Globalisation

Print resources:
- Globalisation by Harriet McGregor.
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Digital resources:
- Guarding the Family Silver, video. NZ On Screen
- French Letter by Herbs, video.
- Nuclear Free New Zealand, encyclopaedia entry. NZ History
- The Magic Bean Shop & the Fries that Bind Us, infographic. Princeton University
- McDonalds Adopts Obscure Māori Ball Game, article. NZ Herald
- NZ and the United Nations, encyclopaedia entry. NZ History
- Ethical Clothing Companies Revealed, research article. The Register
- No Logo: Anti-corporate Activism and Reclaiming the Streets, video. Media Education Foundation
- How Pandemics Spread—Mark Honigsbaum, video. Ted Ed talk
- Globalisation. S2S Topic Explorer
- Global Issues in Context. Epic
- Opposing Viewpoints in Context: Globalisation. Epic
- Protection, Prosperity, Preservation: Stories of World Heritage. UNESCO
- The Cultural Geography of a Viral Sensation. Geography Education

Guides, tools, exemplars:
- Pisupo Lua Afe (Corned Beef 2000) - Tales from Te Papa.
- The Curriculum in Action: Home Economics—Globalisation. TKI
- Can Underwear Change the World? Global Education
- Teaching Anime: Exploring a Transnational and Transmedia Resource. Japan Society
- No Logo: Brands, Globalisation, Resistance Studyguide. Media Education Foundation
- No Nukes in the Pacific: Making Yourself Heard. TKI
- Thinking Globally One: NZ in the Economic World. TKI

Other resources & experiences:
- Unicef Voices of Youth.
- Globalisation and Commercialisation of Caribbean Music. Helsinki Collegium for Advanced Studies
- The Arrival. ShaunTan.net
- People (experts, participants, locals).
- Places (local, regional, national, international).

Nonfiction
- The Arrival by Shaun Tan. Graphic novel
- The Tower to the Sun by Colin Thompson. Picture book
- One Red Shoe by Karin Gruss & Tobias Krejtschi. Picture book
- The Bicycle by Save the Children. Picture book
- 'Nuclear Bomb Test, Mururoa Atoll, 6 September 1995' by Lauris Edmond in Essential NZ Poems. Poem

Fic.

Curated content

* Requires school logon.
* Site may contain advertising or comments.
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**Organised by Learning Area**

**Arts focus**

**Health & PE focus**

**Mathematics & Statistics focus**

**Social Sciences focus**

**English focus**

**Te Reo / Tikanga Māori focus**

**Science focus**

**Technology focus**
## Globalisation

### Arts focus
- How do artworks ‘comment’ on globalisation? How do they do this in their content? How do they do this in their form?
- How do artworks combine the characteristics of different cultures? How do they do this in their content? How do they do this in their form? Is this ‘innovation’ or ‘watering down’?
- Do the arts reflect or shape culture?
- How do artworks influence our personal view of the world? How does presenting and sharing artworks influence and shape ideas, beliefs, values and experiences?

### Health & PE focus
- Is ‘health’ defined the same way in different cultures / societies / countries? Do some cultures / societies / countries seem ‘healthier’ than others? How and why?
- What’s the difference between an epidemic and a pandemic? What are considered some of the deadliest epidemics / pandemics in human history and why? How do epidemics / pandemics influence economic and social life? What role do governments play in an epidemic / pandemic?
- Should access to healthy food be a right for everyone? How do global circumstances (for example markets and trade agreements, changes in climate and environment) affect the types and costs of available foods? Who benefits from cheap, fast food?

### Maths & Statistics focus
- What ‘stories’ can statistics tell about the world and those who live in it? Do statistics tell the same story no matter who’s reading them? Can statistics ‘lie’?
- How do graphs illustrate relationships (for example, the number of countries involved in creating a cup of Starbucks coffee as seen in *The Magic Bean Shop & the Fries that Bind Us*)? What is the best type of graph to use to describe a particular relationship?
- How can I understand and compare rates of birth / death / wealth / health / employment across different countries?
- What units of measurement are most commonly used in the world? What country does the unit come from? What are the equivalents in other countries? How is it useful to have a common global unit of measurement?

### Social Sciences focus
- What does the statement ‘when cultures collide’ mean? What are some ‘cultures that have collided’?
- What is a ‘world superpower’? What are the responsibilities and consequences of being a ‘super power’?
- What does it mean to be a ‘global citizen’?
- Why do businesses expand globally? What impact does ‘trade’ have on a community or country? Do businesses originating in one country have a responsibility to ensure the health and safety of those who work for them in other countries?
- How does the free market system affect an individual’s life? That of a community? Or a country? The world?

### English focus
- How do authors turn global events into personal narratives or works of fiction? Why do they do this? How can I use language / image / another symbolic system to do this?
- How do I distinguish between fact and opinion in regards to the communication of global issues? How does identifying and examining different text features help with this?
- How do people communicate across cultures? Do different cultures understand texts in the same way? Are there any global ‘rules’ of communication?
- Why is storytelling an important aspect of a culture / society? How are stories lost, found or changed as a result of globalisation?

### Te Reo / Tikanga Māori focus
- How has [a global event] impacted on Māori specifically (for example information and communication technologies impact on Te Reo)? Has the impact been positive or negative or both? Has the impact on other indigenous peoples been similar or different? Why?
- Are colonisation and globalisation the same thing? What is their relationship?
- How might a traditional Māori value such as Whakapapa, Tino Rangatiratanga, Manakī Whanga, Mana Whenua, or Kotahitanga manifest in a globalised context? Does globalisation weaken or strengthen these values? Why?
- How might Papatūānuku and/or Ranginui view climate change?

### Science focus
- What is ‘climate’? How does climate change? What constitutes ‘evidence’ for climate change? How have people contributed to climate change? Has climate change affected any or all of the five continents? Have any of the effects been positive?
- How is the Earth a ‘living system’? How do changes in one part of the Earth affect other parts? How have humans caused change and what impacts has this had?
- Are there global patterns in nature? How can we recognise these?
- Why are scientists concerned with ‘cause and effect’? How can understanding ‘cause and effect’ help us make decisions and solve problems?
- Are different parts of the world (organisms, environments, natural events) becoming more alike or more different over time?

### Technology focus
- Does technology push us together or push us further apart? How and why?
- Is the user of a piece of technology responsible for its production and/or disposal? Why / why not? If yes, what can users do to take responsibility? If no, what are a user’s responsibilities in regards to technology?
- How does technology extend human capabilities?
- What are the positive and negative consequences of a specific piece of technology? Are these the same in different countries? Should technologies that have a negative impact continue to be used?
- How does technology change thinking?
- How can I use technology to connect with others around the world?
Globalisation

The NZ Curriculum: Key Competencies

- Thinking — for example definitions of globalisation; positive and negative impacts; multiple perspectives; how globalisation manifests in objects, artworks, environments, cultures, individuals; notions of cause and effect.
- Using Language, Symbols & Text — for example the ‘languages’ of economics, technology, science, different cultures, art, forms, personal response; the representation of global trends via numbers, graphs and diagrams.
- Managing Self, Relating to Others, Participating & Contributing — for example the impacts of globalisation on individuals, communities, cultures, and countries; understanding different perspectives and responses; understanding an issue and taking action individually and with others; global connections; notions of ‘the common good’.

The NZ Curriculum: Values

- Diversity — for example recognising and understanding that globalisation impacts and manifests differently (positively and negatively) in different cultures and countries; that there are particular effects on indigenous peoples.
- Equity — for example economic equity; environmental equity; the Earth as a system where actions in one part have implications in others; business ethics and responsibilities; universal human rights.
- Community & Participation — for example the Earth as a community; notions of collective responsibility and action, and the common good; global connections.
- Ecological Sustainability & Future Focus — for example implications of climate change, overpopulation, land and water use, nuclear energy, intensive farming; individual, community, country and global actions in regards to issues such as these; notions of cause and effect.

Six Step Inquiry Framework (Ministry of Education) as per the First World War inquiry guides

- I Wonder — for example ‘hooks’ as an artwork, song, poem, piece of technology, environmental issue, item of clothing, graph or statistic as featured on the page 1 resource map.
- Make Meaning — for example students identify and understand the impacts of globalisation on themselves, their communities and environments.
- Take Action — for example understanding a global issue and taking action individually and with others; utilising technologies to connect with others and take action

Guided Inquiry

- Immerses — for example a focus on globalisation as manifest through an aspect of the arts, culture, language, economics, statistics; a particular language, society, country or issue; technology, ‘hooks’ as an artwork, song, poem, piece of technology, environmental issue, statistic.
- Explore — for example through challenging ethical questions, trade-offs, physical manifestations and artefacts of globalisation.
- Identify & Gather — for example developing a personal position in regards to an aspect of globalisation based on evidence and understanding.

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EXAMPLE - INSPIRING INQUIRY WITH A SPECIFIC RESOURCE

**Technology focus**
- Why are nuclear fission-related technologies considered a global issue?
- What are the positive and negative consequences of nuclear fission-related technologies?

**English focus**
- What words and linguistic devices do the authors of the poem and the song use to make the global issue of nuclear energy personal? Are these the same across the works or different?
- How does ‘making something personal’ affect you as a listener / reader?

**Arts focus**
- How do these works ‘comment’ on the global issue of nuclear energy in their content?
- How do these New Zealand works reflect global influences in their form? From what cultural tradition does the poem come? From what cultural tradition does the song come?

**Health & PE focus**
- Both the poem and the song use words that implicate ‘health’, for example “air we breathe” and “long term effects” in French Letter; and “made ill” and “easily bleeding” in Nuclear Bomb Test. The health of who or what is being talked about here? How do you know? What’s caused these health impacts?

**Social Sciences focus**
- The nuclear tests at Mururoa in the Pacific were undertaken by the French. What are the historical circumstances that allowed this to happen? Do you think it’s fair for countries to test potentially dangerous technologies in other parts of the world? Why / Why not?

**Te Reo / Tikanga Māori focus**
- Herbs are considered to epitomise the musical genre Aotearoa Reggae. What are the characteristics of Aotearoa Reggae? How is it different from Reggae?
- How does Aotearoa Reggae embody or reflect the value of Whanaungtanga?

**Science focus**
- In French Letter, Herbs ask “Do you know what makes the ocean glow?” How would a scientist answer this question?
- How would a scientist explain what Lauris Edmonds describes as “The monstrous tearing apart of the air”?

**Maths & Statistics focus**
- How many nuclear tests were undertaken in the Pacific? In what years and by what countries? What were some of the recorded effects of these tests (for example increased levels of radioactivity, islanders evacuated, numbers of cancers). Can you design and make a graph or chart that illustrates some or all of these statistics and their relationships?

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French Letter by Herbs.


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