

EXPLORING THE ISSUES

The Problem of Globalisation

Volume 157 – Issues

What will you need?

A copy of *The Problem of Globalisation*. This is Volume 157 in the *Issues* series.

What is the aim of this study guide?

To provide tasks that will give a better understanding of the current debate about globalisation.

Who is this study guide for?

This study guide is a resource for anyone with a professional or personal interest in issues affecting our society today. It gives suggestions for discussion and other activities to raise the level of awareness of professionals, educationalists and students. It provides a broad range of tasks for courses in GCSE, GNVQ, A-level, further and higher education. It can be used in numerous subject areas including: Adult Education, Child Development, Citizenship, Drama, English, Equal Opportunities, ESL/EFL, Ethics, General/Modern Studies, Health and Social Care, Humanities, Law, Media Studies, PSHE, Psychology, Religious Education, Social Science, Sociology.

How do I choose?

Some tasks are easier than others. Many of the activities can be approached on several levels. Items in the assignments section will need further research.

What skills will I use?

You will develop these skills: skimming and scan reading, taking notes, synthesising information, recognising opinion and bias, choosing an appropriate style and format for the written work, listening and discussion skills, and mathematical skills to interpret statistics and data.

What will I do and learn?

Once you have read articles from *The Problem of Globalisation*, you will want to reflect, then discuss critically and constructively issues that are sensitive for many people. You will need to consider other people's views and opinions. You will also need to communicate with clarity, in a variety of formats, information you have read. You will be able to support your work with evidence from a wide variety of sources and from your personal experience. You will use primary research to find out what you think about globalisation and secondary research to find out what other people think.

Useful topic-related vocabulary

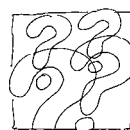
Accountability, affluent, alleviate, capitalism, catalyst, climate, collective, commodity, debt, dictatorship, diversify, equality, globalisation, growth, integration, interlink, liberalisation, merchandise, migration, multilateral, protectionism, quota, resources, status, subsidy, sustainability, tariff, vulnerable.

If you are unfamiliar with any of the above words, look them up in a dictionary.

Types of tasks

The first section is made up of a series of activities relating to particular articles. Titles of articles are in italics. Each task has a symbol before it that indicates the main type of activity. Below are the types of symbols and what they stand for.

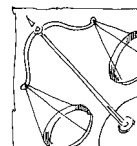
Brainstorm



Study Skills



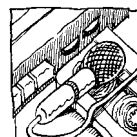
Moral Dilemmas



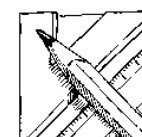
Oral



Multi-media



Design



Writing



Statistics





Brainstorm

Brainstorm to find out what you know about globalisation. Make a list. You could consider:

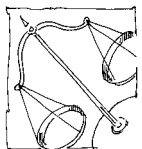
- What is globalisation?
- Why do people choose to demonstrate at the G8 conference?
- Is there a connection between globalisation and climate change?
- What are 'sweatshops'?
- How do you feel about call centres for British companies being moved abroad?
- What is free trade?
- What are fairtrade goods?
- What do you understand by the phrase 'debt relief'?

The list of questions is endless. Compare what you know to other students' lists.



Study Skills

- 1 Look at the article *What is globalisation?* Write your own definition of the term.
- 2 Visit the World Trade Organisation website at www.wto.org. Write a review of the website, commenting on the aims of the site and how effective you find it in terms of persuasiveness.
- 3 Read the article *World trade* and write a bulleted list of the main points.
- 4 Listen to or watch the news and summarise the headlines of the day. How many of the stories concern global events? Make notes on how these stories reflect the 'global village' we live in.



Moral Dilemmas

- 1 Read the article *Sweat, fire and ethics*. Do consumers have a responsibility to make ethical purchasing choices or is it up to the shops to produce the goods ethically? Imagine you are shopping for clothes and see the outfit you want in two shops: one has an ethical policy towards clothing production, but the other has been recently exposed in a TV documentary as using sweatshop labour. However, in this shop the outfit is much cheaper than in the other, and you have limited money to spend. What do you do?
- 2 How does the British economy benefit from a global

market? Do you feel that all countries should benefit equally from globalisation? Imagine you are a politician voting in the House of Commons on free trade issues. You can vote to remove trade barriers on foreign imports, which will bring benefits to workers in developing countries, or keep the barriers in place, creating jobs in Britain and improving our economy. As a politician, which would come first, your responsibility to the voters who elected you or your global responsibility to improve life for the world's poorest people? How would you ultimately vote?

3 Read the articles '*Teach us how to fish – do not just give us the fish*' and *Unfair trade*? Do you think fairtrade or free trade brings more benefits and opportunities to producers in developing countries? Does your household buy fairtrade products? Explain your choice to invest in these products or not.

4 Imagine you own a large multinational company. How would you respond to accusations that you are exploiting your workers in developing countries by paying them low wages? Do you think there is any excuse for paying workers less than a living wage?



Oral Activities

- 1 Debate the following motion: 'This house believes that globalisation is causing the world's poorest to become poorer'. Read the article *Concerns about globalisation* as a starting point.
- 2 Multinational companies are accused of corrupting the life of local communities and damaging the environment. Select a judge and witnesses for the prosecution and defence, then stage a trial of one of the companies, for example Coca Cola. What is the verdict? Use *Globalisation and multinationals* as a starting point.
- 3 Imagine that you work for War on Want. Prepare a series of sketches for schoolchildren on the positive and the negative impact of globalisation. Use lots of humour and some pathos to put across clear messages. Read '*Teach us how to fish – do not just give us the fish*'.
- 4 Prepare a talk to be given to the conference of a trade union whose members are worried about the potential loss of their jobs due to outsourcing abroad. Read *Globalisation will not threaten skilled UK workers*.



Writing Activities

- 1 Write a poem concerning the plight of a child in the developing world who has just been told he has no job because his employer in the developed world has decided not to use sweatshop labour. Read '*Sweatshops shame*' *fashion alert* and *Sweat, fire and ethics*.
- 2 Write a 500-word essay explaining how the formation of

the IMF and the World Bank have affected globalisation. Use material from *A globalisation glossary* and *Concerns about globalisation*.

3 Read the article *Globalisation – problems and solutions*. Summarise the main points in no more than 250 words.

4 Read *The fairtrade boom*. Write an imaginative story from the point of view of a farmer who is now benefiting from the effects of the fairtrade boom. How has his life changed over the last five years?



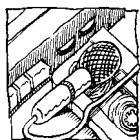
Statistics Activities

1 Compile a questionnaire to discover how globalisation has affected the items found on supermarket shelves. You may like to use the questionnaire with both younger and older people.

2 Research the growth of fairtrade and prepare to present your findings to a group of supermarket bosses. Use your figures to show that they will also benefit from sales of fairtrade products. Read *The fairtrade boom* to get you started.

3 After reading the article *Trade – did you know?*, represent the facts given through graphs and diagrams. Using this representation, write an article for your school magazine.

4 Use the Internet to research the end-of-year profit notifications of at least three big multinational companies. Create (or find online) a line graph showing their profits over the past ten years. Have their profits been rising consistently, or has there been a dip at any point? How does this correspond to the company's adoption of more ethical policies, or their exposure to the public as being unethical? Companies you might choose to look up could include Marks & Spencer, Primark or Tesco.



Multi-media Activities

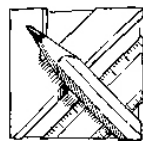
1 Imagine you are to make a presentation to a branch of the National Youth Agency. How would you show that employment practices of some multinational companies are harming the lives of children abroad? Read '*Sweatshops shame*' *fashion alert* and *Sweat, fire and ethics*.

2 Produce a thirty-second news item suitable to be broadcast on Radio 1 which highlights the increasing threat felt by the UK population of offshoring. Read *Offshoring and UK workers*.

3 Write a story-board sequence for an episode of 'The Simpsons' which has globalisation as its main theme. Make sure that the main characters react in appropriate ways.

4 Make a 5-minute recording interviewing people from different parts of the world, showing how the English

language has evolved in their particular areas as a result of globalisation. Read *English will fragment into 'global dialects'*.



Design Activities

1 Design a page for a website run by Christian Aid, showing the areas of the world where aid is needed in spite of attempts to minimise the national debt which some developing countries still owe. Invent a slogan to accompany this. Read the article *Trade – did you know?* for background information.

2 Make a series of posters to be used in town centres, which will increase people's awareness of the fairtrade movement. They should be eye-catching, yet quite hard-hitting in order to get your message across.

3 Draw some rich man/poor man caricatures identifying some of the differences highlighted in the article *Globalisation explained*.

4 Design a series of cartoons to represent the 'global village', tracing its roots back through history, maybe picking up on the idea that the Commonwealth was a forerunner of globalisation. You could present these in the form of a timeline.

ASSIGNMENTS

In these assignments you will need to do further research. There is a page at the back of the volume (see page 43) telling you where to get further information. Your library is the first place to go. Many of the assignments can be used as discussion topics.

1 Invent five rules to which all companies should adhere in order to prevent globalisation becoming destructive. Try to think about how companies can protect the developing world, but also remember that the rules should take into account a business's need to maintain profitability.

2 Design a promotional fairtrade stall for your school. Think about which products you would like to sell on the stall and how you would promote them. Come up with a slogan to encourage people to buy from your stall.

3 Invent a board game that challenges people to think about unfair trade practices.

4 Analyse the contents of your food cupboard at home. How many items could be described as being traditionally British? Are any items fairtrade or other ethically-traded goods? Think about how globalisation has affected your shopping choices.

5 Draw up a list of shops or websites that sell ethically-traded goods. Write a brief review of each company you find, detailing how the goods are made and traded and who benefits when you buy them.

6 Consider how communication and technology have affected the spread of globalisation. Write down a list of advances, such as the Internet, and note how you think they have contributed to globalisation.

7 Monitor your Internet usage for one day. Make a note of sites you visit. How many websites are international, and which other countries are represented? Do you come into contact with people of other nationalities on forums and blogs you may use? Write down your reflections on the importance of the Internet in bringing the world closer together.

8 Look at the oil crisis around the world and examine the chain that brings oil into the UK. How could we have avoided escalating fuel prices in 2008?

9 Write an article concerning the effects of globalisation on the average worker in a developing country. Consider both the positive and negative effects.

10 Analyse the contents of your wardrobe. Where were most of the clothes manufactured? Investigate one of the brands you commonly wear and find out the company's policies towards its workers in developing countries. Do you feel that your clothes are ethically produced? Will what you have found out affect how you shop in future, or not? Give reasons for your choice.

11 What are the main aims of the World Bank and the World Trade Organisation? How far do you think they achieve these aims?

12 Is the United Nations a 'toothless tiger' or can it influence the situations of workers in a developing world economy?

13 Look at the article *Globalisation and multinationals*. Do you agree with the view that 'the big brands, far from being all-powerful as their critics argued, have turned out to be intensely fragile', or do you think that the power of large multinationals is excessive?

14 Watch the documentary 'Roger & Me' by Michael Moore. What do you think about the way the film portrays the effects of outsourcing? Do you think outsourcing is a positive or a negative thing?

15 Think about British national identity and character.

Do you think we risk losing parts of British culture or heritage as influences from other parts of the world increase? Would you consider yourself a global citizen? Draw up two lists, one detailing your favourite things about Britain that you would hate to lose and the other listing your favourite things from other countries that you can now experience in Britain.

Written by Mike Sunderland

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Independence

Educational Publishers Limited
The Studio, High Green,
Great Shelford
Cambridge CB22 5EG
Tel: (01223) 550801
Fax: (01223) 550806
www.independence.co.uk

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