



THE CHALLENGES OF GLOBALIZATION

Students worksheets

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.

M. Àngels Llavina

Aberdeen University- December 2010



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THE CHALLENGES OF GLOBALIZATION: Is it threatening or strengthening?




Read the text below:

Sarah is a schoolgirl. After her breakfast of a French croissant and an English muffin, she slips on her Italian shoes to go to school in her father's German car, which uses petrol from Middle East.

After school, Sara and her brother Jack stop off at the local music shop to buy the latest chart topper. Although the album is by a famous Swedish pop star, the CD itself is made in China, and the brother and sister cannot wait to play it on their Japanese stereo.

After dinner, Jack sends mysterious SMS messages, using his Finnish mobile phone, to his friends and Sarah switches on their made-in-Taiwan PC and surfs the net with their American web browser.

Text from a leaflet of European Commission about International Trade.

 **ACTIVITY 1** After having looked at these pictures and read the text, can you guess what **globalization** is about? Write down your ideas.





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ACTIVITY 2 Compare your answers with a partner and add any extra details to your list.





ACTIVITY 3 Go to the link below and watch the video clip about globalization. Add any new important information that you found.

(This video is not available in all areas)

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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Language tips. Information from the video.



GLOBALIZATION

Information from the video

The world is becoming more interconnected.

Influencing factors:

- Telephones have created a global village.
- U K businesses can have a call centre in India.
- Transport has become quick and cheap.
- People fly all over the world seeking better paid jobs.
- Cheaper products and raw materials are transported all over the world.
- Multinational corporations operate in several countries: Mc Donald's has over 31.000 restaurants in 119 countries.
- Multinationals are attracted by cheap raw materials, labour, good transport and access to their markets.

Advantages:

- Provides new jobs and skills for the locals.
- Brings foreign currency to their economy.
- Mixing people and cultures enables the sharing of new ideas, experiences and lifestyles.

Disadvantages:

- Globalisation works most in the interest of rich countries and this is done at the expense of developing ones.
- There are no guarantees that the investments will benefit local communities.
- Often profits are sent to the MECD where the multinational is based.
- Multinationals can also drive local companies out of business.
- Less enforcement of international laws can increase environmental pollution.



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ACTIVITY 4. There is not one single interpretation of globalization. Some of them are focussed on positive aspects and others emphasize the negative ones.

Match each definition (A, B or C) with one picture (1,2,3,4,5 or 6) and explain your choice to your partner.

A

Globalization (or **globalisation**) describes the process by which regional economies, societies, and cultures have become integrated through a global network of communication, transportation, and trade.

B

Many people describe the world today as a '*global village*'. This means that phones, satellites, the internet, planes and other modern technologies have brought billions of us closer together. We can now communicate with people on the other side of the world, visit distant lands, and buy and sell things in every corner of the globe. In fact, without this process – which is known as **globalisation** – life would be very different.

But why do we need world trade? Because no single country can produce all the things it wants. Trade means that countries do not have to do everything themselves. They can concentrate on making what they can make best, fastest and cheapest, and swap what they do not need for something from another country – this is what economists call specialisation. Global trade benefits all of us.

C


The challenges of globalisation

In today's world everything is globalised especially the market and communication networks which are causing great risks to participatory politics, economies and local cultures. The unfair and unsustainable development model created by globalisation is causing a centralisation of capital. Following the logic of a free market and neo-liberal ideology (based on individualism, instability and competitiveness), this, in turn, is bringing about disproportionate poverty, social exclusion and forced migration. There is, therefore, an urgent need to implement sustainable strategies which are not dominated by a free market ideology in order to effectively eradicate poverty and guarantee equal opportunities to everyone.



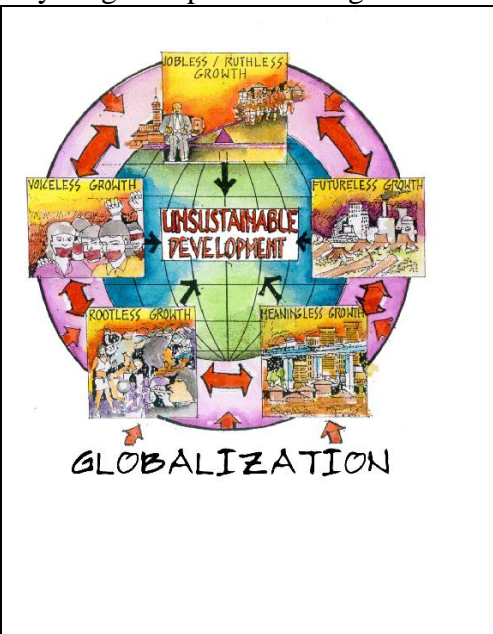
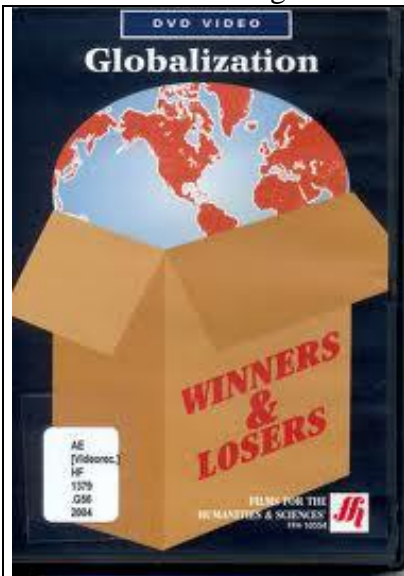
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Language tips:

 Vocabulary chart		
Glossary	Translations	
<p>Network: a system of interconnected components</p> <p>Trade: the activity of buying and selling or exchanging goods or services between people or countries</p> <p>Fast: moving quickly</p> <p>Cheap: low in price or cost</p> <p>Benefit: an advantage that something gives you</p> <p>Market: area of economic activity</p> <p>poverty</p>	<p>Swap</p> <p>Great</p> <p>Unfair</p> <p>Unsustainable</p> <p>Instability</p> <p>To bring</p> <p>To implement</p> <p>Winner</p> <p>Loser</p>	<p>Canviar</p> <p>Gran, genial</p> <p>Injust</p> <p>No sostenible</p> <p>Inestabilitat</p> <p>Portar</p> <p>Posar en pràctica</p> <p>Guanyador</p> <p>Perdedor</p>



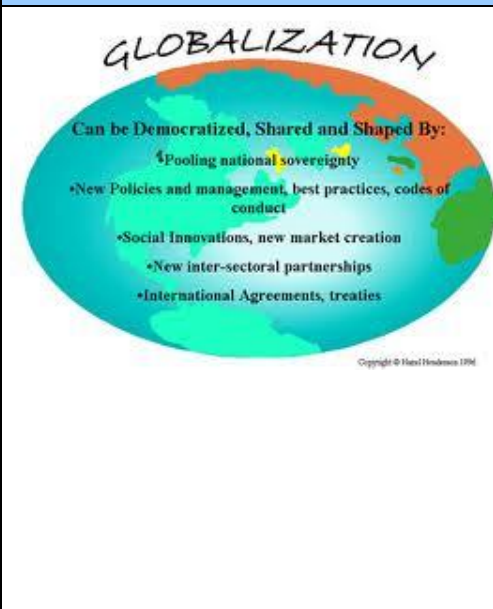
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1

2

3



4

5

6



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ACTIVITY 5. Report your choice to the whole class.

Language tips

Giving reasons about your choice					
We have chosen	1,, 6,	because	we think it shows that	Globalization has/ is raises means



ACTIVITY 6. Play a Game: RPG Game cubes.

Source: Edualter BCN



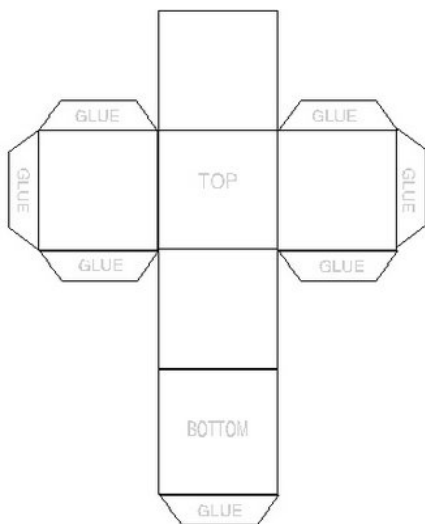
RPG Game cubes.

THE GAME'S RULES:

- Form four groups with a maximum of 6 members in each group.
- The rest of the students are **observers**.
- All four teams have to make cardboard cubes which have sides of **8 cm** long in a predetermined time (30 minutes).
- The edges should be stuck together using some kind of adhesive.
- The teacher will not accept cubes that are not well finished.
- You can only use the materials supplied by the teacher.
- But, as each team gets different types of materials, these can be **exchanged or traded between them**. Each team will choose a **delegate** to **negotiate the trade of these materials without talking**.
- The four teams finish the game when an agreed signal is given by the teacher.
- The winner will be the team with the largest number of cubes that are well finished.



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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.



RPG Game cubes.

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. The teacher writes on the board how many cubes each team has managed to make.



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Then, analyze how the **losers** felt and what they think could have been the causes of their failure.



How did you feel during the process and at the end of the game?

How did you feel during the process and at the end of the game?



What are any possible reasons for your failure?

Next, analyze the winners' feelings and reasons.



How did you feel during the process and why do you believe you have won?

How did you feel during the process and why do you believe you have won?



Do you think you have been reproducing the trade situation between Northern and Southern countries?

Do you think you have been reproducing the trade situation between Northern and Southern countries?



Compared to international trade, what do you think the meaning of the following materials is?

Compared to international trade, what do you think the meaning of the following materials is?

cardboard:

scissors:

rulers and pencils:

sticky stuff:



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Did any conflicts occur during the game? What do you think their meaning is?

Was there a "scissors struggle"?

Did any team monopolise raw materials?

Were there any team disputes?

The conclusion: it provides evidence of the economic policy in some countries and how certain multinational companies act.



ACTIVITY 7. Go back to Sarah's and Jack's story. From which countries did the things that they used come from?

croissant		car's petrol	
muffin		CD	
shoes		stereo	
father's car		mobile phone	
PC		browser	



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ACTIVITY 8. Can you find these countries on the map?



Are all of these countries industrialized? Classify them into **MECD** (more economically developed countries) and **developing countries** (less economically developed countries).

Country	Development level	Country	Development level
France		Middle East countries	
U.K.		China	
Italy		Japan	
Germany		Finland	
Taiwan		U.S.A.	



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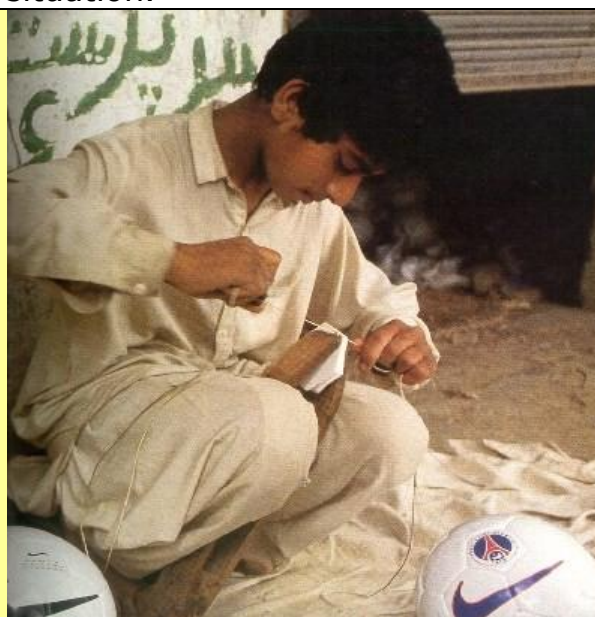


ACTIVITY 9. Community of enquiry:

What are the consequences of globalization? Do all the people from the above countries receive the same benefits? Use these pictures to help you think about these questions.

- STEP ONE: ☯ Think about each picture and write down anything you found interesting. Make the best question you can in order to enquire about the situation.

Write down what you think and create a question:



Write your thoughts and create a question:




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Write your final thoughts
and create a question:



- STEP TWO:  Share the questions with your partner and negotiate which question you want to choose for each picture. Make changes to your questions if needed.
- STEP THREE:  Join another pair and share your questions. Negotiate which question you would like to select for each picture. Make changes to your questions if needed.
- STEP FOUR:  Read your question for each picture to the whole class and report why you asked these questions. Try to encourage the rest of the class to choose your question.

Each student has three votes and has to use them to vote for the questions made by all of the other groups.

- STEP FIVE:  Find some information and try to answer the final question for each picture. Write your outcomes on a class poster.



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Language tips



Asking questions

Source: Professor Robert Fisher in 'Teaching Thinking':

Asking for and giving opinions:

Do you think we should ...?
What do you think about ...?

Asking for clarifications:

Can you explain that ...?
Can you give us an example of ...?
How does that help ...?

Probing reasons and asking for evidence:

Why do you think that ...?
How do you know that ...?
What are your reasons ...?

Exploring alternative views:

Is there another point of view...?
What is the difference between those ideas ...?
If you disagree, what would you say?

Asking about implications and consequences:

What would be the consequences of that ...?
How could we know if it is true ...?

Asking about discussion:

How does the question help us?



Justifying your question and asking for their vote

Our question is..... because of

This picture shows ..
In this picture we can see

the problems caused by the consequences of the (positive/negative) effects of

child labour
extreme poverty
new slavery work
social exclusion
forced migration

globalization on

Our question is a good one because



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The Millennium goals

In the year 2000, the member states of the United Nations General Assembly unanimously adopted the Millennium Declaration. This document contains the MDGs, a set of realistic and achievable targets. By signing up to these goals, governments of the world have committed themselves to working collaboratively towards a better future for us all.

The MDGs range from halving global poverty and hunger, to protecting the environment, improving health and sanitation and tackling illiteracy and discrimination against women.



ACTIVITY 10. There are eight Millennium goals.

Source: posters and text from OXFAM:

www.oxfam.org.uk/education/resources

STEP ONE: Do a running dictation to get to know all of them.

STEP TWO: By looking at the posters, match each of the target goals to a Millennium goal.



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Goal 1: To eradicate extreme poverty and hunger



UN MILLENNIUM DEVELOPMENT GOAL 1

Overcoming poverty is not a gesture of charity. It is an act of justice.
Nelson Mandela

To reduce poverty ... by 2015



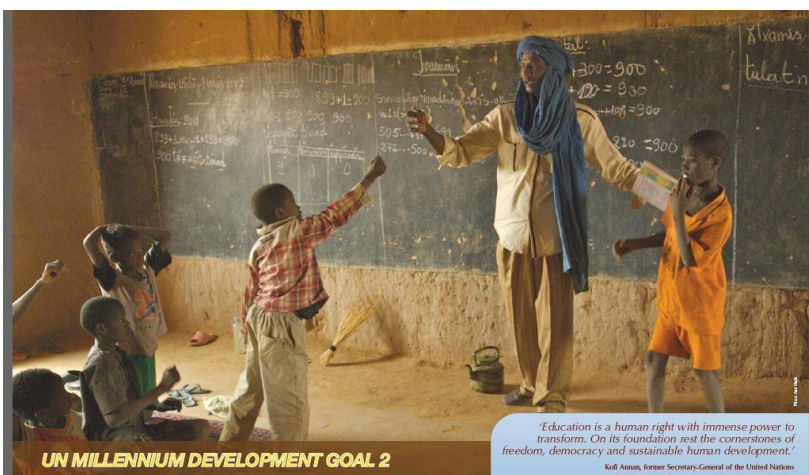
Oxfam

www.oxfam.org.uk/education

Many people living at this level of poverty cannot afford to pay for basic requirements such as food. Achieving this goal will bring the world to a stage when all its people will have the minimum necessary to feed and clothe themselves.

Target goals:

Goal 2: To achieve universal primary education



UN MILLENNIUM DEVELOPMENT GOAL 2

Education is a human right with immense power to transform. On its foundation rest the cornerstones of freedom, democracy and sustainable human development.
Kofi Annan, former Secretary-General of the United Nations

To educate every child ... by 2015!



Oxfam

www.oxfam.org.uk/education

Education is vital for combating poverty and disease. It creates more opportunities for people. There are still 72 million children not in school. Most of these are in developing countries, and 40 per cent of them are girls.

Target goals:



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Goal 3: To promote gender equality and empower women



Many women suffer the disadvantages of gender inequality right from birth. In lower-income countries, girls are more likely to drop out of school and to receive less education than boys because of discrimination or household obligations. Overall, women are much less likely to get good jobs than men or to be elected onto committees, parliaments and national assemblies

Target goals:

UN MILLENNIUM DEVELOPMENT GOAL 3

'Women hold up half the sky'
Traditional Chinese saying

Equal chances for girls and women ... by 2015

This poster is from Change the World and Change A Lot campaign and activities for 2015, inspired by the UN Millennium Development Goals (MDG) 1-8.

Oxfam
www.oxfam.org.uk/education

Goal 4: To reduce child mortality



More than ten million children die each year before they reach the age of five, almost all of them in developing countries. Most of these deaths could be prevented by clean water, sanitation, good food and health care. The world has the knowledge and resources to achieve these targets. We just need to persuade politicians to keep their promises.

Target goals:

UN MILLENNIUM DEVELOPMENT GOAL 4

'A child, like all other human beings, has inalienable rights.'
Lucretia Mott

To reduce the number of babies and children who die ... by 2015!

This poster is from Change the World and Change A Lot campaign and activities for 2015, inspired by the UN Millennium Development Goals (MDG) 1-8.

Oxfam
www.oxfam.org.uk/education



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Goal 5: To improve maternal health



UN MILLENNIUM DEVELOPMENT GOAL 5

To ensure safe and healthy motherhood ... by 2015!

'There is simply no good reason why in the 21st century, thousands of women and children in developing countries should be dying during childbirth and the early years of life.'

Aileen Carroll, Canadian government minister

More than half a million women die during pregnancy or in childbirth each year, most of them in developing countries.

The birth of a child should be something which people look forward to with joy, and not an event which poses a significant risk to the mother's life. We should put an end to this gross inequality in basic human health.

Target goals:



Oxfam

www.oxfam.org.uk/education

Goal 6: Combat HIV/AIDS, malaria and other diseases



UN MILLENNIUM DEVELOPMENT GOAL 6

To fight infectious diseases ... by 2015!

'Of all the forms of inequality, injustice in health is the most shocking and the most inhumane.'

Martin Luther King

Diseases such as HIV/AIDS and malaria have a devastating impact on poorer countries. They are huge killers of people and contribute to the slowing of economic development as well.

Combating infectious diseases requires a combination of preventive measures and access to adequate treatment and medicines.

Target goals:



Oxfam

www.oxfam.org.uk/education



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Goal 7: To ensure environmental sustainability



UN MILLENNIUM DEVELOPMENT GOAL 7

'Take care of the earth and it will take care of you.'

To clean up the environment ... by 2015!



www.oxfam.org.uk/education

Our environment is under threat as never before. Human activities combined with improved technology and transport mean that forests are disappearing, fish and animals are dying out, and pollution is increasing.

Uncontrolled use of natural resources affects all of us although poor people are often less able to protect themselves from it.

There are sometimes hard choices to be made between economic growth and a clean environment – choices we need to confront for the sake of future generations.

Target goals:

Goal 8: To build a global partnership for development



UN MILLENNIUM DEVELOPMENT GOAL 8

'The world's leaders won't act unless they hear enough people telling them. And every day they fail to act, thousands of people die because they can't afford the basics of survival.'

To share responsibility for making the world a better place ... by 2015!



www.oxfam.org.uk/education

The world trading system is currently very unfair, and biased against developing countries. Trade could bring prosperity to developing countries if the rules were applied evenly. Aid should be targeted at poverty reduction.

If rich countries give more aid, reform trade and cancel debt, it might still be possible for the world to achieve the Millennium Development Goals in 2015.

Target goals:



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Target goals

1	Reduce the under-five mortality rate by two-thirds between 1990 and 2015.
2	Between 1990 and 2015, halve the proportion of people whose income is less than \$1 a day.
3	Between 1990 and 2015, halve the proportion of people who suffer from hunger.
4	Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.
5	Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015.
6	Reduce the maternal mortality rate by three-quarters between 1990 and 2015.
7	Integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources.
8	By 2015, reduce the proportion of people without access to safe drinking water by half.
9	By 2020, make a significant improvement in the lives of at least 100 million slum dwellers.
10	Further develop an open trading and financial system that is rule-based, predictable and non-discriminatory.
11	Provide more generous official development assistance for countries committed to poverty reduction.
12	Deal comprehensively with developing countries' debt problems
13	To have halted and begun to reverse the spread of HIV/AIDS by 2015.
14	To have halted and begun to reverse the spread of malaria and other diseases by 2015.



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ACTIVITY 11. Millennium goal 2 is about achieving universal primary education. But, **what makes a school?**

- A) Define what a school is for you. Think about the building, students, teachers, subjects, etc.



A school is



- B) Look at the photo journal of schools on the unicef website. Which are the most significant characteristics for each school? Write them down:

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/>



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<p>School building</p>			
<p>Students</p>			

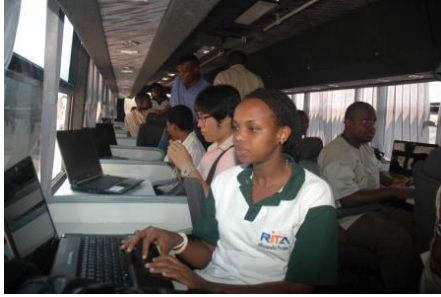
**Students
Worksheets**

Unit 1: The challenges of Globalization



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Teachers



Materials





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C) So, what do you now think really **makes a school**?



What makes a school is



VOCABULARY CHART

Bench	chalkboard	shared desk	container
school fees	floating school	roofless	wall
informal class	headset	made of log	'school in a box'
learning	subjects	teaching	need













D). Read as many definitions as possible from other pairs and agree a whole class definition about **what really makes a school**?







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ACTIVITY 12. Do you usually know where the products you buy are made? Complete the table below.

Product	Made in	Product	Made in
	My shirt is made in		
			
			
			
			



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?		?	




ACTIVITY 13. Compare the results with your partner. Do you think the price you paid for the products was fair according to what the producers or workers were paid?
Can you propose any fair alternatives?



Blank area for student response.



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 **ACTIVITY 14.** Do you know what this symbol means?



Watch this video clip from "you tube" about Fair trade Coffee in Uganda to help you complete the above information.

http://www.fairtrade.org.uk/resources/films/coffee_uganda.aspx



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ACTIVITY 15. Make a leaflet about **fair trade products** and **buying local products**. Distribute the work between groups and make a final classroom or school exposition.



Leaflet

Purpose: to give information about **fair trade** and **buying locally**

Audience: your classroom and your school

Heading: (try to be convincing)

Text:

Define fair trade and **buying local**

Aims

Benefits

Products

Places where you can buy them in your town

Image: add images to explain your key points.

Give a final summary idea or slogan.

Further information about:

Fair trade

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

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

Buying local

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



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ACTIVITY 16. After all the work you have done in this unit, can you summarize **globalization** by using these images as prompts? Prepare your summary and answer the assessment points related to the work you have done.














My unit summary

A large empty rectangular box for writing the unit summary.



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SELF ASSESSMENT						
What did you find easy?						
What did you find difficult?						
What did you most like doing?						
What did you least like doing?						
What helped you to learn more?						
Any suggestions? Are you improving your language skills by doing subjects in English?						












HOW DID YOU					
(1 TO 5)					
Work in pairs?					
Work in groups?					
Contribute to discussions?					



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Express your opinion					
Gain confidence					
What will you do differently next time?					

SYMBOLS USED IN THE ACTIVITIES

	INDIVIDUAL WORK		EXPERTS GROUP WORK
	PAIR WORK		LEARN
	GROUP WORK		CHECK
	ORAL ACTIVITY		WRITING ACTIVITY
	LANGUAGE TIPS		ASSESSMENT
	VIDEO ACTIVITY		