



Globalisation

Dimensions, impacts, and opportunities for co-creation



13-16



4 x 45 min.



board/flip chart; buttons; dice; blank flashcards; smartphones/computer with internet access for students; mounting material (magnets / tape / push pins); moderation cards; sewing needles; blank note cards; colored A4 printing paper; pens; computer with internet access and attached projector; mobile phone or other recording device; writing utensils (as needed); white board; scraps of wool and fabric; computer workstations or mobile terminals; world map;



The different contexts and interrelationships surrounding globalisation are complex. In the following exercises, we will enable students to grapple and engage with this topic.



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Introduction

Background information and didactical perspective

Despite being a relatively new word, it is worth noting that “globalisation” has become a widely used term for global political and economic relationships in just a few years. The term is now used without hesitation to describe an array of developments. In most cases, economic topics like the cross-border trade of goods and services or outsourcing of production to so-called low-wage countries are associated with globalisation. Yet it is not enough for the main focus to fall on economic relationships. When talking about the different dimensions of globalisation, many more aspects must be included. Culture, policy and politics, the economy, and the environment are all dimensions of globalisation that, in general though also in a pedagogical context, require attention (cf. Südwind, 2011: Blickwechsel).

Learning outcomes

Competencies

Change one’s perspective, handle complexity, understand diversity/differences, connect local and global contexts

Topics / National curriculum

Political determinations/decision-making, policy creation and action, the economy, globalisation, diversity

Lesson plan

Abbreviations:

A = Activity
D = Discussion
GW = Group work
IW = Individual work

HW = Homework
PW = Partnerwork
PTS = Previous Teacher’s Study

PO = Pupils opinions
PP = Pupil’s presentations
TP = Teacher’s presentation

Lesson No 1 : My Globalised Life

As an introduction, students familiarise themselves with the history of globalisation and its impact on their daily lives.

Phase	Content	Media, Material
Introduction (20 min.) A D	<h2>“Map your Stuff”</h2> <p>Students work with products from their everyday lives to recognise that globalisation is a part of their lives, too.</p> <h3>Objective</h3> <ul style="list-style-type: none">• Students can point to the impact of globalisation on their everyday lives and describe some fundamental characteristics of globalised products. <h3>Preparation</h3> <ul style="list-style-type: none">• World map• 1 copy of the images “Globalised Products”• 1 copy of the info sheet “Globalised Products”• Blank notecards (optional) <h3>Execution</h3> <p>Step 1 Make a circle with students, sitting down. Place the world map in the centre and lay out the “Globalised Products” images around the map.</p> <p>Step 2 Discuss the images. Ask the students, for example:</p> <ul style="list-style-type: none">◦ Does this product play a role in your everyday life? If so, what role?◦ Why is it a “globalised product”?◦ Where do you think this product was grown/produced? <p>Step 3 Let the students, one after another, place an image on the part of the map (continent, country, region) where they think the product came from. Keep in mind that more than one answer could be correct and make the students aware of this. While they make their guesses, give the students additional facts about the particular product (see the “Globalised Products” info sheet). You can also have students write down additional globalised products on the blank notecards and place these on the world map, according to their origins.</p> <p>Step 4 Examine the map and the placement of the images together with the students and discuss the different possible reasons for the globalisation of our everyday products and their impact.</p>	M1 Images “Globalised Products” M2 Info sheet “Globalised Products” Additional material <ul style="list-style-type: none">• world map• blank note cards

Main
section +
discussion
(25 min.)

A GW

A Short Story of Globalisation

Using the cards on the historical developments in the areas of communication and transportation, students delve into the history of globalisation.

Objective

- Students are able to interpret globalisation as an intensification and acceleration of interconnectivity on the basis of developments in communication and transportation.

Preparation

- 1 copy of the cards "Communication & Transportation"
- 1 copy of the info sheet "Communication & Transportation"
- Drawing of the diagram on a board/flip chart (see info sheet "*Communication & Transport*" for a template)

Execution

Step 1 On info sheet "*Communication & Transport*", read the description of the first "Communications" card aloud and let students guess the object in question. Ask the student with the right answer to come to the front and let him/her locate the object on the diagram in the right location on the timeline, with the help of the class. The student then secures the corresponding card on the board or the flip chart. Repeat this step with all "Communications" cards.

Step 2 Let 3 students, with the help of the class, place the "Transportation" cards correctly on the diagram and secure these on the board or the flip chart.

Step 3 Interpret the result of the exercise together with the students. A possible interpretation would be understanding globalisation as an intensification and acceleration of interconnectivity/global linkages. Reflect with the students on which impacts and consequences these developments have already had on their personal lives.

M3
Cards
"Communication & Transportation"

M4
Info sheet
"Communication & Transportation"

Additional material

- mounting material (magnets / tape / push pins)
- board/flip chart

Lesson No 2 : The Economic Dimension of Globalisation: The Story of Stuff

The abstract economic dimension of globalisation on one hand and the sociocultural dimension, i.e. the people behind this diversity, on the other form two sides of the same coin. In the following exercises, students will come to know these sides better.

Phase	Content	Media, Material
Introduction (25 min.)	<h2>The Economic Dimension of Globalisation: The Story of Stuff</h2> <p>Today's economy is globalised. How it works and what types of challenges emerge as a result is demonstrated in "The Story of Stuff".</p> <p>Objective</p> <ul style="list-style-type: none">• Students can explain the linear system of the material economy and its challenges, as well as the connections between consumer decisions and dependencies. <p>Preparation</p> <ul style="list-style-type: none">• Computer with internet access and attached projector to show the video "The Story of Stuff" (21:20 min). <p>Execution</p> <p>Step 1 Show the video "The Story of Stuff".</p> <p>Step 2 Have the students provide brief feedback on the video. Tasks such as:</p> <ul style="list-style-type: none">◦ Share how you liked the video and why.◦ Summarise the key message and/or points of the video.◦ Collect problems associated with the linear system of the material economy and its possible alternatives. <ul style="list-style-type: none">• Homework (optional): Watch one of the following videos:<ul style="list-style-type: none">◦ The Story of Solutions◦ The Story of Bottled Water◦ The Story of Cosmetics	Additional material <ul style="list-style-type: none">• computer with internet access and attached projector

Main section + discussion (20 min.)

A PO

My Globalised World

Sociocultural globalisation enriches daily life. One aspect that is often overlooked is that people, who bring with them their own life experiences, are behind and part of such globalisation.

Objective

- Students are able to characterise different aspects of global social inequality on the basis of their own lives and to make a case for sociocultural diversity as enriching society.

Preparation

- 1 copy of "My World Map" per student for the collective reflection round
- 1 copy per student of the worksheet "Where Do ... Come From?"
- Utensils for colouring (as needed)

Execution

Step 1 Pass out the worksheets "My World Map" and "Where Do ... Come From?" as well as writing/colouring utensils, if needed.

Step 2 Have students answer the questions on the worksheet "Where Do ... Come From?", possibly using the internet (smartphone/computer). Emphasise that answers can be not only countries but also regions or cities. On the worksheet "My World Map", students should colour or shade in the countries that match their answers and label them.

Step 3 Hang up the additional worksheets "My World Map". Let every student select a country, region, or city from their personal world map, present why this selection is especially important to them, and colour/shade it in.

Step 4 Reflect and interpret together with the students the result of this activity in order to solidify and compare newly discovered connections and corresponding thoughts. Then assign tasks such as:

- Name the findings that can be read from/on this world map.
- What similarities/differences exist between the different world maps?

A possible interpretation would be that despite many colourful spots, the white spots clearly dominate. Our globalisation is largely one of the Global North. The Global South plays a subordinate role in our perception of the world.

You could ask students some further questions:

- Do borders in our globalised world have any significance whatsoever?
- What would the world look like without globalisation? Share your thoughts on this.
- Make a list of groups or societies that do not participate in globalisation.

M5
Worksheet "My World Map"

M6
Worksheet "Where does ... come from?"

Additional material

- writing utensils (as needed)
- smartphones/computer with internet access for students

Lesson No 3 : A Bucketful of Water

Using the example of water, students work with the ecological dimension of globalisation. The availability of clean drinking water and the concept of virtual water are at the centre of this lesson.

Phase	Content	Media, Material
Introduction (15 min.) A	<h3>A Bucketful of Water</h3> <p>Water is not just water. How much (or how little) clean drinking water is actually available to us humans?</p> <h4>Objective</h4> <ul style="list-style-type: none">• Students are able to determine how much clean, fresh water is available for human beings.• Students are able to identify the global impact and consequences of high water consumption.• Students are able to recognise the unequal distribution of clean water. <h4>Preparation</h4> <ul style="list-style-type: none">• 1 copy of the worksheet <i>"A Bucketful of Water"</i> per student <h4>Execution</h4> <p>Step 1 Pass out the worksheet <i>"A Bucketful of Water"</i>. Have students fill in the water bucket according to the instructions.</p> <p>Step 2 Discuss the filled-in bucket of water. Ask, for example:</p> <ul style="list-style-type: none">○ What does the bucket show?○ Did you expect this result? Why or why not?○ Writing utensils (as needed)	M7 Worksheet "A Bucketful of Water" Additional material <ul style="list-style-type: none">• writing utensils (as needed)

Virtual Water

Virtual water? Never heard of it! The concept of virtual water shows students how much water is required for certain things to be produced.

Objective

- Students are able to explain the concept of virtual water and to provide reasons for why consumer behaviour in the Global North is connected to water pollution in the Global South.

Preparation

- 1 copy of the worksheet "Virtual Water" per student

Execution

Step 1 Pass out the worksheet "Virtual Water". Have the students read the text and clarify relevant questions about the content. Then have students play the matching game.

Step 2 Solve the matching game:

- 1 pack of chips: 180 litres
- 1 apple: 70 litres
- 1 chocolate bar: 2,000 litres
- 1 egg: 200 litres
- 1 litre of milk: 1,000 litres
- 1 pork schnitzel: 1,200 litres
- 1 piece of recycled paper: 100 millilitres
- 1 computer: 20,000 litres
- 1 pair of leather shoes: 8,000 litres
- 1 car: 400,000 litres
- 1 T-shirt: 2,700 litres

Step 3 Discuss the virtual water concept with the students. Ask them, for example:

- Is the consumption/the pollution of water worldwide fairly distributed?
- What ways of saving (virtual) water can you think of? Put your ideas to the test: Is it really possible? And how would it be possible? For whom is it possible, for whom would it not be? What would change as a result?

Lesson No 4 : Different Maps – One World

In conclusion, students learn to recognise global connections using distorted maps and to expand their view beyond the world of economic growth.

Phase	Content	Media, Material
Introduction + main content (20 min.) PW PO	<h3>Different Maps – One World</h3> <p>Students engage with world maps whose surfaces do not represent the actual size of these countries but their proportional relation to a global topic.</p> <h4>Objective</h4> <ul style="list-style-type: none">Students are able to make global connections between the Global North and the Global South on the basis of population size, welfare/affluence, CO2 emissions, and polluted drinking water. <h4>Preparation</h4> <ul style="list-style-type: none">1 copy of the worksheet <i>"Different Maps – One World"</i> per student pair <h4>Execution</h4> <p>Step 1 Write the following 4 card headings in no particular order on the board or flip chart: Number of residents, World population, Co2 emissions, Polluted drinking water.</p> <p>Step 2 Pass out the worksheet <i>"Different Maps – One World"</i> (1 copy for every 2 students). Explain to the students that the surface area of the individual countries does not represent their actual size but has been adapted in relation to the card headings.</p> <p>Step 3 Have the students match the card headings to the right region on the world map.</p> <p>Step 4 Interpret the results (see info sheet <i>"Different Maps – One World"</i>). Discuss and reflect with the students about the results. Ask them, for example:</p> <ul style="list-style-type: none">What statements could be made on the basis of this map about fair distribution, North-South-relations, and resource consumption? Provide the reasons behind these claims. <p>Step 5 Use, for example, the topic of polluted drinking water to transition to the next exercise.</p>	M9 Worksheet "Different Maps – One World" M10 Info sheet "Different Maps – One World" Additional material <ul style="list-style-type: none">board/flip chart

Main
section +
discussion
(25 min.)



Outlook: Another World Is Possible

If you look past your own backyard, you find people and societies whose values and goals are not oriented solely on economic growth. Specifically, students become familiar with four provided examples and with the 17 Sustainable Development Goals (SDGs) of the United Nations.

Objective

- Students are able to compare concepts for alternative development and alternative lifestyles from around the world, as well as to explain and provide reasons for what they do or don't like.

Preparation

- 1 copy of the info sheet "*Another World Is Possible*"
- Mounting material (magnets/tape/push pins)

Execution

Step 1 Hang up the four pages of the info sheet "*Another World Is Possible*" or place them on the floor.

Step 2 Students familiarise themselves either alone or in pairs with the four concepts and the SDGs.

Step 3 Have the students choose a concept that they like the most personally. Discuss with the students their choices.

Step 4 Together with the students, reflect on these concepts in order to solidify what they have experienced and to relate it to their previous knowledge about the subject.

Assign tasks such as:

- Share which concept you liked or disliked and explain why.
- Briefly present particular similarities and particular differences between these concepts or of a particular concept.
- Briefly discuss in which world you would like to live.

M11

Info sheet "*Another World Is Possible*"

Additional material

- mounting material (magnets / tape / push pins)

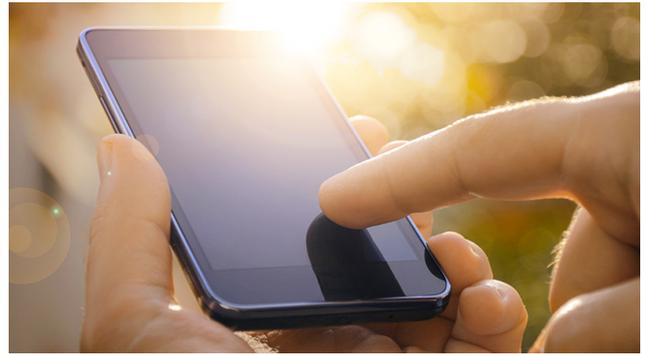
M1 Images “Globalised Products”

Palm oil



© By KYTan/shutterstock.com

Phone



© By PureSolution/shutterstock.com

Bananas



© By vincentchuls/shutterstock.com

Shoes



© By Media_works/shutterstock.com

Chocolate / Cocoa



© By Joseph Jacobs/shutterstock.com

Jeans



© By Robie Online/shutterstock.com

M2 Info sheet “Globalised Products”

Palm oil (Indonesia)

- Palm oil has become the most used plant oil in the world. Currently, palm oil meets 35% of worldwide demand for cooking oil, with soy bean oil close behind (32%).
- Palm oil can be found in over 50% of all products in European supermarkets.
- In 2016, more than 65 million tons of palm oil were produced worldwide, and demand continues to grow.
- The oil palm, from whose fruit palm oil is derived, is a high-yielding tree that does not require much space. For one ton of palm oil, a mere 0.3 hectares of land is required. In contrast, for one ton of rapeseed oil, around 1.4 hectares of land are needed; and for one ton of soy oil, this number grows to 2.5 hectares.
- Most oil palms are cultivated on large plantations within monocultures in Indonesia or Malaysia.
- Currently, most oil palms are cultivated in the regions where biodiverse tropical rainforests are located. As a result, many species of plants and animals fall victim to the oil palm.
- The destruction of rainforest for the sake of giant oil palm plantations has led to an increase in carbon dioxide in the atmosphere, with damaging effects for the climate. In the process of clearing forest, the CO₂ stored in the peat soil and marsh of the forest floor is released. This uprooting of forest and its subsequent release of CO₂ makes Indonesia, next to the U.S. and China, one of the largest emitters of greenhouse gases in the world.
- The soil near large palm oil plantations dries out, as oil palms require a lot of water. This makes traditional rice cultivation in nearby fields next to impossible, and the yield of traditional fishing has also rapidly decreased.

Phone (China)

- Worldwide, around 36 phones are produced every second, and every second phone is produced in China.
- The average use-life by a phone user in Germany is around 18 months.
- The most drastic uptick in the number of mobile phone users can currently be found in Africa.
- In Germany alone, 83 million old phones are holed up in the homes of their former users – an unbelievable amount of highly valuable and expensive raw material unavailable for continued use.
- Yet disposing of phones in the house rubbish bin is also not a solution, since this is how such devices end up in giant landfills in Africa, where refuse collectors living in extreme poverty, many among them children, must scavenge for basic goods.
- Electronic waste, such as phones, should be professionally disposed of at recycling or rubbish centres.
- Although around 60% to 80% of your average phone can be recycled and used as secondary material in the production of a new device, only around 5% of mobile phones produced worldwide are in fact recycled.

Bananas (Ecuador)

- The banana is the most purchased fruit worldwide. It requires no marketing, as everyone likes to buy bananas – especially for as cheaply as possible.
- The British are the most serious banana-eaters in Europe and consume almost 18 kilograms per person each year! But the Scandinavians are also at the top of the list for banana consumption in Europe.
- Most bananas sold worldwide have been cultivated in a monoculture, where nothing but banana plants is grown.
- Many bananas never even leave the place where they were planted. They either have dents or spots, are too long, too short, or too wide, and thus do not fit the picture of the perfect banana consumers would want to buy.
- The workers on banana plantations often must work 11 to 12 hours a day in extreme heat, traveling many kilometres and carrying heavy bundles of bananas weighing up to 40 kilograms – and all this for an absolute minimum wage.
- With no protective gear to wear, workers are often at the mercy of the planes flying overhead to spray chemical pesticides; many become ill and are unable to afford the necessary medical care.
- Only 7% of the sale price of a banana makes it to the wages of the workers on the plantations. In contrast, retailers who sell the bananas, for example, in Europe receive 41% of the sale price.
- Bananas grown under fair conditions do exist: the FAIRTRADE certificate is a trustworthy guarantee of the ethical origins of a given banana.

Shoes (India)

- Worldwide, the footwear industry is one branch of the economy that sees consistent growth. This is, on one hand, due to the ever-growing demand for shoes among consumers in Europe and, on the other hand, due to the growing need for shoes in producing countries, such as in China or India, for example.
- In 2011, a total of more than 21 billion pairs of shoes were produced. In 2013, this number had already risen to more than 22 billion.
- A majority of the shoes produced worldwide are purchased in Europe (40%), followed by China and the U.S.
- The first steps of producing footwear are part of what is currently an extremely labour-intensive activity; many things must be done by hand and are often continued in the homes of workers (cottage industries). For this reason, much of footwear production is found in countries with low labour and compensation standards, which goes along with informal and insecure working conditions and low wages.
- With seven pairs of shoes per person per year, the most shoes per person are sold in the U.S. In Austria, the average is six pairs of shoes per person per year.
- For a running shoe produced in Indonesia that costs around 120 EUR, only 2.50 EUR from this sale price flows into the wages of the workers. 55 EUR go to intermediaries.

Chocolate (Ghana)

- In 2017, it is estimated that around 30 billion EUR in Europe were spent on chocolate, which is roughly 55 EUR per person.
- Most chocolate is consumed in Europe (47%), followed by the U.S. (20%).
- Germany, with 11.5 kilograms of chocolate consumed per person, is at the top of list for all of Europe, with Austria in fourth place in Europe with 8.9 kilograms per person of chocolate consumed.
- 70% of cacao cultivated worldwide, the raw substance from which chocolate is made, stems from the following four West African countries: Ivory Coast, Ghana, Nigeria, and Cameroon.
- Cacao cultivation is the primary source of income for over 5.5 million farmers in the Global South and also secures the livelihoods of over 14 million farmhands and their families.
- 70% of chocolate products made for the consumer market worldwide are produced by six companies. In the case of industrial chocolate (wholesale), 75% of the market is dominated by only two companies.
- 6.6% of the value created by a bar of chocolate stays with the farmers, compared to the 87% that makes it into the pockets of cacao companies, chocolate manufacturers, and supermarkets.
- Due to the little value created by chocolate cultivation for farmers, enough money for farmhands to help with the harvest is often unavailable, and so child labourers are often used.
- The cultivation of cacao is tied to hard manual labour, and the use of dangerous pesticides is unfortunately a common practice on many farms.

Cotton/jeans (U.S.)

- Almost 75% of clothing exports worldwide are produced in the Global South.
- 30 million people are employed in the textile industry worldwide, and 80% to 90% of them are women.
- Many workers must work upwards of 70 hours a week and 12 to 18 hours per day without breaks.
- Inhumane working conditions are prevalent, and there is no such thing as social welfare or retirement.
- The extensive irrigation of cotton plantations leads to dry soil and drought in many places. The wastewater from textile factories is often disposed of without filtration and is simply fed into the local water supply.
- The four largest cotton producers are the U.S., China, India, and Pakistan.
- Cotton cultivation consumes 25% of all pesticides and insecticides used worldwide, and 8% to 10% of chemical fertilizer used globally goes into cotton cultivation.
- A T-shirt made from conventional cotton requires 2,700 litres of water! That is roughly the same as 18 bathtubs.
- 1.1% of cotton cultivated worldwide is produced organically, with almost 75% of this organic cotton coming from India.

M3 Cards “Communication & Transportation”

Marching

approx. 5 km/h

Bicycle around 1815

approx. 15 km/h

**Freight liner around
1900**

approx. 15 km/h

Car around 1900

approx. 35 km/h

Car today

approx. 130 km/h

Train around 1825

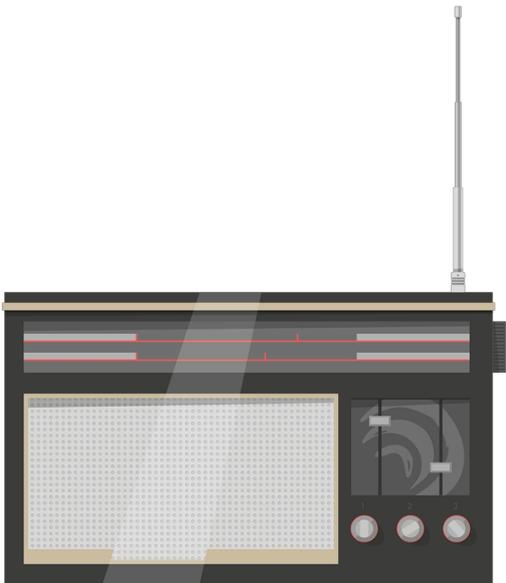
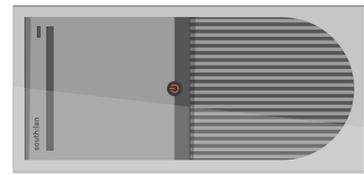
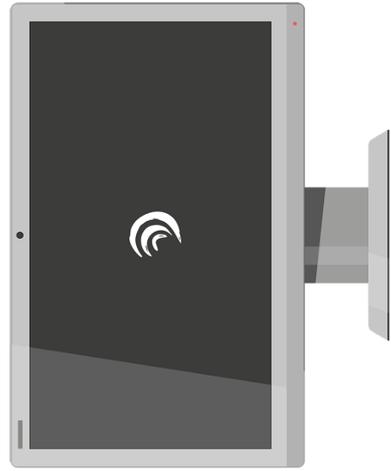
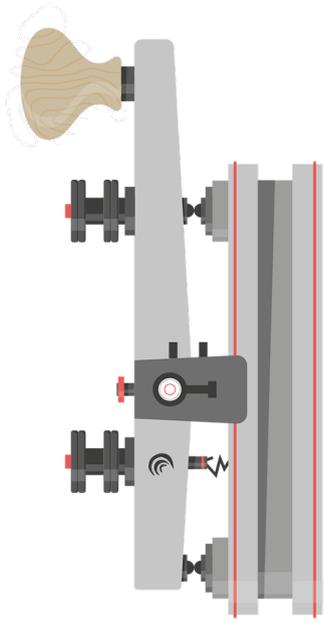
approx. 35 km/h

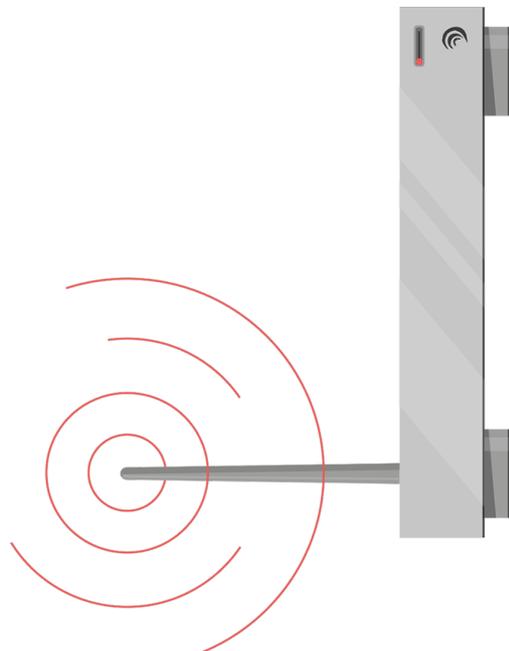
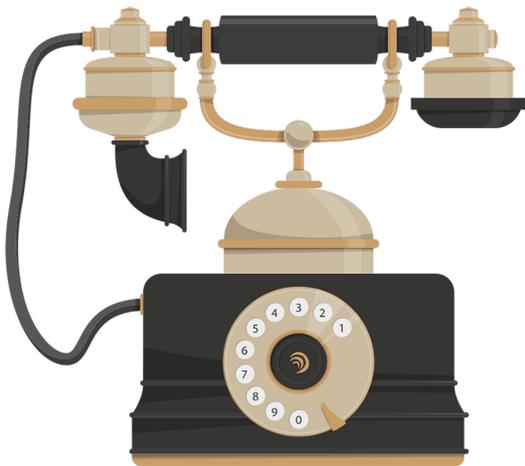
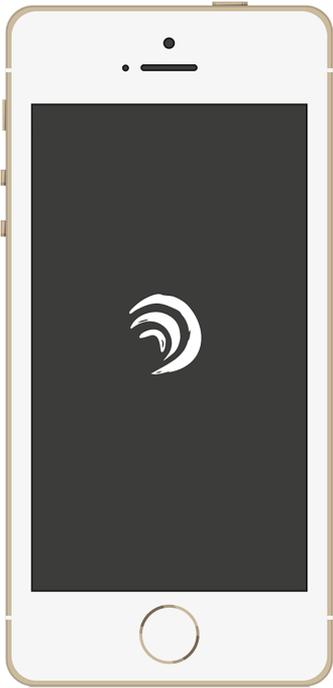
Train today

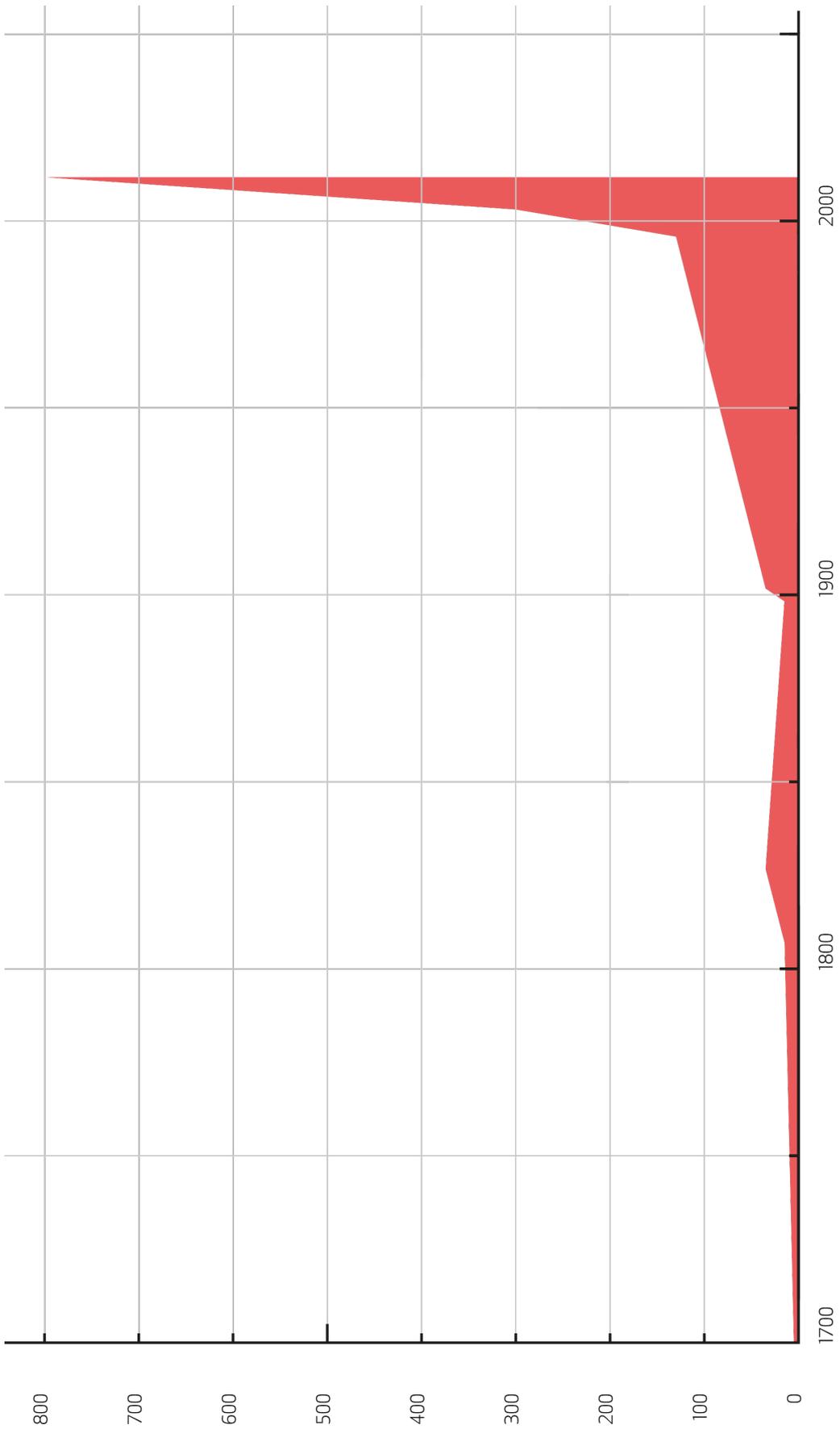
approx. 300 km/h

Plane today

approx. 800 km/h







M4 Info sheet “Communication & Transportation”

History of Globalization: Communication & Transportation

Cross-border networking at the economic, political, ecological and socio-cultural level is not a phenomenon of our time, but goes far back in human history. For example, hundreds of years ago goods were transported along the Silk Road from Asia to Europe. However, the interconnections in the 20th century have gained much in speed and intensity.

The main cause of globalization is technological progress, especially in communications and transport technologies. Around 1800, the transmission of a message from Europe to America took several weeks. It took just as long to transport people or goods overseas. Thanks to technical innovations, today news, information and images can be sent within seconds and people and goods can be transported to the other end of the world in no time at all.

Transcontinental railway connections, road traffic, shipping and aviation enable fast transport of people and goods over long distances. Due to (further) technical developments in all four areas, but especially with the invention of aircraft, the travel speeds have increased enormously. Within 200 years, the highest possible travel speed of about 18 kilometers per hour has risen to over 1000 km/h.

“Communication & Transportation”

around 1833

Allows the transmission of coded signals through electrical lines over more or less long distances.

Correct answer: Morsetelegraph

around 1876

Device for transmitting sound waves via electrical signals and lines. Only then did it become possible for people to speak directly to each other over long distances.

Correct answer: telephone

around 1920

The development was based on the discovery of electromagnetic waves. This allowed a single speaker to reach a multitude of people without any time delay.

Correct answer: radio

around 1930

In Germany it also bears the nickname "Slipper Cinema". In the 1950s, it became a mass medium.

Correct answer: TV

around 1970

Using this device, texts and images can be transmitted over the telephone network within a few minutes. Has been increasingly displaced by emails with the emergence of the Internet.

Correct answer: fax machine

around 1980

Forerunner of this medium, so-called calculating machines go back to antiquity. The first electronic devices were created in the 1940s. They were widely used in the 1980s.

Correct answer: computer

around 1987

Originally developed as a US military project, it became accessible to the general public at the beginning of the 1990s and revolutionized the exchange of information. Within seconds, this technology can exchange a large amount of data (text, images, video, sound).

Correct answer: Internet

around 1990

Already 1926 there were first attempts of wireless telephony. Portable devices were created but only in the 1980s. While the first devices weighed just about one kilo, they fit into every trouser pocket today.

Correct answer: cellphone

M5 Worksheet “My World Map”

Why is Africa so big?

Maps are never neutral, they always reflect a certain view of the world. This is a “Peters Projection” map. This projection is true to size, which means that the surface area of all continents is proportionately and accurately represented. The equator is also situated in the middle of the map. This true-to-size map makes actual scale and proportions visible, adding significance to the regions around the equator. The outline of the continents and their positioning vis-a-vis one another are not, however, represented accurately.



M6 Worksheet “Where does ... come from?”

Answer the following questions. Some are quite easy to answer, some require some research. Colour or shade in the regions on the world map that match each answer. These do not need to be entire countries but can also be regions or cities. Don't forget about your own country!

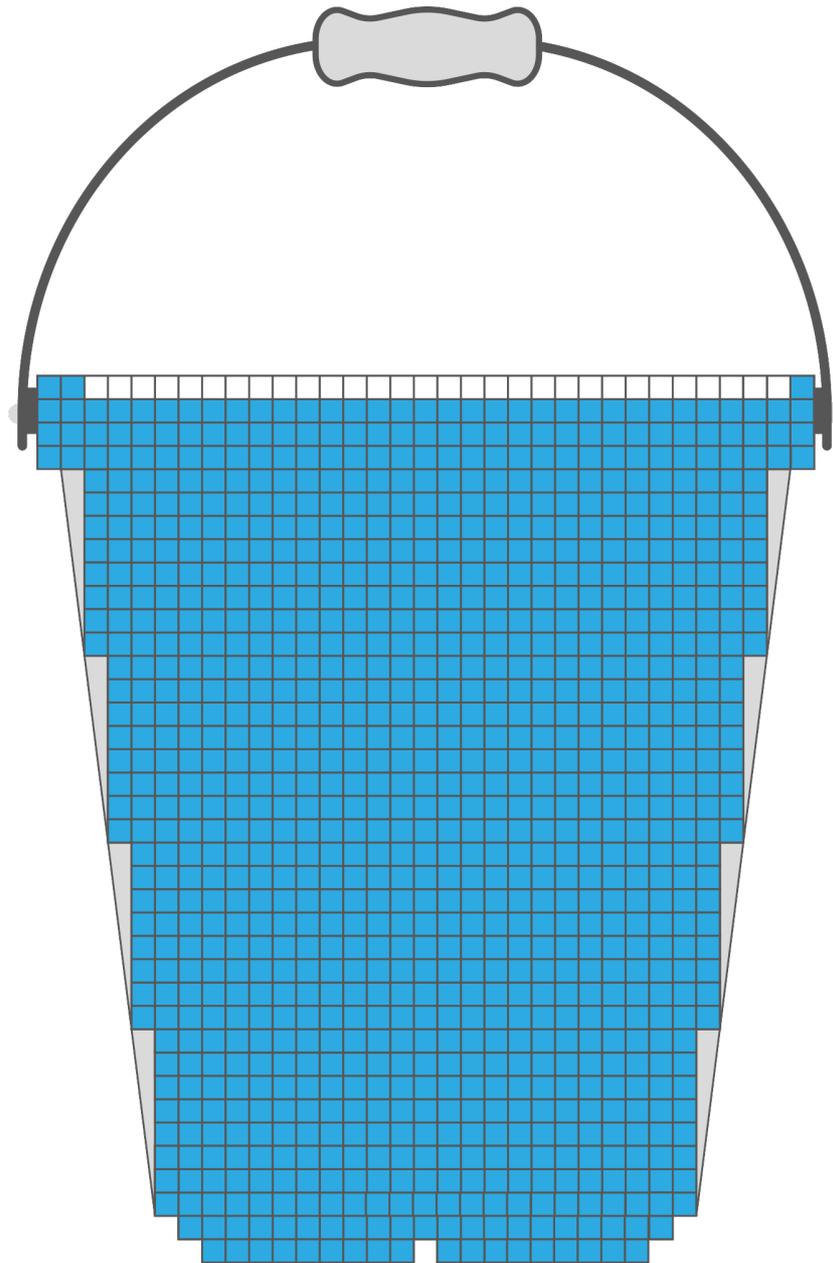
Have fun!

Questions:

- Where does my favourite athlete and/or my favourite musical artist and/or my favourite band and/or my favourite author come from?
- Where have I been on vacation before?
- Where would I like to live at some point in my life?
- Which part of the world do I absolutely want to visit/get to know better?
- Where do my grandparents or other relatives come from?
- Which country does my favourite food come from?
- Where does my favourite dessert come from?
- Do I have friends who come from other countries? If so, from which ones?
- Do I have friends whose parents come from other countries? If so, from which ones?
- Where does my favourite holiday have its origins (Christmas, Halloween, Holi etc.)?
- Do I know someone who works in another country? If so, where?
- Which country does my favourite TV show and/or my favourite film come from?
- Do I have online friendships with people from other countries? Where do they live?

M7 Worksheet “A Bucketful of Water”

The image of the bucket represents all the water in the world.



Most of the earth's water (about 97%) is saltwater and thus cannot be consumed.

It takes up 970 of the 1000 fields pictured here. These have already been filled in.

The empty fields of the bucket represent all the fresh water available in the world (around 3% of all water, in total).

Colour or shade 24 of the remaining fields with a different colour. These fields represent the water that exists in the form of ice.

Colour or shade 4.5 fields with another colour. These fields represent unfrozen freshwater reserves that are inaccessible to us because they are located too far from the earth's surface or are somehow impossible to unlock.

Colour or shade 3 points within the remaining fields. These points represent 0.003% of water worldwide. This percentage is the water that is accessible as well as being clean freshwater we can drink.

M8 Worksheet “Virtual Water”

The amount of water on the earth is naturally unevenly distributed. There are water-rich and water-poor regions. Additionally, the water needs of human beings has increased 35-fold in the last 300 years. Next to the growing world population, this increase is attributable to the lifestyle we enjoy today, which requires a much greater level of water consumption. We do not only consume the water that is available in our own country. Within all industrial and consumer goods “invisible water” is hiding. This so-called “virtual water” is any water that must be used in order for these goods to be produced.

The production of a pair of jeans, for example, uses around 11,000 litres of virtual water. Why? Because this virtual water covers the water consumption of every single step of production. In the case of jeans, the cultivation of cotton uses the most water. But the washing, spinning, dying, weaving, softening, sewing and lastly the transport from, for example India to Europe, also use water. Hardly any water in Europe is required for that pair of finished jeans, while water must be consumed in India for just this product.

Cotton is an extreme example, as it thrives only with plentiful sun and, at the same time, plentiful water. Cotton is thus a classic imported good with which we import not only clothing but also water, in addition to the high use of pesticides, which do harm to the ecosystems of producing countries.

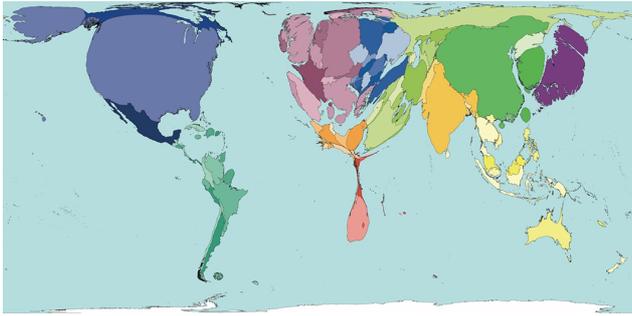
What can we do about this? Conserve virtual water! This we can do by being conscious consumers. Here, our diets play a crucial role: agriculture is responsible for 70% of worldwide water consumption. Consuming regional, seasonal, and organic foods significantly reduces our virtual “water footprint”. A lot of virtual water can be found in meat, especially. Conscious consumption can contribute to sustainability in a global, closed system with a limited amount of clean, available freshwater.

How much virtual water is in your food, in your stuff?

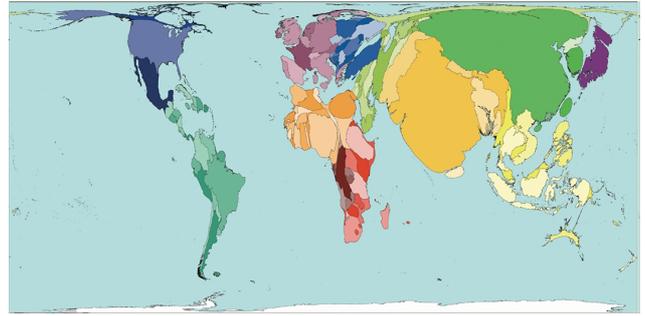
Match the products in the left column with its corresponding value in the right column.

1 bag of chips	1,200 litres
1 apple	2,000 litres
1 chocolate bar	70 litres
1 egg	100 millilitres
1 litre of milk	400,000 litres
1 pork schnitzel	180 litres
1 piece of recycled paper	200 litres
1 computer	8,000 litres
1 pair of leather shoes	20,000 litres
1 car	1,000 litres
1 t-Shirt	2,700 litres

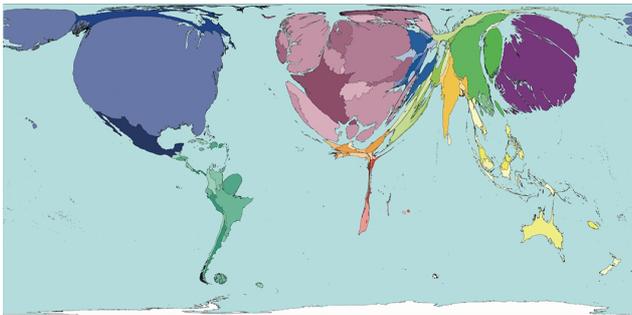
M9 Worksheet "Different Maps – One World"



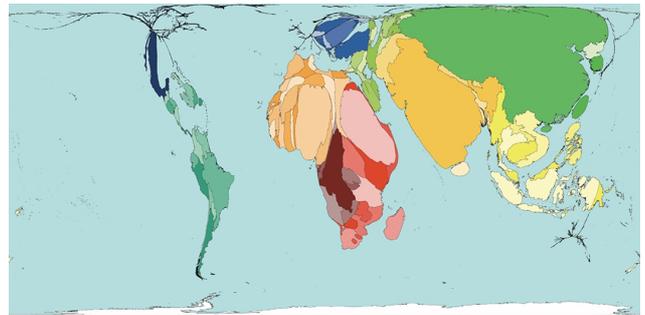
1. _____



2. _____



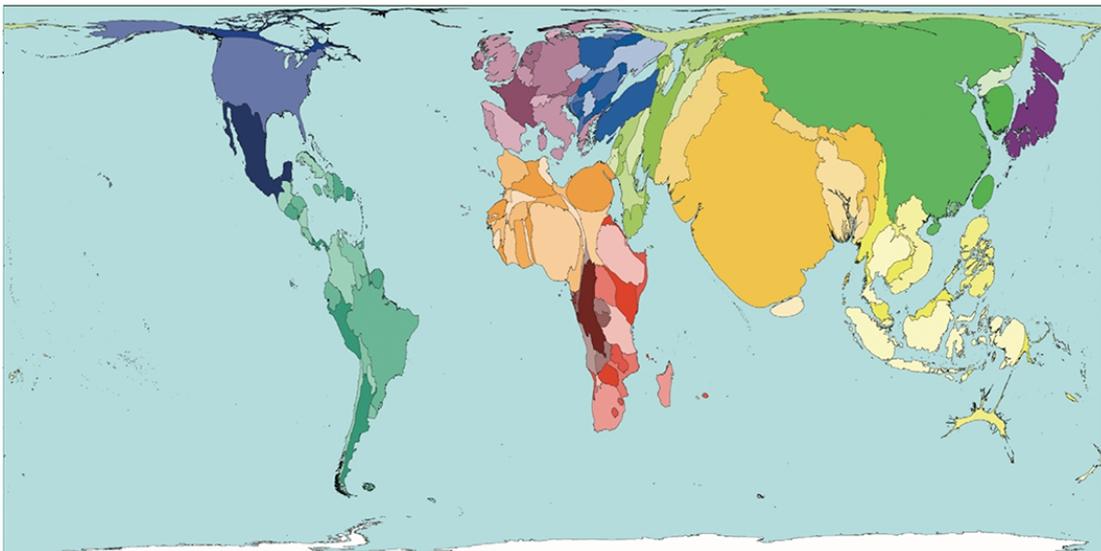
3. _____



4. _____

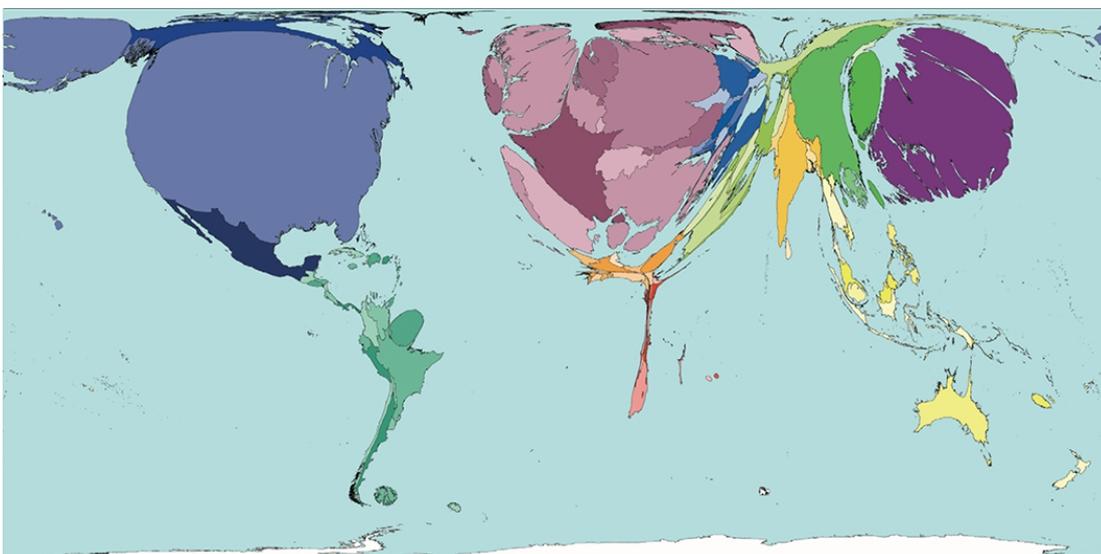
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M10 Info sheet “Different Maps – One World”



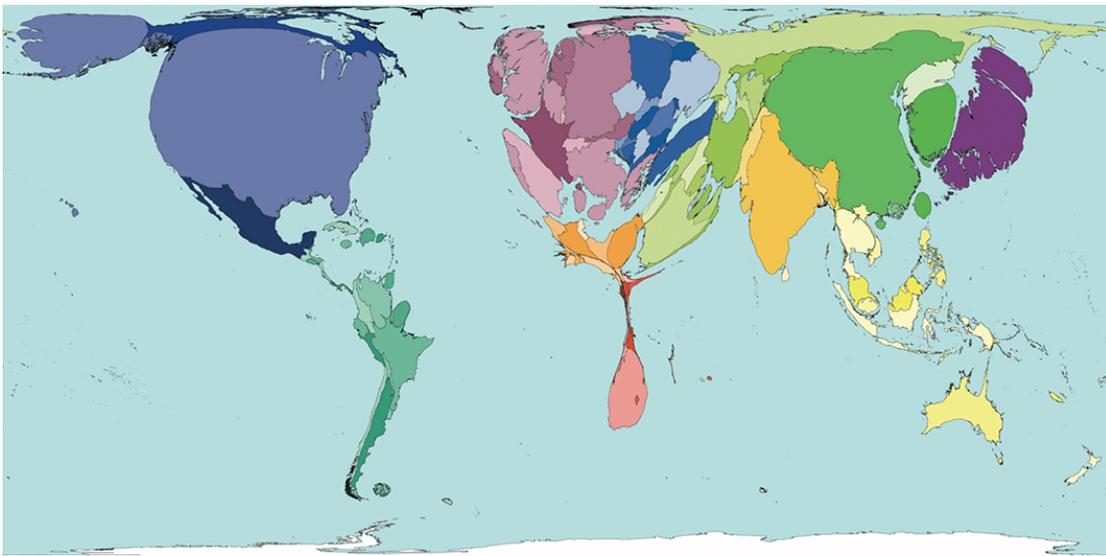
Correct answer : Population number

Currently, the world population has more than 7 billion people. Of these, more than 60% live in Asia. Especially large on this map are India and China, as these countries are the most populous. The population of a country depends only to a limited extent on its size. For example, Sudan is the largest country in Africa, but has fewer inhabitants than Egypt or South Africa. According to forecasts, the world population will continue to grow in the next few years. 97 out of 100 newborns will be born in developing countries.



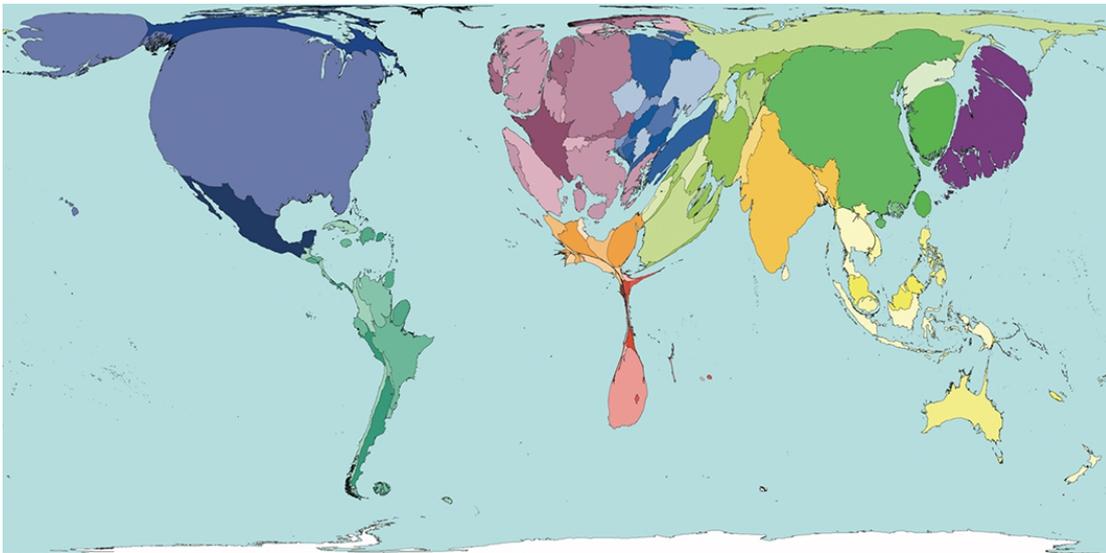
Correct answer : Prosperity

This chart shows the global prosperity ratio as measured by gross domestic product (GDP), that is the value of all goods and services produced in one year in a country's economy. Although the population of Europe and North America accounts for less than 16% of the world's population, they account for more than 50% of global GDP. By comparison, Asia generates just over 30% of global GDP, with a global population share of over 60%. With a GDP of 2.6%, the African states have the lowest share of global prosperity. However, the calculation of gross domestic product does not include the shadow economy, neighborhood assistance, care for children and the elderly and the subsistence economy. The latter is particularly important in agrarian countries of Africa, Asia and Latin America.



Correct answer : CO2 emissions

This map shows the proportions of CO2 emissions, which is considered to be the cause of the greenhouse effect and thus of global warming. Most of the emissions are from North America, Europe, Japan and China. Because China's CO2 emissions are rising sharply in recent years, the country is now producing the most emissions.



Correct answer : Polluted drinking water

This map demonstrates how easy or how difficult it can be to access clean drinking water in the many different countries of the world. The larger a country has been depicted on the map, the more polluted the drinking water in that country is. Dirty drinking water is the main cause of sickness and disease. While most people in Western Europe have access to clean water, this is only the case for 50% of the people living in Central Africa. The greatest number of people without access to clean water live in China: 324 million people or 25% of the population. Worldwide, 18% of people do not have access to clean drinking water. Clean drinking water can be secured or provided through a well, groundwater accessed by pump, or by chemical treatment of the water.

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M11 Info sheet “Another World Is Possible”

Buen Vivir/The Good Life



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“Buen Vivir” is Spanish and comes from South America. It means “to live well” or “the good life”. The world view of the indigenous peoples living in Peru, Bolivia, and Ecuador form the cornerstone of Buen Vivir. In Ecuador, Buen Vivir has been a part of the national constitution since 2008, described as “living in diversity and harmony with nature”.

According to Buen Vivir, our wellbeing does not only depend on material wealth. Community, participation, and equality are central tenants, and your own wellbeing should not be achieved at the cost of someone else’s or of the wellbeing of nature. The understanding of nature here is particularly interesting: in the concept of Buen Vivir, nature is seen as possessing its own rights, independent of whether or not it is useful to humans.

Gudynas, Eduardo (2016): Buen Vivir, in: D’Alisa, Giacomo; Demaria, Federico; Kallis, Giorgos (Hrsg.), Degrowth. Handbuch für eine neue Ära, München: Oekom Verlag, S. 262-266

Gross National Happiness/Bhutan



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Bhutan, a small Buddhist kingdom in the Himalayas, measures its country’s development not according to economic growth but according to the happiness of its people. In 1972, the then king introduced “Gross National Happiness” as the country’s highest goal. Bhutan concentrates on and values a harmonious balance between the material welfare of the country and the spiritual and cultural needs of its people, as well as on a reliable and attentive government.

Education, health, but also a sound environment are the fundamental conditions for the achievements of Gross National Happiness. In 2008, Gross National Happiness was even enshrined in the national constitution. Happiness should not, however, be misunderstood: what is meant here is not the multiplication of short-term feelings of happiness, but the constant quest to build a society that lives contentedly and in harmony with its cultural heritage and with nature.

Riedl, Thomas (2009): „Bruttonationalglück“ als Maßstab für Entwicklung? Eine Analyse des politischen Systems Bhutans in Bezug auf das Entwicklungskonzept des buddhistischen Königreichs. Diplomarbeit: Universität Wien.

Ubuntu/Philosophy of Humanity



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Ubuntu is the name of an ethical and philosophical concept from Africa. The term is rooted in the so-called Bantu languages, which are prevalent in Southern Africa. Ubuntu can be translated in different ways: charity, generosity, (acts of) humanity, or social awareness. Within this concept, all people are part of the same great whole, connected to one another and dependent on each other. The saying “umuntu ngumuntu ngabantu” means something like “A human being is a human being through other human beings”. Central to this thought is peaceful and harmonious life together within a community. The individual is hence not at the centre.

The environment also plays a key role here, and human beings are seen as part of this environment. In this community, reciprocal or shared consideration for others as well as caring for and sharing with others are especially important. Future generations also belong to this community and have the same right to life in a sound environment as the present generation.

Ramose, Mogabe B. (2016): Ubuntu, in: D’Alisa, Giacomo; Demaria, Federico; Kallis, Giorgos (Hrsg.), Degrowth. Handbuch für eine neue Ära, München: Oekom Verlag, S. 276-278.

Degrowth



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We live on a planet with limited resources. And yet, our economic system is based on unlimited growth. This growth – more goods, more consumption, more waste – has the professed goal of securing the wellbeing of humanity. However, unlimited growth in a limited space will sooner or later become impossible. What are the alternatives? The “degrowth” movement deals specifically with this question.

The word degrowth means something like “ever-decreasing growth” or “growth reset”. The term emerged in the early seventies and ever since then has focused on the search for alternative models for the future.

D’Alisa, Giacomo; Demaria, Federico; Kallis, Giorgos (2016): Degrowth. Handbuch für eine neue Ära, München: Oekom verlag.

17 Sustainable Development Goals



In September 2015, all 193 member-states of the United Nations ratified the 17 Sustainable Development Goals (SDGs) in the General Assembly. For the very first time, countries in the Global South and in the Global North agreed to work together toward achieving a set of comprehensive goals. These goals deal equally with the economy, society, and ecology/the environment. At the same time, member-states called for the protection of human rights, the rule of law, and good governance, as well as peace and security.

<http://archiv.bka.gv.at/DocView.axd?CobId=65724>