

The Global Citizen

Level 1 2 3 4 5 6

Strands

Place and space (PS)

Systems, resources and power (SRP)

Purpose

Students work towards achieving the stated core learning outcomes through:

- understanding the roles, rights and responsibilities of the global citizen;
 - understanding the ideas of nation-state sovereignty and its potential conflict with the forces of globalisation;
 - identifying the factors contributing to globalisation and their impact on Australia;
 - investigating the roles of global cooperation, non-government organisations and global citizenship in addressing environmental issues;
 - participating in advocacy activities to influence the resolution of environmental issues; and
 - communicating using a written report and either a non-written presentation or response to stimulus test format.
-

Overview of activities

This module follows an investigative sequence from motivation through investigation to action in language accessible to students. The approximate number of lessons needed for each phase is indicated.

Phase	Focus
Phase 1: Connecting with the topic (1 lesson)	Students are introduced through participation activities and teacher exposition to local and global perspectives of citizens as: <ul style="list-style-type: none">• participants; and• decision-makers. Refer to: <ul style="list-style-type: none">• Resource Sheet 1 - Global connections,• Resource sheet 2 - Where is it made?
Phase 2: Establishing contexts (1 lesson)	Students through mapping activities and teacher exposition explore nation state sovereignty focussing on: <ul style="list-style-type: none">• the role of borders; and• citizen values and responsibilities. Refer to: Resource Sheet 3 - South-east Asia mapping exercises Resource Sheet 4 - Citizenship values and responsibility
Phase 3: Highlighting issues, framing questions	Through structured note-taking, interpretation activities and teacher exposition, students will study several resources which: <ul style="list-style-type: none">• introduce the idea of globalisation;• identify factors contributing to the growth of globalisation -

<p>(3 lessons) Working towards PS 6.4</p>	<p>social, cultural, political and economic; and</p> <ul style="list-style-type: none"> • recognise the economic links between the Australian and global economies. <p>Refer to:</p> <ul style="list-style-type: none"> • Resource Sheet 5 - OHT master <i>What is globalisation?</i> • Resource Sheet 6 - Concept map for <i>Factors influencing globalisation</i> • Resource Sheet 7 - Diamond ranking activity • Resource Sheet 8 - International Trade
<p>Phase 4: Planning the investigation (3-5 lessons) Working towards PS 6.3 and PS 6.4</p>	<p>The teacher guides the students to plan how the investigation will proceed and decide how the findings will be recorded and reported.</p> <p>Refer to: Assessment Item 1</p> <p>Students are to identify a significant environmental issue that has occurred in the Asia-Pacific region in which either Australian diplomats, businesses or international environmental groups have been involved, for example:</p> <ul style="list-style-type: none"> • stopping nuclear testing in Mururoa Atoll (Australian diplomats); • disposing of mining waste in Papua New Guinea (business eg., BHP); and • reducing deforestation in Borneo (international environmental groups). <p>Refer to: Resource Sheet 9 - Case study of deforestation in Borneo Resource Sheet 10 - Case study of BHP in Papua New Guinea</p>
<p>Phase 5: Investigating the issues, making decisions (3 lessons) Working towards PS 6.3 and PS 6.4</p>	<p>Students are to investigate their selected environmental issue, through a critical study of a range of resources. Students then make decisions about responding to the sub-questions, collecting data, organising information and structuring their report.</p> <p>Refer to:</p> <ul style="list-style-type: none"> • Resource Sheet 11 - Planning an investigation • Resource Sheet 12 - Report writing
<p>Phase 6: Making links (3 lessons) Working towards PS 6.5 and SRP 6.3</p>	<p>Students analyse a range of media to identify the values of peace and sustainability in influencing:</p> <ul style="list-style-type: none"> • the role of global cooperation in promoting peace and sustainability; and • the activities of non-government organisations in promoting peace and sustainability. <p>Refer to:</p> <ul style="list-style-type: none"> • Resource Sheet 13 - OHT master Global cooperation • Resource Sheet 14 - Global non-government organisations on the web <p>Students complete assessment item 1 - Written report</p>

<p>Phase 7: Updating the story (3 lessons) Working towards SRP 6.2</p>	<p>Students develop a deeper understanding of the impact of globalisation on consumers, workers and the environment, determining:</p> <ul style="list-style-type: none"> • the nature of transnational corporations; • who gains from the production processes employed by transnational corporations to increase productivity eg., producers receiving the rewards of higher levels of economic growth; • who loses from the production processes employed by transnational corporations to increase productivity, eg., workers and consumers being affected by the wage and pricing policies of multinationals; and • making practical suggestions to improve productivity. <p>Refer to:</p> <ul style="list-style-type: none"> • Resource Sheet 15 - OHT master <i>What are transnational corporations?</i> • Resource Sheet 16 - Questions on <i>Work</i> video • Resource Sheet 17 - Stages of Production • Resource Sheet 18 - Improving quality and efficiency
<p>Phase 8 Take Action (2 lessons) Working towards SRP 6.4</p>	<p>Students develop the skills to participate as a global citizen by:</p> <ul style="list-style-type: none"> • devising a role statement for the global citizen outlining values and responsibilities; • utilising political and legal processes such as advocacy, letter-writing and diplomatic assistance to promote change. <p>Refer to:</p> <ul style="list-style-type: none"> • Resource Sheet 18 - <i>What is a global citizen?</i> • Resource Sheet 19 - Values and responsibilities of global citizenship
<p>Phase 9 Reflect on judgements, actions and questions</p>	<p>Students:</p> <ul style="list-style-type: none"> • complete a Response to Stimulus Test; or • Oral Presentation;

Core learning outcomes

–

This module focuses on the following core learning outcomes:

Strand 2 Place and Space

PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.

PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments.

PS 6.5 Students make clear links between their values of peace and sustainability and their preferred vision of a place.

Strand 4 Systems, Resources and Power

SRP 6.2 Students make practical suggestions for improving productivity and working conditions in a business.

SRP 6.3 Students advocate to influence Australia's role in the future global economies or environments.

SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, political or legal systems.

Core Content

–

This module incorporates the following core content:

To be completed

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module:

1. RESEARCH REPORT on an environmental issue

Conditions:

Word length - 500 words

Written Report genre, completed with some class time and teacher guidance

Task

Select a current environmental issue occurring in the Asia-Pacific region in which Australian diplomats, environmental groups or businesses have been involved.

Investigate the development and resolution of the issue by:

- explaining the impact of changes to the environment (PS 6.4);
- using maps, tables and statistical data to outline the extent of the issue (PS 6.4);
- presenting the viewpoints of the key players involved in the issue, for example business, nation-state governments or non-government organisations (PS 6.5);
- identifying the influence of the values of peace and sustainability among the key players and the possible resolution of the issue (PS 6.5);
- determining who gains?, who loses? in relation to resolution of the issue (PS 6.5);
- outline an advocacy role for the Australian based global citizen in the resolution of this issue (SRP6.3); and
- making recommendations for a plan of action to address the issue (P & S 6.2).

2. ORAL PRESENTATION on the resolution of a workplace issue

Conditions:

Time limit - 15 to 20 minutes for group presentations (includes 3 to 4 minutes for individual presentations)

Oral presentation genre, completed with some class time and teacher guidance

Task

Select a current workplace issue occurring in the Asia-Pacific region in which Australian diplomats, environmental groups or businesses have been involved.

Suggest a resolution to the issue by:

- explaining the nature of and factors contributing to the issue;
- presenting the viewpoints of the key players involved in the issue;
- identifying the influence of the values of peace and sustainability among the key players and the possible resolution of the issue (PS 6.5);
- determining who gains?, who loses?, and who decides? in relation to resolution of the issue (PS 6.5);
- outline a role for Australia in the resolution of this issue (SRP6.3); and
- making recommendations for a plan of action to address the issue (P & S 6.2).

OR

RESPONSE TO STIMULUS TEST on workplace rights and labour law

Students are presented with a range of stimulus material relating to the activities of a multinational corporation operating within the Asia and Pacific Region. Tasks would require students to address issues such as:

- recognise the impact globalisation has had on the Asia and Pacific Region through the opening of many factories which employ many workers at lower wage costs with restrictive working conditions;
- identify the main features and principles of legal systems in Australia and how they guide the activities of Australian businesses and influence the legal rights of workers (SRP 6.4);
- identify methods used by business to increase productivity and their impact on working conditions (SRP 6.2);
- make practical suggestions for improving productivity (SRP 6.2); and
- identify strategies in which Australians (workers and consumers) could influence the activities of multinational corporations to review their labour practices and improve conditions for their workers (SRP 6.3).

–

Background information

to be developed

–

Terminology

Activities in this module involve use of the following language in the context of Studies of Society and Environment.:

Borders

Political borders divide land masses into different countries.

Citizenship

The status of full political membership of a nation, with the rights and duties applying to a citizen of the particular country.

Communications technologies

New communications technologies, for example, satellite, telephone and fax systems and the Internet have enabled individual national economies to increasingly link as a global system.

Concept mapping

Concept mapping helps organise ideas and to see how these ideas relate to one another.

Consumer cultures

Transnational corporations utilising communications technologies have developed a global culture based on homogeneity and the consumption of lifestyle and image products.

Ecological and economic sustainability

Involves planning development so that the environment is not adversely affected.

Economics

The study of how a society uses its limited resources to satisfy its unlimited wants.

Exports

Exports are products and services which Australians sell overseas>

Global citizenship

Global citizenship involves participating as a member of a world community, sharing values and responsibilities and cooperating to build a better place.

Global cooperation

Global cooperation utilises similar values and responsibilities to achieve a common goal.

Globalisation

Globalisation is the increasing convergence and interdependence of national economies, which has arisen as the result of the expanding international scope and availability of markets, distribution systems, capital, labour and technology.

Imports

Imports are products and services Australians buy from overseas.

International Trade

International trade involves the exchanging of goods and services.

Marketplace

The world is a big marketplace, with increasingly large transnational corporations dominating activity by designing a product in one country, making it in another and sell it worldwide.

Nation-state sovereignty

Each country has an internationally recognised government that has power to govern its own affairs, make and enforce laws and control the movement of people, goods and services across its borders.

Specialisation

Specialisation involves concentrating on a particular activity, usually evident in occupations, machinery and tasks.

Trading blocs

Countries from a geographical region may form a group with the purpose of giving each other favoured status in the conduct of international trade.

Transnational corporations

A transnational or multinational corporation is an organisation with business interests in several countries. Utilising the process of globalisation, transnational corporations have grown dramatically in size in the last twenty years.

–

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

–

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

-

Support materials and references

Print

Anderson, C. L. (1996) *Economics and the Environment* New York: National Council on Economic Education

Calder, M. & R. Smith (1991) *A Better World For All - Development Education for the Classroom (Student Activities)* Australian International Development Assistance Bureau (AIDAB) Canberra: AGPS Press

Calder, M. & R. Smith (1991) *A Better World For All - Development Education for the Classroom (Teacher's Notes)* Australian International Development Assistance Bureau (AIDAB) Canberra: AGPS Press

Dillon, S. & R. Stanton (1995) *Economics - An Issues Approach* Port Melbourne: Heinemann pp219-226 & pp231-256

Fien, J. (1996) 'Global Perspectives in Studies of Society and Environment for Education' In Gilbert, R. (Ed.) *Studying Society and Environment: A Handbook for Teachers* Melbourne: MacMillan pp125-140

Hicks, D. (1994) *Educating for the Future - A Practical Classroom Guide* Godalming, Surrey: World Wide Fund for Nature

Hutchings, K. (1996) 'Globalisation - An Examination of the Effects of its Economic Emphasis on Individual Livelihood' *Social Alternatives* Vol 15 No 1 January pp34-37

King, D. A. (1998) *Introductory Economics - For Middle Secondary School* South Melbourne: Longman

Kleeman, G., R. Pask & J. Butler (1998) *A Geography of Global Environments and Communities* Port Melbourne: Heinemann pp219-231

Murray, G. (1996) 'Global Who Can I Kill Today? Capitalism: Top Business in the 90s' *Social Alternatives* Vol 15 No 1 January pp26-30

Pike, G. & D. Selby (1988) *Global Teacher, Global Learner* London: Hodder and Stoughton

Sant, B. (1992) *Understanding Environmental Economics* Melbourne: Longman Cheshire

Sklair, K. (1996) 'Australia in the Global Capitalist System' *Social Alternatives* Vol 15 No 1 January pp14-17

Summy, R. (1996) 'Politics of Globalisation' *Social Alternatives* Vol 15 No1 January pp18-21

Community

Publications available for loan and contacts for guest speakers -
Global Learning Centre, 102 McDonald Road, Windsor, Q 4030.
Phone: 07 3857 6666. Fax: 07 3857 2173 email:glc@mailbox.uq.edu.au

Audio-visual

Film Australia's Australia Series
Work FP85928
Study notes available from:
http://www.filmaust.com.au/work_notes.html

Film Australia's Australia Series
Rights and Responsibilities FP85931

Film Australia's Australia Series
Economic Australia FP 85932/11

Film Australia's National Interest Program
New Horizons
<http://www.filmaust.com.au>

Electronic

Australian Parliamentary Education Office
<http://peo.aph.gov.au>
Information on the Commonwealth Parliament for primary and secondary students and teachers.

Australian government information sources
<http://www.nla.gov.au/oz/gov>
Information on Australian Federal, State and Territory governments and parliaments and local government.

Governments of other countries
<http://www.nla.gov.au/gov/govinfo.html>
Provides references to sites relating to the governments of countries around the world.

Amnesty International Online
<http://www.amnesty.org>
Links to individual country home pages

Department of Immigration and Multicultural Affairs
<http://www.immi.gov.au/citizen>
Information about citizenship - facts and figures on Australian citizenship;
background on Australian History; values and principles of our system of government.

Greenpeace International
<http://www.greenpeace.org>
Home page that has many links.

Environmental Resource Information Network
<http://www.erin.gov.au>

World Wildlife Fund UK site
<http://www.wwf-uk.org/home.html>
Information on education campaigns, community projects and publications.

Department of Environment Web Site
<http://www.env.qld.gov.au>
Information about Environmental Impact Assessments

Organisation for Economic Cooperation and Development
<http://www.oecd.org>
Data about OECD countries

Economics America
<http://www.umsl.edu/econed>
Information about teaching Economics in junior secondary as well as resources and links to other Economics sites.

Business Education and Economics United Kingdom
<http://www.bized.ac.uk/ebeal>
Links to the Web Pages of many companies. Education resources including a virtual factory tour

The Australian APEC Study Centre
<http://www.apec.org.au>
Information about Asia Pacific studies.

Activities

Phase 1: Connecting with the topic

In this phase, students are introduced through participation activities and teacher exposition to local and global perspectives of citizens as participants and decision-makers.

Teaching Point - Understandings about citizenship

At a local level the citizen has:

- formal roles, for example voting, jury duty and respecting the law ;
- passive roles, such as participating in activities, contributing to community life and supporting leaders; and
- decision-making roles, involving either working in the production and distribution of goods and services or acting as a consumer in the marketplace.

At a global level the citizen has:

- limited formal roles, like the carrying of passports for international travel, involvement in peace-keeping forces or membership of international organisations;
- passive roles, for example engaging in advocacy to promote peace or environmental action to advance sustainability; and
- decision-making roles such as working for transnational corporations or buying goods and services made overseas.

Activity 1 - see Resource Sheet 1 *Global Connections*

Key Idea

Global influences such as foreign produced goods and services can be identified in many facets of Australian life.

Procedure

- Find different people to respond to each question.
- Write the response and the helpful person's name in the box.
- The winner is the first person to complete all squares.

Review

1. List examples of global influences in what you learn at school.
2. What are some examples of foreign made goods and services you have access to?
3. How have global influences extended into the home, classroom or supermarket?
4. What influence do world events have on the decisions we make?

Activity 2 - see Resource Sheet 2 *Where is it made?*

Key Idea

The world is a big marketplace. Operating within this marketplace are large corporations who are big enough to design a product in one country, make it in another and sell it worldwide.

Procedure

- Divide students into groups.
- Place samples of five well known brand name items around your classroom. **For example**, *Golden Circle* pineapple, *Colgate-Palmolive* toothpaste, *Loreal* shampoo, *Bayer* aspirin, *Sony* Walkman.

- Provide each group with a list of country labels. **For example**, USA, Australia, United Kingdom, Germany, Japan.
- Each group decides which country is the base of the product's manufacturer.
- When all groups have allocated their country labels, the class and teacher should clarify the origin of the companies manufacturing these products - Golden Circle (Australia); Colgate-Palmolive (Great Britain); L'Oréal (USA); Bayer (Germany) Sony (Japan)

Review

- What is a *multinational* or *transnational corporation*?
- Why do the products have marked on their label the place where they were manufactured?
- Why do limited details about the *multinational* or *transnational corporation* who controls manufacturing of the product appear on the product label?
- Why is the location of manufacturing not always the same location as the head office of the company who appears on the product?
- What evidence is there in your local supermarket of the global marketplace?
- What are examples of Globalisation affecting the Australian economy?

Phase 2: Establishing contexts

During phase 2, students through mapping activities and teacher exposition explore nation-state sovereignty focussing on the role of borders and citizen values and responsibilities.

Teaching point - Nation state sovereignty

The world is divided into many different countries. A country is identified by a name, borders and symbols, often best represented on maps. Each country has an internationally recognised government that has power or sovereignty to govern its own affairs, make and enforce laws and control the movement of people, goods and services across its borders.

Activity 3 - See Resource Sheet 3 *Asia-Pacific region mapping exercise*

Key Idea

Political borders divide land masses into different countries. Countries form their own identity through the use of symbols, emblems, political structures, languages, values and customs.

Procedure

Refer to a current map of the Asia-Pacific region to complete Resource Sheet 3.

Review

1. Define nation-state, border and sovereignty.
2. How do countries present their identity to the world? Refer to the role played by official emblems, flags, and languages.
3. Why are a country's borders often patrolled by the army, navy or coastguard?
4. How can nation state sovereignty create difficulties in solving problems that exist beyond borders?

Activity 4 - See Resource Sheet 4 *Citizen values and responsibilities*

Key Idea

The role of the citizen in the nation-state is not always easily defined. However, there are broadly accepted values that articulate both the formal and passive responsibilities of citizenship.

Procedure

Consider the statements on values and responsibilities and determine which have a higher priority for you.

Review

- What values are most important to you? Your classmates? Why?
- Do you think these values would be important to most Australians?
- List some of the responsibilities citizens are legally required to fulfil?
- What duties of citizenship contribute to a better organised, cleaner and safer community?

Phase 3: Highlighting issues, framing questions

Through structured note-taking, interpretation activities and teacher exposition, students will study several resources which:

- introduce the idea of globalisation;
- identify factors contributing to the growth of globalisation - social, cultural, political and economic; and
- recognise the economic links between the Australian and global economies.

Teaching point - What is globalisation?

- Globalisation is the increasing convergence and interdependence of national economies, which has arisen as the result of the expanding international scope and availability of markets, distribution systems, capital, labour and technology.
- The trend to globalisation has been evident in the pattern of sustained growth in world trade and investment flows which have contributed to significant national and global restructuring - economically, socially and culturally.
- New communications technologies, transport technologies, the activities of transnational corporations and the growth of consumer cultures have enabled individual national economies to increasingly link as a global system.
- Globalisation means a product or service can be produced in any global location, using resources from anywhere and sold world-wide.

Activity 5 - see Resource Sheet 5 *What is globalisation?*

Key Idea

Globalisation is a relatively new term with many meanings, and increasingly used in a variety of different fields.

Procedure

- Students are to identify meanings of the term **globalisation** in various dictionaries, for example the Macquarie dictionary and a Dictionary of Economic terms.
- Students discuss these meanings and compare it to the definition given on the OHT master.

Review

- Compare examples of the definitions. What are the common ideas? What are the differences?

Teaching point - Factors contributing to globalisation

Social factors:

Development of rapid and extensive flows of communication and information through the use of computer technologies has:

- enabled an instant sharing of views;
- provided greater opportunities for empathy; and
- facilitated a global portrayal of issues.

Cultural factors:

Trans-national corporations utilising communications technologies have spawned:

- media networks that present a mixture of information and entertainment to all parts of the world;
- global cultures based on the consumption of lifestyle and image products; and
- an increasingly homogenous culture.

Economic Factors:

Advances in transportation technologies in the twentieth century have:

- decreased transport costs especially the use of bulk carriers, oil tankers and container ships;
- increased the capacity of shipping and cargo handling;
- reduced consumer costs and time involved in airline travel;
- contributed to the growth of international tourism; and
- allowed people to travel to access specialised health and education services.

Political factors:

The nature of globalisation has meant that decisions made in one country are likely to affect people in other countries with the ability of governments to:

- control events within their borders diminished;
- influence their own agendas and future directions lessened; and
- regulate the activities of transnational corporations reduced.

Activity 6 - See Resource sheet 6 *Concept map for globalisation*

Key idea

Concept mapping helps you to organise ideas and to see how these ideas relate to one another. By mapping the concept of globalisation, students can appreciate its complexity and far-reaching influences.

Procedure

- Place the name of the concept in the middle of the map
- Identify key words or characteristics that help explain the concept
- Present these key words showing their relationships in a visual form

Review

- Why has globalisation had far-reaching effects?

Activity 7 - See Resource Sheet 7 *Diamond ranking activity*

Key idea

Globalisation has brought change to Australia's economy, society and government. In the late 1980s, Griffin made a series of predictions about global trends and pressures on Australian society. Through a diamond ranking activity these predictions will be considered and ranked according to most significant impact to least significant impact.

Procedure

- Read the list of Griffin's predictions about Global Trends and pressures on Australian society and discuss their meanings.
- Each group are given an envelope containing the nine statements (which are a summary of Griffin's predictions).
- Groups are asked to rank the statements in diamond formation, for example:

1
22
444
77
9

- Statements are ranked from most significant impact to least significant impact.

Review

- Did your group easily reach a consensus on how to rank the statements? Why or why not?

- Find definitions for some of the terms used: satellites, transnational corporations, information technology, decentralised government, trade balances, developing countries, developed countries, international information banks and restructuring.
- For each statement, identify the main group in society that will be affected.
- Identify the positive and negative impacts for each statement .
- How many of Griffin's predictions are easily evidenced by stories in newspapers today?

Teaching point - Economic links between the Australian and global economies

Contributing to the growth of globalisation has been the increased volume of international trade which has enabled countries to:

- import goods and services they have in short supply;
- export goods to earn foreign income; and
- form trading blocs where goods and services are exchanged without the imposition of tariffs.

Emerging from increasing world trade has been greater integration of economic activities, especially:

- exploitation of resources in one country for export to another for production purposes;
- production of goods and services for distribution to a world-wide market; and
- marketing of goods and services with world-wide recognised symbols and icons.

Trade is increasingly conducted with and within trading blocs (groups of nations who have special arrangements with each other for trade). In the past decade Australia has tried to broaden its number of trading partners as well as developing closer trading ties with countries of in the Asia-Pacific rim.

Activity 8 - See Resource Sheet 8 *International trade statistics*

Key idea

International trade involves the exchanging of goods and services. Exports are products and services which Australians sell overseas. Imports are products and services Australians buy from overseas. Trends in the direction and value of trade with particular regions and countries can be identified in data on Exports and Imports.

Procedure

Study the graphs to identify trends. Then identify other trade data for the 1950s and 1960s.

Review

- Which regions or countries were leading destinations for Australian exports: in 1986/87 and then in 1997/98.
- Which regions or countries were major sources of Australian imports: in 1986/87 and then in 1997/98.
- Which regions or countries are the fastest growing as a destination for Australian exports and source of Australian imports?
- Investigate Australian trade patterns for the period 1950 to 1980. What changes have occurred between 1950 and 1998?

Phase 4: Planning the investigation

The teacher guides the students to plan how the investigation will proceed and decide how the findings will be recorded and reported.

Refer to Assessment Item 1

Teaching point - Explanation of research task

Students are presented with the research task and the process is explained. The teacher advises students that the selection of an appropriate topic that is relevant, applicable to outcomes and well resourced is important.

Students are to identify a significant environmental issue that has occurred in the Asia-Pacific region in which either Australian diplomats, businesses or international environmental groups have been involved, for example:

- stopping nuclear testing in Mururoa Atoll (Australian diplomats);
- disposing of mining waste in Papua New Guinea (business eg., BHP); and
- reducing deforestation in Borneo (international environmental groups).

In their investigations students must:

Investigate the development and resolution of the issue by:

- explaining the impact of changes to the environment (PS 6.4);
- using maps, tables and statistical data to outline the extent of the issue (PS 6.4);
- presenting the viewpoints of the key players involved in the issue, for example businesses, the nation-state government or international environmental groups (PS 6.5);
- identifying the influence of the values of peace and sustainability among the key players and the possible resolution of the issue (PS 6.5);
- determining who gains?, who loses?, and who influences decisions? in relation to resolution of the issue (PS 6.5);
- outline an advocacy role for the Australian based global citizen in the resolution of this issue (SRP6.3); and
- making recommendations for a plan of action to address the issue (P & S 6.2).

Activity 9 - See Resource Sheet 9 *Case study of deforestation in Borneo*

Key idea

A case study outlining factors contributing to the occurrence of forest fires, their impact on the environment and responses to the issue.

Procedure

- Students read the case study.
- Further research of the issue presented in the case study maybe undertaken in the library.

Review

- Describe the location and extent of the environmental issue referred to in the article.
- Who are the key players involved in this environmental issue?
- What are the views of the key players involved in the issue?

- How are the values of peace and sustainability evident in responses to this environmental issue?
- Devise a proposed plan of action to address this environmental issue.
- Describe the role or actions of non-government organisations in responding to this environmental issue.
- With the resolution of this issue, who will gain and who will lose?

Activity 10 - See Resource Sheet 10 Case study BHP in OK Tedi

Key idea

A case study outlining BHP's compensation plan to address environmental damage attributed to mining activities and the views of environment and conservation protesters.

Procedure

- Students read the case study.
- Further research of the issue presented in the case study maybe undertake in the library.

Review

- Describe the location and extent of the environmental issue referred to in the article.
- Who are the key players involved in this environmental issue?
- What are the views of the key players involved in the issue?
- How are the values of peace and sustainability evident in responses to this environmental issue?
- Devise a proposed plan of action to address this environmental issue.
- Describe the roles and actions of non-government organisations and citizens in responding to this environmental issue.
- With the resolution of this issue, who will gain and who will lose?
- Suggest how a county could ensure transnational corporations respect its environment, communities and workers.
- Outline strategies local citizens can engage in to advocate for change against a transnational corporation?

Phase 5: Investigating the issues, making decisions

Students are to investigate their selected environmental issue, through a critical study of a range of resources. Students then make decisions about responding to the sub-questions, the data they have collected and structuring their written report.

Teaching point - Planning your investigation

From identified possibilities, students are to decide on a focus of their investigation.

Students are to:

- identify an environmental issue with links to Australia;
- locate available sources of information;
- identify research techniques for note-taking; and
- keep records of primary and secondary sources which include maps, tables and statistical data; and
- devise possible solutions to environmental issues using knowledge of processes shaping, climatic, vegetation or landform features.

Activity 11 - See Resource Sheet 11 *Planning your investigation*

Key idea

A report is used to present factual information within a consistent generic structure.

Procedure

Students are introduced to the features of report style.

Review

- Where can information about environmental issues in the Asia-Pacific region be

Teaching point - Explanation of Report Writing

The teacher explains the purpose of the report and its generic features.

Activity 12 - See Resource Sheet 12 *Report writing*

Key idea

A report is used to present factual information within a consistent generic structure.

Procedure

Students are introduced to the generic features of the report style.

Review

- What information can be gained from maps, graphs and statistics?
- What primary and secondary sources related to the topic can be utilised?
- Which note-taking methods are to be used to record information?
- How can information be organised into a report style presentation?
- How can data like maps, graphs and statistics be appropriately documented and included in reports?
- How can links between environmental issues occurring in the Asia-Pacific region and Australia be demonstrated?
- What should action plans responding to the environmental issue feature?

Phase 6: Making links

Students analyse a range of media to identify:

- the role of global cooperation in promoting peace and sustainability; and
- the activities of non-government organisations in promoting peace and sustainability.

Activity 13 - See Resource Sheet 13 *Global Cooperation*

Key Idea

Increasingly nation-states are looking for international government and non-government organisations to provide an avenue for achieving cooperation and realising common goals.

Procedure

Locate information on the United Nations utilising information in your library or the Internet.

Review

- Are these organisations global in nature? How?
- What goals do these agencies on the United Nations have in common?
- Outline strategies for action and community involvement promoted these agencies of the United Nations.

Activity 14 - See Resource Sheet 14 *Global non-government organisations on the web*

Key Idea

Accompanying the development of globalisation has been the emergence of non-government groups focussed on the resolution of environmental issues. These organisations present their views, suggest strategies and exchange information utilising the technology of the World Wide Web. The Internet has opened up a vast network of information services enabling users to retrieve and exchange information.

Procedure

- Use web addresses to locate the home pages of environmental organisations
- Record the type of information provided at the site

Review

- What goals do non-government organisations have in common?
- Outline strategies for action promoted by non-government organisations through their Internet sites.
- Are these organisations global in nature? How?
- How do these organisations attempt to gain a world-wide membership?
- How are the values of peace and sustainability promoted?
- Are the issues presented in these web-sites similar to issues being explored currently in the media? Why or why not?

Phase 7: Updating the story

Students develop a deeper understanding of the impact of globalisation on communities, consumers, workers, businesses, governments and the environment, determining:

- the nature of transnational corporations;
- who gains from the production processes employed by transnational corporations to increase productivity eg., producers receiving the rewards of higher levels of economic growth;
- who loses from the production processes employed by transnational corporations to increase productivity, eg., workers and consumers being affected by the wage and pricing policies of multinationals; and
- making practical suggestions to improve productivity.

Teaching point - What are transnational corporations?

- An outcome of the process of globalisation has been the growth of the transnational or multinational firm.
- Transnational corporations have derived from globalisation - increased market share, organisational strength and profit growth.

Activity 15 - see Resource Sheet 15 *What are transnational corporations?*

Key Idea

A transnational or multinational corporation is an organisation with business interests in several countries. Utilising the process of globalisation, transnational corporations have grown in size in the last twenty years.

Procedure

- Explain the definition of globalisation.
- Refer to Australian and American examples of transnational corporation when explaining the structure of these corporations, for example, BHP and Coles Myer.
- Emphasise the dominance of these corporations in the marketplace by explaining the marketing strategies employed by McDonalds, NIKE and Coca Cola.

Review

- What are some Australian companies that could be described as transnational corporations.
- List American, Japanese and European examples of transnational corporations.
- Identify ten dominant corporate logos or advertising icons that are associated with world brands. What features do they have in common? How are they promoted? What are the home-bases of the corporations producing these brands?

Teaching point - Winners and losers from the production methods employed by transnational corporations

- Utilising globalisation, transnational corporations have increasingly segmented stages of the production and marketing process across the world. For example, positioning research and development, production and marketing operations in strategic locations to accrue benefits to the organisation as a whole has been undertaken to achieve lower labour costs or tax breaks.
- Transnational corporations have used global advertising and universal consumer icons to create world brands of prestige goods.

- By operating in several countries, transnational corporations have found increased freedom and power to close down production in one country and move operations to another at short notice.
- Increasingly, transnational corporations operate as if the world has no real borders rather than as organisations tied to a particular country.

Activity 16 - See Resource Sheet 16 *Questions on Work video*

Key Idea

Work examines how the Australian workplace has been dramatically transformed as a result of the sweeping economic changes of the past decade. Australia and its workforce must now compete in a globalised economy that demands more flexibility and greater productivity from workers. This series examines the impact of these developments.

Procedure

View Film Australia's *Work* video and discuss the ideas raised.

Review

- What are the problems for nation states of Globalisation? Is fear of globalisation a fair response?
- Is there a danger too many goods and services could be produced thereby outstripping worldwide demand?
- How can nation states protect labour and environmental standards?
- What goods and services does Australia produce in quantity, quality and at low cost?

Activity 17 - See Resource sheet 17 *Stages of Production*

Key Idea

The production process features several stages from product development, production, marketing and sales. Consider the terms specialisation, division of labour, mass-production and productivity determining the roles they have played in expanding production.

Procedure

Consider the diagram presented on Resource sheet 17 and identify examples of activities that would occur at each stage.

Review

- Define the terms specialisation, division of labour, mass-production and productivity.
- Outline the activities associated with each stage of production.
- How has globalism directed product development and marketing?
- What is the essential aim of production?
- What benefits accrue to businesses when the production processes is efficient and highly profitable?
- Consider the experiences of workers in large factories. What problems do they experience?

Activity 18 - *Improving quality and efficiency*

Key Idea

Improving quality and efficiency is an part of the production process.

Procedure - Activity 1

- Distribute to students a square piece of paper.

- Ask each students to tear their piece of paper to make a leaf.
- Collect all samples of leaves and pin them on a classroom noticeboard.
- Ask students to select the best example of a leaf.

Review

- Ask students in groups to devise ways to improve the quality and consistency of classroom leaf production.

Procedure - Activity 2

- Students are to form groups of 3 to 4 members.
- Distribute to each group of students 40 sheets of paper.
- Set a time for production of leaves. Count the number of leaves finished.
- Then, assess the samples of leaves produced for quality and efficiency.
- Decide which group produced the most and best quality leaves. Award prizes.

Review

- Is there a general improvement in quality and efficiency? Why?
- What role did division of labour, specialisation and quality control play?

Phase 8 Take Action

Students develop the skills to participate as a global citizen by:

- devising a role statement for the global citizen outlining values and responsibilities; and
- utilising political and legal processes such as advocacy, letter-writing and diplomatic assistance to promote change.

Teaching point

- Globalisation representing the growing interdependence of countries has made for a more complex world where choices between conflicting priorities are frequently made.
- Decisions made in one country are likely to affect the lives of people in other countries.
- Individuals need to develop the skills, attitudes and values to make these decisions as their actions or lack of action can create a more peaceful and sustainable future.

Activity 19 - see Resource Sheet 18 *Global Citizenship*

Key Idea

The nature of global citizenship is influenced by our views on the future and type of world we want to live in.

Procedure

- Consider Resource sheet 18 *What is global citizenship?*.
- Compare the response to your own understanding of Australian citizenship.

Review

- What is global citizenship?
- Outline some of the events that have contributed to the emergence of global citizenship?
- What are the rights and responsibilities of global citizens?
- Are their common rights and responsibilities for both Australian and global citizens? What are the differences?
- How will global citizens respond to increasing social, economic and political change?

Activity 20 - see Resource Sheet 19 *Global citizenship values and citizenship*

Key Idea

Individuals and groups can affect change in global environments and communities by utilising political processes such as advocacy, letter-writing and awareness-raising; and accessing legal processes and diplomatic assistance

Procedure

Consider the statements on values and responsibilities and determine which have a higher priority for you.

Review

- What values are most important to you? Your classmates? Why?
- Do you think these values would be important to most Australians?
- What responsibilities of global citizenship contribute to a better organised, cleaner and safer community?
- How are these responsibilities different from those of the nation-state citizen?

Teaching point

- As members of a global community, it is important for students to recognise that they can do more than just talk, discuss or write.
- Students should feel they can participate in change.
- Students should be introduced to political and legal processes such as advocacy, letter-writing and diplomatic assistance that promote change.

Phase 9 Reflect on judgements, actions and questions

Students:

- complete Oral Presentation; or
- a Response to Stimulus Test.

Resource sheet 1: Global Connections

<p>1. Has dual citizenship</p> <p>Which countries? _____</p> <p>Name: _____</p>	<p>2. Has a t-shirt made in another country</p> <p>Where? _____</p> <p>Name: _____</p>	<p>3. Can name a current news story from the USA</p> <p>Story _____</p> <p>Name _____</p>	<p>4. Can name the ID you need to enter other countries</p> <p>ID _____</p> <p>Name _____</p>	<p>5. Can name the home base of NIKE</p> <p>Where? _____</p> <p>Name: _____</p>
<p>6. Can name the home base of Coca Cola</p> <p>Where? _____</p> <p>Name _____</p>	<p>7. Can name a bank that operates in many countries</p> <p>Bank _____</p> <p>Name _____</p>	<p>8. Possesses a current passport</p> <p>Origin _____</p> <p>Name _____</p>	<p>9. Can explain what a stateless person is</p> <p>They are _____</p> <p>Name: _____</p>	<p>10. Can name international treaty signed by Australia</p> <p>Treaty _____</p> <p>Name _____</p>
<p>11. Can name where the UN General Assembly meets</p> <p>Where _____</p> <p>Name _____</p>	<p>12. Can name a current news story from England</p> <p>Story _____</p> <p>Name _____</p>	<p>13. Can name the world's most spoken language</p> <p>Language _____</p> <p>Name _____</p>	<p>14. Can name a global group advocating for human rights</p> <p>Group _____</p> <p>Name _____</p>	<p>15. Can name corporate symbol known globally</p> <p>Symbol _____</p> <p>Name _____</p>
<p>16. Rides in a car made by a foreign owned company</p> <p>Car _____</p> <p>Name: _____</p>	<p>17. Was born in another country</p> <p>Where _____</p> <p>Name _____</p>	<p>18. Speaks another language</p> <p>Language _____</p> <p>Name _____</p>	<p>19. Can name transnational corporation</p> <p>Example _____</p> <p>Name: _____</p>	<p>20. Has a favourite cap made in a foreign country</p> <p>Where: _____</p> <p>Name: _____</p>
<p>21. Can name the home base of BMW</p> <p>What is it? _____</p> <p>Name: _____</p>	<p>22. Has lived in another country</p> <p>Where? _____</p> <p>Name: _____</p>	<p>23. Can name a global group advocating care for the environment</p> <p>Group _____</p> <p>Name _____</p>	<p>24. Wears shoes produced in another country</p> <p>Where? _____</p> <p>Name _____</p>	<p>25. Has a foreign made watch</p> <p>Where: _____</p> <p>Name: _____</p>

Resource Sheet 2 - Where is it made?

Country Tags

Australia

**United
States of
America**

**United
Kingdom**

Germany

Japan

Resource Sheet 3 - Asia-Pacific Region mapping exercise

1. Identify the symbols or printing font used in atlas maps to represent the following:
 - country border
 - country name
 - country capital
 - state/territory border
2. Refer to an atlas map of Asia-Pacific region to the identity of the following:
 - A country made up of north and south islands
 - A country that is the world's largest island
 - A country that bears the same name as its capital city
 - A country comprising eastern and western states separated by the South China Sea
 - A country that is land-locked
 - A country that is made up of 190 different islands
 - A country that once built a 3000 mile wall on its northern frontier
 - A country made up of four main islands
 - A country that has a mountain range on its southern border
 - A country that has the Arctic Sea as its northern border
3. Identify symbols/flags that are representative of the following:
 - Japan
 - China
 - New Zealand
 - Papua New Guinea
 - India
4. Prepare brief profiles for Indonesia, Philippines, Vietnam, Singapore and Malaysia using the following guide:

Feature	
Official country name	
National capital	
Style of government	
Official language	
National emblem	

5. Study to a map of the Asia-Pacific region prior to the outbreak of World War II in the Pacific in 1941.
 - List examples of new countries that emerged in the Asia-Pacific region after the end of World War II.
 - List examples where new borders were created.
 - Name a country that was split in two during the 1960s.
 - Name two colonies that were returned from European control to Chinese in the 1990s.
 - Name one country that changed its name in the 1990s.

Resource Sheet 4 - Citizenship values and responsibilities

Citizenship is about certain values that guide our actions. Consider the following statements and give a score out of 10 (1= lowest importance and 10= highest importance) to indicate the importance you place on these values in guiding your actions.

Values	Weighting
Everyone does it. Why shouldn't I.	
If it feels good, then do it.	
Look after yourself first.	
Don't do to others what you don't want them to do to you.	
It is the government's responsibility, not mine.	
Be fair, play fair.	
If people hurt me, then I hurt them.	
Nobody cares for me, why should I care for them.	
Voting is a waste of time	

Citizenship is also about responsibilities. Consider the following statements and give a score out of 10 (1= lowest importance and 10= highest importance) to indicate the importance you place on these responsibilities.

Responsibilities	Weighting
To carry a identification	
To vote	
To serve on a jury	
To presume innocence until proven guilty	
To respect and abide by the law	
To participate in decision-making processes	
To question our representatives about their actions	
To challenge unfair practices and improve on them	
To contribute to a clean and safe community	
To be loyal to Australia	

What is globalisation?

In the latter half of the twentieth century a greater degree of interdependence between the economies of many countries has occurred.

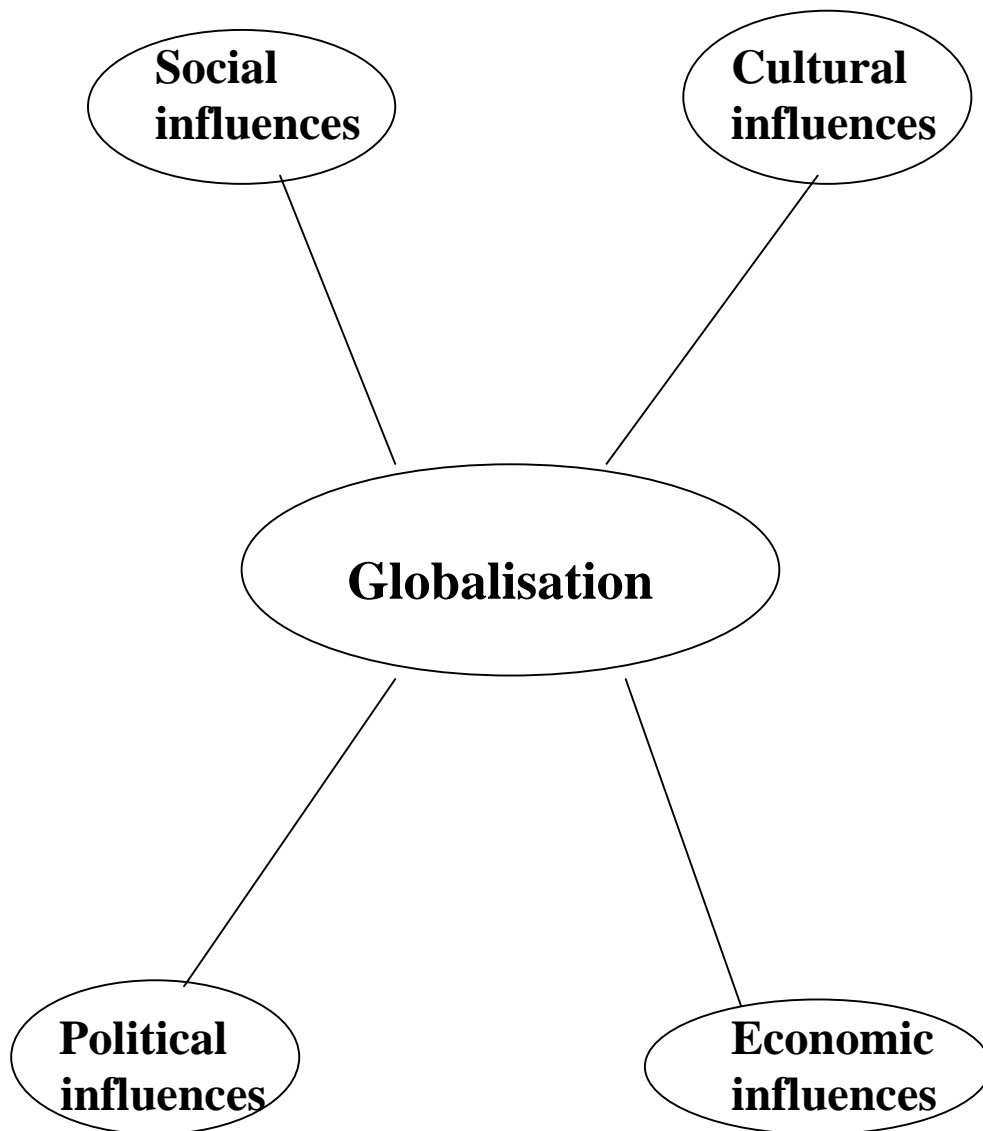
Globalisation refers to this process whereby economies are becoming increasingly integrated and inter-connected.

Globalisation has arisen as the result of the expanding international scope and availability of markets, distribution systems, capital, labour and technology.

The trend to globalisation has been evident in the pattern of sustained growth in world trade and investment flows.

New communications technologies, transportation technologies, the activities of transnational corporations and the growth of consumer cultures have enabled individual economies to link together as a global system.

Resource Sheet 6 - Concept map for globalisation



Resource Sheet 7 - Diamond ranking activity

Global trends and pressures on Australian society

Griffin (1986) has made the following predictions about global trends and pressures on Australian society:

1. Most people will work in information or service related occupations and will be involved with computers in some way.
2. Transnational corporations, satellites and information technology will produce a shift from a national to a world economy.
3. Participation and community involvement will require a shift to decentralisation in government. Collaborative techniques will become more common in decision-making at all levels.
4. Solutions to society's problems and organisational planning will focus on network decision-making rather than hierarchical structures.
5. Trade balances of *low tech* nations will deteriorate in favour of more *high tech* nations.
6. Large differences will remain between the economies, skills and living standards of developed and developing countries.
7. There will be widespread political instability and wars.
8. Transnational companies will control international information banks and dictate Australia's contribution to the world economy.
9. The need for skilled manual labour will decline, resulting in serious, deep seated unemployment. The workforce will polarise into high income and low-income groups as a result of new technology and restructuring.

Source : In Gilbert, R. (Ed.) (1996) *Studying Society and Environment - A Handbook for Teachers* MacMillan Melbourne P 219

Resource Sheet 7 continued - Diamond Ranking activity

Global trends and pressures on Australian society

**Information or
service related
occupations**

World economy

**Decentralisation in
government**

**Network
decision-making**

Trade imbalances

**Differences in living
standards of
developed & less
developed economies**

Political instability

**International
information banks**

**Decline in demand
for skilled manual
labour will decline**

Resource Sheet 8 - International trade statistics

Study the tables to identify trends occurring in the direction and value of trade.

Historical Exports, by country/region

Country or region	1986 1987	1987 1988	1988 1989	1989 1990	1990 1991	1991 1992	1992 1993	1993 1994	1994 1995	1995 1996	1996 1997	1997 1998
Association of South East Asian Nations (ASEAN)	2410	3085	3875	5110	6388	7337	8780	9038	10439	11717	12257	11504
European Union (EU)	5837	6455	6385	7083	6608	7148	7341	7605	7498	8464	8171	10236
Japan	9083	10667	11978	12781	14378	14574	15206	15924	16282	16429	15377	17582
New Zealand	1777	2210	2258	2616	2545	2830	3365	4009	4791	5609	6214	5663
United States of America	4190	4608	4498	5426	5778	5220	4940	5075	4643	4619	5526	7794
Other Countries	14109	13696	15013	16062	16702	17918	21070	22897	23399	29167	31387	34990
TOTAL TRADE	35806	40721	44007	49078	52399	55027	60702	64548	67052	76005	78932	87769

Historical Imports, by country/region

Country or region	1986 1987	1987 1988	1988 1989	1989 1990	1990 1991	1991 1992	1992 1993	1993 1994	1994 1995	1995 1996	1996 1997	1997 1998
Association of South East Asian Nations (ASEAN)	1926	2585	2837	2983	3484	4119	5018	5303	6418	7372	8300	10495
European Union (EU)	9877	10987	12156	12732	11951	11685	13258	14582	18218	19388	19666	21824
Japan	7710	7817	9757	9872	8849	9290	11139	11700	12777	10816	10241	12660
New Zealand	1431	1733	1970	2173	2150	2399	2785	3201	3554	3591	3685	3723
United States of America	8118	8532	10129	12373	11475	11743	13004	14017	16044	17545	17642	19834
Other Countries	7926	8943	10191	11200	11003	11748	14371	15667	17608	19080	19464	22148
TOTAL TRADE	36988	40597	47040	51333	48912	50984	59575	64470	74619	77792	78998	90684

Resource Sheet 9 - Case study on deforestation in Borneo

UN urges Indonesia to stop forest fires

By Andrew Bolt in Bangkok

The United Nations, warning that Indonesia's fires could become a global disaster, has urged Jakarta to discipline timber and plantation firms which illegally clear forests by setting them on fire.

The UN also warned that Asia faced a new disaster as a savage drought threatened to cause mass starvation in Indonesia and the Philippines.

A UN report estimated more than 7 million Indonesians could starve in the next year if the international community did not send at least 2 million tonnes of rice to the region.

The special report by the UN Food and Agriculture Organisation and the World Food Program called for large food donations to help Indonesia survive the drought caused by the El Nino phenomenon.

It said an 11-member UN mission had found that people in more than half of Indonesia's 27 provinces faced starvation before the next main harvest next March.

The Red Cross has appealed for international aid for more than 3.6 million Filipinos it said were going hungry. Deaths from hunger-related illness number at least 74 on the southern island of Mindanao.

The drought has fuelled the fires, which have razed more than 200,000ha in the Borneo province of East Kalimantan this year, damaging the habitat of endangered animals creating toxic smoke.

Poisonous clouds from fires, most of which have been deliberately lit by farmers and companies clearing land, have shut airports and caused health problems as far away as Brunei, Singapore and Malaysia.

At a UN meeting in Geneva, experts on bush and forest fires agreed on an urgent action plan involving the provision of equipment and training for 1000 local firefighters, aircraft and communications and logistical support at a cost of US\$10 million (\$A15.52 million).

UN Environmental Programme chief Klaus Toepfer called on the Indonesian Government to urgently identify and expose guilty firms to tackle the root cause of the fires.

"The enforcement of law is absolutely necessary to identify those companies responsible," Mr Toepfer said.

"The behaviour of the big plantation companies must be criticised and must be stopped. There is a link."

But the UN admitted there was a danger the situation would deteriorate with dry conditions likely to continue until October.

"Unchecked land, bush and forest fires are threatening to become a disaster of regional and global proportions," Mr Toepfer said.

Mr Toepfer said the latest satellite images showed fires raging out of control at 1000 "hot spots".

But the Association of South East Asian Nations' tourism arm last night reported that rain falls last week in parts of Indonesia had reduced the number of hot spots from 800 to 538 and brought some relief to drought-hit areas.

Additional reporting by Reuters

From The Courier Mail, 23 April 1998, p12

Resource Sheet 10 - Case study BHP in OK Tedi

BHP to press on with Ok Tedi deal

By Joseph Dowling, business editor

BHP Ltd has pledged to press ahead with a \$110 million compensation package for Papua New Guinea landholders, and has refused to relinquish its Ok Tedi operations in defiance of protesters rallying outside the company's annual general meeting in Melbourne yesterday.

Heckled during the four-hour meeting, the most controversial in BHP's recent history, chairman Brian Loton accused the company's detractors of ill-informed, false, misleading or mischievous allegations in relation to BHP's Ok Tedi mining joint venture.

He attempted to defend BHP's activities in PNG, disputing claims that the company had contributed to massive environmental damage along the OK Tedi and Fly rivers.

"The mine and associated activities have been developed and have operated in accordance with plans agreed by the PNG government," he said.

He denied the Fly River had been 'poisoned', but admitted that the discharge of mined materials into the river had left obvious physical effects for about 20km downstream from the release point.

The company had been systematically paying compensation to landowners damaged by the mine's activities.

"We have always been required to pay compensation for adverse effects and we remain ready to make proper compensation," he said.

"Closing the Ok Tedi mine would result in enormous hardship to the local communities, and would have a serious impact on the rest of the citizens of Papua New Guinea. It would not be in the best interests of BHP.

"I believe that, when the full picture is viewed, the company will be seen to have acted responsibly in relation to the Ok Tedi project - in circumstances that have not been easy - and in a way that had produced overall benefits, not least for the people of PNG," he said.

Ok Tedi landholder spokesman Alex Maun, who attended the meeting, said BHP's mining activities had destroyed his livelihood, and he repeated his warnings that further attempts by BHP and PNG Government to block compensation claims in the courts could lead to violence.

Mr Maun, one of the landowners who is suing the mining giant for \$4 billion in damages allegedly caused by the mine told the meeting: "Without legal action (against BHP) there will be violence."

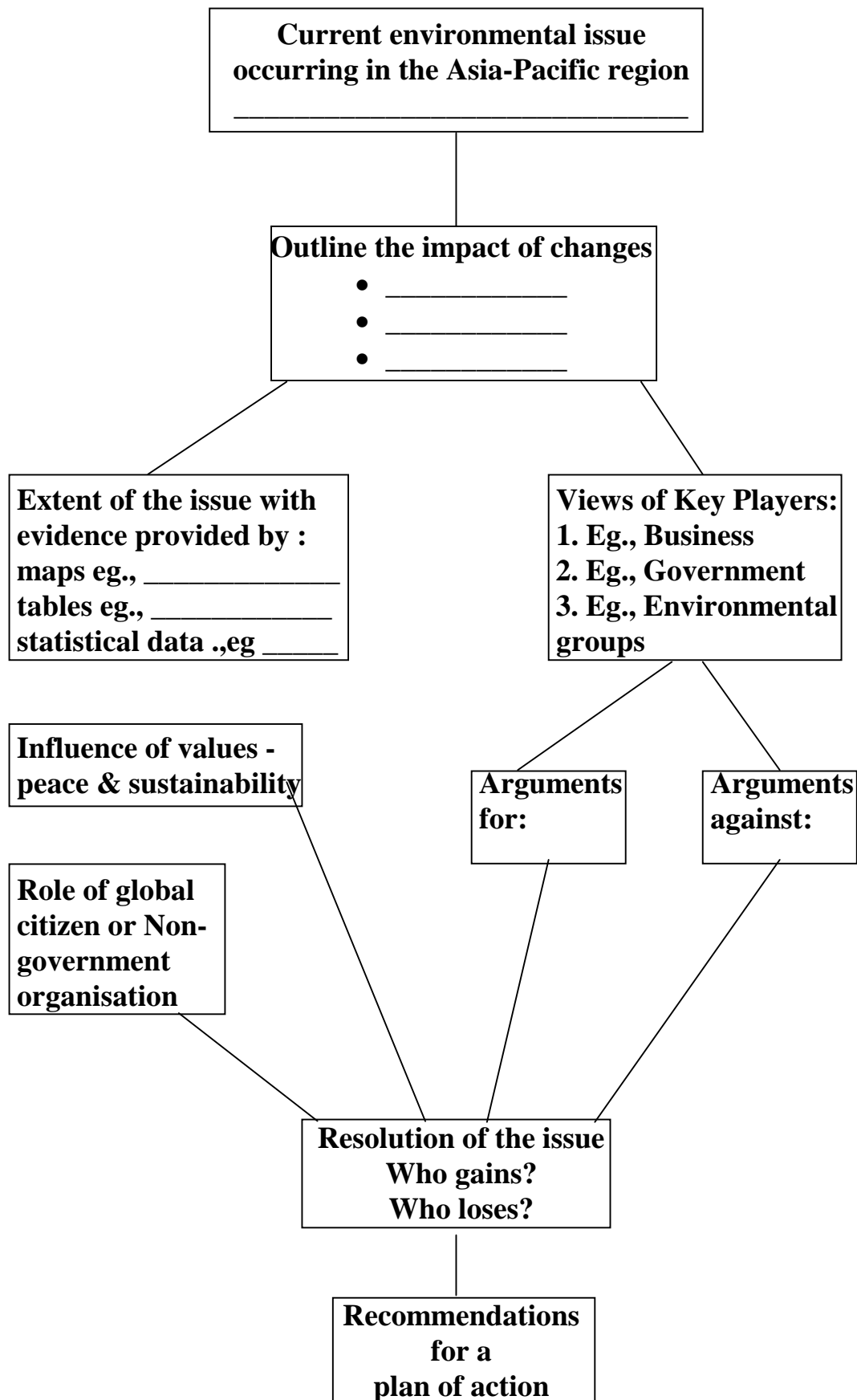
A coalition of environment and conservation protesters also voiced their opposition to BHP's management of the OK Tedi mine outside the meeting. Chanting "People before profits" and "Ok Tedi, clean up or get out", they confronted shareholders as they arrived for the meeting during which profits from the Ok Tedi mine were described as blood dividends.

Earlier yesterday, the Victorian Supreme Court asked BHP's lawyers why a series of advertisements in yesterday's newspapers should not be considered a contempt of court. The request for an explanation followed the court's ruling earlier this month that BHP had been in contempt by taking actions aimed at derailing the \$4 billion damages action against the company.

BHP yesterday had attempted to "set the record straight" with newspaper advertisements defending BHP's involvement in the Ok Tedi copper and gold mine.

From The courier Mail, Wednesday 27 September, 1995 p31

Resource Sheet 11 - Planning an investigation



What is a report?

A report is usually used to describe field work findings or secondary data related to geographical or economic features or processes. It usually contains factual information.

Reports have the following structure:

- a general introductory statement outlining the subject of the report, for example a short description or definition;**
- a series of paragraphs about the feature or process - each new paragraph usually describes just one aspect of the feature or process and begins with a topic (or preview sentence);**
- a set of recommendations for action on the issue; and**
- a conclusion that summarises the information presented.**

Resource Sheet 13 - Global cooperation

United Nation's body	Role	Activities
The General Assembly		
The Security Council		
The Secretariat		
The Trusteeship Council		
The Economic and Social Council		
The International Court of Justice		
United Nations Children's Fund (UNICEF)		
United Nations Development Fund for Women (UNIFEM)		
United Nations peace keeping force		
UN Education, Scientific and Cultural Organisation (UNESCO)		
World Health Organisation (WHO)		
International Monetary Fund (IMF)		
International Labour Organisation (ILO)		
General Agreement on Tariffs and Trade (GATT)		

Resource Sheet 14 - Global non-government organisations on the web

Government organisations

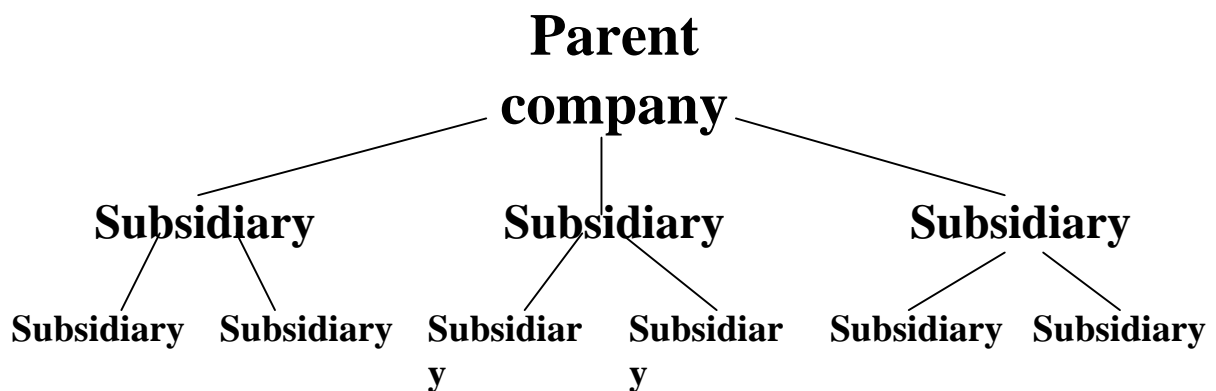
Web address	Organisation	Information available	Current activities
http://www.unesco.org			
http://www.oecd.org			
http://www.apec.org.au			

Non-government organisations

Web address	Organisation	Information available	Suggested activities for advocacy and action
http://www.greenpeace.org	Greenpeace		
http://www.wwf-uk.org	World Wildlife fund		
http://www.amnesty.org	Amnesty International		

What are transnational corporations?

A transnational or multinational corporation is an organisation with business interests in several countries. It is structured around a parent company and a number of subsidiaries, best represented in the following diagram:



Utilising the process of globalisation, transnational corporations have increased in size by segmenting stages of the production and marketing process across the world.

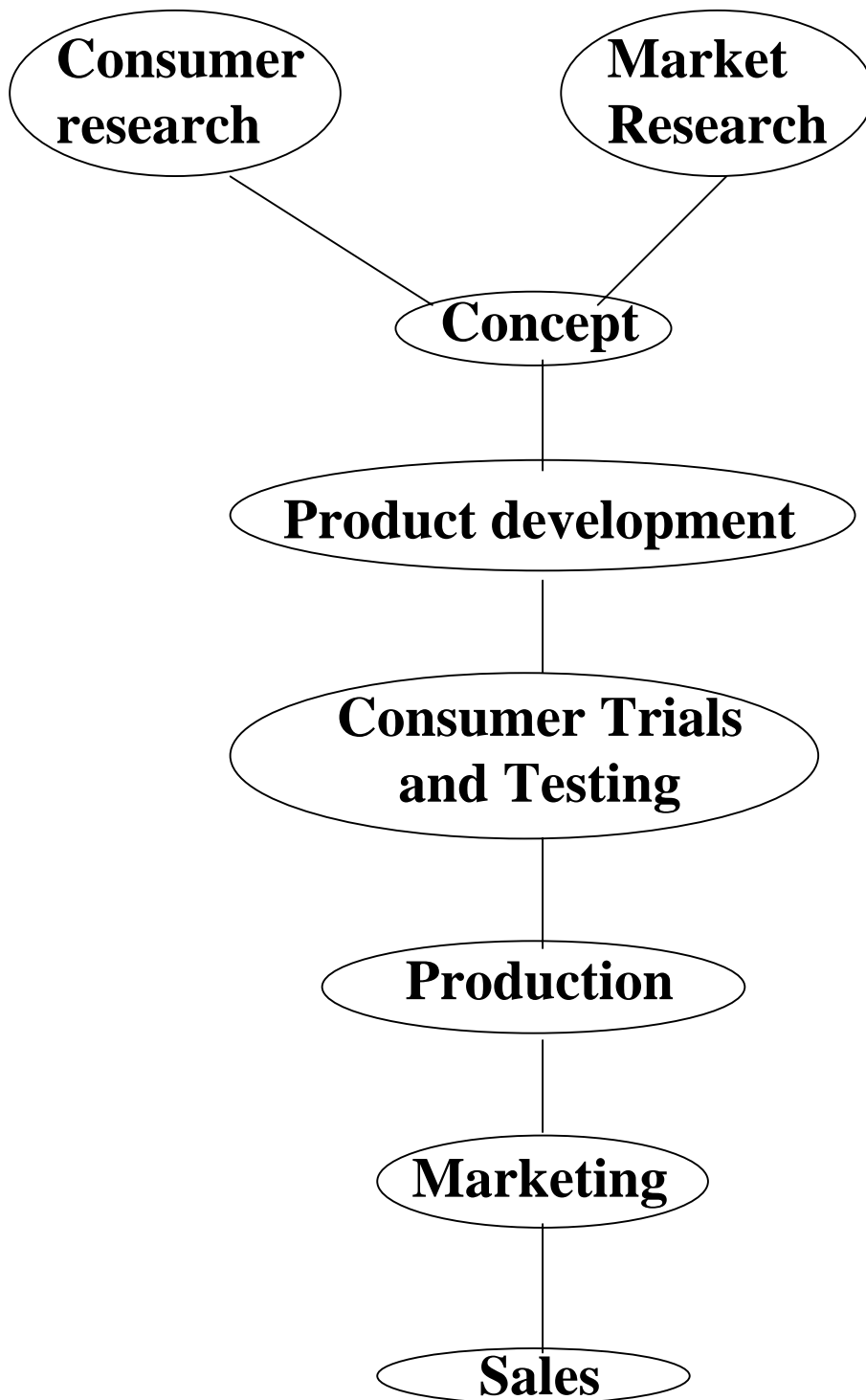
The transnational corporation have used global advertising and universal

consumerist icons to create world brands of prestige goods.

Resource Sheet 16 - *Questions on Work video*

- **What are the problems for nation states of Globalisation? Is fear of globalisation a fair response?**
- **Is there a danger too many goods and services could be produced thereby outstripping worldwide demand?**
- **How can nation-states protect labour and environmental standards?**
- **What goods and services does Australia produce in quantity, quality and at a low cost?**

Resource Sheet 17 - Stages of production



What is global citizenship?

Global citizenship involves:

- **participating as a member of a world community;**
- **sharing values, responsibilities and;**
- **utilising efficiently the world's resources;**
- **protecting the human rights of people;**
- **understanding issues of importance to local communities as well as the wider community; and**
- **cooperating to build a better place.**

Important values of the global citizen include:

- **respecting the rights and property of other people;**
- **treating people equally;**
- **protecting the environment;**
- **fulfilling responsibilities towards communities; and**
- **making decisions that consider the well-being of future generations.**

Resource Sheet 19 - Global citizenship values and citizenship

Consider the following statements and give a score out of 10 (1= lowest importance and 10= highest importance) to indicate the importance you place on these values in guiding your actions.

Duties	Weighting
Citizens have a duty to look after shared global resources	
Citizens need to be aware of global issues and problems	
Citizens have a responsibility to care for the environment	
Citizens need to be mindful of the rights of others	
Citizens need to recognise that all people are equal	
Citizens need to recognise that how we live affects others	
Citizens need to recognise that decisions we make have consequences for future generations	
Citizens need to recognise that the products we buy may have been the result of unfair labour practices	
Citizens need to be prepared to help others in less fortunate situations	

Consider the following statements and give a score out of 10 (1= lowest importance and 10= highest importance) to indicate the importance you place on these values in guiding your actions.

Value statements	Weighting
Other countries do it. Why shouldn't we?	
If we've done it in the past, we can do it again	
All people are equal	
Don't do to others what you don't want them to do to you	
It is the government's responsibility, not mine	
Be fair, play fair	
How we choose to live in one country, affects the lives of people in other countries	
Think global, act local	
All people deserve a fair trial whichever country they live in	
Look after Australia's interests first	

What is an Oral Presentation?

An oral presentation is an opportunity to present the findings of your research and give your views on a particular issue.

Oral presentations have the following structure:

- a general introductory statement telling your audience your topic supported by visual material like a video extract or political cartoon;**
- a body of information outlining your main ideas on the topic supported by a range of visual material like :photos, graphs, quotations and statistics; and**
- a conclusion that sums up the main points you have during your presentation.**

Assessment Item 1.

RESEARCH REPORT **Investigating an environmental issue**

Conditions:

Word length - 500 words

Completed with some class time and teacher guidance

Written Report genre featuring:

Task

Select a current environmental issue occurring in the Asia-Pacific region in which Australian diplomats, environmental groups or businesses have been involved.

Investigate the development and resolution of the issue by:

- explaining the impact of changes to the environment (PS 6.4);
- using maps, tables and statistical data to outline the extent of the issue (PS 6.4);
- presenting the viewpoints of the key players involved in the issue, for example businesses, the nation-state government or international environmental groups (PS 6.5);
- identifying the influence of the values of values of peace and sustainability among the key players and the possible resolution of the issue (PS 6.5);.
- determining who gains?, who loses?, and who influences decisions? in relation to resolution of the issue (PS 6.5);
- outline an advocacy role for the Australian based global citizen in the resolution of this issue (SRP6.3); and
- making recommendations for a plan of action to address the issue (P & S 6.2).

Marking criteria

Outcome	Outcome Statement	Not demonstrated	Demonstrated	Demonstrated well
PS 6.2	Students create proposals to resolve environmental issues in the Asia-Pacific region.			
PS 6.4	Students use maps, tables and statistical data to express predictions about the impact of change on environments.			
PS 6.5	Students make clear links between their values of peace and sustainability and their preferred vision of a place.			
SRP 6.3	Students advocate to influence Australia's role in the future global economies or environments.			

Assessment Item 2

ORAL PRESENTATION

Workplace issue

Conditions:

Time limit - 15 to 20 minutes for group presentations (includes 3 to 4 minutes for individual presentations)

Completed with some class time and teacher guidance

Oral presentation genre featuring:

Task

Select a current workplace issue occurring in the Asia-Pacific region in which Australian diplomats, environmental groups or businesses have been involved.

Suggest a resolution to the issue by:

- explaining the nature of and factors contributing to the issue;
- presenting the viewpoints of the key players involved in the issue;
- identifying the influence of the values of values of peace and sustainability among the key players and the possible resolution of the issue (PS 6.5);.
- determining who gains?, who loses?, and who decides? in relation to resolution of the issue (PS 6.5);
- outline a role for Australia in the resolution of this issue (SRP6.3); and
- making recommendations for a plan of action to address the issue (P & S 6.2).

Marking criteria

Outcome	Outcome Statement	Not demonstrated	Demonstrated	Demonstrated well
SRP 6.2	Students make practical suggestions for improving productivity and working conditions in a business.			
SRP 6.3	Students advocate to influence Australia's role in the future global economies or environments.			
SRP 6.4	Students communicate informed interpretations to suggest reforms to an economic, political or legal systems.			

Assessment Item 3

RESPONSE TO STIMULUS TEST

Workplace issues

Marking criteria

Outcome	Outcome Statement	Not demonstrated	Demonstrated	Demonstrated well
SRP 6.2	Students make practical suggestions for improving productivity and working conditions in a business.			
SRP 6.3	Students advocate to influence Australia's role in the future global economies or environments.			
SRP 6.4	Students communicate informed interpretations to suggest reforms to an economic, political or legal systems.			

Question 1

Examine sources A & B

(a) Define these terms that were used in the article.

- Logo
- Loss
- Revenue

(b) What evidence can you find in the article that NIKE is a transnational corporation operating in several countries?

© Referring to the article, identify two slogans used by NIKE in the past ten years? What role have these slogans played in promoting NIKE's sports goods?

(d) Who is Michael Jordan and why has he been so important to NIKE?

(e) Why do you think Michael Jordan wants to visit NIKE factories in Asia?

(f) NIKE has been criticised for its work practices in Asian factories. In a paragraph describe the work practices like specialisation, mass production and division of labour that occur in big factories and identify the problems that workers experience. How can the selection of work practices affect productivity?

(g) How can governments monitor the work practices occurring in factories operated by transnational corporations?

(h) In a Letter to the Editor, advocate on behalf of the workers portrayed in Source B for improved working conditions.

Question 2

Examine source C

- (a) Who is the character depicted in the cartoon and what is their role in Australian society?
- (b) What is the setting (in terms of place and time) of the cartoon?
- (c) What is the event being portrayed in the cartoon?
- (d) How has the cartoonist portrayed the effects of global warming?
- (e) Explain the meaning of the caption. Write a new caption that refers to a pro-active government policy towards global warming.

Stimulus Material

Source A

Asian crisis slam-dunks Nike quarterly earnings

Michael Jordan and the Brazilian soccer team may be flying high but the company whose logo they wear is in the doldrums.

Sportswear giant Nike yesterday reported a fourth-quarter loss of \$US67.7 million (\$A111.75 million) as Asian economic woes continued to exact their toll on the world's biggest shoe manufacturer.

The loss included a \$US129.9 million restructuring charge the company announced in March to pay the costs associated with its lay-off of 1600 workers.

In the same period last year, Nike earned \$A257.18 million.

Revenue for the fourth quarter fell to \$A3.81 billion from \$A3.91 billion.

Nike, whose major sponsored icon, Jordan, recently took the Chicago Bulls basketball team to another historic win, continues to be hard hit by the economic slowdown in Asia and criticism across the globe about the company's employment practices there.

The dropping of its television slogan "Just do it" and replacing it with "I can" is also believed with mixed success.

Quarterly revenue from Asia declined 37 percent to \$A402 million.

For the full fiscal May 31 year, Nike still earned \$A659.62 million.

But that was well down on the previous year's result of \$A1.3 billion. Revenue for the year rose to \$A15.76 billion from \$A15.17 billion.

It has been a year of turmoil for Nike, with the Asian crisis combining with an overall slowdown in sport shoe sales and continuing controversy about conditions for workers in its Asian factories.

Nike may even face the loss of its star marketing property, Jordan, if its Asian work practices are as bad as some of its critics say.

Nike has consistently said it does its best for foreign workers.

Jordan recently publicly vowed to visit Asia some time during the American summer and has said he will cut ties with Nike if the factories do not meet his approval.

It would be a blow for Nike. Fortune magazine has estimated Jordan's image and product line has been worth about \$US5.2 billion to Nike.

Nike's billionaire founder and chairman Phil Knight called the just-completed fiscal year a "year of turbulence".

"Historically, we have followed these difficult periods with strong rebounds that have surprised the marketplace, industry analysts and, to a degree, even ourselves".

"Even so, we face very significant challenges: the continuing effects of the Asian economic crisis, the responsibility to reignite excitement in the US market and the task of creating compelling product that exceeds consumers' expectations," he said.

The earnings were announced after stockmarkets closed but Nike shares were expected to come under pressure overnight.

From *The Courier Mail*, 2 July 1998, p1

Source B

Photographic image needs to be scanned in

From *The Courier Mail*, 2 July 1998, p1

Source C

Image needs to be scanned in

From Leahy cartoon from *The Courier Mail*, 4 December, 1997

