The global citizen: Ecology and economy

Strand
Place and Space
Systems, Resources and Power

Core learning outcomes

Place and Space

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

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

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

Systems, Resources and Power

SRP 6.2   Students make practical suggestions for improving productivity and working conditions in an industry or business.

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

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

Purpose and overview

Students work towards demonstrating the stated core learning outcomes by identifying factors contributing to globalisation and its impact on Australia and on environments in the Asia-Pacific region. They identify environmental issues in the Asia-Pacific region, learn about the global role of government and non-government organisations in relation to these issues, predict the impact of change on these environments and develop soundly based ideal solutions to those issues. In the process they reflect upon links between their own values of peace and sustainability and their preferred vision for the Asia-Pacific region. They learn how they might use this knowledge to participate in advocacy activities that could assist the resolution of regional environmental issues and they learn to communicate using written report genres as well as non-written presentations. In general they explore the concept of global citizenship.

By the end of this module students should typically be able to demonstrate the learning outcomes by referring to regional environmental issues, conditions that make them issues, productivity and working conditions within some transnational corporations, their own visions of Australia's role in future global economies and environments, and some possible reforms needed to international economic systems. This module groups the activities into phases that follow an investigative sequence from motivation through investigation to action. Most resources needed for the activities are included in the module. Other sourcebook modules are available from the Queensland School Curriculum Council website (www.qscc.qld.edu.au).

Phases (Minimum time recommended: 12 hours)	Activities	Core learning outcomes	Assessment opportunities
1. Establishing contexts (approximately 1 hour)	1. Global connections 2. Where is it made? 3. Asia–Pacific region mapping exercise 4. Citizenship values and responsibilities (Activities 1 and 2 optional)	SRP 6.3 SRP 6.4 PS 6.4	Some **self- and peer review** occurs as formative assessment.
2. Highlighting issues; framing questions (approximately 1 hour)	5. What is globalisation? 6. Concept mapping for globalisation 7. Ranking activity 8. International trade statistics (Activities 5 and 6 optional)	PS 6.4	Opportunities for students to demonstrate PS 6.4 verbally, graphically or in writing occur in Activities 7 and 8.
3. Planning the investigation (approximately 1.5 hours)	9. Motivating and anticipating 10. Case studies	PS 6.2 PS 6.4 PS 6.5 SRP 6.3 SRP 6.4	**Research report:** As the Research Report task begins, opportunities exist to assess demonstrations of PS 6.4. Some students may demonstrate other learning outcomes during these activities.
4. Investigating the issues; making decisions (approximately 2.5 hours)	11. Reviewing plans 12. Information report writing	SRP 6.3 SRP 6.4 PS 6.4 PS 6.5	**Teacher anecdotal notes** taken while observing students during their research may be used to make judgments about demonstrations of some of the learning outcomes.
5. Making links (approximately 1 hour)	13. Global cooperation 14. Global non-government organisations on the web	PS 6.2 PS 6.4 PS 6.5 SRP 6.3 SRP 6.4	**Peer assessment** occurs as students use these activities to modify drafts of their report. The report provides opportunities for students to demonstrate several learning outcomes.
6. Updating the story (approximately 2 hours)	15. What are transnational corporations? 16. *Work* video worksheet 17. Stages of production	SRP 6.2	**Visual presentations** to the class offer opportunities for some students to demonstrate SRP 6.2
7. Taking action (approximately 2 hours)	18. Ready, set … 19. … Go! 20. 'Leaf' production (Activity 20 optional)	SRP 6.2 SRP 6.3 SRP 6.4	**Teacher observations** of students as they advocate and communicate by telephone, by email and other means provide opportunities for assessment.
8. Reflecting on judgments and actions (approximately 1 hour)	21. Revision and assessment	SRP 6.2 SRP 6.3 SRP 6.4	Students have had opportunities to demonstrate SRP 6.2, SRP 6.3 and SRP 6.4. If they have not yet demonstrated them they may negotiate and complete a more formal oral presentation (Resource 14) and/or a response to stimulus test (Resource 15).

Assessment

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 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*.*

Resources 13, 14 and 15

Two assessment opportunities could provide necessary evidence of students' demonstrations of learning outcomes. These are a research report, incorporating an oral presentation, and a response to stimulus test. Samples of such student assessment tasks are provided as Resources 13, 14 and 15. Students should be aware of requirements and learning outcomes. Other opportunities to gather evidence of students' demonstrations of learning outcomes are described in the overview table, and include visual presentations, observations of students during their advocacy of positions and peer assessment. Most assessment opportunities could occur in class time and could be directed toward individuals or groups.

The assessment opportunities in Phase 8 describe authentic experiences, contact with adult communities and intersections between different learning outcomes, and are therefore rich assessment tasks. Opportunities exist for construction of other tasks. Other Queensland School Curriculum Council modules provide further opportunities for students to demonstrate these learning outcomes. These can be found under 'Sourcebook modules' in the SOSE section of the Queensland School Curriculum Council website (www.qscc.qld.edu.au).

Assessing learning outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 6 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 6. To guide judgments about students' demonstrations of learning outcomes consider whether students are:
− working towards demonstration of Level 6 learning outcomes
− demonstrating the Level 6 learning outcomes
− demonstrating the Level 6 learning outcomes and working towards Beyond Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 5 and Beyond Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised in rows so that within a strand there is a progression in terms of concepts and processes. For example, the progression from PS 5.4 to PS 6.4, then PS D6.4 involves increasing sophistication and complexity particularly related to the concept of *spatial patterns* and the process of *communicating*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific content examples of how the concepts and processes may be levelled from Level 1 to 6. See the sourcebook guidelines on the website for more information.

Resource 13

In the research report (Resource 13), for example, proposals should be created to resolve issues (PS 6.2). In a report, such a proposal is likely to include a strategy for evaluating the issue, as required at Level 5 (PS 5.2), but at Level 6 it will go further and suggest solutions to the evaluated issue. Other sources may be useful when writing descriptors for demonstrating the Level 6 learning outcomes and aspects of Beyond Level 6 learning outcomes — for example, the level statements in the syllabus may be useful. Where report writing or writing in other genres is required, guides to genres in English may be useful.

Using this module

This module draws upon economics, political science and other disciplines. The time needed for this module will vary according to the number of sequenced activities used. Optional activities are identified in the overview table.

Background information

Terminology

Students will need to understand these terms in the context of the activities in this module:

– **Citizenship:** The status of full political membership of a nation.
– **Communications technologies:** Includes satellite, Internet and transport systems.
– **Consumer cultures:** Global cultures based on homogeneity and consumption of lifestyle and image products.
– **Economics:** The study of how societies use limited resources to satisfy unlimited wants.
– **Globalisation:** The process of increasing convergence and interdependence of national economies, especially due to expanding markets and distribution systems.
– **Marketplace:** Wherever exchange of goods and services is negotiated, at scales from local to global.
– **Specialisation:** Concentrating on a particular activity, in occupations and machinery.
– **Trading blocs:** Nations from a geographical region that form a group to give each other favoured status in the conduct of international trade.
– **Transnational corporations:** Multinational corporations that have business interests in several countries. They have grown dramatically in size in the last 20 years.

School authority policies

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

Equity considerations

Activities in this module 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:
– recognise and celebrate the diversity of human and natural environments globally and particularly in the Asia–Pacific region
– understand some of their rights and responsibilities as global citizens and the ways they may influence global agendas to promote a better world.

Some students with disabilities may need assistance for 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. For more information, see www.qscc.qld.edu.au.

Activities develop concepts associated with processes and environments, spatial patterns, significance of place, economy and business, participation and decision making, citizenship and government. Processes associated with creating, participating, communicating and reflecting are developed. Activities link to Level 5 learning outcomes PS 5.2, PS 5.4, PS 5.5, SRP 5.2, SRP 5.3 and SRP 5.4 as well as the non-mandatory Beyond Level 6 learning outcomes PS D6.2, PS D6.4, PS D6.5, SRP D6.2, SRP D6.3 and SRP D6.4.

The module also relates to the Level 4 module Industry links the world which is designed to assist students to demonstrate learning outcomes PS 4.1, PS 4.4, SRP 4.1 and SRP 4.5.

Other key learning areas

The activities in this module offer opportunities for cross-key learning area planning. However, it is important that the integrity of the processes and concepts within key learning areas is not compromised.

The module relates to Level 6 core learning outcomes for *English* and/or *The Arts*. For more information visit www.qscc.qld.edu.au.

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 and in the cross-curricular priority areas
– opportunities provided to gather evidence about student's demonstrations of core learning outcomes
– future learning opportunities for students who have not yet 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   Establishing contexts

Core learning outcomes emphasis: SRP 6.3, SRP 6.4, PS 6.4

In this phase students are introduced, through activities and teacher exposition, to local and global perspectives of citizens as participants and decision makers. Through mapping activities they explore nation-state sovereignty, focusing on the role of borders and citizen values and responsibilities. It is important to be aware that these are sequenced phases. It is highly recommended that the activities and teaching considerations of Phase 7 are read before starting the module.

At the start of Phase 1 explain to students that at local and national levels citizens have:
–   formal roles and responsibilities — for example, voting, jury duty and respecting the law
–   private roles and responsibilities, such as participating in activities, contributing to community life
–   decision-making roles and responsibilities involving either working in the production and distribution of goods and services or acting as consumers in the marketplace.

Explain to students that at a global level, citizens have:
–   limited formal roles and responsibilities, such as carrying passports for international travel, involvement in peace-keeping forces or membership of international organisations
–   private roles and responsibilities — for example, engaging in advocacy to promote peace or environmental action to advance sustainability
–   decision-making roles and responsibilities such as working for transnational corporations or buying goods and services made overseas.

Activity 1   Global connections

Explain that global influences can be identified in many facets of Australian life. Provide examples.

Resource 1   Ask students to read and complete the activity on Resource 1.

To review their learning, students discuss:
–   examples of foreign-made goods and services that they may buy or use
–   how global influences have extended into the home, classroom or supermarket
–   the influence of world events on the decisions we make.

Activity 2   Where is it made?

Divide students into groups. Place samples of five well-known brand name items around your classroom — for example, Golden Circle pineapple, Colgate-Palmolive toothpaste, L'Oreal shampoo, Bayer aspirin, Sony Walkman.

Provide each group with a list of countries — for example, USA, Australia, United Kingdom, Germany, Japan.

Each group decides which country the product's manufacturer is based in.
When all groups have allocated a country to each brand name, discuss where the companies manufacturing these products are based— that is, Golden Circle (Australia), Colgate-Palmolive (United Kingdom), L'Oreal (USA), Bayer (Germany), Sony (Japan).

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

Set these review questions:
- What is a multinational or transnational corporation?
- Why do the products have the place where they were manufactured marked on their label?
- Why does the product label have limited details about the multinational or transnational corporation that controls manufacturing of the product?
- What evidence is there in your local supermarket of the global marketplace?
- What are examples of globalisation affecting the Australian economy?

Activity 3   Asia–Pacific region mapping exercise

Teaching considerations
Take note of the nationalities represented in your class and proceed sensitively. Explain that political borders divide landmasses into different countries. Countries form their own identity through the use of symbols, emblems, political structures, languages, histories, values and customs.

Resource 2   Refer students to a current map of the Asia–Pacific region so they can complete activities on Resource 2.

Set these review questions:
- Define nation-state, border and sovereignty.
- How does a country present its identity to the world? Refer to the role played by official emblems, flags and languages.
- Why are a country's borders often patrolled by the army, navy or coastguard?
- How can nation-state sovereignty create difficulties in solving problems that exist beyond borders?

Activity 4   Citizenship values and responsibilities

Teaching considerations
Emphasise that this activity involves no right or wrong answers, and that the national origins of everyone will be respected. Explain how the role of the citizen in the nation-state is not always easily defined, but there are broadly accepted values that articulate responsibilities of citizenship.

Resource 3   Ask students to consider the statements on values and responsibilities on Resource 3 and determine which have a higher priority for them.

Lead a class or small group discussion focused on the following questions:
- What values are most important to you? your classmates? Why?
- Do you think these values would be important to most Australians?
- What are some of the responsibilities citizens are legally required to fulfil?
- What duties of citizenship contribute to a better organised, cleaner and safer community?

Phase 2   Highlighting issues; framing questions

Core learning outcome emphasis: PS 6.4

Through structured note taking, interpretation activities and teacher exposition, students study several resources that introduce the idea of globalisation, identifying factors contributing to the growth of globalisation and clarifying links between Australian and global economies. For more background information see the paper *Globalisation and Years 1 to 10 Studies of Society and Environment Key Learning Area* at www.qscc.qld.edu.au/kla/SOSE/research_papers.html.

Explain to students that globalisation is the increasing convergence and interdependence of national economies. Discuss how it has arisen as the result of expanding international markets, distribution systems, capital, labour and technology. Highlight current examples of globalisation, patterns of growth in world trade and investment flows, and mention cultural as well as economic effects. Emphasise that globalisation means a product or service can be produced in any global location, using resources from anywhere and sold worldwide.

Factors contributing to globalisation are many and varied — for example:

Social factors: Development of rapid and extensive flows of communication and information through the use of computer technologies has:
– enabled an instant sharing of views
– provided greater opportunities for empathy
– facilitated a global portrayal of issues
– increased the gap between information rich and information poor societies.

Cultural factors: Transnational corporations using communications technologies have spawned:
– media networks that present a mixture of information and entertainment to all parts of the world, and encourage identification with global cultures
– global cultures based on the consumption of lifestyle and image products that have an impact on diversities around the world.

Economic factors: Advances in transportation technologies have:
– decreased transport costs — for example, the use of bulk carriers, oil tankers and container ships
– contributed to pollution of oceans and the atmosphere
– reduced consumer costs and time involved in airline travel
– allowed people to travel to access specialised health and education services
– enabled products made by workers on low wages to become more readily available in wealthier countries.

Political factors: Governments have reduced the number of regulations that control economies, such as tariffs. This has meant that governments are less able to:
– control events within their borders
– influence their own future directions
– regulate the activities of transnational corporations.

Activity 5   What is globalisation?

Students identify meanings of the term *globalisation* in various dictionaries — for example, the *Macquarie Dictionary* and a dictionary of economic terms. Students discuss these meanings and compare them with other information about globalisation.

Activity 6   Concept mapping for globalisation

Students use the information gathered about globalisation to create a concept map. Explain that concept maps help organise ideas and clarify relationships between ideas. Place the name of a concept in the middle of a blank map and ask students to identify key words or characteristics that help explain that concept — for example:
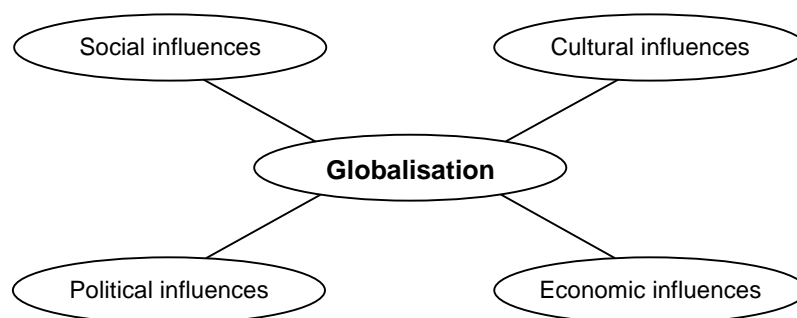
In small groups students discuss why globalisation has had far-reaching effects. Groups report the results of their discussions to the whole class, orally or via a more extensive concept map.

	Activity 7 Ranking activity

Resource 4

Students read the list of predictions (Resource 4) about global trends and pressures on Australian society, and discuss their meanings. Organise students into groups and give each group the eight statements that summarise the predictions. Ask groups to rank the statements from those they think will have the most impact on the largest number of people, to those they think will have the least impact.

Groups then discuss the following questions and statements:
- Did your group easily reach a consensus on how to rank the predictions? Why or why not?
- For each prediction, identify the main group in society that will be affected.
- Identify the positive and negative impacts associated with each prediction.
- How many of these predictions could be evidenced by stories in newspapers today? (If possible take some newspapers to class.)

Activity 8   International trade statistics

Support materials and references

Assist students to access statistics from the Australian Bureau of Statistics on the history of Australian exports and imports by country or region. Students study the data to identify trends. They answer questions such as:
- Which countries or regions were major markets for Australian exports or sources of imports in 1986–87 and in 1997–98?
- Which countries or regions are the fastest growing as destinations for Australian exports and sources of Australian imports?

Students could also identify changes over time and make predictions about the impact of these changes on economic environments (PS 6.4).

In subsequent research lessons students could investigate Australian trade patterns for the period from 1950 to the present and identify changes that occurred.

Phase 3   Planning the investigation

Core learning outcome emphasis: PS 6.2, PS 6.4, PS 6.5, SRP 6.3, SRP 6.4

Resource 13

This phase includes clarifying how the investigation will proceed and negotiating how findings will be recorded and reported. Emphasise the task requirements of Resource 13 and their relationship to intended learning outcomes. The phase involves motivating students and clarifying for them why their study is important for the future.

Activity 9   Motivating and anticipating

Support materials and references

Show video extracts concerning the effects of global economic change on people's lives — for example, Film Australia's *New Horizons*. If possible, also locate videos on 1990s French nuclear testing in the Pacific, the pollution caused by mining waste in Papua New Guinea, and deforestation in Borneo. Where possible invite people who are passionate about either side of these public debates to address students.

When general issues have been discussed and understood, ask students to choose one of the following three issues to investigate. You may choose to ask students to identify with one perspective, such as those in brackets:
- stopping nuclear testing in Mururoa Atoll (Australian diplomats)
- reducing deforestation in Borneo (international environmental groups)
- disposing of mining waste in Papua New Guinea (business — for example, BHP).

Resource 13   Distribute Assessment item 1 (Resource 13).

Activity 10   Case studies

In three groups, formed according to the issues being investigated, students complete an initial case study. Research by the group investigating French nuclear testing will be library/Internet focused. Tell students that these tests occurred in the early 1990s, but little more. This is a clue that resources created before that date are unlikely to be relevant. The group should allocate roles amongst themselves. Make it clear that their task is to find out what happened, when it happened, and how various groups, such as secondary students and the Federal Government, reacted.

Resource 5

Ask the group investigating deforestation in Borneo to use Resource 5. They complete the following tasks individually and then compare findings. They could research the issue further if desired.

- Draw a sketch map that identifies the location of the environmental issue referred to in the article.
- What evidence is there that any environmental damage has occurred?
- Identify key players in this environmental issue and describe their views.
- Are current practices sustainable? Explain.
- How should the Australian Government respond to this environmental issue?
- Describe how a non-government organisation could respond to this issue.
- Explain who is likely to gain and who lose by different courses of action.

Resource 6

Have the third group read about BHP in Papua New Guinea (Resource 6). Ask students to complete the same tasks as the Borneo group. They could also suggest how a country could ensure transnational corporations respect its environment, communities and workers, and outline strategies local citizens could follow to advocate for better environmental practices by transnational corporations.

Phase 4   Investigating the issues; making decisions

Core learning outcome emphasis: SRP 6.3, SRP 6.4, PS 6.4, PS 6.5

Students investigate their selected environmental issue through critical study of resources. They locate available sources of information; clarify research techniques; keep records of primary and secondary sources including maps, tables and statistical data; and devise possible solutions to environmental issues using knowledge of processes shaping climatic, vegetation or landform features. The intended learning outcomes remain the focus.

Activity 11   Reviewing plans

Resource 7

Students create a flowchart to review the stages of an investigation (see Resource 7). Explain how the unexpected is always likely and should be anticipated rather than ignored.

Activity 12   Information report writing

Resource 13

As students continue their investigations, interrupt them to clarify requirements (refer to Resource 13). Remind them that an information report usually contains factual information and adopts a formal tone. It is often used in business settings to summarise complex information. It will usually have a title and begin with a general introductory statement, such as a short description or definition, outlining the subject of the report. Subheadings are common and each new paragraph usually describes just one aspect or process. There may be a set of recommendations for action on the issue, and a conclusion that summarises the information presented. Guides to genres in the *English* key learning area may be useful here. Consult English teachers for the correct generic structure.

Phase 5   Making links

Core learning outcome emphasis: PS 6.2, PS 6.4, PS 6.5, SRP 6.3, SRP 6.4

Students analyse a range of media to identify examples of global cooperation in promoting peace and sustainability.

Activity 13   Global cooperation

Explain that nation-states increasingly are looking for international government and non-government organisations to provide avenues for achieving cooperation and realising common goals. Have students locate information, using print or electronic sources, on the World Economic Forum and the United Nations and its agencies. Small groups could identify the role and activities of the General Assembly, Security Council, United Nations International Children's Emergency Fund, United Nations Educational, Scientific and Cultural Organisation, International Monetary Fund and the World Bank.

In small groups have students compare notes and prepare oral reports that clarify:
–   whether these United Nations agencies are global in nature
–   the goals these agencies share with the United Nations
–   the strategies for action and community involvement promoted by these agencies.

Activity 14   Global non-government organisations on the web

Resource 8

Provide students with the web addresses of some environmental organisations (Resource 8). Students access the sites and record the type of information provided there.

Ask students to record their answers to the following questions on a piece of paper where each student is identified by a symbol, not by name:
•   What goals do non-government organisations have in common?
•   What strategies for action are promoted by non-government organisations through their Internet sites?
•   Are these organisations global in nature? How?
•   How do these organisations attempt to gain a worldwide membership?
•   Are the values of peace and sustainability promoted? If so, how?
•   Are the issues presented in these websites similar to issues being explored currently in the media? Why or why not?

Assessment

For peer assessment, collect answers, redistribute and ask students to write constructive comments. Collect and edit where necessary. Allow students to identify their original work.

Resource 13

Conduct a whole-class discussion. Students use information gathered to redraft their reports (Resource 13).

Phase 6   Updating the story

Core learning outcome emphasis: SRP 6.2

The focus on production processes allows students to further develop ideas about how to improve productivity.

Activity 15   What are transnational corporations?

Resource 9

Explain the definitions of globalisation and transnational or multinational corporations using Resource 9. Refer to Australian and American examples of transnational corporations when explaining the structure of these corporations — for example, BHP, Coles Myer and Microsoft.

Support materials and references

Explain how transnational corporations have increasingly segmented stages of the production and marketing process across the world. Research and development, production and marketing operations, for example, are usually located in strategic locations to accrue benefits to the organisation as a whole, lower labour costs or obtain tax breaks. By operating in several countries, transnational corporations have freedom and power to close down production in one country and move operations to another at short notice. Use resources to illustrate this phenomenon (see 'Support materials and references').

Have students review this issue by:
−   identifying some Australian companies that could be described as transnational corporations
−   listing American, Japanese and European examples of transnational corporations.

Activity 16   *Work* video worksheet

Show students the video *Work* (Film Australia, Australia series, FP85928). It examines how:
−   the Australian workplace has been dramatically transformed as a result of sweeping economic changes
−   Australia and its workforce must now compete in a globalised economy that demands more flexibility and greater productivity from workers
−   these developments will have long-term impacts.

Have students discuss issues like these. Before showing the video, consider having them record hypotheses about questions such as:
•   What goods and services is Australia best at producing?
•   How can nations protect labour and environmental standards?

Activity 17   Stages of production

Resource 10

Students consider the stages of production (Resource 10). They identify examples of activities at each stage. Explain that there are no right or wrong answers.

Define the terms *specialisation, division of labour, mass-production* and *productivity.* Ask students to reconsider possible activities associated with each stage of production.

Explain how globalisation has influenced product development and marketing. Students reconsider the stages of production diagram and how these stages may be influenced by globalisation. Half the students consider, and then discuss in smaller groups, who may benefit from such a global production process. The other students consider who may be disadvantaged.

Assign two students from each larger group to circulate and record the points being made. Ask them to make a visual summary — for example, cartoon, flowchart, series of symbols. As the four students present their visual summaries to the class, have the other students decide how they think they will personally be affected, and how in a global environment productivity and working conditions could be improved (SRP 6.2).

Ask several students to volunteer what they learnt. Summarise this and provide it to students in a later activity, in a clearly labelled diagram, table or point-form summary.

Phase 7   Taking action

Core learning outcome emphasis: SRP 6.2, SRP 6.3, SRP 6.4

In this phase students apply prior learning. Some may have had primary school experience in this area — for example, a Level 4 module. These students may add to possibilities in regard to taking action. In the first activity, only possible courses of action and possible reasons for action are canvassed. Students should begin to articulate that gaining more knowledge is a crucial phase in any action plan. The next activity involves increasing the knowledge base and taking action, not just hypothetically but in the real world, possibly in their own time and in conjunction with studies in other key learning areas. In either activity students may be motivated by, and gain some practical ideas from, texts such as *Beyond the Label* (Gordon et al. 1999).

Activity 18   Ready, set …

Students develop the skills and understandings to participate as a global citizen by:
−   devising a role statement for a global citizen outlining values and responsibilities
−   suggesting political and legal processes that could be used to advocate, ask questions and promote change.

Activity 19   … Go!

Teaching considerations
SRP 6.3 requires that students know about Australia's role in future global economies or environments. Class work has focused mainly on economics but the research report balances this with a focus on environments. If students are to be extended beyond knowing about global citizenship to being global citizens, what they do in terms of advocating or communicating (SRP 6.3, SRP 6.4) must acknowledge the concepts of global and citizenship. What it means to learn and act globally is explained in the research paper *Globalisation and Years 1 to 10 Studies of Society and Environment Key Learning Area* available at www.qscc.qld.edu.au/KLA/SOSE/research_papers.html. This module concludes with a focus on doing (that is, on advocating and communicating), on deciding how to be active global citizens and on demonstrating this in authentic present-centred actions. If students are reluctant to support peace or sustainability, have them consider the alternatives. Perhaps arrange a debate or invite guest speakers representing a range of views to address the students.

Resource 11   Use Resource 11 to explain global citizenship.

Ask students to record one similarity and one difference between the definitions on Resource 11 and their own understandings of Australian citizenship.

In pairs, students exchange records and collaboratively write a conclusion to these statements:
−   I am a global citizen because …
−   Actions I can take to make the world a better place are …

Resource 12   Distribute Resource 12 and have students complete the tasks on it.

Have students explain what they are intending to do. The rest of the class records their responses to these brief explanations on postcard-size cards. They record how clearly the proposals were communicated (SRP 6.4) and how practical they consider the ideas to be. Collect these, edit where necessary and display on a board or electronically.

Support materials and references   Reiterate how individuals and groups can influence change in global environments and economies. Include consumer behaviour and participation in web-based activities as at least two examples. There may be websites which allow participation in global forums — for example, www.mcspotlight.com offered a global forum for discussion and debate about McDonald's.

Allow class time for students to decide how and where they will act. They should be collaboratively participating with each other and with influential agencies. This may involve resources like web links, phones and telephone books. The actions will allow students to demonstrate learning outcomes SRP 6.2, SRP 6.4 and particularly SRP 6.3. It will therefore be useful to keep brief notes on students' demonstrations of these learning outcomes in this practical context — for example, in their advocacy, how well are they collaborating, reflecting and being considerate, diplomatic and assertive? The class test can provide additional information on the demonstrations of these learning outcomes.

Activity 20   'Leaf' production

As an optional activity, interrupt the taking-action activity and distribute a scrap piece of A4 paper to each student. Ask each student to tear his or her paper into a leaf shape.

Collect samples of 'leaves' and pin them on a classroom noticeboard. This could also be done on networked computers. Ask students to select the best example of a 'leaf', explain why it is the best example, and then meet in small groups to decide ways to improve the quality and consistency of leaf production.

Distribute 20 scrap sheets of A4 paper to each group. Set a time for the production of 'leaves'. When time is up count the number of leaves produced. Have students assess the leaves for quality and their groups for productivity, where the latter refers to output per head (SRP 6.2). Award prizes.

Lead a class discussion on whether there has been an improvement in productivity, quality and/or working conditions in comparison to the first time each student made a leaf.

Ask one student in each group to remain 'offline' temporarily and to summarise, in visual or written ways, how globalisation may affect the leaf exercise and what this exercise may tell the group about taking action globally. Ensure these students have an opportunity to report back to the group. Collect the best of these reports and share them among the class. The teacher could model writing in genres that are needed when completing a class test.

Phase 8   Reflecting on judgments and actions

Core learning outcome emphasis: SRP 6.2, SRP 6.3, SRP 6.4

Ensure some 'publicity' for student activities at classroom, school or community levels.

Activity 21   Revision and assessment

Resources 14 and 15

Remind students who will complete Resources 14 and 15 of the tasks involved. Answer questions and provide time for peer interaction and further research if necessary. Students who have already demonstrated these outcomes could explore how they might demonstrate outcomes at Beyond Level 6, as described in the syllabus.

Global connections   ## Resource 1

Instructions
1. Find students in the class who can respond to each question.
2. Write the response and the student's name in the box.
3. Move around the class and ask questions quietly.

1. Do you have dual citizenship? Which countries? Name:	**2. Do you have a T-shirt made in another country?** Where was it made? Name:	**3. Can you name a current news story from the USA?** Story: Name:	**4. Can you name the ID you need to enter other countries?** ID: Name:	**5. Can you name the home base of NIKE?** Where? Name:
6. Can you name the home base of Coca-Cola? Where? Name:	**7. Can you name a bank that operates in many countries?** Bank: Name:	**8. Do you possess a current passport?** Origin: Name:	**9. Can you explain what a stateless person is?** He/she is: Name:	**10. Can you name an international treaty signed by Australia?** Treaty: Name:
11. Can you name where the United Nations General Assembly meets? Where? Name:	**12. Can you name a current news story from South-East Asia?** Story: Name:	**13. Can you name the world's most widely spoken language?** Language: Name:	**14. Can you name a global group advocating for human rights?** Group: Name:	**15. Can you name a corporate symbol known globally?** Symbol: Name:
16. Does your family have a car made in another country? Car: Name:	**17. Were you born in another country?** Where? Name:	**18. Do you speak more than one language?** Language: Name:	**19. Can you name a transnational corporation?** Corporation: Name:	**20. Do you have a favourite cap made in another country?** Where? Name:

Asia–Pacific region mapping exercise   **Resource 2**

1. Identify the symbols or type style used in atlas maps to represent the following:
    (a) country border
    (b) country name
    (c) country capital
    (d) state/territory border

2. Refer to an atlas map of the south-east Asia–Pacific region to identify the following:
    (a) a country made up of north and south islands
    (b) a country that is the world's largest island
    (c) a country that has the same name as its capital city
    (d) a country comprising eastern and western states separated by the South China Sea
    (e) a country that is landlocked
    (f) a country made up of 190 different islands
    (g) a country made up of four main islands
    (h) a country that has a mountain range on its southern border

3. Identify symbols or flags that represent:
    (a) Japan
    (b) China
    (c) New Zealand
    (d) Papua New Guinea
    (e) India

4. Prepare brief profiles for Indonesia, Philippines, Vietnam, Singapore and Malaysia using the following guide:

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

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

Question 5: (a) Indonesia, Malaysia, Vietnam (North and South) (b) South-East Asia, Indo-China region, Island of Borneo (c) Vietnam (d) Hong Kong and Macau (e) Burma to Myanmar

Answers: Question 2 (a) New Zealand (b) Australia (c) Singapore (d) Malaysia (e) Laos or Bhutan or Mongolia (f) Indonesia (g) Japan (h) Nepal

Citizenship values and responsibilities   Resource 3

Citizens should have values that guide their actions. Consider the following statements and give a score out of 10 (1 = low importance and 10 = high importance) to indicate your view of how important these values are in guiding your actions.

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

Citizens should also be aware of their responsibilities. Consider the following statements and give a score out of 10 (1 = low importance and 10 = high importance) to indicate your view of how important these responsibilities are to you.

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

Ranking activity   Resource 4

Global trends and pressures on Australian society

Many people have made predictions about global trends and pressures on Australian society. Some of the predictions are:
1. Most people will continue to work in **service-related occupations**.
2. More people will work with **computers** in some way.
3. Transnational corporations, satellites and information technology will produce a shift from a national to a **world economy**.
4. People will want more say in government and there will be a **decentralisation of government and decision making**.
5. More decisions will be made by **people in networks**, instead of by managers of organisations.
6. Large **differences** will remain **between** the wealth of **developed and developing** countries.
7. Education will continue throughout **adult life (lifelong education)**.
8. People will **change employers** more often.

Statements summarising the eight predictions

Service-related occupations		Decentralisation of government		People in networks		Differences between developed and developing countries	
Computers		World economy		Lifelong education		Change employers	

Case study: Deforestation in Borneo　　　　　**Resource 5**

The amount of forest in South-East Asia has declined substantially in the last 20 years.

Following the 'Earth Summit+5' of June 1997, early in 1998 the United Nations warned Indonesia that fires burning in its forests could cause a global disaster. It asked the Indonesian Government to stop timber and plantation companies from burning forests to clear them. This was at the same time that the El Nino phenomenon was causing a major drought. The drought caused fires to spread even further than may have been intended. By April 1998 there were media reports that, already in that year, fires had razed more than 200 000 ha in the Borneo province of East Kalimantan. The *Courier-Mail* reported:

> Poisonous clouds from fires, most of which have been deliberately lit by farmers and companies clearing land, have shut airports and caused health problems as far away as Brunei, Singapore and Malaysia. (23 April 1998, p. 12).

Habitats of endangered animals were being destroyed and a UN Environmental Programme chief, Klaus Toepfer, called on the Indonesian Government to do something to stop the fires. He said that 'enforcement of law is absolutely necessary to identify those companies responsible' (*The Courier-Mail*, 23 April 1998, p. 12).

The extent of the fires could be estimated from satellite photographs (http://earth.esa.int/ew).

Research by the European Commission, published as Research Report no. 4, by the European Commission, Luxembourg, identified the extent of deforestation.

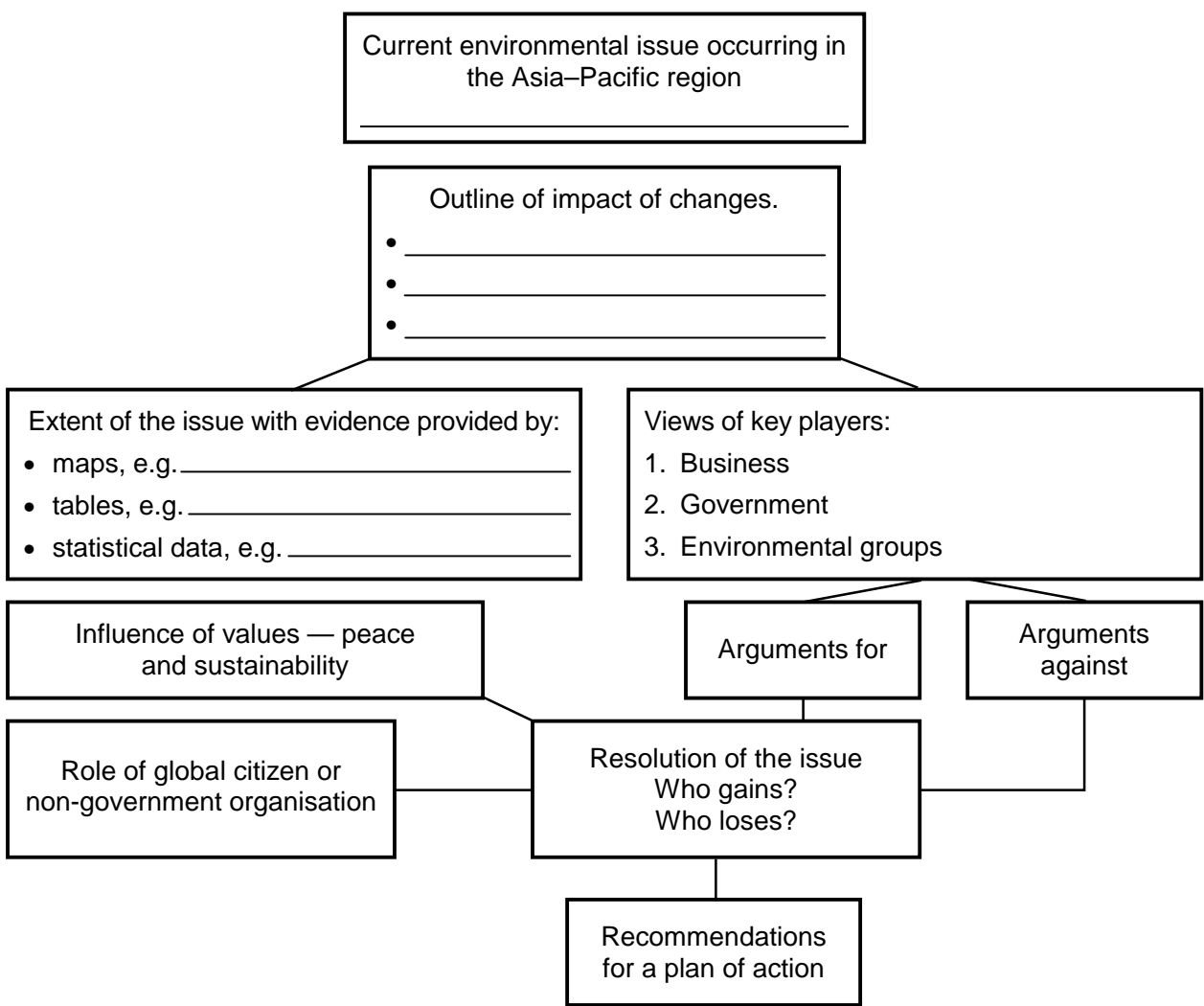## Case study: BHP in Ok Tedi　　　　　　　**Resource 6**

On an atlas map, identify the island of New Guinea and the nation of Papua New Guinea. Papua New Guinea (PNG) is the eastern half of the island of New Guinea.

In 1984 a copper and gold mine was opened in a remote western area of PNG. This mine created a huge increase in export income for PNG, but the local indigenous Miripiki people claimed that toxic waste from the mine was poisoning the Ok Tedi and Fly Rivers.

In 1994 the Miripiki people took legal action to obtain compensation for the damage caused to the land and the river systems. They claimed that dumping of wastes into the rivers had forced villages and markets to be relocated, destroyed forests and driven away fish and animals (Bliss & Paine 1998, p. 260). The mining company Ok Tedi Mining Ltd was a group made up of the PNG Government, BHP (an Australian company) and some German companies. By 1995, BHP, the largest shareholder, had offered PNG land-holders $110 million in compensation but, despite protests from environmentalists in Australia, it would not close down its operations at Ok Tedi. Some landowners were suing BHP for $4 billion in damages (*The Courier-Mail*, 27 September 1995, p. 31).

In 1996 a settlement was reached but in 1999, as the extent of the environmental damage was increasingly acknowledged by all parties, landowners re-opened legal action against BHP. In March 2000 a leaked World Bank report found that the mine should be closed immediately on environmental grounds, and in May 2000 BHP announced it would close the controversial mine, but declined to give an exact date ('Radio Australia', 8 May 2000).

Planning an investigation   Resource 7

Current environmental issue occurring in the Asia–Pacific region

_____

Outline of impact of changes.

- _____
- _____
- _____

Extent of the issue with evidence provided by:

- maps, e.g. _____
- tables, e.g. _____
- statistical data, e.g. _____

Views of key players:

1. Business
2. Government
3. Environmental groups

Influence of values — peace and sustainability

Arguments for

Arguments against

Role of global citizen or non-government organisation

Resolution of the issue
Who gains?
Who loses?

Recommendations for a plan of action

Global organisations on the web   Resource 8

Government organisations

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

Non-government organisations

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

What are transnational corporations?   **Resource 9**

(Enlarge for OHT.)

What are transnational corporations?

A transnational or multinational corporation is an organisation with business interests in several countries. It is structured around a parent company and a number of subsidiaries, best represented in the following diagram:
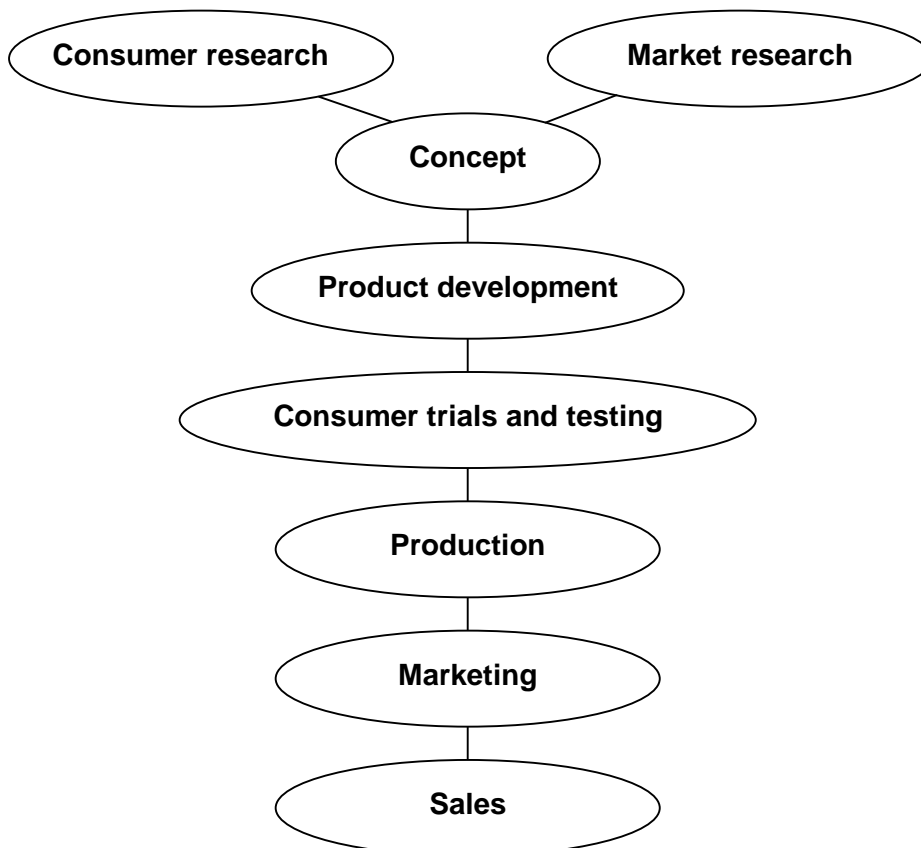
```
                        Parent company
        ┌───────────────────┼───────────────────┐
    Subsidiary          Subsidiary          Subsidiary
    ┌────┴────┐         ┌────┴────┐         ┌────┴────┐
Subsidiary Subsidiary Subsidiary Subsidiary Subsidiary Subsidiary
```
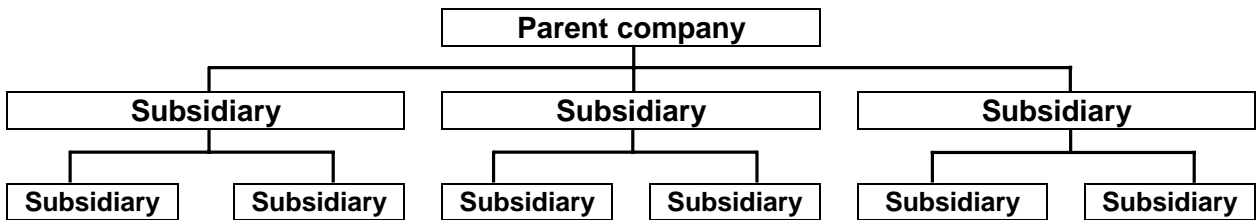
Using globalisation, transnational corporations have increased in size by segmenting stages of the production and marketing process across the world.

Transnational corporations have used global advertising and universal consumer icons to create world brands of prestige goods.

Stages of production   **Resource 10**

(Enlarge for OHT.)

```
   Consumer research          Market research
              \                /
                 Concept
                    |
            Product development
                    |
         Consumer trials and testing
                    |
                Production
                    |
                 Marketing
                    |
                   Sales
```

What is global citizenship?   Resource 11

Global citizenship involves:
- participating as a member of a world community
- sharing values and responsibilities
- using the world's resources efficiently
- protecting the human rights of people
- understanding issues of importance to local communities as well as the wider community
- cooperating to build a better place.

Important values of the global citizen include:
- respecting the rights and property of other people
- treating people equally
- protecting the environment
- fulfilling responsibilities towards communities
- making decisions that consider the wellbeing of future generations.

What are possible authority sources that could be used to support these assertions?
Who defines global citizenship?

Deciding to be active global citizens   Resource 12

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

Duties of global citizens	Weighting
Look after shared global resources.	
Be aware of global issues and problems.	
Be responsible for caring for the environment.	
Be mindful of the rights of others.	
Recognise that all people are equal.	
Recognise that how we live affects others.	
Recognise that decisions we make have consequences for future generations.	
Recognise that the products we buy may have been produced using unfair labour practices.	
Be prepared to help others in less fortunate situations.	

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

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

In groups of four to six people, compare and discuss weightings. As a group decide on some actions you could take in the next week that could influence Australia's role in future global economies or environments in a way that promotes peace and sustainability (PS 6.5, SRP 6.3).

Assessment item 1   **Resource 13**

Research report: Investigating an environmental issue

Conditions
Length: 600 words
Completed with some class time and teacher guidance
Genre: Information report

Task
Select a current environmental issue occurring in the Asia–Pacific region in which Australian diplomats, environmental groups or businesses have been involved — for example:
- stopping nuclear testing in Mururoa Atoll (Australian diplomats)
- disposing of mining waste in Papua New Guinea (business — BHP)
- reducing deforestation in Borneo (international environmental groups).

Investigate the development and resolution of the issue by:
- explaining the impact of changes to the environment (PS 6.4)
- using maps, tables and statistical data to outline the extent of the issue (PS 6.4)
- presenting the viewpoints of the key players involved in the issue — for example, businesses, the nation-state government or international environmental groups (PS 6.5)
- identifying the influence of the values of peace and sustainability among the key players and the possible resolution of the issue (PS 6.5)
- determining who gains, who loses, and who influences decisions in relation to resolution of the issue (PS 6.5)
- outlining a possible advocacy role for an Australian citizen in the resolution of this issue (SRP 6.3)
- reflecting on class work to make recommendations for a plan of action to resolve the issue (PS 6.2).

Criteria

Learning outcomes	Demonstrating Level 6 outcomes and working towards demonstration of Beyond Level 6 outcomes	Demonstrating Level 6 outcomes	Working towards demonstration of Level 6 outcomes
PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.			
PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments.			
PS 6.5 Students make clear links between their values of peace and sustainability and their preferred vision of a place.			
SRP 6.3 Students advocate to influence Australia's role in future global economies or environments.			

Note: Teachers may want to provide criteria additional to that inherent in the tasks and outcomes.

Assessment item 2　　　　　　Resource 14

Oral presentation: Workplace issue

Conditions
Time limit: 15 to 20 minutes for group presentations (includes 3 to 4 minutes for individual presentations)
Completed with some class time and teacher guidance
Genre: Oral presentation containing features that your teacher may emphasise

Task
Select a current workplace issue occurring in the Asia–Pacific region in which Australian diplomats, environmental groups or businesses have been involved. Suggest a resolution to the issue by:
• explaining the nature of and factors contributing to the issue
• presenting the viewpoints of the key players involved in the issue
• identifying the influence of the values of peace and sustainability among the key players and the possible resolution of the issue (PS 6.5)
• determining who gains, who loses, and who decides in relation to resolution of the issue (PS 6.5)
• outlining a role for Australia in the resolution of this issue (SRP 6.3)
• making recommendations for a plan of action to resolve the issue (PS 6.2).

Criteria

Learning outcomes	Demonstrating Level 6 outcomes and working towards demonstration of Beyond Level 6 outcomes	Demonstrating Level 6 outcomes	Working towards demonstration of Level 6 outcomes
SRP 6.2 Students make practical suggestions for improving productivity and working conditions in an industry or a business			
SRP 6.3 Students advocate to influence Australia's role in future global economies or environments.			
SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.			

Note: Teachers may want to provide criteria additional to that inherent in the tasks and outcomes.

Assessment item 3   Resource 15

Response to stimulus test: Workplace issues

Name: _____

Learning outcomes assessed
- Students make practical suggestions for improving productivity and working conditions in an industry or business. (SRP 6.2)
- Students advocate to influence Australia's role in future global economies or environments. (SRP 6.3)
- Students communicate informed interpretations to suggest reforms to an economic, a political or a legal systems. (SRP 6.4)

Time: One hour or as advised by your teacher

Conditions: Supervised, silent individual work, no notes. Stimulus materials have not been seen before. Teachers may want to provide criteria additional to that inherent in the questions and outcomes.

	Teacher assessment
Examine the stimulus material (fictional newspaper report). 1. What evidence is there in the article that Capsrus is a transnational corporation? _____ _____ 2. Write a brief report on the attached page or as arranged with your teacher explaining how Capsrus could improve *productivity* and at the same time improve working conditions for its employees. Your report will be assessed according to its clarity and the extent to which your recommendations could be implemented. 3. You have been involved in advocating to influence Australia's role in future global economies or environments. Your teacher has noted how you have worked at this task. These notes will be used with your answer to this question to make decisions about your demonstration of outcome SRP 6.3. • My advocacy issue was _____. • My main method of advocacy involved _____. • My advocacy was effective/not effective. Explain your response on the attached page. **OR** In a letter to the editor, on behalf of the workers mentioned in Resource 15, advocate for improved working conditions. 4. Resource 15 suggests that two factors encouraged Capsrus to change its behaviour: the influence of political/legal systems and economic systems. Give an example of one of these and then, on the attached pages, explain how the system you have selected could be improved. *Optional Question 5:* Imagine Capsrus was a real company and this was a real newspaper report. If you were trying to make some informed interpretations about Capsrus, how reliable would you find this source? Explain your answer.	H = demonstrating Level 6 outcomes and working towards demonstration of Beyond Level 6 O = demonstrating Level 6 outcomes S = working towards demonstration of Level 6 outcomes (Q1 and 2) **SRP 6.2** **H O S** ☐ ☐ ☐ (Q3) **SRP 6.3** **H O S** ☐ ☐ ☐ (Q4) **SRP 6.4** **H O S** ☐ ☐ ☐

(*continued*)

Assessment item 3 (continued)   **Resource 15**

Stimulus Material
This is a fictional newspaper report about a company called Capsrus.

The Capsrus company manufactures caps but it is experiencing falling sales. This is apparently mainly because average incomes are falling in most of Asia. Some people say it is also because the company was slow to recognise that around the world consumers were expressing a preference for wide-brimmed hats rather than caps. However, the decline in sales also occurred after criticism of the company by Australian students.

Students in three schools cooperated to investigate the way Capsrus manufactures its caps using cheap child labour. In their own newspaper and on the Internet, the students published the results of their investigations. Their reports included photographs and interviews with child workers and many of these were later reproduced in daily newspapers. Soon there was interest from around the world and Capsrus began to receive a lot of criticism.

After a few months Capsrus responded to the criticism by announcing it would raise the minimum age for hiring new workers in its cap factories to 16. Capsrus' Chief Executive claimed that this would apply even in countries where it was common for 13-year-olds to do such work. The Chief Executive also said that air-quality controls in Capsrus factories would be brought up to the standards required by workplace health and safety laws in Australia and that wages would be 'slightly' increased. Currently, child workers in Vietnam and China earn around $3 per day while workers in India and Indonesia earn less than $2 per day. The cost of living is much lower in these countries but critics of Capsrus claim that $6 per day is the absolute minimum income needed for survival in these countries.

Capsrus' Chief Executive predicted that sales of the company's products would soon increase, especially because the company was now manufacturing newer, more fashionable caps and because average wages in many Asian countries were rising. She did not think that criticism of the company by human rights groups, including groups of Australian students, would cause many young people to stop buying the brand.

Support materials and references

Print

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Calder, M. & Smith, R. 1991, *A Better World for All: Development Education for the Classroom (Student Activities)* AGPS, Canberra.

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Stowell, R. et al. 1993, *New Wave Geography 2*, Jacaranda Wiley Ltd, Milton, Qld.

Summy, R. 1996, 'Politics of globalisation', *Social Alternatives*, vol. 15, no. 1, pp. 18–21.

Community resources

For publications available for loan and contacts for guest speakers contact:
Global Learning Centre
102 McDonald Road
Windsor, Q 4030
Telephone: (07) 3857 6666
Fax: (07) 3857 2173
email: glc@uq.net.au
http://www.uq.net.au/~zzglcent/

Electronic

Websites
(All websites listed were accessed in May 2002.)

Amnesty International, *Amnesty International Online.* www.amnesty.org/

Biz/ed, *Welcome to Biz/ed.* www.bized.ac.uk/
Follow the 'Company facts' link which has links to websites of many companies. Education resources include a virtual factory tour.

Commonwealth of Australia, *Australian Bureau of Statistics.* www.abs.gov.au/

Corporate Watch. www.corpwatch.org

Department of Immigration and Multicultural Affairs, *About Citizenship.* www.immi.gov.au/citizen
Includes information about citizenship; facts and figures on Australian citizenship; background on Australian history; values and principles of our system of government.

Department of Environment and Heritage, *Environment Australia Online.* www.erin.gov.au/

Film Australia's National Interest Program, *New Horizons.* www.filmaust.com.au/

Greenpeace International. www.greenpeace.org/

Mcspotlight. www.mcspotlight.org/
Follow link to 'Debating room'.
Offers a global forum for discussion and debate about McDonald's and other transnationals.

Monash University, *The Australian APEC Study Centre.* www.apec.org.au/
Information about Asia–Pacific studies.

National Library of Australia, *Electronic Australiana.* www.nla.gov.au/oz
Information on Australian Federal, State and Territory governments and parliaments and local government.

Organisation for Economic Cooperation and Development. www.oecd.org/
Data about OECD countries.

Parliament of Australia, *Parliamentary Education Office.* www.peo.gov.au/
Information on the Commonwealth Parliament for primary and secondary students and teachers.

Queensland Government, *Environmental Protection Agency.* www.epa.qld.gov.au
Information about environmental impact assessments.

Queensland School Curriculum Council, *Globalisation and the Years 1 to 10 Studies of Society and Environment Key Learning Area.* www.qscc.qld.edu.au/KLA/SOSE/globalis_sep2000.doc

University of Missouri, *Economics America.* www.umsl.edu/~econed
Information about teaching Economics in junior secondary as well as resources and links to other economics sites.

University of Queensland, *Global Learning Centre of Queensland.* www.uq.net.au/~zzglcent/

World Wildlife Fund UK site. www.wwf-uk.org
Information on education campaigns, community projects and publications.

Videos

Film Australia, *Cultural Patterns*, New Horizons series

Film Australia, *Economic Australia*, Australia Series, FP85932/11

Film Australia, *Rights and Responsibilities,* Australia Series, FP85931.

Film Australia, *Work,* Australia Series, FP85928.
Study notes available from www.filmaust.com.au/work_notes.html