

YOUNG PEOPLE AND GLOBALISATION

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OVERVIEW

In the course of the activities pupils should realize that they are participants in global activities. In addition, they should start thinking about their roles in a global economy – whether they want to take part “in the rat race” or whether they are able to think of some alternatives in their future lives.

Theme: Global Economy and International Trade

Further Subjects: Geography - Economics

Connection to the Austrian Curriculum of Geography:

Bildungs- und Lehraufgabe: „Einblick in unterschiedliche Wirtschafts- und Gesellschaftssysteme gewinnen, um sich mit aktuellen und zukünftigen politischen Fragen auseinander zu setzen sowie demokratisch und tolerant handeln zu können.“

Lehrstoff: Zunehmende Verflechtungen und Abhängigkeiten in der Weltwirtschaft und deren Auswirkungen auf die Gesellschaft erkennen. Die Bedeutung der „neuen Mächtigen“ wie multinationaler Unternehmen, internationaler Organisationen und anderer „global players“ erfassen. Die Verantwortung der Menschen für die „eine Erde“ erkennen.

Reference: BGBl.II Nr.133/2000, Lehrplan AHS-Unterstufe, Geografie und Wirtschaftskunde.

Goals:

- Becoming aware of global interdependencies.
- Realising influences and dimensions of globalisation.
- Reflecting on their own behaviour.
- Practising all four skills.

Type of Activities: Games, reading and listening comprehension, writing task, Internet research, group and pair work, interview, role play.

Time Requirements: 5 lessons

Room/Space Requirements

A classroom and a computer room should be spacious enough for all pupils; a hall and an adjacent room would be convenient for the interviews.

Material Needed:

- Copies of the worksheets should be handed out to each participant
- Blank sheets of paper (for the interviews and the essay) and pens
- A video projector + Internet access for the YouTube videos
- A flip chart or a board

PROCEDURE

Preparation

Prepare the desks and chairs needed for your group. Copy the necessary worksheets for each pupil and keep several extra blank papers – especially when participants are supposed to write interviews and essays.

Step 1: Ask the pupils to sit down in pairs or teams of four. Then tell them about the different activities and hand out the first three papers, which contain two games. Whereas the first game (called Association) can be done right away, the second game (called Jobs Quiz) needs a bit of preparation as students need to think of how to describe the persons mentioned. Pupils can look for help, which could be provided easily by some (online) dictionaries.

Step 2: Depending on how quickly participants proceed in the games, the first reading comprehension (+ vocabulary section) may be handed out to the students after about 30 minutes. For diligent readers the short text and the attached task will not last long. On the other hand, slower pupils should probably only do one game – otherwise they cannot catch up with their faster classmates.

Step 3: At the end of the lesson the papers of the second reading comprehension (+ vocabulary section) may be distributed so that pupils continue their work at home **OR** the teacher may keep them for the next lesson.

Step 4: Apart from reading or discussing the topic of e-commerce at the beginning of the second lesson, the two short YouTube videos should be watched in class. Of course, a prerequisite is ample time to discuss the students’ impressions afterwards – otherwise one video should be chosen.

Step 5: In the third lesson the group needs access to Internet in order to find out some interesting aspects about so-called Global Players. Hand out the worksheet and tell the pupils to look for 1-2 companies. At the end of the lesson there can be a meeting to discuss different issues.

Step 6: At the beginning of the fourth lesson pupils should sit together in pairs in order to do the interviews and reflect upon their own lives. If there is time left, they may start compiling their own questionnaire (this task may also be given as a homework assignment).

Step 7: For the fifth lesson different activities are possible, ranging from watching a YouTube video dealing with job interviews to conducting interviews (at school) and staging a “Heiteres Beruferaten” According to the mood and stamina of the pupils and the teacher the schedule should be laid out for the final lesson(s).

Debriefing and Reflection

As there are many different activities over a couple of days, it will be best if the pupils voice their opinion after each task.

It is appropriate to help pupils reflect on the topic of globalisation during the first lesson – especially at the end of the lesson when they have read the article about Chinese workers in Italy.

Provocative questions that could be asked:

- Do you buy your clothes at H&M, C&A, Abercrombie & Fitch?
- How much do you spend on clothes?
- How important are brands for you?
- Do you know how long sewers (= Näher) in developing countries have to work per day?
- Do you know about the working conditions of people in the Asian textile industry?

Tips for the teacher

After several other activities (such as the videos or the Internet research) pupils will realize that globalisation has already changed all our lives remarkably, but they shall find out themselves whether global development still holds more advantages than disadvantages for them.

In addition, the teacher may ask some students to voice their opinion on the following statement: While ultra modern communication technologies and global brands seem to hold or bind our world together, the exploitation of workers and resources has reached worrying levels in different parts of the globe so that humankind will be driven apart forever.

In a fourth form it may be necessary to select the material according to the needs of the pupils. There should be ample time so that they are able to talk about their findings.

Computers and dictionaries should be at hand.

Follow-up

As a follow-up pupils should search the Internet for a prominent figure (e.g. an actor/an actress, a manager/ess, a musician) so that they learn more about his/her job/profession).

MATERIAL

M1	Jobs and Professions – two vocabulary games (Association Game M1.A and Jobs Quiz M1.B)
M2	Reading Comprehension: Text 1: Chinese Clothes Made in Italy Text 2: How E-Commerce is Changing People’s Shopping Habits
M3	How young people live and work Questions for two YouTube videos
M4	Worksheet: Global Players
M5	Worksheet: What about your future career?
M6	Worksheet: Interview
M7	Summary of an interview Interview with a teacher of your school Watch some job interviews on the Internet Witty dialogues in the style of “Heiteres Beruferaten”
M8	Solutions

M1. Jobs and Professions – two vocabulary games for pairs or groups

A) Association Game

Match the following 28 terms with their synonyms in the box. You will need a dictionary or a computer to solve this task. Ask your partners first! Write down the correct terms in the list (your teacher has got the solution!)

Useful expressions: In my opinion, a clerk is a; Yes, I think so too; No, you are completely wrong; What do you think about my/our suggestion/idea? I agree with you; No, I don't agree with you, I am of the opinion that is right/better/correct. Do you know what a clerk does? No, sorry, I don't. Let's ask Let's look it up on the Internet. That's a good idea! Maybe you could also look up the term because I don't know it either.

Association Game: Use the terms on the right to fill in.

AIDE	.....	CRAFTSMAN
ATTORNEY	.....	JOINER
BOOKKEEPER	.....	WORKER
CARPENTER	.....	COBBLER
CLERGYMAN	.....	DUSTMAN
CLERK	.....	RANGER
COACH	.....	VAGABOND
DIRECTOR	.....	DETECTIVE
EDUCATOR	.....	PRISON OFFICER/ WARD
EXECUTIVE	.....	PAWNBROKER
FORESTER	.....	PENSIONER
GARBAGE COLLECTOR	.....	SERVANT
HANDYMAN	.....	SOLDIER
HOBO	.....	TEACHER
INVESTIGATOR	.....	HEADMASTER /MISTRESS
JAILER	.....	TRAINER
JANITOR	.....	CIVIL SERVANT
LABOURER	.....	PRIEST
MONEY LENDER	.....	VICAR / CLERGYMAN
PHARMACIST	.....	CARETAKER
PREPARATEUR	.....	UMPIRE
PRIEST	.....	ADVOCATE
PRINCIPAL	.....	CONDUCTOR
REFEREE	.....	ACCOUNTANT
RETIREE	.....	ASSISTANT
SHOEMAKER	.....	MANAGER
VALET	.....	CHEMIST
WARRIOR	.....	TAXIDERMIST

Points: 25-28: Excellent! You should study English.

20-24: Really good! Your marks will improve if you continue.

5-19: Fine, but you should concentrate more.

10-14: OK, but in future you must try harder.

5-9: Keep on trying!

M1

B) Jobs Quiz

Twenty-five jobs and professions are listed below. Look at the list and then choose five terms (maybe it is necessary to look up some terms in an online dictionary). When you are really sure what your professionals do, you may start describing them to your partner(s). If they guess correctly, they get a point. The person with the most points is the winner of the game.

In order to speed up the game, the listeners may ask 3 questions!

Useful expressions: I am going to describe a person/a man/a woman who works in an office/ in a factory/in a room/.... I think she/he works (mostly) indoors/outdoors/ at home. I am not so sure but she/he tries to / produces.... / works at ... I know it is a very tough job but she/he has got a good education/ needs to study for some years/ has got a good qualification.
 She/he needs some help from ... She/he works long hours/ only works forhours at her/his office. Her/his job is really dangerous/ hard/tough/difficult/boring/interesting/outstanding/ rewarding because I admire her/him for ... her/his patience/routine/skill/energy/good work. She/he has (not) got a lot of free time. She/he has to fly to/go to /talk to...

Jobs Quiz

Terms to use:

AMBASSADOR ATTORNEY JUDGE SURGEON MIDWIFE PSYCHOLOGIST	COMPOSER DIRECTOR EXTRA (in a movie)	LIBRARIAN OPTICIAN EDITOR LECTURER NOVELIST PUBLISHER	MONK MAYOR REAL ESTATE AGENT STOCKBROKER TILER UNDERTAKER WARDEN SCUBA DIVER JANITOR NUN
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M2. Reading Comprehension

Read the following two extracts

With the help of the vocabulary sections attached, it will be easy. After you have finished reading, write down your opinion on a flip chart or a board. When all participants have contributed, sit down together and talk about your findings.

Text 1

CHINESE CLOTHES MADE IN ITALY

Decades ago the **label** "Made in China" meant cheap products and bad quality. Today more and more Chinese are moving **businesses** out of their own country and setting them up **abroad**.

Prato is a town just north of Florence. With a population of more than 180,000 Prato is the second largest city in **Tuscany**, after Florence. Prato has a long history of making clothes and textiles. It even has a textile museum that shows the town's past.

Since the 1980s thousands of Chinese have come to Prato, making it the biggest Chinese **community** for such a small town. Today, about a fifth of the town's population is Chinese. There are 5,000 Chinese **businesses** in Prato, most of them in the textile industry. All of them produce clothes that are *Made in Italy*. About 1 million pieces of clothes are made every day, worth almost 2 **billion** Euros a year.

The Chinese factories export the clothes to many countries around the world. But more and more Italians are also **turning their backs on** Armani and Prada and are buying Chinese clothes.

Chinese **garments** are much cheaper than Italian clothes and the quality is good too. Chinese business people have made **local** Italian company owners very angry. Thousands of Italians have lost their jobs and half of the companies have **shut down** since 2001. The Chinese import their own textiles at a much lower price and Chinese workers are cheaper too. There is also **evidence** that there are thousands of **illegal** Chinese who work in **sweatshop conditions**.

The police have successfully **raided secret** apartments and **dilapidated** houses that were home to poor Chinese. Some say, there is more crime, prostitution and **drug trade** in Prato. The new **owners** do not spend their **profits** in the local area but send their earnings back to China. In 2009, Prato **elected** a new conservative **mayor** who wants the European Union to do something against Chinese **immigration**.

M2 Words (Chinese Clothes Made in Italy)

- **abroad** = in another country
- **billion** = a thousand million
- **business** = company
- **community** = group of people
- **dilapidated** = ruinous
- **drug trade** = drugs that are bought and sold
- **to elect** = to vote for someone
- **evidence** = proof, facts that show that something is true
- **garment** = piece of clothing
- **illegal** = against the law
- **immigration** = the movement of non-native people into a country in order to settle there
- **label** = brand, tag
- **local** = out of the area
- **mayor** = a person who is the leader of a town or city
- **owner** = a person whom something belongs to
- **profit** = money that your company earns
- **raid** = to make a surprise visit in order to search for something illegal
- **secret** = not known by many people
- **to shut down** = close
- **sweatshop conditions** = when people work long hours at poor wages
- **to turn your back on** = here: not to buy any more
- **Tuscany** = area in north central Italy, famous for its wine and beautiful old cities like Siena, Pisa and Florence

<http://www.english-online.at/news-articles/business-economy/chinese-clothes-made-in-italy.htm>;

Text and vocabulary section slightly adapted

Questions:

- a) Why has the production of Chinese garments become a problem for Italy and the Italians?
- b) What do we learn about the Chinese workers and their problems?
- c) Who benefits from Chinese clothes made in Italy?

M2 Reading Comprehension

Text 2

HOW E-COMMERCE IS CHANGING PEOPLE'S SHOPPING HABITS

Even though **e-commerce** has been around for a long time only 5% of all **goods** produced are bought online. But e-commerce is still growing. It is **breaking into** traditional markets more than ever before. Not just books, CDs and holiday trips are bought online, but all sort of other products and services that were **unimaginable** in the past. Today, more and more online shops get their **customers** from **social networks** like Facebook and **mobile phones**. In the past going shopping was fun, something that you did with your friends or relatives. It was a **social** event. Today, Facebook and other **social media networks** are the driving **force** behind online shopping. Companies **target potential** customers and **online communities**. If they **advertise** their **brands** and products in the right way people will talk about them, and news **spreads** throughout the online world much quicker than in the real world. Over 75% of all customers buy products after they have read reviews about them on the Internet. They ask their friends about quality and design of certain products. An American-based cosmetics company, for example, has asked female customers to **exchange** beauty tips **via** the Internet.

Companies also **encourage** online shoppers to play games that **focus** around their products. A British **based firm** lets users play a game with play money in which they can go and buy **virtual** versions of products and have their friends comment on them.

The new **smartphone** generation is likely to have an even greater **impact** on online shopping. While in a real store, customers often get **reviews** and price **comparisons** directly on their mobile. In many cases, when they see something they want to buy they leave the shop and buy online or go to a nearby place where they get it for a lower price. There are even **apps** which show you if there is a certain product **on sale** within a short distance of your location.

E-commerce is only at the beginning, with many more new shopping **experiences** to come.

<http://www.english-online.at/news-articles/business-economy/ecommerce-is-changing-peoples-shopping-habits.htm>; Text and vocabulary section slightly adapted

M2 Words E-Commerce

- **advertise** = to tell the public about your products or services
- **app** = computer program that works on your mobile phone
- **based** = here: the country it comes from
- **brand** = type of product made by a company
- **to break into** = here: to become a part of the market
- **comparison** = to find out how cheap products are
- **customer** = person who buys a product
- **e-commerce** = buying and selling products and services over the Internet
- **to encourage** = to talk someone into doing something
- **to exchange** = to swap, to trade
- **experience** = the way you feel something
- **firm** = company
- **focus** = center
- **force** = power
- **goods** = products
- **mobile phone** = small telephone that you always have with you
- **on sale** = cheaper than normal
- **online community** = place on the Internet where people get together and share their experiences
- **potential** = possible; would-be
- **review** = opinion on a product
- **smartphone** = portable phone that has the functions of a computer
- **social** = with friends
- **social media network** = websites that allow people to get into contact with each other and share things
- **to spread** = to move from one place to another
- **to target** = aim at; try to get
- **unimaginable** = hardly possible
- **via** = over
- **virtual** = not real

Questions:

- a) What are the advantages of e-commerce?
- b) Are there any disadvantages as well?
- c) What do you prefer: e-commerce or traditional shopping?

M3. How young people live and work (with the help of two YouTube videos)

Use the Internet (YouTube) in order to find out how young people live and work in different parts of the globe: e.g.

in Peru: *GLA Peru: Teen Volunteer Abroad in the Andes (Global Leadership Adventures)*; length: 3.24 min

in Bangladesh: *Where Children Must Work – Tropic of Cancer – Episode 5 Preview – BBC 2*; length: 7.40 min

After you have watched both videos (twice), answer the following questions:

Film on Peru:

- a) What impressed you most?
- b) Would you like to take part in a global leadership adventure?
- c) What do young people experience?
- d) What is the advantage of being a teen volunteer abroad?

Film on Bangladesh:

- a) What impressed you most?
- b) What do you learn about the working conditions in the factory?
- c) Why is it important that children work?
- d) What does UNICEF try to do?

Useful expressions:

In my opinion, it is a good idea to take part in this project because ...I am not so sure if I will learn anything; I dis/agree with you; there are so many people from around the world who so it would be interesting to meet them; besides, I would learn a lot about the country and its people; the Peruvian culture is completely different to our culture; you are right; no, you are completely wrong; I do not see the point in doing voluntary work. I pity the boy/the children a lot; the working conditions are horrible; it is too hot in the factory and there is no protection for the people working there; there should be more and better laws; the government is to blame; there should be fines (Geldstrafen) for the owners of the factory; the Western world does not really care; the children's families are to be blamed too; they should get higher wages (Löhne); the working conditions should be improved; UNICEF does a good job but it is not enough; child labour is common in ... it is a necessary evil; more centres should be opened because ...; the children like playing ...; many families are dependent on the money the children earn;

M4. Global Players



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http://fc05.deviantart.net/fs19/f/2007/241/4/a/WP_Logos_of_Australia_by_Borrarcher.png

Look at the different logos of global players above and choose 1 or 2. Then try to find out some interesting aspects about these companies with the help of the Internet; e.g. development, the number of employees, complaints of workers.

List your findings below (then compare them with your neighbour):

.....

.....

.....

.....

.....

Finally tell your group, then your class!

M5. Self-reflection: What about your future career?

a) Do you ask yourself the following questions?

- Shall I leave school and start an apprenticeship (Lehre beginnen)?
- Shall I stay at this school or shall I attend another school?
- Do I know enough about my opportunities/ my future job?

b) Look for a partner and ask him/her about his/her opinion. The following **worksheet** will help you.
Write down your partner's short answers.

Question1: What do you like about your school?

.....

Question2: Is there anything you do not like?

.....

Question3: What subjects are you good at?

Question4: What subjects are you not so good at?

Question5: Can you give some reasons why you are not good at

.....

Question6: What do you do in your free time?

.....

Question7: Have you ever thought of leaving school in order to do something different?
Explain:

.....

Question8: Have you ever thought of studying/ working abroad (= im Ausland)?
Explain:

.....

Question9: What do you want to become/ learn/do ... in the near future?
.....

Question10: Do you know someone that does the job you are interested in?
Explain:

.....

M5

Useful expressions: My school is situated near my home; it only takes me minutes to go there on foot/by tram/by underground/by train/by bus. Most of all I like Mr.X/Ms.Y/the Maths/English/German/French /Latin/ Biology/Geography/History/PE teacher because/he/she is so interesting, witty, talkative, well informed ... Our classroom is spacious (geräumig), bright and I sit in the first/second/third/fourth/fifth row. I would prefer to sit in front/at the back ...because then I could understand the teacher better, I would pay more attention (besser aufpassen) to the subject/ to the teacher.

I am good at French/ at languages/ scientific subjects/ at PE (Physical Education = Turnen). I am not so good at ... because in the fourth/fifth/sixth lesson I am always tired/ I have a headache/ the air is really bad/ nobody pays attention/ I already want to go home and think of my free time.

In my free time I play football, talk to my friends on the mobile, meet a lot of people, watch TV/play a lot of video games, walk my dog, go jogging, go hiking with ..., go shopping with ..., spend a lot of money on ..., read a book/ a magazine/a newspaper..., go to the cinema/theatre/restaurant/park ..., stay at home because I have no money, no time, have to take care of my younger brother/sister ...I have a lot of work to do for school, for my parents/my mum/my dad because they/she/he work(s) all day long and so I must do..... I have often thought of leaving school because I am quite lazy/not so good at

Last week/ Yesterday I thought about leaving and going to ... because it would be easier for me at another school; there would be fewer languages/less Math/fewer scientific subjects/ more time for my homework/ less stress/ more computer based subjects/ teachers with technical skills,.... In the next few years I will have to learn a lot/ more aboutI should concentrate more, learn how to organize myself, get up earlier in the mornings, stay at home in the evenings...

Of course, I would like to study in... I want to go to university in A friend of my father/ mother studied in ... I intend (beabsichtige) to go abroad and work there for some time/ ...years. I think this is an excellent chance to learn the language of this country/ English/ French/ Spanish/ Portuguese/ German/ Italian/ Greek/ Chinese;/ besides, I would like to stay with a family so that I get to know the people. I am also interested in the culture and the customs (= Bräuche) of this country.

I would like to become a baker/ a plumber, ... and therefore I must look for a good apprentice's employer (Lehrherr), a good company/ shop/ office ...; I'd like to learn a trade likeI'd try to find a job at I would be (more) independent (of my parents). I'd like to become a doctor/ a lawyer... and therefore I have to go to .../ attend ...; besides, I need good marks, a good knowledge of I should be able to speak .../ to handle a computer/ to talk to people in a polite way...

I do know a baker, a plumber, a doctor....who has his shop/office/ surgery (= Arztpraxis) near our flat/ in the next street/nearby.... He/she seems to be quite nice/friendly and I have already (not yet) talked to him/her. He/she works fromo'clock till ...o'clock and sometimes I see him/her in the morning/at noon/in the afternoon/in the evening. I would like to ask him/her about his/her work and about the working conditions.

M6. Interview

You choose the person because of his/her dream job. First look at the questions that may serve as examples, then think of your own. Ask 9 - 10 good questions in English (if necessary, translate the questions into German or into any other language necessary for your interviewee).

Model questions:

How long have you been working in your job?

What kind of education/training... was necessary for you?

When do you start your work?

Have you got any help?

Are there any disadvantages concerning your job?

When does it become difficult for you?

Where do you work (most of the time)?

Your own questions:

.....

.....

.....

.....

.....

Do not forget to write a proper questionnaire (= Fragenkatalog) before you meet your interviewee (= interview partner)

M7. Summary of an interview

After you have conducted the interview, write a summary of it. A summary contains the most important facts and does not deal with any details. Write a maximum of 10 sentences (about 120 words).

Useful expressions: Yesterday I conducted a job interview with Mr.X/Ms.Y/a good friend of mine/my father/my mother ... He/She told me about her work and it was really very interesting because I learned a lot/I have always wanted to be like him/her; at the beginning I asked him/her aboutand he/she took his/her time to explain his/her ideas/ thoughts/ dreams. It took me rather a long time to ask him/ her all my questions but he/she did not mind (nichts ausmachen); he/she was really friendly and asked me some questions too; for example, he/she wanted to know which school I go to/who my apprentice’s employer is/ what I like to do next,... I loved talking to him/her because I learned a lot about my future job; for example, Mr.X/Ms.Y explained that he/she has a lot do in the mornings/ has hardly any time in the afternoons because ...Besides, he/she must work till late in the evenings, which is very difficult if you have a family/ children. He/she added that it is a stressful job; the working conditions are not really good because ...; When I asked him/her about the advantages (= Vorteile), he/she told me that he/she still likes her job because of the friendly people/ because of the time he/she has got/ because of the interesting work/ because of travelling to many countries/ to Great Britain, the United States, Asia .../ because of staying in China for a month.

If you still have any time left, do the following tasks:

8. Interview with a teacher of your school

It is important that you have a questionnaire with about 10 questions ready before you conduct the interview. The findings should be talked about in class.

9. Watch some job interviews on the Internet (with the help of one YouTube video)

Watch the video: *Training for your job interview – best English, learning program*; length: 6.16 minutes. Then conduct your own job interviews in class (pair work).

10. Witty dialogues in the style of “Heiteres Beruferaten”

Four pupils should think of some jobs/professions beforehand; then they should form a board and the rest of the class may ask them only questions with YES or NO answers about their careers (maximum: 10 questions per pupil). The pupil whose job/profession the others do not find out is the winner.

M8. Solutions

Ad1) Association Game

AIDE	ASSISTANT
ATTORNEY	ADVOCATE
BOOKKEEPER	ACCOUNTANT
CARPENTER	JOINER
CLERGYMAN	PRIEST
CLERK	CIVIL SERVANT
COACH	TRAINER
DIRECTOR	CONDUCTOR
EDUCATOR	TEACHER
EXECUTIVE	MANAGER
FORESTER	RANGER
GARBAGE COLLECTOR	DUSTMAN
HANDYMAN	CRAFTSMAN
HOBO	VAGABOND
INVESTIGATOR	DETECTIVE
JAILER	PRISON OFFICER/ WARD
JANITOR	CARETAKER
LABOURER	WORKER
MONEY LENDER	PAWNBROKER
PHARMACIST	CHEMIST
PREPARATEUR	TAXIDERMIST
PRIEST	VICAR / CLERGYMAN
PRINCIPAL	HEADMASTER / MISTRESS
REFEREE	UMPIRE
RETIREE	PENSIONER
SHOEMAKER	COBBLER
VALET	SERVANT
WARRIOR	SOLDIER