<b>Advantages:</b>	
<ul style="list-style-type: none"> <li>• Provides new jobs and skills for the locals.</li> <li>• Brings foreign currency to their economy.</li> <li>• The mixing of people and culture enables the sharing of new ideas, experiences and lifestyles.</li> </ul>	
<b>Disadvantages:</b>	
<ul style="list-style-type: none"> <li>• Globalization works most in the interest of rich countries and this is done at the expense of developing ones.</li> <li>• There are no guarantees that the investments will benefit local communities.</li> <li>• Often profits are sent to the MECD where the multinational is based.</li> <li>• Multinationals can also drive local companies out of business.</li> <li>• Less enforcement of international laws can increase environmental pollution.</li> </ul>	


• **ACTIVITY 4**




- Students match each definition (A,B,C) with one picture (1,2,3,4,5,6) and write their reasons and explain their choice to their partner.


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Language tip: a vocabulary chart is provided for better understanding of the text.

- **ACTIVITY 5** 
- Students report their choice to the whole class. A language tip is provided to help them to give reasons.

## LESSON 2

- **ACTIVITY 6**  **RPG Game cubes.** Source: Eualter BCN
- Students play a game by following the instructions below. At the end, observers explain their notes to the class and the teacher promotes reflection on what happened during the activity. The teacher should also help students to compare the game with the inequity within and between countries.

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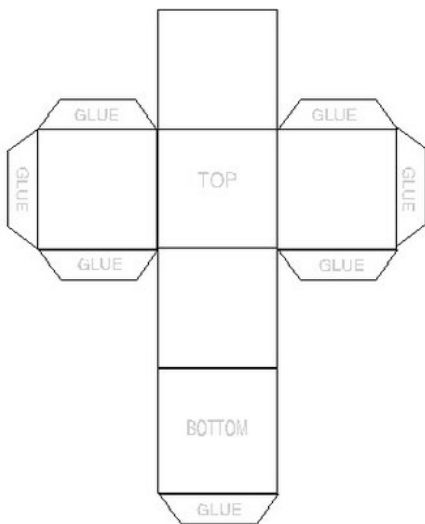
	<b>RPG Game cubes.</b>
<b>AIMS</b>	
<ul style="list-style-type: none"> <li>• To facilitate a better understanding of the system of trade between industrialized and developing countries.</li> <li>• Reflect on the reasons for the disappearance of natural resources.</li> <li>• Increase solidarity, cooperation and commitment to solve the problems around us and in the developing countries.</li> </ul>	
<b>PROCEDURE</b>	
<b>Number of participants:</b>	
No more than 24 participants who should be divided into four teams with equal numbers of members in each group. The rest will take on the role of "observers", and the teacher or a student will be the dynamic entertainer.	
<b>Duration:</b>	
30 minutes for playing the game and 30 minutes of discussion about the game's resolution.	
<b>GAME'S RULES:</b>	
<ul style="list-style-type: none"> <li>• Form four groups with a maximum of 6 members in each group.</li> <li>• The rest of the students are <b>observers</b>.</li> <li>• All four teams have to make cubes which have sides of <b>8 cm</b> long in a predetermined time (30 minutes).</li> <li>• The edges should be stuck together using some kind of adhesive.</li> <li>• The teacher will not accept cubes that are not well finished.</li> <li>• Students can only use the materials supplied by the teacher.</li> <li>• But, as each team gets different types of material, these can be <b>exchanged or traded between them</b>. Each team will choose a <b>delegate</b> to <b>negotiate the trade of these materials without talking</b>.</li> <li>• The four teams finish the game when an agreed signal is given by the teacher.</li> </ul>	

- The winner will be the team with the largest number of cubes that are well finished.

**MATERIALS:**

A large room is needed, so the teams can be separated. Deliver the following materials to the participants:


Material	Pieces of cardboard	Rulers and pencils	Scissors	Glue
Team 1	2	3	1	A lot
Team 2	1	3	3	A lot
Team 3	7	-	-	A little
Team 4	8	-	-	A little



**INSTRUCTIONS TO 'OBSERVERS'**

You can move freely around the room, but without taking part in the game, with words or gestures. If someone breaks the rules, you must notify the teacher.

Your mission is to take written notes of what participants say and do. Be focused especially on the kind of exchanges carried out and how the production process of the cubes occurs.

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## EVALUATION AND CONCLUSIONS.

After the activity, the observers will explain what they have seen, and finally participants will also share their experiences, feelings and any concerns that they have had.

### TEACHER'S FINAL ASSESSMENT:

- The teacher writes on the board how many cubes each team has managed to make.
- Then, analyze how the losers felt and what they think could have been the causes of its failure.
- A similar question is directed to the winners. How did they feel and why do they believe they have won?
  - Ask students how they think they have been reproducing the international situation between Northern and Southern countries.
  - Ask students what they think the meaning of the materials distributed at the beginning (the cardboard, scissors, rulers and pencils) is when compared to international trade.
    - Reflection on the phenomena regularly occurring in this dynamic:

### Scissors struggle:

The main struggle is often about scissors. Those who possess scissors don't want to exchange them with others despite anything else being offered, and they even let down those who have none.


This may represent the phenomenon which occurs between countries which have technology and those who do not.

- Those with technology (scissors) are those who stand to gain in the number and perfection of cubes. Emphasize this phenomenon as being partly responsible for Third World poverty. This can be seen in certain attitudes of industrialized countries which don't share their technological innovations. In addition, because of the low value of raw materials in developing countries, they can't afford technology and further development.

### Disputes between teams:

- There may even be disputes between teams. These are clear signs of wars being organized because of raw materials and technology.



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- Emphasize how technology and knowledge have imposed prices on groups which only have raw materials (Cardboard). The prices of which are never sufficient to allow the poorest countries to achieve further development.

**Monopolizing raw materials:**

- This can occur when it is seen that another team is winning and there is little playing time left. A team may monopolize raw materials to prevent their competitors from gaining an advantage.

This can be compared to the economic policy in some countries and how certain multinational companies act.

LESSON 3 and 4

- Summarize the previous lessons or ask students to do this. Introduce today's activities.

• **ACTIVITY 7**




- Ask students to go back to Sarah and Jack's story and write the countries where their items were produced.



- Check the answers:

croissant	France	car's petrol	Middle Eastern Countries
muffin	U.K.	CD	China
shoes	Italy	stereo	Japan
father's car	Germany	mobile phone	Finland
PC	Taiwan	browser	U.S.A.

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• **ACTIVITY 8** 

- Students find all these countries on the map. Then classify them into **MECD** (more economically developed countries) and **developing countries** (less economically developed countries).





- Check the answers:

Country	Development level	Country	Development level
France	<b>MECD</b>	Middle Eastern Countries	<b>Developing</b>
U.K.	<b>MECD</b>	China	<b>Developing</b>
Italy	<b>MECD</b>	Japan	<b>MECD</b>
Germany	<b>MECD</b>	Finland	<b>MECD</b>
Taiwan	<b>Developing</b>	U.S.A.	<b>MECD</b>




• **ACTIVITY 9**  **Community of enquiry:**

- Students have to reflect upon the consequences of globalization and the differences between countries in terms of labour conditions, child labour and extreme poverty using the pictures to stimulate ideas.
- Ask students to write the best question they can in order to explain each picture following these steps:


- **STEP ONE:**  Students think about each picture and write down anything they found interesting. They must make

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the best question they can in order to explain it.


- STEP TWO:  They share the questions with their partners and negotiate which question they want to choose for each picture. They can make changes to their questions if needed.
- STEP THREE:  Each pair joins another pair and shares their questions. Then, they negotiate which question they want to choose for each picture. They can make changes to their questions if needed.
- STEP FOUR:  Each group reads their question for each picture to the whole class and reports why they wrote these questions. They must try to encourage the rest of the class to choose their question as the best one.


EACH STUDENT HAS THREE VOTES AND HAS TO USE THEM TO VOTE FOR THE QUESTIONS MADE BY ALL OF THE OTHER GROUPS.

- STEP FIVE:  Ask students to find some information and try to answer the final question for each picture. Provide material for writing all their outcomes on a class poster.

Two language tips are provided, one for questioning and the other for justifying why they chose it and asking for votes.

## LESSON 5

- **ACTIVITY 10** 
  - Introduce the eight Millennium goals adopted by the United Nations General Assembly. Introduce The United Nations too. Give them homework for the next day to find out information about this


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organization.

- STEP ONE: Set up a running dictation to introduce the goals.
  - Distribute the eight goals separately around the classroom.

<b>Millennium goals</b>
<b>Goal 1: To eradicate extreme poverty and hunger</b>
<b>Goal 2 : To achieve universal primary education</b>
<b>Goal 3: To promote gender equality and empower women</b>
<b>Goal 4: To reduce child mortality</b>
<b>Goal 5: To improve maternal health</b>
<b>Goal 6: To combat HIV/AIDS, malaria and other diseases</b>
<b>Goal 7: To ensure environmental sustainability</b>
<b>Goal 8: To build a global partnership for development</b>

- Give **INSTRUCTIONS** to the students:
  - Students work in pairs.
  - Each group must have a runner/reader and a writer.
  - The runner has to read the sentences around the room and commit them to memory.
  - Students aren't allowed to touch the paper, take the paper back to the group or shout out the sentence across the room.
  - Once the runner thinks he/she can remember the sentence he/she returns to the group and repeats to them what it said.
  - The writer of the group writes down the sentence as it is dictated. If the runner forgets part of the sentence, they are allowed to go back to the paper and re-read it.
  - After each sentence has been written, change runner and writer roles, and they have to find another sentence.
  - The team that finishes first with all the sentences correctly written wins.


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- STEP TWO: The students match the target goals to each of the Millennium goals by looking at the poster, reading the headings and some extra information to get clues that will help them.



Check which target goals match with the eight Millennium goals.


<b>Millennium target goals</b>	
<b>Goal n. 1: To eradicate extreme poverty and hunger</b>	
<b>2</b>	Between 1990 and 2015, halve the proportion of people whose income is less than \$1 a day.
<b>3</b>	Between 1990 and 2015, halve the proportion of people who suffer from hunger.
<b>Goal n. 2 : To achieve universal primary education</b>	
<b>4</b>	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
<b>Goal n. 3: To promote gender equality and empower women</b>	
<b>5</b>	Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.
<b>Goal n. 4: To reduce child mortality</b>	
<b>1</b>	Reduce the under-five mortality rate by two-thirds between 1990 and 2015.
<b>Goal n. 5: To improve maternal health</b>	
<b>6</b>	Reduce the maternal mortality rate by three-quarters between 1990 and 2015.
<b>Goal n. 6: Combat HIV/AIDS, malaria and other diseases</b>	
<b>13</b>	To have halted and begun to reverse the spread of HIV/AIDS by 2015.
<b>14</b>	To have halted and begun to reverse the spread of malaria and other diseases by 2015.


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<b>Goal n. 7: To ensure environmental sustainability</b>	
<b>7</b>	Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.
<b>8</b>	By 2015, reduce the proportion of people without access to safe drinking water by half.
<b>9</b>	By 2020, make a significant improvement in the lives of at least 100 million slum dwellers.
<b>Goal n. 8: To build a global partnership for development</b>	
<b>10</b>	Further develop an open trading and financial system that is rule-based, predictable and non-discriminatory.
<b>11</b>	Provide more generous official development assistance for countries committed to poverty reduction.
<b>12</b>	Deal comprehensively with developing countries' debt problems

Make a final comment about the importance of all of the above goals. Invite students to give their opinions. Look at and discuss all the posters together. Then, put a copy of them in the class information box.

## LESSON 6

- **ACTIVITY 11**  **What makes a school?**
  - Let students go deeper into **Millennium goal number two** which is related to achieving universal primary education.
    - A) Students define what a school is for them. Give oral models about definitions and practice them orally.
    - B) Look at the following websites. Ask students to write the most significant characteristics of each school in the template. They don't need to fill all of the boxes. For further information about the exercise, look at extra materials on the websites:

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[http://www.unicef.org/voy/explore/education/712\\_737.html](http://www.unicef.org/voy/explore/education/712_737.html)

extra information about child labour and lack of school (photo-story):

<http://www.unicef.org.uk/Latest/Photo-stories/Aklimas-Story/>



extra information about lack of school (video):

<http://www.unicef.org.uk/Latest/Video-and-audio/A-Day-in-the-Life-Marys-Story/>

- C) After that, ask students to re-define "**what makes a school?**". Useful vocabulary is provided in the vocabulary chart. Give oral models and practice.



- D) Agree a whole class definition about "**what makes a school?**".

## LESSON 7 and 8


### • **ACTIVITY 12**


- Ask students to write where their clothes, and other items they own, were made.

### • **ACTIVITY 13**

- Ask students to compare their results with a partner and think about differences between the final price they pay for products and the salaries paid in developing countries to labourers. Ask them if they can be sure no child labour was involved in that item.
- Ask them to propose fair alternatives.


### • **ACTIVITY 14**

- Ask students if they know the fair trade symbol.  Watch the video clip about fair trade coffee in Uganda and complete the

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information chart.

[http://www.fairtrade.org.uk/resources/films/coffee\\_uganda.aspx](http://www.fairtrade.org.uk/resources/films/coffee_uganda.aspx)

- **ACTIVITY 15** 
  - Tell students to make a leaflet about **fair trade** and **buy local**. And prepare a classroom or a school exposition of these. Distribute the work between groups or work with groups of experts. Other ICT possibilities could be to a BLOG. They can find information on the internet and do a town search to include local information in their final work.

Fair trade

<http://www.co-operative.coop/Food/Download%20files/FairtradeSchoolsPack.pdf>

<http://www.fairtrade.org.uk/resources>

Buy local

<http://www.foodroutes.org/whycare.jsp>

- **ACTIVITY 16 Assessment**
  - Tool for assessing unit content and self assessment.