

Globalisation – a problem or a solution?



Jimmy Bullock and colleagues at Colton Hills Community School, Wolverhampton, have been involved in implementing an innovative integrated approach to the Year 7 curriculum since 2008. The school became involved with the *Cities, People and Change Project* with a clear objective: to use a global learning approach, in order to develop a more coherent and meaningful module about Globalisation, and with clear links to Personal, Learning and Thinking Skills [PLTS].

Colton Hills Community School is an 11-18 comprehensive school on the south side of Wolverhampton. It serves a diverse area of the city, and its intake reflects this. It has achieved a great deal, and is regarded by the local authority as a place of innovative teaching and learning. The development of an integrated approach responded to the curriculum innovation demands of the Building Schools for the Future programme, and the need to improve the experience of Year 7 students coming into the school, providing continuity with Key Stage 2.

At the time of writing, the integrated curriculum focussed on Religious Education, Design and Technology, Science, Literacy, Numeracy and PLTS. The students devoted two days to this curriculum, and the overall aim was to improve their skills as independent learners. The success of the Year 7 integrated curriculum led to the development of a similar approach for Year 8, focussing on Geography, History and Religious Education.

The activities shared here were devised for the Year 7 module on Globalisation, which had a particular focus on R.E, and two aspects of PLTS: reflective learners and independent enquirers.

| Key questions | Activities |
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| <p>What is Globalisation and why should we care?</p> | <p>Students draw an outline of a person and annotate it with how they affect the world, and how the world affects them. The teacher promotes a discussion based on this.</p> <p>Students play the Globalisation Game</p> <p>Students investigate a range of forms of trade [eg bananas, chocolate, fashion, cars] using role play. This is an opportunity for students to explore the impact of globalisation on world trade. It also lends itself to peer assessment if groups do presentations.</p> |
| <p>Why should we care about disasters?</p> | <p>Group discussion around any recent disasters [eg the 2011 earthquakes in Japan and New Zealand]. Use newspaper articles, TV news reports, the Internet to explain what happened and how people responded.</p> <p>Students explore how faith groups respond to disasters, such as Buddhist responses to the tsunami of the 26th December 2004. Look at other religions. This is useful, as religions have a global presence and their teachings suggest that they should help.</p> <p>They investigate whether God is there when people suffer.</p> |
| <p>What is Fairtrade?</p> | <p>Students explore Fairtrade as a concept [could use the 'Fairtrade in your school' materials produced by the Co-operative College.] Who benefits? What are the positives and negatives of such a scheme?</p> <p>Students examine the issue of whether trade is unfair, and complete a storyboard of what life might be like for a farming family, with or without Fairtrade. This is an opportunity to further explore the positives and negatives of schemes like Fairtrade, and to explore different perspectives on farming in another country.</p> <p>Students examine further whether the trade in bananas is fair or not. They design a T-Shirt that will form part of a campaign to eat ethically traded bananas. This could be done as a competition in groups to produce the best design. The groups could do some peer assessment.</p> <p>Using their knowledge and understanding of Fairtrade so far, students examine the cocoa trade and evaluate whether it is fair or not.</p> <p>Students design a new chocolate bar that is going to be made from ethically traded cocoa. They design the wrapper for the bar, how they would sell it, what a TV advertisement would be like and the message they want to get across. There is an opportunity here for some drama work.</p> |



A range of resources were helpful in planning this module, including:

'[The Globalisation Game](#).' Tide~ global learning

'Religions and Beliefs' series, Nelson Thornes

'Exploring questions in RE - Book 3', Nelson Thornes

'Directions 1' by Ina Taylor, Nelson Thornes

'Fairtrade in your school - A resource pack for primary school teaching on Fairtrade and ethical enterprise', The Co-operative College

For specific support for GCSE planning the following have also been useful:

AQA Religious Studies B - Religion and Morality, Nelson Thornes

OCR GCSE Specification B Geography Series, Heinemann

Jimmy Bullock shares his reflections of using these ideas with his pupils:

"The Globalisation Game went well and was enjoyed by both students and teachers. If thorough preparation is done beforehand then it works well, but be prepared for the unexpected, and help move the game along if the students are not quite getting it. For example, be prepared to send an "e-mail" to point some in the right direction and don't worry too much if the rules are not strictly adhered to. The Globalisation Game works best if you have at least 30-40 students, so if you have small teaching groups they could be combined.

"The key is to be adaptable. The teacher must be prepared to adapt the resources as necessary. Some of the activities could be broken down into more manageable segments to aid more effective learning.

"The students really enjoyed the Globalisation Game as it made them really think about how the world trades.

The following are some of their comments:

'I didn't know that the banana trade was so unfair, and that people have to live on next to nothing'

'Playing the game made me realise how unfair trade can be, as my group got taken over by another and did not get paid enough for the work we did'

'My group thought it was so unfair to do someone else's work, and get paid next to nothing. It's not fair!'

'We live in a really small world, and what I do matters'

“Teachers commented on how useful the Globalisation Game was, to help students to get engaged with the issues raised by the world in which we live. They felt that the game helped students work together as teams, especially if they were put with people they would not normally work with. They also found the sequence of activities useful to start to look at the wider issues raised by Globalisation. Some wanted to develop this further, by including more of how the world is becoming more globalised, and have the opportunity to discuss the issues raised more.

“It helped the students develop the PLTS more, by being engaged in practical activities and having to work with others. It also helped those who would often get forgotten about in the classroom. It certainly helped raise self-esteem and confidence.”

Ideas developed by Jimmy Bullock and colleagues at Colton Hills Community School.

