

# Where do my sneakers come from?

## Industry links the world

### Strand

Place and Space

Systems, Resources and Power

### Core learning outcomes

#### *Place and Space*

**PS 4.1** Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.

**PS 4.4** Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.

#### *Systems, Resources and Power*

**SRP 4.1** Students outline how Australian industries link to global economic and ecological systems.

**SRP 4.5** Students classify values that underpin campaigns and organisations associated with human or environmental rights.

### Purpose and overview

Activities assist students to use the integrating socially model of inquiry to investigate personal consumerism. Through this investigation, students develop understandings related to globalisation, economic/ecological interdependence and social justice.

Through active participation in activities that investigate industries involved in the production of goods, students develop understandings about links between ecological and economic factors and the production and consumption of familiar resources.

Students explore global patterns of industry, such as resource extraction and distribution, trade and wealth distribution among countries.

Students use information from websites to reflect on and evaluate human rights campaigns relating to working conditions in countries around the world. Unfair dismissal laws and the Eight Hour Day and equal pay campaigns in Australia are investigated, and Australian working conditions are compared with those of other countries.



Phases	Activities	Core learning outcomes	Some assessment opportunities
<b>1. Tuning in, preparing to find out</b>	1. Around the world in a morning 2. Globingo	PS 4.4 SRP 4.1	Students discuss the diversity of countries from which everyday goods are imported for use in Australia.
<b>2. Finding out</b>	3. The world in the classroom 4. Primary, secondary and tertiary industries 5. Chocolate-chip mining	PS 4.1 PS 4.4 SRP 4.1	Students investigate the links between Australian resources and the global economy and prepare a group presentation tracing the production of a familiar Australian resource/product. The presentation should also demonstrate students' understandings of the environmental effects of the extraction, production and distribution of the resource/product.
<b>3. Sorting out</b>	6. The production race 7. Who works where? 8. Whose rights?	PS 4.1 SRP 4.1 SRP 4.5	Students investigate the relationships between the wealth of countries, measured in GNP (gross national product), and the levels of participation of its labour force in primary and secondary industries. Students discuss the correlations and their implications.
<b>4. Going further and making connections</b>	9. Case study of companies 10. Countries without borders: transnational or multinational corporations	PS 4.1 SRP 4.5	Students compare the practices of two organisations that operate with fundamentally different underlying approaches to working conditions and labourers' rights. Students construct a table to present their interpretation of the variety of workplace practices and identify values that underpin and motivate these organisations.
<b>5. Taking action</b>	11. Case studies of alternative systems 12. Role of international agencies 13. Getting involved 14. Evaluating action	PS 4.1 PS 4.4 SRP 4.1 SRP 4.5	Students critically investigate the values that are inherent in the campaigns of international organisations working in the field of world trade, labour and development. Students develop a report detailing this campaign work. Special attention should be given to students' classifications of organisations' underlying values.

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### **Assessing learning outcomes at different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 4 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Assessment opportunities are not listed at the end of activities or phases as many opportunities exist to gather evidence of students' demonstrations of identified learning outcomes throughout the module. Descriptions of assessment opportunities are included in the activities and in the overview table.

## Using this module

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Phases 1 to 5 should be presented sequentially; however, it is not necessary to complete every activity within each phase. Preview the activities in each phase and choose those that best suit students' needs and interests.

### **Education for Sustainability**

The activities in this module draw on 'Education for Sustainability' as ratified by Chapter 36 of the Rio Summit's Agenda 21. Education for Sustainability is based on a growing acknowledgement of the interdependence of environmental, social, economic and political issues. It recognises that environmental problems cannot be viewed in isolation from the political, social and cultural contexts within which they occur. This approach builds upon education for the environment as it promotes critical thinking and aims for social change. It also requires students to question critically the power structures that underlie environment and development issues.

### **Globalisation**

Since the beginning of the 20th century, and particularly since 1945, globalisation has expanded the focus of communities from the local level to national and global levels. Australian students are now growing up in a world where interdependence inextricably connects them with people throughout the world. Globalisation has affected a wide range of spheres, including communications, transportation, markets, enterprise and finance, employment practices, culture and the sovereignty or independence of individual nation-states in the face of increasingly influential world bodies and agencies.

While globalisation has had many positive impacts, it has also had a number of negative effects. It is important that students feel empowered with a sense of hope, rather than overwhelmed by 'global forces'.

One important aspect of globalisation is the interconnectedness of resource production, labour, industrialisation and consumption. The erosion of the importance of national borders and the increase in the power and influence of transnational corporations will continue to increase during students' lifetimes. Activities in this module assist students to learn about globalisation, particularly the links forged by trade and the production and consumption of goods in different parts of the world, and to explore the inequities in this system. Students are also encouraged to develop their abilities to make decisions about alternatives to the present systems.

Further reading about globalisation is available in the following papers on the Queensland School Curriculum Council website:

- *Globalisation and Years 1 to 10 Studies of Society and Environment Key Learning Area*
- *A Futures Perspective: Position Paper.*

## Background information

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### Terminology

In this module students have opportunities to become familiar with and use the following terminology:

barter	fossil fuel	neo-imperialism
budget	globalisation	non-renewable resource
capital intensive	'green' revolution	prefabricated
capitalism	GDP (gross domestic product)	primary industry
cash crops	GNP (gross national product)	primary resource
communism	high-tech	recession
conglomerate	human rights	renewable resource
cooperative	import	secondary industry
development	industrial complex	secondary resource
economic activity	inequality	service industry
economically developed country	infrastructure	tertiary industry
employment structure	interdependence	trade
environmental impact	labour intensive	transnational corporation
exploitation	manufactured	value
export	multinational corporation	wage
extraction		

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module. Consult the websites of the following school authorities for policies related to equity, social justice and economic/ecological sustainability:

- The Association of Independent Schools of Queensland Inc:  
[www.aisq.qld.edu.au/schools/schools.html](http://www.aisq.qld.edu.au/schools/schools.html)
- Education Queensland: <http://education.qld.gov.au>
- Queensland Catholic Education Commission:  
[www.qcec.qld.catholic.edu.au/www.index.cfm](http://www.qcec.qld.catholic.edu.au/www.index.cfm)

### Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- critically challenge power systems that perpetuate social and economic inequalities within and between countries
- critique a range of values held by individuals and companies
- be aware of inequities that occur within the global workforce
- participate in actions that are designed to promote social justice.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

This module has conceptual and process links to the following modules:

- Level 2: *From farm, factory and sea: Goods and services in the community*
- Level 3: *Our future: Past and future study*
- Level 4: *Changing places: Changing global environments*
- Level 4: *Resources rich and rare: Australian resource management*
- Level 5: *Environment and development: World environments*
- Level 6: *The global citizen: Ecology and economy.*

### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *The Arts*:

- DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and roleplays.
- DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.
- DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.

## Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Tuning in, preparing to find out

*Core learning outcomes emphasis: PS 4.4, SRP 4.1*

Students develop an awareness of the interconnected nature of the world, with a particular focus on globalisation. Different types of globalisation and their advantages and disadvantages are explored. Students identify links between the production and distribution of resources.

#### Activity 1 Around the world in a morning

*Resource 1*

**Teaching considerations**

You will need to create a story about a fictitious student to demonstrate how aspects of daily life in your area connect to various countries. Use Resource 1 as a guide and modify it as needed.

Read a story that details a 'morning in a student's life' (Resource 1). Ask students to identify how many connections are made between the student and countries in the 'global community'.

Attach a large world map to the wall. Invite students to use pieces of wool or string to connect their location to the countries mentioned in the story.

At the conclusion of the activity, discuss the variety of connections between students' life and the global community. Discuss the term 'globalisation' and consider how transport technologies, markets, enterprise, communications and employment practices relate to everyday events and resources in the local area.

#### Activity 2 Globingo

*Resource 2*

*Support materials and references*

To assist students to identify the different types of globalisation and to increase their awareness of how their own lives are closely interconnected with the wider world, introduce them to the Globingo game (Resource 2). The aim of this game is to fill in as many squares as possible by finding students who can provide responses for each of the categories. Model the 'milling' strategy (Mannison 1998) and assist students to use the strategy to gather responses from their classmates.

Explain that the name of the relevant country and the name of the student who gave the information should be written in the appropriate square. Ask students to record a student's name in one category only to ensure maximum interaction amongst class members. When a row of four squares — horizontally, vertically or diagonally — has been completed, ask students to call out 'Globingo!'.

Encourage students to continue gathering responses and asking questions, rather than viewing this activity as a 'competition'. Discuss the range of responses gathered in each of the categories.

### Phase 2 Finding out

*Core learning outcomes emphasis: PS 4.1, PS 4.4, SRP 4.1*

Students explore industries and track the production of familiar products from raw materials through the processing and manufacturing stages. Global production and consumption of products is also discussed.

#### Activity 3 The world in the classroom

Review students' understandings of 'resources' (see the Level 4 module *Resources rich and rare: Australian resource management*).

Ask pairs of students to identify and record materials that are needed to make items that are found in the classroom — for example, wood for desks and copper for electric wires. Assist students to examine maps that show major Australian imports and exports and to identify where the materials they recorded may have originated.

Alternatively, organise a visit to a local supermarket and survey where products were grown or produced. Assist students to record this information on world maps.

Organise a visit to a local factory to investigate where the raw materials being used originated and to determine how dependent the factory is on raw materials from other countries. Encourage students to ask for facts and figures concerning the finished products, including:

- What proportion is sold in Australia?
- What proportion is exported? To which countries?
- By which means and routes are they transported there?

#### **Activity 4 Primary, secondary and tertiary industries**

Explain and discuss the concepts of primary, secondary and tertiary industries — for example, ‘Primary industries produce food and raw materials directly from nature and include agriculture, fisheries, forestry and mineral extraction. Secondary industries are also called processing or manufacturing industries. Secondary industries use the products of primary industries and process them — for example, processing iron ore into steel to make manufactured goods, such as cars. Tertiary industries are service industries. Workers provide services rather than produce goods — for example, retail and tourism.’ Discuss industries in the local area in relation to these categories.

#### **Resource 3**

Discuss possible investigations that could be conducted into resources and industries (Resource 3). Assist groups of students to choose a resource, locate information and begin their investigation.

#### **Activity 5 Chocolate-chip mining**

##### **Teaching considerations**

You will need to provide a packet of chocolate-chip biscuits and a packet of toothpicks.

Give pairs of students a number of biscuits and toothpicks. Explain that they have to use the toothpicks to extract the valuable chip (resource), taking care not to damage the surrounding environment too much. Using the chocolate chip analogy, assist students to discuss the meaning of the terms ‘resource’, ‘raw materials’ and ‘primary industry’.

Develop the analogy further by discussing secondary and tertiary industries that may follow, such as manufacturing chocolate bars (secondary) to be sold at a corner store (tertiary). Discuss the ‘probable’ environmental impacts of extracting the resource.

Using this scenario, model a flow chart that illustrates the relationships between these industries and assist students to construct their own chart.

Encourage students to:

- describe methods of ‘mining’ that extract the greatest amount of ‘resource’ (chocolate chip)
- consider the effect this ‘mining’ has on the surrounding ‘environment’ (the biscuit is symbolic of the natural environment).

Assist students to continue their resource investigation by considering secondary and tertiary industries and how they impact on the environment.

### Phase 3      **Sorting out**

*Core learning outcomes emphasis: PS 4.1, SRP 4.1, SRP 4.5*

Students examine the workforce employed in primary and secondary industries, and investigate social justice issues that relate to work and the workforce in a globalising society.

#### **Activity 6      The production race**

This activity is designed to develop students' appreciation of the changes in manufacturing that have been brought about by the move to mass production.

Assign groups of students a 'job' in one of two car-manufacturing companies. Company A manufactures cars by custom-building each car (provide resources such as mathematical instruments, card, pens and scissors). Company B utilises the assembly line procedure (provide a cardboard outline of a model car and scissors). Set each company the same task: to produce as many cars as possible in a set time.

During discussions about productivity, acknowledge that it was not a 'fair race' as those students working on the assembly line with a pre-made model were at an obvious advantage. Discuss how economic factors such as cost of production and wages for employees relate to the production of goods.

#### **Activity 7      Who works where?**

Assist students to gain a deeper understanding of the economic factors involved in the processing of primary resources and the production and consumption of secondary goods and services in Australia and other countries. Assist them to continue their investigation into their selected resource by asking them to research and discuss:

- how much their selected resource contributes to gross national product and gross domestic product
- government spending in the area of their selected resource
- goods and services that are produced from their selected resource
- wages paid to workers who process and manufacture the resource
- profits generated by various government departments and companies as a result of the processing and manufacturing of the resource
- Australia's economy
- Australia's workforce and the percentages of the workforce employed in primary and secondary industries.

#### **Activity 8      Whose rights?**

**PART A** This activity provides opportunities for students to be introduced to the inequalities and injustices inherent in global trade, particularly primary production in less economically developed countries.

**Resource 4**

Assist students to read, rehearse and present the sketch 'Tea for One' (Resource 4). Discuss the connections and interdependence between primary, secondary and tertiary industries involved in producing tea.

**PART B** Students learn about a campaign for the basic rights of workers (for example, the Eight Hour Day campaign or one relating to unfair dismissal) while exploring associated issues of social justice.

**Support materials and references**

Show a video that explores worker exploitation in developing countries and encourage students to discuss their thoughts and ideas. (Contact Film Australia for information about videos on this topic.)

**Resource 5**

Organise students into groups of five to represent 'work teams' in a 'sweatshop'. Give each group one 'chance' card and four 'regular day at work' cards (Resource 5). Ask a student from each group to shuffle the cards and give one card to each 'worker' in the group.



After determining who is holding the chance card, students discuss the scenario facing that member of their work team:

- What do you think might happen in this situation if you were a worker in a less economically developed country?
- What would happen to you if you were a worker in an Australian factory?

After small-group brainstorming, lead a whole class ‘factory meeting’ as the ‘sweatshop overseer’. Use a three-column table to record information from this meeting. Explain that a number of problems faced by some of the workforce have been brought to your attention. Ask the relevant ‘worker’ in each group to read out his/her problem and write the problems in the left-hand column of the table. Ask the worker to state the consequences of their problem as determined during their work team discussion and, if necessary, investigate and write this response in the middle column.

Problem	Example of a probable consequence in a developing country	Example of a probable consequence in Australia
You become very sick and need to stay in bed for a day. You cannot come in to work that day.	You are fired.	
You are injured at work by a machine you are using. You need to take time off work.	You have no income, and if you cannot recover in a short time, you are fired.	
You are totally exhausted from working for a whole year. You ask for a holiday.	No holidays, paid or unpaid, are granted.	
Your weekly take-home pay is not covering your basic expenses of rent and food. You ask for more pay.	No raises — you can stay or leave and have no income at all.	
Your boss takes a personal dislike to you. You are fired.	There is no protection from unfair dismissal.	
You are working from 7 a.m. to 8 p.m. six days a week. You are completely exhausted and do not get enough sleep. You rarely see your family.	There is no limit to the number of hours the boss can make you work.	
It is a particularly busy week at work. The boss says you cannot have any lunch or rest breaks because there is not enough time.	Breaks are a privilege. If it is too busy, you simply have to keep working.	
Some of the machinery you are using is dangerous and requires safety equipment. Your boss refuses to provide any.	You have to pay for your own safety equipment. If you can't afford it and are hurt, that is entirely your own problem.	
You are 12 years old and in full-time work. This means it is impossible for you to go to school and gain an education.	You will miss out on an opportunity to get a better job in the future. But your family needs the money you are earning now to survive.	

**Support materials and references**

Assist students to research and discuss Australian factory workers’ rights in relation to each of the scenarios and ask them to record their findings in the third column. (*Discovering Democracy Primary Kit* contains useful information about workers’ rights and campaigns in Australia’s past and present). Ask students to read the testimonies of workers at different global workplaces (see [www.caa.org.au/campaigns/nike/reports/index.html](http://www.caa.org.au/campaigns/nike/reports/index.html)) and to discuss the information. Highlight the different levels of protection for workers in different parts of the world. Discuss these inequities and ask students to think about who consumes the products and who benefits from companies’ cost-cutting practices (assist students to recall the discussions about the ‘Tea for One’ sketch).

## Phase 4 Going further and making connections

**Core learning outcomes emphasis: PS 4.1, SRP 4.5**

Students learn about the ways in which inequalities in the consumption of resources are created and maintained, and review the role that multinational and transnational corporations play in maintaining this global structure.

### Activity 9 Case study of companies

#### Teaching considerations

A variety of examples may be studied to assist students to investigate the values that underpin transnational corporations and campaigns associated with human rights — for example, the impact Shell Oil (a Dutch transnational corporation) has had on the indigenous Ogoni people of Nigeria. Consider using this case study as an assessment instrument.

Values are subjective. It is very important that students are not criticised for the values that they express. Emphasise that the activity does not contain 'right' and 'wrong' responses. Students could consider:

- How do your own values relate to these?
- What recommendations could be made to companies about how to restructure their business?

Brainstorm and discuss campaigns in the past and present that investigate human rights (see the elaborations for SRP 4.5 in the sourcebook guidelines). Assist students to identify which of these campaigns relate to work and human rights.

#### Support materials and references

Assist students to use the Internet to investigate 'both sides' of the production of a brandname shoe — for example, a Nike running shoe.

Some questions for discussion might include:

- What is a 'human right'?
- In what ways does the company allegedly abuse human rights?
- If websites present different views, who are we to believe?
- What could the company do to improve the situation?
- What values do you believe underpin the company's philosophy?

#### Resource 6

Assist students to compare the practices of the company with those demonstrated by a sustainable, community-based business venture such as Community Aid Abroad's One World Shops. Use Resource 6 to aid comparison. Discussion could focus on the following:

- In what ways are these both successful companies?
- Is economic success more important than ethical success? Why?
- What differences do you notice between the perceived values and motives of each organisation?

### Activity 10 Countries without borders: transnational or multinational corporations

Assist students to investigate the terms 'multinational' and 'transnational' ('ownership' of companies will aid their identification). Ask students to examine magazine and newspaper advertisements for products produced by transnational corporations (make sure advertisements that relate to students' lives are included). Some questions to discuss might include:

- Are you familiar with these products?
- How would you group or categorise these advertisements? Why?
- What other advertisements could you add to the list?
- How would you describe this transnational company?

Discuss 'brandname' products that are owned by transnational companies — for example, Palmolive is owned by UniLever, a transnational company. See [www.newint.org/index4.html](http://www.newint.org/index4.html) for information about multinational and transnational companies.

Some questions for discussion might include:

- Does this information about transnational companies surprise you? Why?
- How do you think this situation came to be?
- Where do you think many of the products are made?
- Do you think the countries/workers are being paid a fair price for their resources or their labour? Why?
- What impacts do transnational companies have on more economically developed countries and less economically developed countries?
- Who is advantaged and disadvantaged by transnational and multinational companies' use of 'cheap labour' manufacturing?
- What can we as Australian consumers do about this?

## Phase 5 Taking action

*Core learning outcomes emphasis: PS 4.1, PS 4.4, SRP 4.1, SRP 4.5*

Students undertake independent studies of organisations, agencies and groups that are working to counter the negative aspects of globalisation. They may choose to participate in an activity to support such a group or to become involved in supporting a community project or campaign.

### Activity 11 Case studies of alternative systems

If possible, invite a guest speaker from a local cooperative and/or an 'alternative' economic system such as LETS (Local Exchange and Trade System) to speak to the class. Alternatively, provide students with a range of information on these subjects. Engage students in a discussion about their role in economic systems. Questions for discussion may include:

- What is an 'alternative' economic system?
- How do 'alternative' economic systems such as LETS work?
- What characteristics of these systems are valuable?
- What values do they practise?
- What impacts would large-scale barter systems have on economic elements such as tax and social security?
- How do cooperatives benefit the community?
- How do these examples reflect principles of justice, democracy and fairness?
- Would it be easy to rely purely on these types of systems without traditional economics? Why?

### Activity 12 Role of international agencies

*Support materials and references*

Assist students to access information about and discuss the roles of international agencies (see 'Support materials and references' for relevant websites). Organisations that students could contact that are actively working or campaigning for improvement in globalisation issues include:

- United Nations (UN)
- Red Cross
- Community Aid Abroad (CAA)
- International Labour Organization (ILO).

*Resource 7*

Assist groups of students to research either a global organisation involved in changing or solving the current problems caused by globalisation or one particular campaign being run by an organisation (see Resource 7). Invite each group to present their findings to the class.

**Activity 13 Getting involved**

Use the presentations about organisations and campaigns to assist students to discuss and decide what action they may want to take as a group. Participation could include:

- choosing an agency/community project and raising money to support it
- writing letters to editors, parliamentarians and/or companies
- boycotting companies and raising awareness about the issue in the school community
- lobbying parliament
- participating in campaigns (such as Community Aid Abroad's 'Sweatshop Watch').

**Activity 14 Evaluating action**

Assist students to reflect on and evaluate their actions. Questions to aid concluding discussions include:

- How did your actions affect yourself and other groups?
- Did your actions achieve your aims? Why?
- Could the actions have been conducted differently? If so, in what ways?
- How could you have improved your plans?

## Around the world in a morning: A narrative of globalisation

### Resource 1

Jonathan is 12 years old. He lives with his family in the mining town of Mt Isa in north-west Queensland. He has lived there all his life, but has made the 1 600 kilometre trip to Brisbane to visit cousins on three occasions.

Each school-day morning, the clock radio beside Jonathan's bed wakes him at exactly 6.30 a.m. His clock radio, which was made in Hong Kong, was a gift from his parents for his birthday last year. This morning, Jonathan gets out of bed and puts on his school uniform. His cotton uniform was made in a clothing factory in India and his Nike sneakers were made in Indonesia. Jonathan washes his face in the bathroom before heading down for breakfast. The water that flows from the tap has travelled through copper pipes laid inside the walls of the house. The copper in these pipes came from a large copper mine in Chile, South America.

At the breakfast table, Jonathan reaches for the Kellogg's cereal packet, unaware that the cereal was made by a company based in America. His mum passes him a glass of juice she has freshly squeezed from oranges grown in California, USA. Jonathan's mum works at the local telephone exchange, operating computers that connect telephone calls between Australia and the rest of the world. Jonathan thanks his mum for the juice and, finishing his bowl of cereal, offers to make the toast for the rest of the family. The toaster has been mass produced in a Japanese-owned factory in The Philippines. Seeing his dad come into the kitchen and knowing how much he enjoys a cup of coffee before work, Jonathan puts the Taiwanese-made kettle onto the stove to boil. He turns on the gas and lights it with a match. If he looks carefully at the box of matches, Jonathan will see that they are made in Sweden using plantation timber. Jonathan's dad smiles and winks at him when Jonathan hands him a steaming cup of coffee made from a blend of coffee beans grown in Papua New Guinea and Central America. Jonathan's dad works as a miner in the main mine in Mt Isa. The tin ore that is dug from the ground at the mine site is exported to many countries around the world by ship.

As Jonathan finishes his toast, he reads a postcard from his Aunty Sarah and Uncle Matt. His aunt and uncle, both teachers, are spending a year in China teaching English to Chinese business people. Jonathan always enjoys hearing and reading about their experiences. He is interrupted by his dad telling him they are leaving in five minutes and he had better get a move on or they will all be late. Jonathan pushes his chair under the wooden kitchen table. It was made from an exotic timber called teak, which, although Jonathan does not know it, was logged in the Malaysian rainforest. After rushing upstairs to brush his teeth and grab his school bag, Jonathan closes the front door behind him and jumps into the family car with his parents. Their car was made on an assembly line in Japan. On the way to the school, Jonathan's mum pulls the car into a service station to fill up with petrol. The Shell petrol station is owned by a local businessperson, but is controlled by the Shell company headquarters in the Netherlands. The petrol comes from the oil fields of the Middle East, particularly Saudi Arabia.

As soon as Jonathan arrives at school, he runs out to the oval to join his friends in a game of cricket, a sport invented in England. When he becomes bored with the game, he walks back towards the school and another group of his friends. They call him over to join in their game of basketball, a sport invented in the USA. Jonathan eagerly joins them, but only has time for a couple of shots before the bell calls everyone in for the start of lessons.

In class, while the teacher is talking about the continents and oceans of the world, Jonathan makes notes using a pen made in South Korea, a pencil made of wood from Indonesia and an eraser made in Germany from rubber harvested in Thailand. The paper in his exercise books is made in Japan from woodchips exported from Tasmania, Australia.

Jonathan is happy when the bell rings for morning tea as he is feeling quite hungry. He opens his lunch box and eats the salmon sandwich, his favourite. The salmon was caught off the Canadian coast and canned in Canada. After the sandwich he eats the Milka chocolate bar, which was made in Switzerland from cocoa beans grown in Brazil. Feeling satisfied, Jonathan returns to his desk. Staring up at the big world map the teacher has attached to the chalkboard, he daydreams about the time when he will experience things from other parts of the world.

**Globingo**

**Resource 2**

**GLOBINGO**

Find someone who:

<b>A</b> has a parent or other relative who was born in another country	<b>B</b> has a pen pal in another country	<b>C</b> is learning a foreign language	<b>D</b> has a relative living in another country
<b>E</b> has helped a visitor from another country	<b>F</b> enjoys the music of a group from another country	<b>G</b> is wearing something made in another country	<b>H</b> enjoys eating foods that originate from or are grown in other countries
<b>I</b> can name a famous sports star from another country	<b>J</b> has a family car made in another country	<b>K</b> has talked to someone who has lived in another country	<b>L</b> lives in a home where more than one language is spoken
<b>M</b> has recently seen a story about another country in the newspaper	<b>N</b> has recently learned something about another country from a television program	<b>O</b> owns an electrical appliance made in another country	<b>P</b> has travelled overseas

<b>A</b> _____ name  _____ country	<b>B</b> _____ name  _____ country	<b>C</b> _____ name  _____ language & country/ies	<b>D</b> _____ name  _____ relative & country
<b>E</b> _____ name  _____ country	<b>F</b> _____ name  _____ group & country	<b>G</b> _____ name  _____ item & country	<b>H</b> _____ name  _____ food & country
<b>I</b> _____ name  _____ sports star & country	<b>J</b> _____ name  _____ country	<b>K</b> _____ name  _____ country	<b>L</b> _____ name  _____ language & country
<b>M</b> _____ name  _____ country	<b>N</b> _____ name  _____ fact & country	<b>O</b> _____ name  _____ appliance & country	<b>P</b> _____ name  _____ country

## Investigating resources

## Resource 3

### Core learning outcome

#### Systems, Resources and Power

4.1 Students outline how Australian industries link to global economic and ecological systems.

Your task is to prepare a group presentation that follows a resource from its origins in Australia to its use in a variety of secondary and tertiary industries around the world. To do this you will need to:

1. Choose an Australian resource that is exported to other countries — for example, iron-ore, wool, uranium, beef, coal, oil, cotton or wheat.
2. Gather and compile information from a variety of sources.
3. Use the following questions to help you prepare your presentation:
  - Where in Australia does the resource come from?
  - If a primary resource, how is the resource extracted/grown?
  - Where is the resource exported to?
  - How does it get there?
  - What overseas secondary and tertiary industries use the resource?
  - What is produced?
  - What happens to these products?
  - What environmental and social effects occur at each stage?
4. Plan your presentations. Use a variety of visual resources including maps, diagrams, illustrations and electronic presentations.
5. Practise your presentation, ensuring equitable participation of all group members.

Criteria for assessment. Has the student:	Comments
<ul style="list-style-type: none"> <li>• made links between Australian primary industry and other parts of the world?</li> <li>• demonstrated an understanding of the environmental impacts of the development of the resource at all stages?</li> <li>• gathered data from a variety of sources?</li> </ul>	
<ul style="list-style-type: none"> <li>• presented information in an interesting manner?</li> <li>• presented information in a logical format?</li> <li>• produced and used effective visual aids?</li> </ul>	
<ul style="list-style-type: none"> <li>• worked cooperatively in a group to prepare the presentation?</li> <li>• been involved equitably in the presentation?</li> </ul>	

## Tea for one

## Resource 4

<b>Characters:</b>	Café owner Customer Grower Importer Packager Shipper Wholesaler	<b>Props:</b>	Small table and a couple of chairs Newspaper Cup and saucer A tea bag \$2 (made up of 2 x 50 cents; 3 x 20 cents; 3 x 10 cents; 2 x 5 cents) Large name tags (Importer, Grower etc.) to pin to actors
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A customer is sitting at a table in a café reading a newspaper and looking towards the counter every so often.

- Customer:** Don't you love the weekend! I've got all Saturday morning to sit here and read the paper and enjoy my cup of tea. Ahhhh, tea!
- [Slightly impatiently, directed at the café owner who has come over to his/her table with a cup of tea on a serving tray, but just stands there] ... Well come on then, give me my tea.
- Café owner:** It's not your tea yet. You have to buy it from me. That will be \$2 please.
- Customer:** Two dollars for a cup of tea! That's expensive, isn't it?
- Café owner:** Well, I have to pay my staff, buy all the tea bags, pay the rent on my café, not to mention paying for the electricity and gas.
- Customer:** OK, OK, I get the picture. Keep your tea, it's all yours.  
*[Wholesaler pushes the café owner aside and takes the cup of tea.]*
- Wholesaler:** Oh no it isn't! S/he has to buy it from me.
- Customer:** Who's that? *[indicating the wholesaler]*
- Café owner:** S/he's the wholesaler who buys packaged tea bags in bulk. I buy the limited amount of tea I need in my café from him/her.
- Customer:** So where does s/he get the tea from?  
*[Importer steps forward and pushes the wholesaler aside and takes the cup of tea from him/her].*
- Importer:** From me! We grow very little tea in Australia. Most of it comes from countries like Sri Lanka, India and China. I run a company that imports tea bags from these countries and I sell it to him/her *[points to wholesaler]*.
- Customer:** *[turns to importer]* Oh, I see. So you're the one who really owns the tea.
- Shipper:** Oh no s/he's not! S/he just sits behind a desk in an office and orders and buys tea. I'm the one who has the difficult job. My ship takes the tea from Sri Lanka all the way across the Indian Ocean to Australia.
- Customer:** So it's really you I should be giving my \$2 to *[tries to give the shipper the \$2]*. Here you are.  
*[Packager pushes forward, puts out his/her hand to stop the \$2 being handed over and takes the cup of tea.]*
- Packager:** Not so fast! Before s/he ships the tea across the ocean, it needs to be packaged and processed into tea bags. My company, based in Colombo, the capital of Sri Lanka, takes the dried tea leaves and packages them up into the small tea bags that you are familiar with *[holds up a tea bag]*.
- Customer:** So the tea is yours. Well, here's the \$2 to pay for it. *[Customer holds out his/her \$2 again, this time to the packager.]*  
*[Grower steps forward, pushes the packager aside and takes the cup of tea.]*



## Tea for one (continued)

## Resource 4

- Grower:** Oh no you don't! Where do you think s/he gets the tea to put in the tea bags?
- Customer:** Let me guess ... from you!
- Grower:** Exactly! From *me*! I'm the one who grows the tea bushes in Sri Lanka and I'm the one who picks the leaves. It's because of my small tea farm in Sri Lanka that you are able to enjoy your cup of tea in Australia on this Saturday morning.
- Customer:** At last! *[a look of relief]* Now I know who the tea belongs to and who I should be paying. Thank you very much. Here is your \$2. *[S/he pays the Grower who holds the \$2 in coins in an open palm.]*
- [The packager intervenes and the others follow suit, walking up to the grower and taking their share of the coins and returning to their position in the queue.]*
- Packager:** *[As s/he takes a coin from the grower's hand]* That will be 50 cents for packaging your tea into that tea bag.
- Shipper:** That'll be 35 cents for shipping the tea bag.
- Importer:** Twenty-five cents for importing it.
- Wholesaler:** Twenty cents for buying the tea bags in bulk and storing them.
- Café owner:** Sixty cents for taking the tea bags to my little café so that you *[turns to the customer]* can buy a cup of tea.
- Customer:** *[frowning, trying to make sense of everything, turns to the grower]* But hold on just one minute — the tea belonged to *you*. It was your tea that I bought. I don't mind paying you \$2 because you grew it. But I'm not giving my money to this lot! *[waves arm across to indicate the others]* How much have you got left?
- Grower:** Ten cents.
- Customer:** Ten cents. Is that all? It doesn't seem very fair.
- [As each person says the following lines, s/he pops his/her head out of the queue.]*
- Packager:** It's the way of the world.
- Shipper:** We've all got to make a living.
- Importer:** I've got a family and I'm trying to pay off our house.
- Wholesaler:** This is not a charity you know.
- Café owner:** You can always go and drink your tea somewhere else if you don't like it.
- Customer:** But it isn't fair! It was his/her tea, and s/he gets the smallest amount!
- All:** *[All poking their heads out of the queue]* But nobody said it would be fair!
- Customer:** Oh! *[All freeze, then exit.]*

**Workers' conditions cards** **Resource 5**

Chance cards

<p>You become very sick and need to stay in bed for a day.</p>	<p>You are injured at work by a machine you are using.</p>	<p>You are totally exhausted from working for a whole year. You need a holiday.</p>
<p>Your weekly take-home pay is not covering your basic expenses of rent and food.</p>	<p>Your boss takes a personal dislike to you.</p>	<p>You are working from 7 a.m. to 8 p.m. six days a week. You are completely exhausted and do not get enough sleep. You rarely see your family.</p>
<p>It is a particularly busy week at work. The boss says you cannot have any lunch or rest breaks because there is not enough time.</p>	<p>Some of the machinery you are using is dangerous and requires safety equipment. Your boss refuses to provide any.</p>	<p>You are 12 years old and in full-time work. This means it is impossible for you to go to school and gain an education.</p>

Regular cards

<p>Regular day at work</p>	<p>Regular day at work</p>	<p>Regular day at work</p>
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**Comparison table****Resource 6**

	<b>Nike</b>	<b>Community Aid Abroad</b>
Quality of goods		
Price of goods		
Location of manufacturing plants		
Treatment of workers with regard to: <ul style="list-style-type: none"> <li>– wages</li> <li>– sick leave</li> <li>– overtime</li> <li>– working conditions</li> </ul>		
Impact of the industry on the environment		
Marketing strategies used		
Amount of goods sold		
Profit		
Impact on the community (of manufacture)		
Underlying values		

**Investigating human rights campaigns/organisations**

**Resource 7**

**Core learning outcome**

**Systems, Resources and Power**

4.5 Students classify values that underpin campaigns and organisations associated with human or environmental rights.

You are to plan a group multimedia presentation on an organisation or campaign working to improve human and/or environmental rights.

- Choose an organisation that interests you. Gather as much information as you can, including information that may not present the organisation in a positive way.
- Make sure your information includes the aims and objectives of the organisation; how the organisation works; the activities carried out; and the effects of the organisation. You should also identify and analyse the values upon which the organisation is built.
- Prepare 'visuals' to include in your presentation.
- Compile a written report of your findings.

Criteria for assessment. Has the student:	Comments
<ul style="list-style-type: none"> <li>• used both primary and secondary sources of information?</li> <li>• creatively presented his/her information?</li> <li>• worked cooperatively in a group to prepare the presentation?</li> <li>• effectively communicated his/her findings?</li> <li>• investigated and presented all the relevant information regarding the organisation or campaign?</li> <li>• demonstrated an understanding of how an organisation's values underpin its campaigns and actions?</li> </ul>	

## Support materials and references

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### Periodicals

*New Internationalist*, New Internationalist Publications, Sydney.

World Resources Institute and United Nations Environment Programme, *World Resources: A global guide to resource production and consumption*. Published annually.

### Kits

*Discovering Democracy Primary Kit* 1998, Curriculum Corporation, Carlton South, Vic.

### Videos

Film Australia (Telephone: 02 9413 8777, Fax 02 9416 9401 or email [sales@filmaust.com.au](mailto:sales@filmaust.com.au)).

*Our Century* Episode 5 (*From Sheep to Chardonnay*) and Episode 15 (*Making a Quid*).

*Rewind*: Explores minerals and mining, building a society and changing ways, such as the Made in Australia campaign.

*Risky Business*: Follows the stories of four small businesses and the people who run them.

### Websites

(All websites listed were accessed in June 2002.)

Anti-McDonalds' global campaign. [www.mcspotlight.org/](http://www.mcspotlight.org/)

Anti-Nike campaign. [www.geocities.com/Athens/Acropolis/5232/](http://www.geocities.com/Athens/Acropolis/5232/)

Australian Red Cross. [www.redcross.org.au](http://www.redcross.org.au)

Boycott Nike Campaign. [www.saigon.com/~nike/](http://www.saigon.com/~nike/)

Center for a New American Dream. [www.newdream.org/](http://www.newdream.org/)

Community Aid Abroad Nike Campaign. [www.caa.org.au/campaigns/nike/other.html](http://www.caa.org.au/campaigns/nike/other.html)

Corporation Watch. [www.corpwatch.org/](http://www.corpwatch.org/)

Enough: Anticonsumerism Campaign. [www.enviroweb.org/issues/enough/index.html#intro](http://www.enviroweb.org/issues/enough/index.html#intro)

Globalisation Studies Homepage. [www.globalize.org/](http://www.globalize.org/)

Human Rights for Workers. [www.senser.com/](http://www.senser.com/)

International Confederation of Free Trade Unions. [www.icftu.org/](http://www.icftu.org/)

International Labour Organization. [www.ilo.org/](http://www.ilo.org/)

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New Internationalist. [www.newint.org/](http://www.newint.org/)

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**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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