

Content package for interactive whiteboards – How the world is growing together

This guideline provides an overview of the content and didactic context of the media in the content package for interactive whiteboards entitled “How the world is growing together.”

General information on the use and teaching concept of the content packages for interactive whiteboards is provided in the teaching method “Working with a content package for interactive whiteboards,” which is also included in the media package.

1 Introduction to teaching this topic

1.1 Motivation for the topic

The topic of globalization might not yet be explicitly established worldwide in the curricula of elementary schools. However, subject-related aspects of the curriculum such as “We in our world,” “Orientation in time and space,” and “Climate” are covered, for example, in grade 4 in Germany. However, topics related to globalization processes can be covered using an interdisciplinary approach or in a class project in order to introduce the students to relevant aspects and problems in an age-appropriate manner. As travelers, consumers, and communicators, students are also active agents of globalization.

1.2 Media selection

The content package for interactive whiteboards entitled “How the world is growing together” contains 25 individual media.

- 1 photo collage and 2 graphics as images for discussion
- 2 schematic diagrams: a mind map on the topic of globalization and a world map showing the communications network
- 3 interactive graphics: an interactive world map for getting to know some countries of the world, an illustration of the production route of a T-shirt, and a calculation of the cost factors of a typical 4.95-euro T-shirt as offered by large fashion chains
- 2 interactive diagrams (population and land areas of the continents)
- 2 interactive exercises: a matching exercise on festivals in different countries of the world, and an exercise on the topic of globalization in general (cloze test)
- 2 webpages
- 5 information sheets: two on the topic of globalization, one on festivals in different countries of the world, a set of experimentation instructions: Games from around the world, and an interview with statements made by children from Chile and Germany
- 1 worksheet on the topic of immigration (along with teaching method)
- 1 worksheet on the advantages and disadvantages of globalization (with ideas for answers as an aid for teachers)
- 1 link list
- 1 guideline for the whiteboard content

1.3 Background information for teachers

The content package for interactive whiteboards should convey a picture of the globalized world to the students based on the clear visual illustration and simple explanations. Graphic and textual media specifically designed to meet the needs of the age group should help the students understand processes related to the international community growing together.

The media of the content package can be used individually and completely independently of each other. However, the lesson will certainly be livelier when the media are used in context. This provides an opportunity to spark interest in the subject details, a deep awareness of diversity, and the willingness to change opinions and attitudes, based on the relevance to the students' lives. To that end, we recommend working through the topic in the following steps:

- Trip around the world – Introduction to the topic
- Globalization – What does that mean?
- People here and elsewhere
- Food in distant countries
- Products travel around the world
- Communication around the world
- Different countries – different customs
- Further study
- Further teaching idea: Organizing an exhibit

2 Trip around the world – Introduction to the topic

Before the students start working with the topic of “Globalization,” they must first “break the world into its individual parts.” Only those students who understand the diversity of countries and the associated diversity of cultures, languages, religions, etc. can comprehend the impact of the “world growing together.” In addition, it makes sense to start from the children's own experiences. Some of them may have already been abroad on vacation, so first they can report on their experiences. Today, air travel in particular has become much more widespread and affordable.

A globe is surrounded by pictures that exemplify the concept of globalization. For example, the speech bubble stands for the global language English, the hamburger stands for “standard fare” everywhere in the world, and the airplane stands for travel and transportation around the world. The graphic serves as a prompt to activate the students' prior experience. The children should be given the opportunity to tell whether they have ever traveled outside the country, where they have relatives or friends abroad, what they know about the world or even globalization, etc. In this way they will recognize that the topic is globalization:

Medium



“Globalization”

Tip: As preparation for the class and in order to motivate the students through their personal connection, teachers should have the children bring pictures, vacation photos, postcards, souvenirs, etc. to class and present them to the other students as homework. At the end of the sequence, the students can create an exhibit from the collected materials (see Chapter 11).

To deepen the students' knowledge of the countries of the world, teachers can click a world map to call up information on individual selected countries. The students will learn the capital, official language, population, area, and national flag of these selected countries.

Medium



“A few countries of the world”

The following materials with statistical data on the continents of the world can also be used for further study. A bar chart shows the distribution of the world population on the continents. A pie chart teaches the students about the proportion of area of the continents relative to the total land area of the earth. The world population clock of worldometers shows very clearly the growth in world population every second.

Media



“The world in figures: land area”



“The world in figures: world population”



“How many people in total live on the earth?”

3 Globalization – What does that mean?

After the topic has been introduced and the students have “gotten to know” the countries, the term globalization should be defined as “the world growing together.”

Global means “spanning the entire world.” Globalization means that the world is moving closer and closer together. It is easy and quick to get in touch with people in other countries, to visit them, or to trade with them. In addition, globalization causes the cultures to “blend,” meaning that languages, songs, dances, religions, recipes, etc. are accessible to everyone and are proving to be more and more popular “abroad” as well. Of course, the children should consciously work out the differences in skin color, religion, habits, etc., but also recognize that we are all people of one world and thus come to know globalization – despite some difficulties – as a cultural enrichment.

Medium



“The world is growing together”

The students will receive the necessary background information on globalization as text. A simple text describes the lives of children from various countries, leading to the topic of globalization through the examples.

Medium



“The world is growing together”

In simple words, a somewhat more comprehensive text explains how the world is growing together and what advantages, but also disadvantages, globalization brings to the world and to people. An interactive cloze test is provided for further study.

Media



“What is globalization?”



“What is globalization? (cloze test)”

Note: Before teachers use the text, it is useful to have the children work in groups or with a partner to think about the good and bad sides globalization could have, based on the facts. Media for a deeper discussion of the advantages and disadvantages of globalization have been specifically integrated into the content package; see Chapter 9.

Tip: In art class, the students can draw pictures related to globalization – and what it means for each and every person – on the basis of the learned facts. The pictures can be displayed later (see Chapter 11).

4 People here and elsewhere

One aspect of globalization is immigration. The opening of the borders within Europe, the increase in international air travel, and many other things have made it easy today to travel to foreign coun-

tries or even to emigrate. Immigration refers to a permanent or temporary change in residence, regardless of whether a person keeps or changes his or her citizenship.

For students, it is now normal that their own class, neighborhood, or circle of acquaintances includes children with an immigration background. For this reason it seems all the more important to teach people about the backgrounds beginning in early childhood, to be able to ensure respectful, unprejudiced interaction with one another.

An image for discussion shows children with different skin colors (African, Caucasian, Asian, etc.) holding hands. It is already possible to recognize the impact of globalization based on clothing. All the children are wearing similar clothing. The graphic provides stimulation for a class discussion about people with different backgrounds, skin color, language, religion, etc., when the students can again contribute their experiences:

Medium



Children of this world

To delve deeper into the topic of immigration, the students can conduct interviews with “immigrants” from their family or circle of acquaintances. The following worksheet provides assistance:

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“People with an immigration background” (PDF) (with teacher information)

Note: It is important to tell the students again about the aspect of emigration and immigration.

5 Food from distant countries

One big way globalization enriches everyday life is the variety in food and eating habits.

For most people in industrialized countries, the variety of foods is a matter of course today. In their lunchboxes or at the lunch or dinner table, children today find a wide variety of fruits, vegetables, breads, meat products, and cheeses. Thanks to the possibility of international trade, many foods today come from many different countries of the world.

Not only is the variety of foods a matter of course today, but also the methods of preparation and international recipes. Most students have already been to Chinese, Italian, and Greek restaurants, have eaten Turkish doner kebab, or experience the wealth of international cuisine at home, when pasta, wok recipes, hamburgers, etc. are served.

The objective of this chapter is to raise the students’ awareness of this cultural wealth.

Four photos show a Chinese restaurant, a Turkish döner kebab shop, and prepared food from India and the Philippines as examples of the food culture from other countries. The photos serve as motivation for the students to relate from their experience – what they cook at home, what restaurants they have already been to, what they ate there, where different foods come from:

Medium



“Food from distant countries”

Tips: The students should collect and prepare recipes from cookbooks or from their parents, grandparents, acquaintances, etc., and create a “Recipes from around the world” cookbook in order to become more aware of the variety of international cuisine. This cookbook can also be exhibited during the presentation (see Chapter 11).

In order to establish a direct relation to the students’ own experiences, we recommend that the children determine the origin of foods based on the labels the next time they shop at a supermar-

ket. Other products, such as toys and clothing that the children have at home, can also be examined to determine their countries of origin. The students can take photos of these products and attach them to a world map (see Chapter 11).

6 Products travel around the world

Not only foods, but products such as clothing, toys, furniture, and technical equipment also come from all over the world today. In these cases as well, the children are usually not aware of what has become feasible and even routine thanks to globalization. This chapter also aims to encourage the students to think about globalization.

An interactive graphic shows the production route of a T-shirt step by step – starting with the cultivation of the raw material cotton to processing to import into the country where it is then purchased.

Medium



“Products travel around the world”

Note: In reality, the individual manufacturing steps are often distributed among many more countries than this interactive graphic shows. And even for secondhand clothing, the “world tour” is often not over yet: The old clothing is processed and then sent on a new “tour” in another form, for example, as insulating material. Charity organizations also collect the secondhand clothing in rich countries and send it to poorer countries, e.g., to Africa, where it is then worn. (By the way, this “development aid” is fraught with problems, since it drives out the domestic textile industry and many small, local tailor shops.)

The example of production of an inexpensive T-shirt can be used for deeper discussion of the advantages and disadvantages of globalization. For this purpose, you will find an interactive graphic that totals the costs of the individual steps, some of which are shown in the medium “Products travel around the world.” See Chapter 9.

7 Communication around the world

The media of the modern era simplify communication around the world many times over. The advent of cell phones and the Internet and, as a result, communication via Skype, Facebook, and similar applications has made it possible today to communicate even more quickly, easily, inexpensively, and around the clock.

A graphic that illustrates the various means of communication provides stimulation for a class discussion about how the media have simplified communication over long distances, or made it possible in the first place:

Medium



“Communication around the world”

Children may become aware of language barriers if they meet people from foreign countries or if they are traveling abroad, for example, during vacation. For this reason, the significance of foreign language skills must be conveyed to them early on. This can pique their interest in foreign languages and, consequently, in foreign cultures and religions.

Via the link on the webpage, the students can listen to children, adolescents, and adults from various countries report about their lives in their native languages:

Medium



“Sound recordings by native speakers in various languages”

Note: At the end of the lesson, have the students list other languages that they know. When teachers ask the provocative question “How can you communicate when there are so many languages?” the students should come to the joint conclusion that there must be world languages. English has become established as the most important world language since the Second World War.

Tips: Each student should think of a word or sentence that is relevant to him or her and translate it into several languages using dictionaries, online dictionaries, and similar tools. This will increase students’ interest in foreign languages and their awareness of their own language (connection to English class), while teaching the children how to use a phrase book and other tools. The words and sentences can also be exhibited (see Chapter 11).

The children can also collect songs in different languages, create a song book, practice the songs together in music class, and present them during the exhibit (see Chapter 11).

8 Different countries – different customs

The saying “Different countries – different customs” did not come about by chance. Customs refer to moral values and rules. Depending on the historical era and geographical area, different manners and behaviors are designated as “moral” or “immoral” accordingly. This means that a behavior that we consider to be polite might be regarded as an insult in other countries. Traditions, by contrast, are less stringent habits of a region.

In this chapter, the students should learn about some customs and traditions and compare them with their own. On the one hand, this should help them develop an awareness of and tolerance for differences in other people and, on the other hand, the students may be inspired. Perhaps the children will discover instruments, sports, dances, rituals, etc. that they find interesting and would like to pursue.

The topic of festivals can serve as a starting point for the students to discuss the customs and traditions of other countries. A worksheet presents some known festivals, and an interactive task can be used for further study.

Media



“Festivals in different countries”



“Festivals in different countries (matching exercise)”

Tip: The students can research other festivals and present pictures, photos, objects (instruments, typical souvenirs) and similar items related to the festivals to the class. These items can be included later in the photo collage and the exhibit (see Chapter 11).

The students will gain insight into the living situation and typical daily routine of children from different regions of the world by means of an interview that was conducted with boys and girls ages 6 to 8.

Medium



“How children in Chile and Germany live (interview)”

Tip: The students should outline their own daily routine graphically or in words. When they have finished, have them first compare their day with a classmate’s day and then with the children from the interview, and determine similarities and differences with respect to the school day and after-school activities.

An information sheet describes various games from around the world, which the students can then play, for example, in physical education class. This will make it clear that children from developing

countries spend less time with expensive board and computer games, but play other games that are just as interesting:

Medium



“Games from around the world”

Tip: The insights gained above can encourage the children to invent their own games or to modify familiar games a bit and present them during the exhibit (see Chapter 11).

9 Advantages and disadvantages of globalization

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“Advantages and disadvantages of globalization” (with teacher information)

Note: The teaching methods (“Teacher information”) list some sample ideas to spur thought, which the teachers can give to those children, for example, who have colored in the yellow traffic lights – thus, those who cannot think of an advantage or disadvantage or do not have an opinion about the statement. The compilation of ideas is meant as background information for the teacher only. It is not suitable for handing out to the students or for letting the students copy it to their exercise books.

The worksheet addresses the aspect that the students can buy many nice things with their allowance because these things are produced inexpensively in a faraway country, such as China. The content package provides an interactive graphic so that this aspect of globalization can be examined more critically. This graphic illustrates the most important cost elements of a 4.95-euro T-shirt based on a simplified sample calculation, showing who earns how much and where. This example was chosen because many international fashion chains sell such simple cotton T-shirts at very low prices. Very few consumers ask how these T-shirts can be so cheap that even children can afford to buy them with their allowances.

Medium



“Why is a T-shirt so inexpensive?”

Note: The figures are based on extensive research published by DIE ZEIT weekly newspaper in December 2010 (“Das Welthemd,” No. 53) and available online. Only the transportation costs for the cotton are not included in the article. For the sake of simplicity, these transportation costs were assumed to be the same as for the finished T-shirt.

The figures must be viewed qualitatively, with emphasis on the large differences between the individual amounts.

10 Further study

These links related to globalization offer opportunities for further study and continuation:

Medium



“Link list for the ‘How the world is growing together’ interactive whiteboard content”

11 Further teaching idea: Organizing an exhibit

The students can plan and hold an exhibit on the topic of globalization. The material collected and created for the individual aspects should be prepared and organized so that, if possible, it can be presented to other classes or to the parents. The following topical structure would be one possibility:

- Trip around the world: Photo collage or exhibit of the pictures, vacation photos, postcards, and souvenirs brought in by the students
- Globalization – What does that mean?: Exhibit of the drawn pictures
- People here and elsewhere: Display of the interviews/profiles; presentation of typical clothing
- Food in distant countries: Exhibit of the cookbook and preparation of some simple recipes (best as a group), e.g., for a bake sale accompanying the exhibit
- Products travel around the world: Foods, toys, clothing from around the world
- Communication around the world: Display of the sentences in various languages; performance of songs; presentation of the song book
- Different countries – different customs: Photo collage and exhibit of the objects and the graphic on the daily routines; possibly demonstration of dances, instruments, etc.; presentation and demonstration of some games

It would also be motivating to appoint groups of students to delve into one topic each (inquiry tasks) and present their “station” to the guests at the exhibit and provide background information.