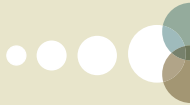




MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga



*Building Conceptual Understandings
in the Social Sciences*

Being Part of *Global Communities*



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The New Zealand Curriculum

Being Part of Global Communities

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Building Conceptual Understandings in the Social Sciences

About the series

Building Conceptual Understandings in the Social Sciences (BCUSS) has been designed to help teachers of levels 1–5 support their students' conceptual learning in social studies. The texts are primarily intended for use by classroom teachers. They have been developed by teachers and other education experts, drawing on recent research.

The series consists of two kinds of texts. Some provide information on **approaches** to teaching and learning in social sciences (for example, *Approaches to building conceptual understandings* and *Approaches to social inquiry*). Others focus on key social sciences **concepts** and give examples of contexts that could be used to explore those concepts (for example, *Belonging and participating in society* and this book, *Being part of global communities*).

Introduction

• • • **The purpose of this book**

This book discusses what it means to be part of global communities. It examines the social sciences concepts *being part of global communities* and *globalisation*. It considers why these concepts are important, explores ways to develop understandings about these concepts through teaching and learning in social studies, and includes three unit outlines that illustrate some contexts and activities you could use with your students to develop these understandings. This book provides examples of teaching and learning strategies and approaches, contexts, and activities, but these are not exhaustive.

• • • **Why examine what it means to be part of global communities?**

Students are part of many communities, including local, iwi, national, and global communities. Through the learning experiences suggested in this book, students are encouraged to think about their involvement in global activities and actions. Exploring *being part of global communities* and the concept of *globalisation* enables students to look to the future and consider their participation in a globalised world as informed, critical, and responsible citizens. Understanding the competencies that they need in order to contribute effectively as part of a global community, and being ready to participate in a global society, are important for all students. When designing effective social science / tikanga ā iwi teaching and learning programmes, it is important for all teachers to provide opportunities and support for Māori students to consider how they can participate in and contribute to the global community as Māori.¹

Considering social issues related to being part of global communities also helps students to develop the values and key competencies identified in *The New Zealand Curriculum*.

The importance of examining their place in global communities is highlighted in the vision and principles of *The New Zealand Curriculum* and in the social sciences learning area statement:

Through the social sciences, students develop the knowledge and skills to enable them to: better understand, participate in, and contribute to the local, national, and global communities in

which they live and work; engage critically with societal issues; and evaluate the sustainability of alternative social, economic, political, and environmental practices.

The New Zealand Curriculum, page 30

• • • **Why is understanding globalisation important?**

The second half of the twentieth century included rapid economic, social, political, and environmental changes that were driven strongly by enhanced communication technologies. Globalisation is a series of processes that have caused human activities to become more *interconnected* and *interdependent* across the world. In recent decades, social, political, and economic interconnections have rapidly increased in scale and extent, and international systems and networks have become much more closely tied. Twenty years ago, the word *globalisation* was not often part of everyday language. However, like *globalisation* itself, the use of the term has now spread globally (Giddens, 1999).

Societies have changed in many ways with *globalisation*. Time and space have been compressed as people, information, and capital move faster. New ways to communicate globally have opened up, enabling closer interconnection between people, communities, and systems. New markets and trade networks have developed. Societies have become more diverse, and cultures and identities have been reshaped. At the same time, the problems of the world have become more significant locally. This is because our ability to access information about other people and environments presents questions about how we should respond to this knowledge. For example, are we responsible for conflict or human rights abuses in other countries? Should we encourage communities to be part of globalised communication by providing satellites or the Internet?

This rapid social change offers students numerous choices that relate to their identities, the groups they can belong to, and the ways that they can communicate with others. But students also need to think critically about the effects of this social change and about their participation and responsibilities towards others in a globalised world.

¹ Mason Durie (2001, 24 February). A framework for considering Māori educational achievement. *Opening address to the Hui Taumata Mātauranga Conference*. Turangi, Taupō.

As we enter the new millennium ... students have become members of an increasingly interdependent, pluralistic global community. This requires students to acquire relevant knowledge, skills, and values to enable them to participate and act in shaping their preferred future for a more peaceful, equitable, just, and ecologically sustainable world.

Bliss, 2005, page 10

● ● ● **Using these concepts at different levels of the curriculum**

This book suggests ways that you could work with students to develop their understandings of the concepts *being part of global communities* and *globalisation* at different levels of the curriculum. At lower levels, you may only examine simple aspects of globalisation that are appropriate for younger students. As students move through the curriculum levels and explore a range of learning contexts, more challenging concepts can be examined. For instance, when exploring the level 1 achievement objective “understand how belonging to groups is important for people”, students may develop conceptual understandings about *belonging* and *global communities*. At level 5, students could apply concepts such as *globalisation* and *interdependence* to their understanding of “how economic decisions impact on people, communities, and nations”.

● ● ● **How does this book connect to others in the series?**

This book has strong links to *Belonging and participating in society*, a previous book in this series. *Being part of global communities* expands the concept of society to include global communities. It provides a framework for building students’ understandings about what it means to belong to and participate in a global community and for developing an appreciation of the dynamic nature of being part of a global community.

Being part of global communities also links closely to *Approaches to social inquiry*. A social inquiry approach is an effective way to develop conceptual understandings about *being part of global communities* and about *globalisation*. It helps students to understand the nature of global social change, different people’s views on its effects, and the significance of these changes for themselves and others. The social inquiry process encourages students to consider their own and others’ responses to global issues and to decide on action that they could take.

● ● ● **About the unit outlines**

The three unit outlines in this book show how the concepts of *being part of global communities* and *globalisation* can be explored at a range of curriculum levels. The outlines provide ideas and a framework as a starting point. They demonstrate the flexible use of social studies achievement objectives, many of which could be linked in some way to the concepts of *being part of global communities* and *globalisation*. You are encouraged to select other concepts and contexts that make *being part of global communities* and *globalisation* meaningful for your students or to adapt the ideas provided in this book to suit the interests, needs, and diversity of your students.

Each unit highlights specific parts of the social inquiry approach because the context provides rich material for focusing on those aspects. The units could be expanded to incorporate the remaining aspects, for example, through students conducting their own social inquiry. If this is not possible, you should ensure that the other aspects are covered elsewhere in your teaching programme over the course of the year.

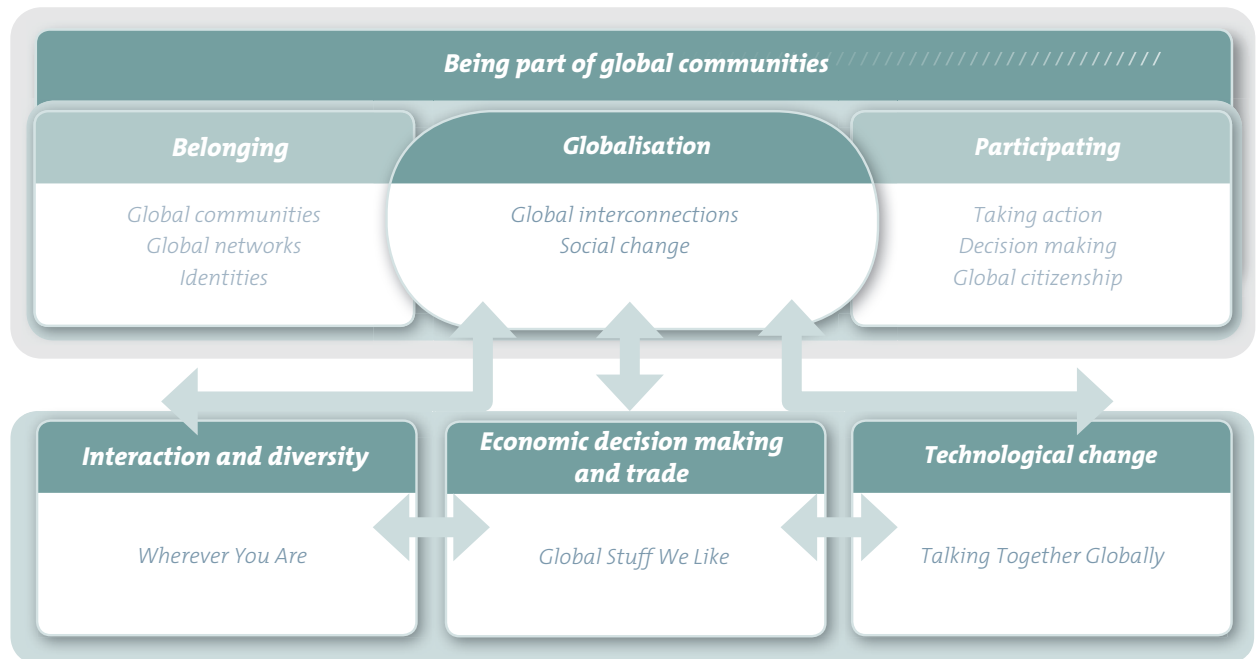
The unit outlines demonstrate the alignment of learning experiences with conceptual outcomes. Each activity extends students’ understandings by, for example, having the students identify connections between multiple concepts or transfer their conceptual understandings to new contexts. (Further examples of aligning learning experiences



with conceptual outcomes can be found in *Approaches to building conceptual understandings.*)

The units in this book focus on five social sciences concepts that are closely connected to *being part of global communities* and to *globalisation*. They are **global interconnections, social change, interaction and diversity, economic decision making**

and trade, and technological change. These five concepts are evident in a range of achievement objectives from levels 1–5. They are not the only concepts that could be selected to make *being part of global communities* and *globalisation* meaningful and tangible for students, but they are five of the most important.



Understanding Being Part of Global Communities

Being part of global communities is closely linked to the concepts of *belonging* and *participating*. Students already participate in the global community because they are members of it. Social sciences learning helps students to become more consciously aware of their part in global communities and to develop conceptual understandings such as:

- we are globally connected;
- we live in an interconnected and interdependent world;
- we need to make decisions about how we participate in global communities.

Students belong to different types of societies and communities, including global ones. Global communities transcend geographical boundaries such as national borders. Members of global communities may have common beliefs, needs, interests, or resources, but they may not have a central or physical location. The phrase “the global community” refers to multiple communities and systems and to the links between them.

For younger students, an important first step in understanding that we are globally connected may be recognising the diverse cultures, heritages, and experiences represented in their classroom. As students explore the nature of global communities, they develop an awareness and understanding of people’s shared identity and common humanity. This helps to build tolerance and empathy with others who may have quite different lifestyles, cultures, or beliefs. Teachers can support students in navigating diversity and difference by building and sustaining a classroom learning community where dialogue is promoted as a means of learning with and from each other.

Whatever the challenges to implementing an international curriculum to promote global civility ... it is essential to teach children ways to communicate peacefully and constructively across cultural differences. “Globalization has connected economies and countries to a much greater extent than ever before ... This can result in new anxieties, mistrust and conflict, or it can result in unprecedented collaborations across cultural boundaries to address the challenges of our times. Which way things

turn will depend to a great extent in what teachers and schools choose to do about global citizenship.”

Prince, 2009

Students’ everyday lives and local environments are part of the global community, but the ways that they already belong to and participate in it may not be immediately obvious to students. (When they eat breakfast, use their EFTPOS card, or enter a social networking site, they are connected to global social, economic, and political systems.) Students are connected to global communities through, for example, their social connections, their impact on the environment, economic and trade networks, communication and media networks, and political systems.

- Their social connections include family and friends around the world, the diverse heritages represented in New Zealand communities, and travel and migration.
- Their use of resources may contribute to or alleviate global warming, rainforest destruction, or the depletion of oil reserves.
- Many of the things that they use and consume will have been imported and/or have links to transnational corporations. They may have raised money to support communities overseas. Many New Zealand brands they may be familiar with operate partly offshore.²
- They are connected through their use of and exposure to communication and media networks such as the telephone, newspapers, satellite television, the Internet, and advertising.
- Many everyday activities are governed or influenced by New Zealand’s involvement in international agreements, such as agreements through the United Nations or the World Trade Organization. For example, when students download music or videos, they are subject to international agreements about intellectual property.

The global community is interconnected and interdependent. For example, when students buy a popular make of jeans, they are participating in social, political, and economic systems and networks that overlap and interact. Branding, production, distribution, and profit-making involve a complex web of relationships between communities, international companies, institutions, and agreements. Buying a pair of jeans connects students to the lives and livelihoods of others around the globe.

Understanding that we are part of an interdependent global community is closely linked to the concept of *responsibilities*. Social sciences learning helps students to consider their responsibilities towards others in the world and towards the environment. For example, social sciences contexts require students to consider challenges that communities around the world are facing. Study within these contexts emphasises the importance of thinking critically about the responsibilities of individuals, organisations, institutions, and governments in relation to these challenges.

² For more information about New Zealand brands with global connections, see Karl du Fresne (2007). Taking New Zealand to the world: Why exporting matters. Auckland: Business NZ. Available online at www.businessnz.org.nz/file/1337/TAKING%20NZ%20TO%20THE%20WORLD%20Why%20exporting%20matters.pdf

Learning stories³ – putting our future on the line

Quinton and Lisa decide to develop an area in their school grounds where students could grow native trees and participate in their management. Their letter to a garden centre outlines reasons why the management of native tree resources is important. In this letter, Quinton and Lisa express conceptual understandings about their connections to and responsibilities towards the global environment.

To the Garden Centre

We are learning about how people manage resources. We found that people don't manage some resources well. For example people cut down trees by the minute, but they don't replant them. When this happens, the level of carbon dioxide increases and speeds up global warming.

responsibilities

We are writing to you because we want to get involved in looking after trees well, but we need your help. We are asking you to donate native trees so we can plant them in our school grounds. If we care for these trees, carbon dioxide will be reduced in the atmosphere, and that will slow down global warming.

connections

People need trees. By your help and ours, we together can prevent bigger damage to our world by planting and caring for native trees. We are also making a commitment to doing something ourselves. We've got a worm farm in our classroom and we're going to recycle paper and cans at school.

responsibilities

Maybe we will not be the ones to suffer, but our grandchildren may be the unlucky ones who will be hit later on if the world does not take action now. We know you get letters every day but this one is about putting our future on the line.

connections

connections

Thank you for taking the time to think about our request.

Yours sincerely

Lisa and Quinton
(Resource Managers)

For more details, see The New Zealand Curriculum exemplars: Social studies: Putting our future on the line, www.tki.org.nz/r/assessment/exemplars/socialstudies/ss_3a_e.php

³ Learning stories illustrate how a teacher or school has used and adapted ideas that are suggested in the BCUSS series to suit their students and their aims for social studies teaching and learning.

Understanding Globalisation⁴

The social sciences have a particular focus on the ways that societies operate and change. Globalisation is an example of the concept of *social change*. You can't see globalisation, but it affects most aspects of society. Globalisation is a complex, dynamic series of processes that has changed, and is continuing to change, institutions, social behaviours, and societal relationships worldwide.

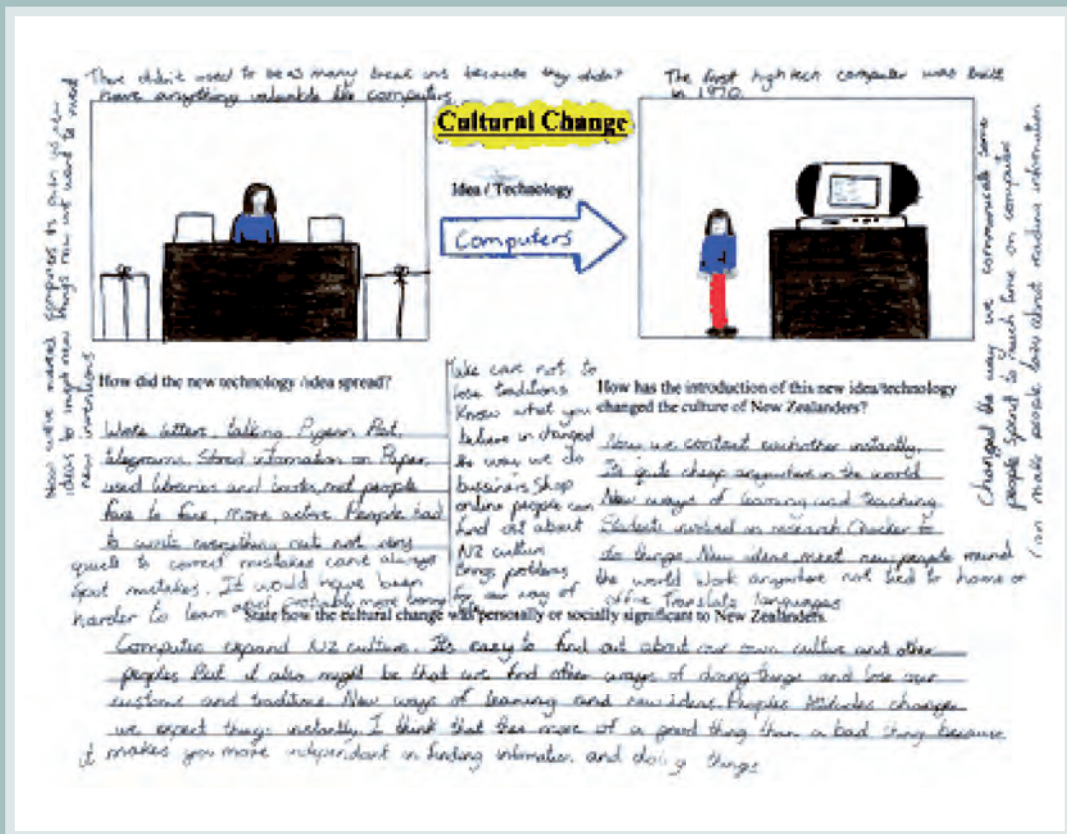
Globalisation has both expanded and contracted our world. It has caused languages and cultures to spread across the world and has resulted in a blending of identities, which is often called "the globalised mass". Globalisation has seen the growth of international trade agreements and multinational companies, which involve almost every country in the world. At the same time, people have responded to the forces of globalisation by creating new regional economic zones and systems of governance and by reasserting their local, cultural, and national identities.

Globalisation both enables and constrains communities, nations, and social change. It is closely linked to the social sciences concept of *power*. Globalisation has seen power being organised on an increasingly global scale. Consequently, those who hold power can be a long distance from those who experience its effects. How organisations, institutions, and governments exercise power on one side of the globe can significantly affect people on the other side.

⁴ Based on ideas from David Held, Anthony McGrew, David Goldblatt, and Jonathan Perraton. Researching globalization. *The Global transformations website* at www.polity.co.uk/global/research.asp

Learning stories – cultural change

Danielle explains her view of the impact that the spread of computer technology has had on the cultural beliefs, practices, and interactions of New Zealanders. She has expressed conceptual understandings about social and cultural change. A next step for Danielle could be to apply the concept of globalisation to her conceptual understandings.



Transcript of key sections from the above screen shot

How has the introduction of this technology changed the culture of New Zealanders?

Now we contact each other instantly. It's quite cheap anywhere in the world. New ways of learning and teaching. Students involved in research. Quicker to do things. New ideas. Meet new people round the world. Work anywhere not tied to home or office. Translate languages. Changed the way we communicate. Some people spend too much time on the computer. Can make some people lazy about reading information.

Take care not to lose traditions. Know what you believe in. Changed the way we do business, shop online. People can find out about NZ culture. Brings problems for our way of life. There didn't used to be as many break-ins because they didn't have anything valuable like computers.

State how the change was personally or socially significant to New Zealanders.

Computers expand NZ culture. It's easy to find out about our own culture and other people's. But it also might be that we find other ways of doing things and lose our customs and traditions. New ways of learning and new ideas. People's attitudes change. We expect things instantly. I think it more of a good thing than a bad thing because it makes you independent in finding information and doing things.

For more details, see The New Zealand Curriculum exemplars: Social studies: A big wired world, www.tki.org.nz/1/assessment/exemplars/socialstudies/ss_4e_e.php

● ● ● Perspectives on globalisation

Social sciences explores the perspectives,⁵ values, and viewpoints of a range of individuals and groups. An important aspect of developing conceptual understandings about globalisation is coming to understand that people have different viewpoints, values, and perspectives about globalisation. Not everyone agrees on what globalisation means, who it applies to, or whether its impacts are positive or negative. People in different places and communities also experience the effects of globalisation differently.

People may have the viewpoints that globalisation is:

- an agenda (a consequence of deliberate choice and action);
- an opportunity with positive and negative consequences (but needing regulation);
- an inevitable process (so be in to win);
- a liberator;
- a process that is increasing inequalities that already exist in the world.

adapted from Murray, 2006

A wide range of values influence these viewpoints. People may be concerned about maintaining their culture's way of life within the "globalised mass" or about the challenges caused by increasing diversity in their community. On the other hand, people may value the amount of information that is now at their fingertips or the different choices they can now make about what they eat, wear, or see. Some people argue that globalisation has disadvantaged poorer countries and communities, while others insist that it will ultimately improve freedom and wealth for all. Other values may relate to the environment, gender equality, the free market, or emerging global political institutions and relationships.

People's viewpoints and values are shaped by a complex and intersecting landscape of perspectives. Some perspectives that could be explored by secondary school students are: ecological, indigenous/cultural, neo-liberal, feminist, libertarian, post-colonial, and pro-globalist perspectives and the perspectives of anti-globalisation movements. These are all umbrella terms in that each term encompasses a wide range of positions. Social scientists attempt to describe and explore the motivations and world views of individuals and groups but rarely provide a definition for each world view or perspective.

⁵ For a social sciences definition of perspective, see *Approaches to social inquiry*, pages 8–9.

● ● ● Taking part in global communities

The learning outcomes that relate to knowledge and conceptual understandings of *being part of global communities* and *globalisation* are closely linked to participatory and skills outcomes. Building conceptual understandings about global communities enables students to consider how they will participate. Students also need knowledge about appropriate actions and ideas, and they need to develop the skills to make a contribution to global communities.

A social inquiry approach is an effective way for students to explore responses to and decisions about being part of a globalised world. It helps them to think critically and reflectively about global issues and about being members of global communities. In the So What? section of the social inquiry (see *Approaches to social inquiry*, page 3), students consider the significance of their learning for themselves and others.

Using a social inquiry approach, students consider how people, including themselves, may actively participate in global communities. They can do so through locally based actions, by supporting international organisations and groups, or by collaborating with others internationally. Figure 1 suggests actions students could take as part of their social studies learning. Some key websites that provide teachers and students with further ideas for taking social action in relation to global issues are provided in the references and further reading section at the back of this book.

Figure 1: Ways to take part in global communities



Approaches to Building Conceptual Understandings of Being Part of Global Communities

This section explores two approaches that can be used to build conceptual understandings about *being part of global communities* and *globalisation*: linking to students' prior knowledge, experience, and interests, and linking concepts with perspectives. These two approaches can be combined with the approaches suggested on pages 6–7 of *Belonging and participating in society*: choosing effective contexts for learning and using a social inquiry approach.

● ● ● Linking to students' prior knowledge, experience, and interests

Making strong connections to students' existing knowledge, experience, and interests is an important place to begin in building their conceptual understandings of *being part of global communities*. Findings from *Effective pedagogy in social sciences/ tikanga ā iwi: Best evidence synthesis iteration [BES]* (Aitken and Sinema, 2008) show that making connections enhances outcomes for students. The stimulus activities in Figure 2 are examples of ways that you can find out about your students':

- existing cultural knowledge and experiences;
- prior knowledge and conceptual understandings;
- different interests and motivations.

Where culture counts, learning can occur more effectively.

Bishop, R. and Glynn, T. (1999)

Students are more likely to achieve in social sciences when they see themselves and their culture reflected in the subject matter and in the context of learning. Finding out what the learners know about globalisation at the start is critical. This reflects the concept of *ako*⁶ by acknowledging, respecting, and valuing who students are and where they come from and by building on what they bring with them to the learning setting.

The activities and question prompts in Figure 2 are designed to elicit students' understandings and feelings. They have been selected because they align with the concept of *global communities*. You could use all these activities, select from them, or adapt them to suit your students' needs. Pages 237–242 of the social sciences BES provide useful guidance about techniques for accessing students' prior knowledge.

The unit outlines in this book give further examples of activities that you can use to access students' prior knowledge. The information that you get from these activities will help you decide how to adapt the units to suit the needs of your students.

⁶ The term *ako* is used to describe a teaching and learning relationship where the teacher is also learning from the students and where educators' practices are informed by the latest research and are both deliberate and reflective. (Ministry of Education, 2008c. Ka hikitia – managing for success: The Māori education strategy 2008–2012. Wellington: Ministry of Education.)

Figure 2: Ways to access students' prior knowledge, experience, and interests

Global continuum

Collect a range of global current events headlines or stories. Ask the students to form a human continuum, with each holding a headline or story. One end of the continuum represents those events that they care most about and the other end the events that they care least about. Discuss the following questions as a class.

Why do you feel emotionally connected to some global events and not others? Should we be concerned about what happens in other places in the world? Why?

Global photographs and picture books

Collect a number of books, including education publications and picture books, containing photographs of people, families, and communities around the world. Ask the students to look at the pictures and discuss the following questions in groups.

What do people around the world have in common? What makes them the same and what makes them different?

Mental maps of the world

Provide groups of students with maps of the world, with a range of countries labelled. Have them colour in or annotate the map to show: countries we know a lot about, countries we know a little bit about, and countries we know very little about. Then discuss the information as a class.

Why do we know a lot about some countries in the world and not others?

As a class, discuss the role of the media.

A lot of our knowledge of countries in Asia is about disasters or tourist destinations. Why is this?

Reflecting on why we want to help others in the world

Ask your students to think of a time when they or someone else helped someone overseas. Discuss the situation and why and how they helped.

Why do people respond to a community or person in need when they don't know them? Why do we choose to help some people and not others?

Personal and cultural identities

Ask your students to consider how people and ideas from around the globe have changed their culture's identity. They could look for ideas in a popular New Zealand magazine, for example, *Tearaway*. Then discuss the questions below as a class.

To what extent do global forces shape our identities? Should we allow global forces to change our personal and cultural identities?

● ● ● **Linking concepts with perspectives**

Another approach is to identify a range of ways in which concepts can be interpreted. People think about and experience being part of global communities in different ways. As a result, they may attach different meanings to concepts such as global connectedness or globalisation. For example, social scientists do not necessarily agree about whether there is a global mass culture or (if there is) what it includes. Exploring differences in conceptual understandings helps students to

deepen their own understandings, think critically, and navigate different perspectives, values, and viewpoints. Global issues provide rich contexts for this teaching and learning. Because global issues are controversial, students encounter and need to consider different opinions.

The units in this book provide students with opportunities to explore people’s perspectives about, for example, the global community (Wherever You Are), technological change (Talking Together Globally), and freedom and fairness in relation to trade (Global Stuff We Like).

Learning stories

*In a unit on human **rights and responsibilities**, a Wellington secondary teacher explored the concept of the global community with her students by asking them to consider what is in their classroom that connects them to other parts of the world. In the student-led discussion that followed, they expressed conceptual understandings about **global***

***interconnectedness** in relation to technology, consumer choice, and fair trade. Their next step was to connect this concept to human **rights and responsibilities**. The students were keen to learn about how they could make a difference in relation to global issues.*



Unit Outlines

This section contains three unit outlines:

- Wherever You Are (levels 1–2)
- Talking Together Globally (level 2)
- Global Stuff We Like (levels 4–5)

The unit outlines provide ideas and activities that you can use with your students to develop conceptual understandings about *being part of global communities* and *globalisation*. They are suggestions only and should be adapted to suit the needs of your students and communities. You are encouraged to use evidence from student data to inform the ways that you use and adapt these unit outlines.

Each unit outline includes suggested achievement objectives, key concepts associated with the unit, a brief outline of the focus for learning, suggestions for other possible learning activities, and links to the values and key competencies outlined in *The New Zealand Curriculum*, as well as a teaching and learning sequence and some useful resources. You will need to supplement these with further resources, strategies, and ideas.

Each unit outline also includes connections to the social inquiry approach by suggesting a specific section of the inquiry to focus on (as highlighted on the diagram reproduced from *Approaches to social inquiry*, page 3). However, students' conceptual understandings could be developed further through exploring other aspects of social inquiry. In the left-hand column of each teaching and learning sequence, suggested focus questions are given to guide students in exploring the focus of learning through this approach. The questions can be adapted or developed by a teacher when planning a unit and/or co-constructed with the students. (See page 6 of the book *Approaches to social inquiry* for some guiding questions to consider when you are planning in the social sciences.)

The right-hand column of the teaching and learning sequences contains suggestions of what to look for as your students progress through the activities and also indicates how particular activities relate to the social sciences BES mechanisms.⁷ The text in this column is coloured as follows:

- **red** – building conceptual understandings;
- **blue** – developing critical thinking;
- **green** – developing a reflective social inquiry approach;
- **grey** – formative assessment opportunity;
- **purple** – mechanisms.

The three unit outlines provided in this book could be adapted for use at other levels of the curriculum. Achievement objectives at different levels can also be used to support or extend the conceptual understandings suggested in each of the units.

Unit Outline: Wherever You Are

Focus conceptual understandings

- People are connected to diverse global communities.
- People can make connections to the global community by interacting with groups in their own community.

Level 1 achievement objectives

Students will gain knowledge, skills, and experience to:

- understand how belonging to groups is important for people (level 1);
- understand how the cultures of people ... are expressed in their daily lives (level 1).

Key concepts

interaction and connections, global community, cultural **diversity**

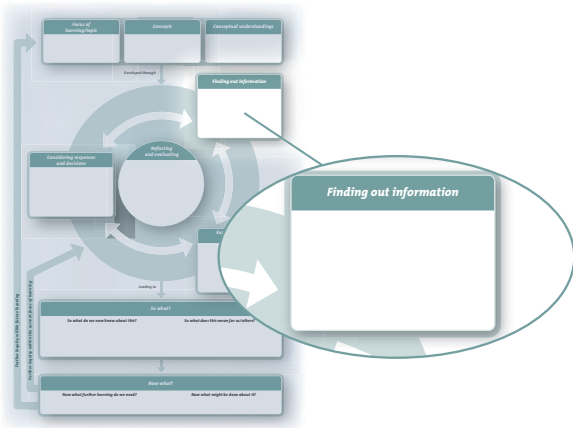
⁷ Effective pedagogy in social sciences/tikanga ā iwi: Best evidence synthesis iteration [BES] (Aitken and Sinema, 2008) suggests teaching strategies to enhance outcomes for diverse students specifically within the social sciences and identifies four “mechanisms” to help facilitate these outcomes. These mechanisms are:

- Make connections to students' lives.
- Align experiences to important outcomes.
- Build and sustain a learning community.
- Design experiences that interest students.

(See page 14 of *Approaches to social inquiry* for more about the social sciences BES.)

Social inquiry

Focus on finding out information.



Focus of learning

These learning experiences focus on understanding the global community. Students will learn about how they are connected to the global community through the cultures and experiences of members of their class. They will explore the similarities and differences among members of the global community and develop conceptual understandings about why appreciating diversity in the global community is important. Students will also learn how they can strengthen their connections to the global community through interacting with members of their classroom's community.

Other possible learning activities

- Visit a local exhibition, business, or supermarket to explore links to the global community.
- Explore the local environment and take photographs of global connections.
- Use the media to find current issues that affect the global community.
- Investigate how food trade connects New Zealand to the global community – see *Thinking globally 1* (Ministry of Education, 2007b).

Exploring this focus of learning at other curriculum levels

Students' learning in this unit could be extended as they gain the knowledge, skills, and experience to:

- understand that people have social, cultural, and economic roles, rights, and responsibilities (level 2);
- understand how the movement of people affects cultural diversity and interaction in New Zealand (level 3);
- understand how cultural interaction impacts on cultures and societies (level 5).

Developing values and key competencies within this focus of learning

Values

A focus on belonging to a global community provides many opportunities to develop greater understanding of the values people hold and how they express those values in the ways that they think and act. You can use these activities to encourage, model, and/or explore:

- diversity, as found in our different cultures, languages, and heritages;
- respect for themselves, others, and human rights;
- community and participation for the common good.

Key competencies

Throughout the activities in this unit, there are many opportunities to develop the key competencies identified in *The New Zealand Curriculum*. In particular, this focus of learning develops the key competencies of:

- relating to others
- participating and contributing.

Additional resources

- M.I.L.K. Project (2001). *M.I.L.K.: Family: A celebration of humanity*. Auckland: Hodder Moa Beckett [distributor].
- M.I.L.K. Project (2001). *M.I.L.K.: Friendship: Celebration of humanity*. Auckland: Hodder Moa Beckett [distributor].
- The Office of Ethnic Affairs (2005). *Portraits: Youth*. Wellington: Department of Internal Affairs.⁸
- The Office of Ethnic Affairs (2007). *Portraits 2: Cultural diversity*. Wellington: Department of Internal Affairs.
- Mem Fox (1998). *Whoever you are*. (Illustrated by Leslie Staub.) Sydney: Hodder Children's Books.
- Family treasures (2007). *School Journal*, Part 1 Number 3, 2007. Wellington: Learning Media.
- Beverly Wood (2008). *Me too*. *School Journal*, Part 1 Number 4, 2008. Wellington: Learning Media.

⁸ For copies of *Portraits: Youth* and *Portraits 2: Cultural diversity, including biographies for the people on page 20*, contact the Office of Ethnic Affairs at www.dia.govt.nz/oeawebsite.nsf/wpg_url/Contact-Us-Index

Links to a social inquiry approach	Activities	What to look for
<p><i>Introducing key concepts and the focus of learning</i></p>	<p>Section 1: Our global connections</p> <p>Focus conceptual understanding: People are connected to a diverse global community.</p> <p>● ● ● Activity 1: Communities we belong to</p> <p>What you need</p> <ul style="list-style-type: none"> Concentric circles marked out on the floor that represent classroom, local, New Zealand, and global communities <p>Ask the students to stand in the inner circle if they belong to the classroom community. Then ask them to stand in the next circle if they belong to the local community (name your school, suburb, or city). Repeat for the New Zealand and global communities, highlighting that the size of the community is increasing.</p> <p>At each step, ask the students:</p> <ul style="list-style-type: none"> Which places are part of this community? What makes you feel like you belong to this community? What makes this community special? How are you connected to this community? 	<p>Formative assessment opportunity Use the discussion to help identify what the students already know about their connections to the global community.</p> <p>Building conceptual understandings Introduce and define the concept of a global community.</p> <p>Mechanisms Alignment Use this information to help you decide how to adapt this unit to suit the needs of your students.</p>
<p>16</p> <p><i>Finding out information</i> How do the things that belong to us connect us to the global community?</p>	<p>● ● ● Activity 2: Find something that ...</p> <p>What you need</p> <ul style="list-style-type: none"> A large world map and sticky dots <p>Have your students work with someone at home to find something that is from another country. Ask them to find out where the object comes from and how it came to be in their home. Ask the students to bring the object to class and share their findings. Add to the discussion by selecting some objects in the classroom that come from overseas.</p> <p>Locate New Zealand on the map. Then place a dot on the map in the relevant countries to represent each student's contribution.</p>	<p>Mechanisms Build and sustain a learning community by promoting dialogue between home and school.</p>

Links to a social inquiry approach	Activities	What to look for
<p><i>Finding out information</i> How do the people we know connect us to the global community?</p>	<p>● ● ● Activity 3: Find someone who ...</p> <p>Have the students ask their classmates questions and find someone who:</p> <ul style="list-style-type: none"> ● has seen something on television about another country ● has been overseas on holiday ● knows someone who has been overseas on holiday ● has lived in another country ● knows someone who has lived in another country ● has parents, caregivers, or grandparents who come from another country ● knows someone whose relations come from another country ● would like to go to another country ● can name two other countries. <p>Model how to ask the questions from the prompts and make sure the students understand that they only record the names of people who answer yes.</p> <p>You could put the students into pairs to ask and answer two questions. Then tell them to change partners and repeat this process until they have talked to five or ten people. See who has recorded the most names.</p> <p>You could set this up as a bingo game, in a 3-by-3 table. Students collect signatures for each of the questions or aim to get three in a row.</p> <p>Add to the class's world map, used in activity 2, by placing a dot to represent each country the students refer to. You could add more to this map during the unit as students find and contribute further ideas from home and from the classroom.</p>	<p>Mechanisms Make connections to students' lives by including links to their cultural knowledge and experiences in activities.</p>
<p><i>So what?</i> What do I now know about how we are connected to the global community?</p> <p>Reflecting and evaluating How does the global community mean different things to different people?</p>	<p>● ● ● Activity 4: Connecting the dots</p> <p>Reflect on the learning from the previous activities:</p> <ul style="list-style-type: none"> ● Ask pairs of students to discuss what the map shows and then share their ideas with the class. ● As a class, decide on an appropriate title for the map. ● Ask the students how people are connected to the global community. Create summary statements to put under the map, beginning "Our class is connected to the global community by ..." <p>Have the students ask a parent, caregiver, or grandparent about how they are connected to the global community and have them share what they find out with the class. Compare the differences and similarities in the responses.</p>	<p>Formative assessment opportunity Look for students' use of the concepts global community and connections as they decide on an appropriate title. Compare their responses to activity 1 to identify what the students now know about their connections to the global community.</p>

Section 2: Our diverse global community

Focus conceptual understanding: People are connected to a diverse global community.

● ● ● Activity 1: Youth portraits

What you need

- Copies of Resource A

Give the students the pictures from Resource A and discuss the biographies of the young people and the differences in their cultures, backgrounds, experiences, hopes, and dreams. Refer back to the concentric circle exercise to explain that they all belong to local, New Zealand, and global communities. Ask the students:

- Is our local community made up of different cultures?
- What makes Tayyaba, Joshua, Alexander, and Sebastian special and unique?
- How are they connected to the global community?

Building conceptual understandings
Look for understandings of relationships between concepts such as diversity, cultures, and global community.

Mechanisms Connection
Ensure inclusive content through making diversity visible in resources. Be careful that the discussion does not bias their understandings.

Finding out information
How are people in the global community different?

Finding out information
How do the things that belong to us connect us to the global community?

● ● ● Activity 2: Global gallery – preparing for reading

What you need

- Create a gallery with photographs of people from all over the world. You can get these from picture books, calendars, or holiday photographs. Using a world map and pins, locate the country that each person comes from.

Talk with your students about the diversity and differences they see in the photographs. Then explain that everyone in the global community has some feelings that are the same. Ask the students to think about what these common feelings might be.⁹ Record their ideas on the board to refer to later.

Building conceptual understandings
Look for a developing understanding of community and students' sense of common humanity.

Finding out information
What do people in the global community have in common?

● ● ● Activity 3: Whoever you are by Mem Fox

What you need

- *Whoever you are*, by Mem Fox (The National Library has multiple copies.)

Read this story with the students. Ask the students: "What is the same about the people in this story?" Compare their answers to the answers they gave in the previous activity.

Ask the students "Why do you think Mem Fox wrote this story?" You could stimulate this discussion with (carefully and sensitively chosen) photographs from a newspaper that illustrate the effects of conflict.

Have the students complete and illustrate the sentence "One way I am part of the global community is ...". Discuss the similarities and differences between the students' statements and illustrations.

Building conceptual understandings
Look for students' understandings of global peace and conflict in the discussion of the author's purpose.

Formative assessment opportunity
Use the discussions to establish the personal significance of the global community to students.

Reflecting and evaluating
How am I part of the global community?

⁹ You could make connections to this learning when reading the School Journal article "Family treasures" and the story "Me too" with students.

Links to a social inquiry approach	Activities	What to look for
<p>So what? Why is learning about people in the global community important?</p>	<h2 style="color: #8B0000;">Section 3: Reflection</h2> <p>Focus conceptual understanding: People can make connections to the global community by interacting with groups in their local community.</p> <ul style="list-style-type: none"> ● ● ● Activity 1: What if ...? <p>Explain and model the process of imagining conditions and their consequences. Ask the class “What if you lived in Australia?” (or any similar question that is interesting and relevant to your students). Volunteer a couple of your own ideas and briefly discuss the students’ ideas. Then have the students discuss one or all of these scenarios in small groups:</p> <ul style="list-style-type: none"> ● What if no one was allowed to visit or migrate to any another country? ● What if television could only show programmes about New Zealand? ● What if we were not allowed to speak to people from different cultures? <p>Note: Be aware of and sensitive to your students’ backgrounds and how they might feel about the questions you choose. For example, a discussion about the first question could become too personal for recent immigrants.</p>	<p>Building conceptual understandings Look for students’ understandings of the importance of global connectedness.</p> <p>Developing critical thinking Look for students’ critical thinking in their “what if” discussion.</p>
<p>Now what? How can we learn more about others in the global community?</p> <p>Considering responses and decisions How could we make stronger connections to other members of the global community?</p>	<ul style="list-style-type: none"> ● ● ● Activity 2: Making global friendships <p>Ask the students:</p> <ul style="list-style-type: none"> ● Is there anything more we need to know about how our class is connected to the global community? ● How could we learn more about other people in the global community? ● How could we make friends with other people in the global community? <p>Follow-up ideas</p> <p>Investigate the global connections of members of the class. Depending on the students’ interests and needs, you could choose to:</p> <ul style="list-style-type: none"> ● have the students participate in an international email and/or webcam conversation; ● have a parent come to speak to the class about their background; ● have the students use the school library to find out more about the countries that members of the class are connected to. 	<p>Mechanisms Make connections to students’ lives by exploring diverse identities within the classroom.</p>

● ● ● **Resource A: Youth portraits**



Tayyaba Khan: first female president of the
Muslim Students' Association

Unit Outline: Talking Together Globally

Focus conceptual understandings

- Rapid changes in technology allow quicker and more effective communications around the world.
- Changes in global communications technology create opportunities and challenges.

Level 2 achievement objective

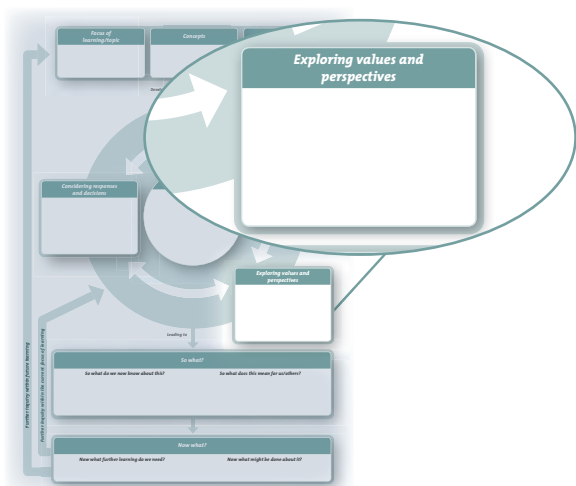
Students will gain knowledge, skills, and experience to understand how time and change affect people's lives.

Key concepts

technological change, impacts (for example, social or environmental) values (for example about technological change and its impacts)

Social inquiry

Focus on exploring values and perspectives.



Focus of learning

These learning experiences focus on how changes in communications technology create opportunities and challenges for communities and people. By examining changes in communications technology, students gain understandings about how the global community is “shrinking”. People can now communicate over long distances more quickly than they ever could in the past. Through talking to people in their community, students can develop understandings about how people view the effects of these changes differently. This unit also provides students with an opportunity to consider how they and others can participate in the global community through the use of communications technology.

Other possible learning activities

- Conduct a full social inquiry into one social or environmental impact of global communications technology, such as the digital divide or e-waste.

Exploring this focus of learning at other curriculum levels

Students' learning in this unit could be extended as they gain the knowledge, skills, and experience to:

- understand how people make decisions about access to and use of [technological] resources (level 3);
- understand how exploration and [technological] innovation create opportunities and challenges for people, places, and environments (level 4). For example, find out how organisations have used communications technology to raise awareness about the opportunities and challenges of global communications technology.

Developing values and key competencies within this focus of learning

Values

A focus on changes in global communications technology provides many opportunities to develop greater understanding of the values people hold and how they express those values in the ways that they think and act. You can use these activities to encourage, model, and explore:

- innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively;
- equity, through fairness and social justice;
- community and participation for the common good.

Key competencies

Throughout the activities in this unit, there are many opportunities to develop the key competencies identified in *The New Zealand Curriculum*. In particular, this focus of learning develops the key competencies of:

- thinking;
- relating to others;
- participating and contributing.

Additional resources

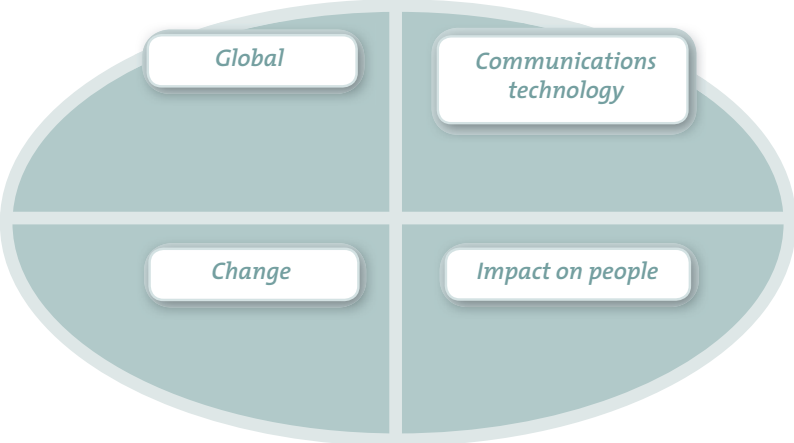
- Overseas Telecommunications at www.teara.govt.nz/1966/P/PostOffice/OverseasTelecommunications/en
- *Telecommunications and computing timeline* at www.wordworx.co.nz/Globaltimeline.htm
- Electronic waste. *Small World 1: Rubbish* at www.globaled.org.nz/smallworld/
- *The digital divide* at <http://issues.tigweb.org/digitaldivide>

Background information for teachers

A number of technological changes have allowed us to communicate in new ways and to have huge amounts of information at our fingertips. The first activity in section 2 explores four of the most important innovations: the Internet, cellphones, satellite technology, and jet engines.

• • • *New technologies and some of their impacts*

New technology	Impact on people
The Internet:	<ul style="list-style-type: none">• is now a key component of daily life for many people;• provides access to huge amounts of information, including news, articles, personal spaces (for example, MySpace), shopping, journals, and libraries;• provides email communication between parts of the world in seconds.
Cellphones:	<ul style="list-style-type: none">• have changed the way people write (text language) and communicate (away from landlines);• enable people to have a camera, diary, video, music player, email, and data storage all in one place;• can be used to access the Internet from almost anywhere;• are now a fashion statement for some.
Satellite technology:	<ul style="list-style-type: none">• provides access to media broadcasting from all over the world (for example, Sky TV);• contributes to changes in how people spend their leisure and recreation time;• can be used for mapping (global positioning systems [GPS]);• is an essential part of international communication.
Jet engines:	<ul style="list-style-type: none">• mean that air travel is still growing, but due to unsustainably low petrol prices, this may start to change;• mean increased flows of travellers through bigger terminals, quicker connections and processing, competitive pricing, and tourism growth;• provide quicker connections for both passengers and freight around the world.

Links to a social inquiry approach	Activities	What to look for
<p>Introducing key concepts and the focus of learning Introducing key concepts and the focus of learning</p> <p>Exploring values and perspectives In what different ways do people view the impacts of global communications technology?</p>	<p>Section 1: Changes in global communication</p> <p>Focus conceptual understanding: Rapid changes in technology allow quicker and more effective communications around the world.</p> <p>● ● ● Activity 1: Concept circle</p> <p>Put the following diagram on the whiteboard:</p>  <p>Have groups of students discuss and/or write sentences about the links between these concepts. “Global” and “communications technology” may need prior clarification through using tangible objects, such as a globe and a cellphone. Display or keep each groups’ work to return to later in the unit.</p>	<p>Formative assessment opportunity Use the discussion to help identify what the students already know about changes in global communications technology and to check their understanding of people’s values.</p>
<p>Finding out information How have communication technologies changed over time?</p> <p>Finding out information What has been the impact of these changes on people’s lives?</p>	<p>● ● ● Activity 2: How did people communicate around the world in the past?</p> <p>What you need</p> <ul style="list-style-type: none"> ● Resource A <p>Ask the students “How do we communicate with people around the world today?” Show the photographs and ask them to predict what the article might be about. Read the text, focusing on the question “What changed in Great-great-grandma’s life?” Consider the communications technologies that would be new to her if she were alive today.</p> <p>Have your students interview their parents, caregivers, grandparents, or community members about the new communications technologies they have seen in their lifetimes. How have these changed their lives?</p>	<p>Building conceptual understandings Look for developing understandings of change over time and the impact of change.</p> <p>Mechanisms Build and sustain a learning community by promoting dialogue between home and school.</p>

Links to a social inquiry approach	Activities	What to look for
<p><i>Finding out information</i> What has happened to the speed of change? How have changes in global communications technology affected people's lives?</p>	<p>● ● ● Activity 3: Visual timeline of global communication</p> <p>What you need</p> <ul style="list-style-type: none"> ● A timeline around the classroom walls or on the whiteboard or smartboard (Mark out even spaces for the decades between 1870 and 2010.) ● Artefacts representing changes in New Zealand's communications technology. (These could be objects, photographs, or documentary clips. Resource B gives information about technologies used between 1870 and 2010 and suggests some sources you could use for photographs and clips.) <p>Discuss the artefacts with the students – what they are and their impact on global communication. Concentrate on when people were using these communication technologies rather than when they were invented. Alternatively, you could set this up as a series of learning stations with a set of sentence starters: "I think this is ...", "It helped global communications by ...", "One question I have is ...".</p> <p>Link each item to the classroom timeline. Ask the students to observe what happens as we get closer to the present – the pace of technological change speeds up the closer to the present one gets.</p>	<p>Building conceptual understandings Look for students' understandings about the increased rate of social change.</p>
<p><i>Finding out information</i> What has happened to the speed of change?</p>	<p>● ● ● Activity 4: Global communications networks today</p> <p>What you need</p> <ul style="list-style-type: none"> ● A ball of string <p>Have the students sit in a circle. Ask them to think back to the story "When Great-great-grandma used the telephone" and think of as many ways as they can that people could communicate globally at that time. As each student responds, hand them the ball of string – connecting the circle together like a web.</p> <p>Repeat the same exercise for the present, asking students about how each method of global communication has changed people's lives. The web or network will become more complex. You could pass the ball of string at a faster speed to represent the speed at which communication can now take place.</p>	<p>Mechanisms Alignment Use these activities as an opportunity to revisit the concept of increased change over time.</p> <p>Formative assessment opportunity Use the discussion around this activity to identify shifts in students' understandings about change and impact.</p>

Section 2: Perspectives about changes in communications technology

Focus conceptual understanding: Rapid changes in communications technology present opportunities and challenges.

Exploring values and perspectives

What shapes people's viewpoints and values about global communications technology?

Reflecting and evaluating

Why was this information produced and from which perspective?

Activity 1: Values continuum

What you need

- Resource C

Write the statement “New communications technologies only create problems in the world” on the whiteboard. Have the students line up along a continuum, with “agree” and “disagree” at either end. Ask the students to give reasons why they placed themselves in their position on the continuum.

Give the students a copy of Resource C. Tell them these images come from a company that sells communications cables (cables are elements in two of the images). Help the students understand the images by asking questions such as:

- Are these images from the past or the present? How do you know?
- What is happening in each of these images?
- How do these images relate to the idea of fast global communication?
- Do these images portray global communication positively or negatively? What makes you say this?
- Why did the company choose these images?
- Would everyone see global communications technology in this way?

Formative assessment opportunity

Look for students' understanding of viewpoints, values, and perspectives about the concept global communications technology.

Exploring values and perspectives

Why might people agree and/or disagree about the benefits of global communications technology

Activity 2: Home learning jigsaw

Place the students into groups. Allocate each group one new form of communications technology: the Internet, cellphones, satellite technology, or jet engines. Ask the students to discuss the advantages and disadvantages of this technology and report their ideas back to the class. Begin a class table:

	Advantages	Disadvantages
The Internet		
Cellphones		
Satellite technology		
Jet engines		

Have each group interview a parent, caregiver, or grandparent about the new technology they were allocated in class – what do they see as its advantages and disadvantages?

Collate the responses back in the classroom and add new ideas to the class table.

Mechanisms

Build and sustain a learning community by promoting dialogue between home and school.

Links to a social inquiry approach	Activities	What to look for
<p><i>Exploring values and perspectives</i> What shapes people's viewpoints?</p>	<p>● ● ● Activity 3: School survey</p> <p>Choose one of the four communications technologies from above that interests your students. In groups or as a class, the students design a survey for their peers about its advantages and disadvantages. Each student could interview two or three other students at school. Collate the results as a class and consider the findings:</p> <ul style="list-style-type: none"> ● What was the same and what was different about the responses from their peers? ● Were their schoolmates' responses different from those of their parents, caregivers, or grandparents? <p>Follow-up idea</p> <ul style="list-style-type: none"> ● Conduct a social inquiry about the opportunities or challenges of global communications technology, such as e-commerce or e-waste. 	<p>Mechanisms Interest <i>Meet the diverse motivational needs of your students by allowing them to choose their own focus for the activity.</i></p>
<p><i>Finding out information</i> Who has access to global communications technologies?</p> <p><i>Exploring values and perspectives</i> What shapes people's viewpoints?</p>	<p>● ● ● Activity 4: The digital divide</p> <p>What you need</p> <ul style="list-style-type: none"> ● Map 336 (Internet users 2002) from www.worldmapper.org and an ordinary map of the world <p>Spend some time with your students making sense of these maps by comparing and contrasting the Internet use of the various countries and regions. Then introduce the idea that those countries that have the most Internet users are made to look the biggest. Ask the students:</p> <ul style="list-style-type: none"> ● Which areas on the map are much smaller than on the ordinary world map? (You could name these areas as you go.) ● Why do you think that countries in these areas have very few Internet users? ● Would people in these countries want to use the Internet? How might it help them? <p>Discuss some of the things people with access to the Internet can do: shop around, communicate with their friends, pay fines, look up maps, access newspaper and magazine articles from all over the world, and get wireless access.</p>	<p>Building conceptual understandings <i>Look for connections between the concepts of poverty and wealth and access to global communications technology.</i></p>

Links to a social inquiry approach	Activities	What to look for
<p><i>Considering responses and decisions</i></p> <p><i>How do people's values and perspectives influence their responses?</i></p>	<p>● ● ● Activity 5: One Laptop per Child</p> <p>What you need</p> <ul style="list-style-type: none"> ● Access to the One Laptop per Child organisation website: http://laptop.org/en/ <p>Show the students the video that summarises the vision of this not-for-profit organisation and the photographs of some of the children this educational project is helping. Use the SCAMPER¹⁰ tool for creative thinking to select tasks and/or questions for your students, as follows:</p> <p>Substitute: What might have happened if this education project had never started?</p> <p>Combine: How might the outcome change if the aim of the project was to make money?</p> <p>Adapt: How might this project change in the future?</p> <p>Modify: Rewrite some selected text from this website from the point of view of a child who has received a laptop.</p> <p>Put to use: How could more people support this project?</p> <p>Eliminate: Retell this story, removing one of the five principles.</p> <p>Rearrange: What would have happened if the organisers of this project had no access to the Internet?</p>	<p><i>Building conceptual understandings</i></p> <p><i>Look for students' understanding of the values underpinning this project.</i></p> <p><i>Developing critical thinking</i></p> <p><i>Look for creative and critical thinking in students' responses.</i></p>

¹⁰ Page 92 in Sandra Cubitt, Robyn Irvine, and Alison Dow (1999). Top tools for social sciences teachers. Auckland: Longman.

Links to a social inquiry approach	Activities	What to look for
<p>Exploring values and perspectives <i>What should global communications technology be like in the future?</i></p>	<p>Section 3: Reflection</p> <p>Focus conceptual understanding: People are connected to a diverse global community.</p> <p>● ● ● Activity 1: Concept circle</p> <p>Return to the concept circle activity at the beginning of the unit. In their original groups, have the students discuss their new conceptual understandings and/or add new sentences.</p> <p>Have each group pick their best idea and write a debate proposition about it beginning “_____ should ...?” (for example, “Governments should provide free Internet access for their citizens”). Choose some of these questions to debate in class.</p>	<p>Formative assessment opportunity <i>Compare the students’ responses to those in their initial concept circle activity and identify shifts in their conceptual understandings. Look for students’ use of values and perspectives in the debates.</i></p>
<p>Exploring values and perspectives <i>What should global communications technology be like in the future?</i></p>	<p>● ● ● Activity 2: Futures thinking</p> <p>In groups, have the students brainstorm ways that global communications technology might change in their lifetimes. Then ask them to divide their suggestions into three groups: changes that will <i>probably</i> happen, changes that <i>might possibly</i> happen (blue skies), and changes that they would <i>prefer</i> to happen. Have each group report their suggestions back to the class, answering the following questions:</p> <p>Probable: What makes you think this?</p> <p>Possible: What is exciting about these ideas?</p> <p>Preferred: Why did you choose these?</p>	<p>Building conceptual understandings <i>Look for students’ understanding of diverse values and perspectives, including their own, as they answer each question.</i></p>

● ● ● **Resource A: When Great-great-grandma used the telephone**



When Great-great-grandma was a child, most people did not have a telephone. If they wanted to talk to someone overseas, they would usually send letters or postcards. Messages from overseas usually came by telegraph. Telegraph operators used Morse code. They tapped keys to make short and long sounds that were codes for letters of the alphabet.



Some people in Great-great-grandma's time would have had telephones like this one (dated at around 1914) in their homes. They could only call people in New Zealand. They could not push the numbers for themselves as we do. They had to turn the handle on the telephone. This made a bell ring at a telephone exchange. They would tell the operator what number they wanted, and the operator would connect them to the other person's telephone.



When Great-great-grandma was an adult, she got her first telephone. At that time (1930s), people could make long-distance calls overseas, but most people could not afford the cost. It was not until Great-great-grandma was old that she made an overseas call.

.....
Based on the article "When great-grandpa used the telephone". *School Journal*, Part 1 Number 2, 1979.
Wellington: Learning Media. Pictures sourced from the Alexander Turnbull Library, Timeframes collection.

● ● ● **Resource B: Changes in New Zealand's global communications**

Decade	Change in New Zealand ¹¹	Teacher source
1870s	<ul style="list-style-type: none"> The first telegraph message was sent via a cable from Botany Bay in Sydney to Cable Bay near Nelson. 	Images of undersea cables from Te Ara Online Encyclopaedia at www.teara.govt.nz
1930s	<ul style="list-style-type: none"> Overseas calls became possible but were very expensive. 	Photographs of early telephones from Timeframes at http://timeframes.natlib.govt.nz/
1960s	<ul style="list-style-type: none"> New Zealand's first official television transmission The rise of international travel 	The first <i>Country calendar</i> programme at www.teara.govt.nz NZBC classics from www.tvnzondemand.co.nz New Zealand aviation photographs from www.teara.govt.nz
1970s	<ul style="list-style-type: none"> 200 business computers in New Zealand, mainly mainframes New Zealand's first ATM machine was installed. 	Image of a mainframe computer http://encarta.msn.com
1980s	<ul style="list-style-type: none"> EFTPOS transactions became possible. Over 2000 "brick" (so-called because of their size and weight) cellphone users in New Zealand TV3 was established. 	Twelve new technologies in the 1980s from www.howstuffworks.com
1990s	<ul style="list-style-type: none"> Sky TV became available. Nearly all New Zealand schools had a fax machine. One third of people had a computer at home. Nearly all New Zealanders had a telephone. One third of New Zealanders used a cellphone. 	Computer advertisements from www.youtube.com
2000s	<ul style="list-style-type: none"> iPhone, Blackberry, smaller laptops, and so on 	What's new in technology from www.ted.com

¹¹ Source: www.wordworx.co.nz/Globaltimeline.htm and www.teara.govt.nz

• • • **Resource C: Communication with others around the world today**



Unit Outline: Global Stuff We Like

Focus conceptual understandings

- Globalisation shapes young people's choices about what they use and consume.
- Consumer choices affect other members of the global community and the environment.

Level 4–5 achievement objectives

Students will gain knowledge, skills, and experience to:

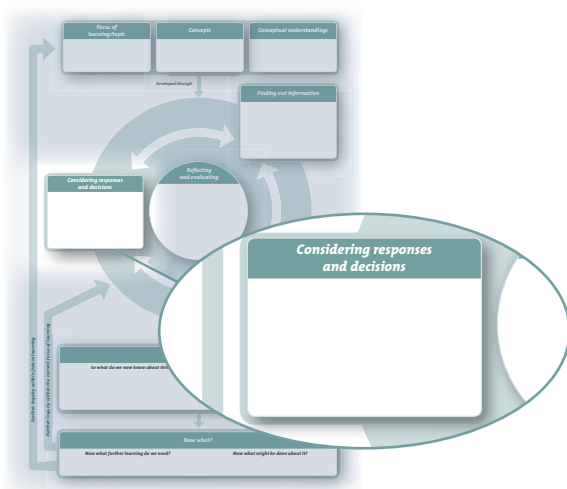
- understand how producers and consumers exercise their rights and meet their responsibilities (level 4);
- understand how economic decisions impact on people, communities, and nations (level 5);
- understand how cultural interaction impacts on cultures and societies (level 5).

Key concepts

economic decision making, trade, impacts of consumer choice, youth cultures

Social inquiry

Focus on considering responses and decisions.



Focus of learning

These learning experiences focus on how New Zealand youth cultures are influenced by ideas, trends, marketing, and goods that come from overseas. Students will gain an insight into how their choices about what they use and consume are affected by the forces of globalisation.

By examining the concept of trade, students will develop understandings about the consequences of trade for those who produce the goods that they use and consume. They will consider the responsibilities that people, including themselves, have in relation to other people when making choices about what they purchase.

Other possible learning activities

- Investigate New Zealand's economic growth and international trade. See *Thinking globally 1* (Ministry of Education, 2007b).
- Find out more about the relationship between trade and New Zealand's standard of living. See *Thinking globally 2* (Ministry of Education, 2007c).
- Find out more about New Zealand exports. See *Taking New Zealand to the world: Why exporting matters* (du Fresne, 2007).

Exploring this focus of learning at other curriculum levels

Students could build a foundation for learning in this unit as they gain the knowledge, skills, and experience to:

- understand how people make choices to meet their needs and wants (level 2);
- understand how groups [global institutions] make and implement rules and laws (level 3);

Students' learning in this unit could be extended as they gain the knowledge, skills, and experience to:

- understand how people participate individually and collectively in response to [global] community challenges (level 4).

Developing values and key competencies within this focus of learning

Values

A focus on trade and consumer choice provides opportunities to develop greater understanding of the values people hold and how they express those values in the ways they think and act. You can use these activities to encourage, model, and explore:

- innovation, inquiry, and curiosity, by thinking critically, creatively, and reflectively;
- equity, through fairness and social justice;
- integrity, which involves being honest, responsible, and accountable and acting ethically;
- community and participation for the common good.

Key competencies

Throughout the activities in this unit, there are many opportunities to develop the key competencies identified in *The New Zealand Curriculum*. In particular, this focus of learning develops the key competencies of:

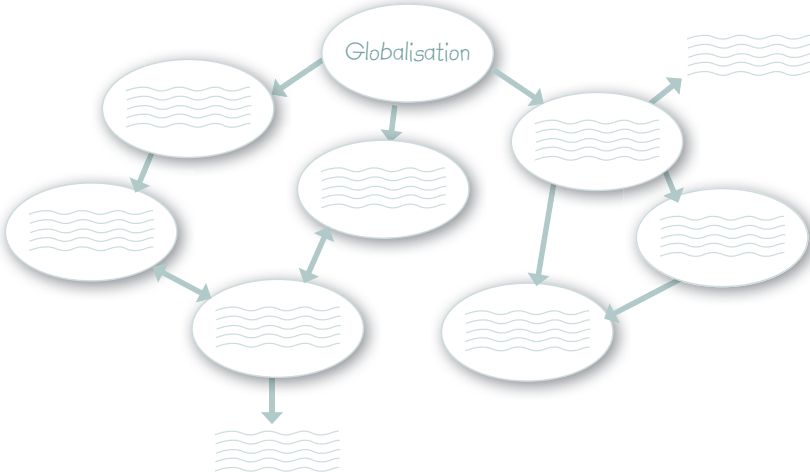
- thinking
- participating and contributing.

Additional resources

- Global marketing. *Global Issues 2: Battle of the brands* at www.globaled.org.nz/globalissues
- Anup Shah (2008). "Consumption and consumerism" at www.globalissues.org/issue/235/consumption-and-consumerism

- Fair Trade resources at www.fta.org.au and www.tradeaid.co.nz
- World Trade Organization resources for students at www.wto.org

Teaching and learning sequence

Links to a social inquiry approach	Activities	What to look for
<p><i>Considering responses and decisions</i> How have people responded to global trade? What are the consequences of these responses?</p>	<h3>Section 1: Our global consumer connections</h3> <p>Focus conceptual understanding: Globalisation shapes young people's choices about what they use and consume.</p> <ul style="list-style-type: none"> • ● ● Activity 1: Outlook for someday <h4>What you need</h4> <ul style="list-style-type: none"> • Access to the student-made film <i>Homegrown clothes</i> from the Outlook for Someday website: www.theoutlookforsomeday.net/films/2007/034 <p>Ask the students:</p> <ul style="list-style-type: none"> • What are the film's messages? Do you agree with them? Why or why not? • Why do you think these students chose to make this film? • What might be some consequences of their action? • Whose voices or perspectives are missing? 	<p><i>Formative assessment opportunity</i> Look for students' initial conceptual understandings, assumptions, and feelings about global trade.</p>
<p><i>Introducing key concepts and the focus of learning</i></p>	<ul style="list-style-type: none"> • ● ● Activity 2: Concept wall <p>Provide the students with concepts that relate to the film and this unit, for example, global trade, producers, consumers, young people, choice, impact, economic decisions, fair trade, and globalisation. Ask the students to work in groups to place these concepts in a hierarchy shaped like a pyramid. Have the students use connectors, arrows, and descriptions to show the relationships between these concepts. As a class, discuss the different groups' ideas and reasons for their choices.</p> 	<p><i>Formative assessment opportunity</i> Look for students' existing connections between concepts.</p> <p>Mechanisms Alignment Use this information to help you decide how to adapt this unit to suit the needs of your students.</p>

Finding out information

How does what we use and consume connect us to the global economy?

● ● ● **Activity 3: Sorting global stuff**

What you need

- A series of about thirty cards, each naming a well-known product that we use or consume

Ask the students to look at the cards in pairs or small groups and sort them into two categories: things that are just from New Zealand and things that come from overseas. Discuss the students' perceptions and, if necessary, prompt them to consider global connections that they may not have thought of, such as where the raw materials might have come from, the sources of the ideas that went into designing them, or where the advertising comes from.

Building conceptual understandings

Look for developing understandings of global connectedness.

Finding out information

What influences our choices as consumers?

● ● ● **Activity 4: Global stuff we like**

What you need

- The cards from activity 3

Have the students work in the same pairs or groups and divide the same cards into two new categories: stuff we think people in our class like and stuff we think they don't like. When the groups have finished, ask the class:

- How did you decide what children your age like or don't like?
- Did everyone divide these cards the same way?
- How do you think someone younger or older than you, in a different part of New Zealand or in a different country, would sort these cards?

Pose the question "What influences our likes and dislikes as consumers?" The students could consider personal tastes, role models, advertising, the media, peer pressure, and the availability of the products. The students could create an advertisement, a rap, a play to act out, or a static image that highlights the influences on their decisions about which products to use.

Building conceptual understandings

Look for students' developing understandings of the influences on their consumer decision making.

Considering responses and decisions

How do others influence my consumer choices?

Considering responses and decisions
How do my consumer choices impact on others in the world?

Reflecting and evaluating
Why was this information produced and from whose perspective?

Section 2: Making economic choices

Focus conceptual understanding: Consumer choices affect other members of the global community and the environment.

● ● ● Activity 1: Knowing where our jeans come from

What you need

- Copies of the online publication *Global Issues 15: Trade: A fair journey?* at www.globaled.org.nz

Give out copies of *Global Issues 15* for the students to read. Discuss questions about the messages in this publication, for example:

- Why has the Global Education Centre produced it?
- Who are they speaking for?
- Whose voices are missing? What might be their responses to this publication?
- What's your response?

Use the context of the manufacture of and trade in jeans to build the students' conceptual understandings about global trade, producers, consumers, young people, choice, impact, economic decisions, fair trade, and globalisation.

You could choose one of the following activities to help the students explore these concepts:

- Taboo: the students talk about a concept in pairs without using the word itself.
- Acrostic: the students create an acrostic using the letters in the word globalisation.
- Last person standing: the last person standing is the person who can use at least two of the key concepts in a statement about jeans without repeating what a previous speaker said.

Developing critical thinking
Look for students' understanding of the sources of information that are available and/or unavailable.

Building conceptual understandings
Look for the connections between concepts.

Considering responses and decisions
What makes a critically aware consumer?

So what?
Why is it important to know where the things we use and consume come from? What else do we need to know?

● ● ● Activity 2: Knowing where my stuff comes from

Have each student choose a product and investigate its sources: the raw materials, where the idea or innovation comes from, where the product is manufactured, and where the company headquarters are. They could do this by looking at the labels, using the Internet, and/or contacting the supplier. The students could then create a classroom wall display or storyboard to depict the flow of products to New Zealand.

As a class, discuss the questions "Are the impacts of this global trade always negative?" and "What more do we need to know to be able to make informed choices about what we buy?" The students could then summarise this discussion by writing a job description, a business card, or a curriculum vitae for a critically aware consumer.

Mechanism Interest
Meet the diverse motivational needs of your students by allowing them to choose a product

Developing critical thinking
Look for students' understanding of critical thinking skills.

Now what?
What could I do in response to global economic issues?

Reflecting and evaluating
How do our responses differ? How do different values shape responses?

Activity 3: Responding to global economic issues

What you need

- Access to the movie at www.storyofstuff.com
From its extraction through sale, use, and disposal, all the stuff in our lives affects communities at home and abroad, yet most of this is hidden from view.

www.storyofstuff.com

As a class, view the movie. Place the students into groups. Have them select one issue that interested them from the story. Then have the groups use the Decidatrix tool¹² to consider how they could respond to this issue, as follows. As a class, select three criteria that will help them evaluate their responses, such as low cost, minimal environmental impact, feasibility for students of our age, or positive impact on social justice. Rank each of the responses (1 being the highest) and add up each row. The lowest number, as in row 5 below, is the best response according to the selected criteria.

Possible response	Evaluation criterion	Evaluation criterion	Evaluation criterion	Total
...	3	5	5	13
...	4	2	2	8
...	2	3	4	9
...	1	4	3	8
...	5	1	1	6

You can adapt this activity by adding more responses (if there are six responses, rank from 1–6 and so on), using more or different evaluative criteria and/or weighting the criteria.

Building conceptual understandings
Look for students' understandings of values in relation to responses to global economic issues.

Activity 4: Free or fair – what do you think?

What you need

- Resource A

Ask the students what they think “freedom” and “fairness” are. Some useful question prompts for these concepts, such as “Can freedom and fairness conflict?” “Can freedom and fairness go together?” and “Could fairness reduce your freedom?” are provided on the Philosophy for Children website at www.p4c.org.nz/values.html

Clarify the distinction between the terms “free trade” and “fair trade”. Then give each student one of the perspectives from Resource A. Have them think about how their speaker would define freedom and fairness. Share the ideas in small groups or as a class and then discuss the following questions:

- Is free trade fair? Does it restrict freedom?
- Does fair trade restrict freedom? Why do people think it is fair? Is there such a thing as true fair trade?

Building conceptual understandings
Look for students' understandings of different perspectives about the concepts of freedom and fairness in relation to global trade.

Developing critical thinking
Look for critical and creative thinking in students' responses.

¹² Sandra Cubitt, Robyn Irvine, and Alison Dow (1999). Top tools for social sciences teachers. Auckland: Longman.

Section 3: Being globally minded consumers

Focus conceptual understanding: Consumer choices affect other members of the global community and the environment.

● ● ● Activity 1: Global wrap up

Return to the Outlook for Someday and Concept Wall activities. Ask the students how they would change or add to their initial ideas, feelings, and values. Ask each student to identify one activity that shifted their thinking in this unit and to explain why they think it could be important for other students to do this activity.

● ● ● Activity 2: Future perspectives thinking

Place the students into groups of two or three. Have them imagine that they are the chief executive officer of a New Zealand enterprise in 2040. Ask them to decide:

- what product they are selling on the global market;
- what global opportunities and challenges their enterprise faces (political, economic, social, environmental, or technological);
- how they intend to exploit these opportunities and meet these challenges.

Have the students “sell” their future enterprise to the class using a computerised presentation, a persuasive speech, or a series of flip-charts.

Allocate each audience member a role that represents a different future perspective, such as a leader of an indigenous minority community, a development worker, a delegate at a World Trade Organization meeting, a union organiser, a human rights campaigner, an intellectual property lawyer, the CEO of a company selling a similar product, a campaigner for gender equity, or a global advertising company.

As they listen to each presentation, have the students complete a SWOT (strengths, weaknesses, opportunities, threats) analysis from their allocated perspective. Discuss the students’ responses to each presentation.

Follow-up idea

Have the students investigate the global issues that come out of this exercise in more depth. You may find the following websites helpful:

- www.tigweb.org/understand/issues
- www.globaleducation.edna.edu.au/globaled/go
- www.globaled.org.nz

Formative assessment opportunity

Compare the students’ responses with those for the initial activities to identify shifts in their conceptual understandings.

Mechanism Interest

Meet the diverse motivational needs of your students by allowing them to choose their own focus for the activity.

Developing critical thinking

Look for creative and critical thinking in students’ responses.

Building conceptual understandings

Look for students’ understanding of a range of perspectives in relation to future globalisation and global trade.

*Considering responses and decisions
How might individuals and groups respond to the effects of globalisation in the future?*

*Now what?
What more do I need to know about globalisation and trade in the future?*

Visitor to WTO headquarters, Geneva

I'm pleased New Zealand is a member of the World Trade Organization. I like the way it tries to get agreement between most countries about what the global rules of trade should be. It promotes free trade – fewer trade restrictions means that goods and services can flow more easily between countries. The system is our best chance for international peace, stimulating economic growth, and encouraging governments to be well organised.

Forty-year-old New Zealander

As a result of free trade, we now have heaps more choice about the products we can buy in New Zealand. Things have become cheaper too. I can remember a time when you had to travel overseas to get electronic goods at an affordable price.

Anti-WTO campaigner

Once we make a free-trade agreement, it is very hard to undo, and we have to stick to what we agreed to. Free-trade agreements restrict what governments can do in their own countries, making it harder for them to create new laws that protect local industries or our environment.

Local Chamber of Commerce spokesperson

We are an export nation. We rely on other nations buying our goods. Free trade has the potential to increase our overseas market. A free-trade agreement is a good thing for New Zealand in an economic downturn because other countries try to protect their markets by not importing so much.

Member of a non-governmental organisation

Free trade is making the gap between rich and poor nations wider. The WTO system is unfair because it favours rich countries and large multinational corporations – smaller countries have less power.

Shopper

I want to know that the goods I buy come from companies where the rights of workers have been protected and they have good working conditions. I want trade to be based on principles such as equity, sustainability, and respect.

New Zealand clothing designer

We need to create jobs and protect our local industries by buying New Zealand made. We need to be encouraging the innovation and entrepreneurship of Kiwi companies that are starting up.

News watcher

Outstanding New Zealand companies are ending up manufacturing their goods overseas because labour costs are cheaper. And who can blame them?

Father

We consume way too much. At my daughter's school fair last weekend, they were selling bags of clothing for \$1 – all beautiful clothes with designer labels. What are we coming to?

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