What’s coming up

This chapter focuses on global food security and the role of technology in an interconnected world. With the key themes of technology and agriculture, this chapter recognises people as global citizens and focuses on sustainability. It explores the challenges of satisfying our needs in the present without compromising future generations.

As the world is an ever-changing place and no organism can live in isolation, we as humans affect the environment through our actions. The environment is the basis of our survival, therefore we are required to develop our activities in a way that safeguards the environment we all share, the global village. Due to advances in technology such as the internet, we are now interdependent as never before. The actions of one country can have a global effect, which brings with it both positives and negatives.

Using the image

Global food production and energy supply are two examples of our interconnected and changing world. The role of technology has allowed the global population to become interconnected, which has its benefits and costs.

1. As a class, use the image to brainstorm the changes that have occurred in technology and agriculture over the past 150 years. Highlight the beneficial changes and the challenges.

2. Students imagine they are living in 2200 and consider what the world might be like. Students complete a Y chart of what they would feel, see and hear if they were standing in a field in the future.

Pre-quiz

1. Students decide whether the following are true or false.
   - All people in the world have access to enough food.
     False
   - There are more obese people in the world than those who are undernourished.
     True

2. Name a country that doesn’t have access to enough food. Why is this the case?
   Student answers will vary. A possible response could be India, due to population.

3. What do people think of when they hear the word globalisation?
   Student answers will vary.

4. Name three types of social media.
   Student answers will vary.

5. Can you name the biome in which this school is located?
   Student answers will vary.

6. Make a list of all the social media you have used in the last week.
   Student answers will vary.
As adults you will inherit a world even more crowded than it is today. The biophysical environment will be more threatened and the global economy will be even more competitive and interconnected. Change is something that we must all embrace. We cannot ignore it. As geographers you have the knowledge and skills required to understand the nature, causes and consequences of these changes. You can also shape the process of change if you choose to be informed and active global citizens. You can make a difference. You can help make the world more socially just and our collective relationship with the environment more sustainable.

In this chapter we explore some of the main themes addressed in Year 9 Geography. These are ‘ecosystems and biomes’, ‘food security’, ‘sustainability’, ‘transforming technologies’ and ‘global interconnections’.

KEY IDEAS
- To develop a knowledge and understanding of the key concepts central to the study of Geography in Year 9
- To develop an understanding of biomes and ecosystems, and the concept of sustainability
- To appreciate the challenge of meeting the food needs of a growing world population
- To develop an appreciation of the role technology plays in enhancing interconnectedness

Glossary
- aquatic ecosystem: a water-based community of plants and animals
- biosphere: the global sum of all ecosystems; can also be called the zone of life on earth
- cross-section: a side view or profile of a landscape; a visual impression of the shape of the land
- culture: the shared attitudes, values, goals and practices characteristic of a group; their customs, art, literature, religion, philosophy and so on; the pattern of learnt and shared behaviour among the members of a group
- e-commerce: the buying and selling of goods or services conducted over electronic systems such as the internet, or other computer networks
- ecologically sustainable development: an approach to environmental management that involves using, conserving and enhancing the resources available to people. It ensures that the ecological processes on which all life depends are maintained and the quality of life improved for both present and future generations
- ecosystem: a community of interacting plants and animals and their physical surroundings
- food security: the availability of food and a person’s access to it
- global village: a view of the world as having contracted into a village by the speed and reach of information and communication-based technologies
- globalisation: the increasing economic, political and cultural interconnectedness of countries through the mass consumption of manufactured Western culture, technology and trade
- infrastructure: the basic facilities that are necessary for a community to operate; this includes transportation and communication networks, power and sewerage systems, schools and hospitals
- location: the position of a feature or place on the earth’s surface; this can refer to absolute location (latitude and longitude) and relative location (for example, a hilltop or another place)
- relief: the shape of the land
- species: any group of organisms capable of interbreeding and producing fertile offspring
- tension: a community of organisms and their environment that is found on the landmasses of continents and islands
- transect: a straight line or narrow section through an object or natural feature or across the earth’s surface, along which observations are made

Getting started
Students discuss traits of a global citizen, which are written on the board. Suggestions could include someone who respects diversity or tries to make the world more sustainable. Students may use the internet for assistance. Once there are a number of traits on the board, students write a paragraph on why it is important to be a global citizen in today’s world. Students share responses as a class. Students rate themselves out of 10 as a global citizen.

EAL/D support
Geographical concepts
Change is a significant concept for EAL/D students, who are learning to live in a new environment with a different language. To introduce this chapter, encourage students to bring their own lives and past experiences into the classroom. This will show them that their ideas and observations are valid sources of information and a key component of the learning process.

Students make a list of all of the changes they have witnessed in their lives since moving to Australia. They could group their lists according to the following categories: school, home, food, buildings, landscape, customs, people.

Pearson Reader and eBook
Documents
Test: Our changing world
Teaching program: Chapter 1
Interactive activity
Definitions
Biomes and ecosystems
Food security
Sustainability
A ‘shrinking’ world
Interconnections
Agriculture
Templates
Graphic organisers
Blank outline maps
Pearson Reader
Interactive activity
Humans and environment
Ecosystems
Effects of human activity on ecosystems
Geographical knowledge and understanding

Helpful hints

Introduction to food security

MI: visual–spatial, verbal-linguistic

This activity is ideally done before students start the unit.

With the global population expected to increase by one billion by 2025 (UNFPA, 2013), global food supply will become a major issue. Students brainstorm factors other than population that will affect or influence global food supply. Answers could include climate, food preferences, cost and so on. Students list five countries they believe suffer from lack of food and from the brainstorm suggest the main reason why. Using Figure 1.4 students match the countries they listed and answer the following.

1. Were your predictions correct? Which ones? What countries on this map surprised you?

AC general capabilities: critical and creative thinking

AC geographical concepts: place, space

Geographical inquiry and skills

Extension task

Food security investigation

MI: verbal–linguistic

Using Figure 1.4, students choose one country from Asia which is affected by the problem of food security. Using the internet and other resources, students research factors affecting food security for that country and create a three minute presentation. Students:

1. Identify the economic, socio-cultural, political and environmental factors affecting food security within their country.
2. Describe the effects of these factors on the people living in the country.
3. Discuss possible solutions to food security and recommend a possible solution to the country.

AC general capabilities: ICT, critical and creative thinking

AC geographical concepts: place, environment

AC cross curriculum priorities: Asia and Australia’s engagement with Asia

Key theme: Food security

Like other species, humans eat to live. While it is fundamental to life, securing enough food is also considered a fundamental human right. There are concerns that the struggle for food could well become the next battleground and that global food security lies at the heart of both political and social stability right across the world.

Defining food security

The United Nations Food and Agriculture Organization’s 2009 Food Summit defined food security as a situation in which:

... all people, at all times, have physical, social and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.

Food security means that the following conditions are met:

- Enough good-quality food is available. Food supplies can be affected by adverse weather (hailstorms, heatwaves), natural hazards (droughts, floods, tropical cyclones and tsunamis), conflict (civil unrest, wars), population growth, unsustainable agricultural practices, environmental degradation, trade barriers and inequalities within societies.

- Food is affordable and within the reach of all. When food supplies are interrupted and become expensive, wealthy people can still afford to buy them, but poorer people do not have the means to do so.
- The food available is the right sort of food. A variety of food types is essential for a balanced diet that ensures normal growth and development and good health. Such food needs to be stored safely and prepared hygienically.

Australia’s food plan

When developing a national food plan in 2011, the Australian Government identified a number of levels within which the discussion of food security operates:

- the global level, at which the issue is the capacity of the world as a whole to produce and effectively and fairly distribute sufficient supplies of food
- the national level, at which the issue is the capacity of each country to secure sufficient food to meet the needs of its population in general
- the community level, at which the issue is the difficulty that communities, for geographical or other reasons, may have in accessing food in a country that has sufficient access to food overall
- at the individual level, at which personal income is one factor that affects food security.

Global food security

In 2011, the countries of Somalia, Djibouti, Ethiopia and Kenya were hit by the worst drought in 60 years. This caused a severe food crisis as famine took hold in the worst-affected areas and thousands of people, including the woman and children shown in Figure 1.3, fled in search of food and water.

While there have been significant advances in global food production, many people still suffer chronic hunger because of the inequalities that exist. There is actually enough food in the world for all, but it is not reaching everyone.

EAL/D support

Scaffolding task

Provide EAL/D students with the vocabulary to complete activity 5 by introducing them to ‘if and then’ statements. These are reasoning statements where ‘if’ is the hypothesis and ‘then’ is the outcome (positive or negative). For example:

- If whoever controls the food supply fails to make the food affordable, then people living on a low income will not get enough food to eat.

- If whoever controls the food supply does not provide a variety of food types, then people will not be able to have a balanced and healthy diet.
Food security means that the following conditions are met.

1.3 Food Summit defined food security as a situation in which:

- The United Nations Food and Agriculture Organization’s 2009 environmental degradation, trade barriers and cyclones and tsunamis), conflict (civil unrest, wars), heatwaves), natural hazards (droughts, floods, tropical for an active and healthy life.
- Economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences
- Food available is the right sort of food. A variety of food types is essential for a balanced diet that ensures normal growth and development and good health.
- Food is affordable and within the reach of all. When food is affordable and within the reach of all, everyone; food is affordable and within the reach of all; and the food available is the right sort of food.

ACTIVITIES

Knowledge and understanding

1. Define food security.
2. Explain what is necessary for food to be ‘secure’.
3. Assess current global food security.
4. Identify the challenges in securing global food security.

Applying and understanding

5. Evaluate the Australian Government’s national food plan.

Geographical skills

6. Study Figure 1.4.
   a. Name the continent that is experiencing very high undernourishment in some parts.
   b. List the continents experiencing very low undernourishment.
   c. Name the continent experiencing the greatest differentiation; that is very high undernourishment.
   d. Describe the spatial distribution of undernourishment on this continent.
   e. Can you suggest reasons why there is great differentiation?

Activity answers

Knowledge and understanding

1. Food security is a situation in which all people, at all times, have physical, social and economic access to sufficient, safe, and nutritious food to meet their dietary needs and food preferences for an active and healthy life.
2. Food is considered secure when enough good quality food is available to everyone; food is affordable and within the reach of all; and the food available is the right sort of food.

3. There is enough food produced in the world to feed everyone; however, it is not accessible to everyone. Some parts of the world have food security, but in many areas, a food deficit exists. Globally, food security meets some criteria but not all.
4. A number of challenges exist in securing global food security. These include:
   - population growth, especially in Asia and Africa
   - increased demands on land and water resources
   - conflict between competing landuses, such as food crops and biofuels
   - possible impact of climate change, with shifting climate belts and extreme weather events
   - changing consumption patterns as nations become more economically developed.

Applying and analysing

5. The Australian Government’s national food plan is divided into four levels: global, national, community and individual. Considering less than five per cent of Australians experience undernourishment, Australia’s food plan appears thorough.

Geographic skills

6. a. Africa
   b. South America, North America, Europe, Asia, Australia
   c. Africa
   d. Undernourishment is relatively low in both Northern Africa and South Africa. Countries experiencing high levels of undernourishment are located in equatorial central Africa and its east coast.
   e. Reasons for this spatial distribution include variation in climate, stability of governments in post-colonial African countries and the AIDS epidemic, which has removed large parts of the adult population in parts of Africa and with them, the knowledge and skills on how to productively farm the land in order to produce enough crops to feed all people.
Geographical knowledge and understanding

Group work
* A sustainable future

**MI:** verbal-linguistic, bodily-kinesthetic, musical-rhythmic

Students write a poem using the trigger 'A sustainable future...'. Students share their poem with the class or in a small group.

**AC general capabilities:** ethical understanding

**AC geographical concepts:** sustainability

Evaluate understanding

**Sustainability concept map**

**MI:** visual-spatial

Students create a concept map on the principles of sustainable development and how it can be achieved. Students should demonstrate an understanding of how it is important for them, as active global citizens, to understand and practice these principles.

As a class, create a summary statement about the importance of sustainable development.

**AC general capabilities:** sustainability

**AC geographical concepts:** sustainability

Geographical inquiry and skills

Extension tasks

**Ecological footprint**

**MI:** visual-spatial

Using the EPA Victoria ecological footprint calculator, students recognise how their activities contribute to the global ecological footprint. Once the survey is complete, students identify two ways in which they could change their behaviour to be more sustainable. This activity could be done for homework to allow students access to their guardians for more detailed information.

**AC general capabilities:** ethical understanding

**AC geographical concepts:** sustainability

Homework

**Opinion please**

**MI:** interpersonal

Students create an opinion piece for a newspaper in response to the statement

EAL/D support

**Reading strategy**

Students read the six definitions of sustainable development in Figure 1.6 and rewrite each one in their own words. Some of the language is quite complex, so working in groups or even as a whole class may be beneficial. As an extension to this activity, once students have grasped the concept and vocabulary of ‘sustainable development’, they can write their own definition.

Key theme: Sustainability

Sustainable ways of living are those that meet the needs of the present without affecting the ability of future generations to meet their needs. Examples of this include not cutting down forests at a rate faster than they can regrow and using farming methods that maintain and improve the fertility of the soil.

Ecologically sustainable development

Ecologically sustainable development involves the application of the idea of sustainability to economic development. It requires us to develop economic activities (for example agriculture) in ways that safeguard the interactions of organisms and the environment. The aim of sustainable development is to achieve improvements in people's quality of life while protecting the environment.

Sustainability is a future-focused concept. It involves protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable ways of living require a knowledge of the ways environmental, social, cultural and economic systems interact. This is at the heart of geography.

Environmental development

Sustainable development and good environmental management go hand in hand. If we are to put sustainable development into practice we must:

- protect earth’s life-supporting systems and its biodiversity
- improve people's quality of life. Experience has shown that as people's quality of life (especially their access to healthcare, education and clean water) improves they have fewer children. This, in turn, reduces the demands placed on the earth’s resources
- ensure earth’s renewable resources (especially its fresh water, soil, forests and fisheries) in ways that do not reduce their usefulness for future generations
- avoid making decisions that limit the prospects for maintaining or improving future living standards
- involve people in making the decisions that affect their lives, their children's lives and their environment
- develop technologies that are cleaner, use less energy and require fewer natural resources
- make products that last longer and are easy to recycle and repair
- reduce the waste we produce and the amount of energy we use
- encourage the development and use of renewable energy from the sun, wind and flowing water
- take steps to prevent further environmental damage
- share the benefits of economic growth evenly
- promote international understanding and support the alliances needed to address the challenges facing humanity.

The ozone hole

It is very difficult for governments to achieve good environmental management and successful promotion of sustainable development. Countries have their own needs and agendas; however, there have been some successful initiatives.

In 1989, the Montreal Protocol came into law. It was signed by the majority of countries around the world and set out a mandatory timeline for the phasing out of ozone-depleting substances (see Figure 1.5).
Definitions of sustainable development

- Development that meets the needs of the present without compromising the ability of future generations to meet their own needs. (Bruntland Report for the World Commission on Environment and Development, 1992)
- In essence sustainable development is about five key principles: quality of life; fairness and equity; participation and partnership; care for our environment and respect for ecological constraints—recognising there are ‘environmental limits’ and thought for the future and the precautionary principle. (Making London Work by Forum for the Future’s Sustainable Wealth London project)
- The environment must be protected ... to preserve essential ecosystem functions and to provide for the wellbeing of future generations; environmental and economic policy must be integrated; the goal of policy should be an improvement in the overall quality of life, not just income growth; poverty must be ended and resources distributed more equally, and all sections of society must be involved in decision making. (The Real World Coalition 1996, a definition based on the work of the World Commission on Environment and Development)
- A sustainable future is one in which a healthy environment, economic prosperity and social justice are pursued simultaneously to ensure the well-being and quality of life of present and future generations. Education is crucial to attaining that future. (Learning for a Sustainable Future—Teacher Centre)
- A process of change in which the exploitation of resources, the direction of investments, the orientation of technological development and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations. (The World Commission on Environment and Development)
- Sustainable development is a dynamic process which enables people to realise their potential and improve their quality of life in ways which simultaneously protect and enhance the earth’s life support systems. (Forum for the Future)

ACTIVITIES

Knowledge and understanding

1. ‘Sustainability’ is a concept that supports the idea that development and economic activity of the present should not damage or detract from the environment for the use of future generations.
2. Sustainable development is the concept that development which meets the needs of the present should not also compromise the ability of future generations to meet their own needs.
3. In order to achieve a more sustainable way of living, humanity must:
   - protect earth’s life-supporting systems and its biodiversity
   - improve people’s quality of life
   - use the earth’s renewable resources in ways which do not reduce their usefulness for future generations
   - avoid making decisions that limit the prospects for improving future living standards
   - involve people in making the decisions that affect their lives
   - develop technologies that are cleaner, use less energy and require fewer natural resources
   - make products that last longer
   - reduce the waste we produce and the amount of energy we use
   - encourage the development and use of renewable energy
   - reduce further environmental damage
   - share benefits of economic growth evenly
   - promote international understanding.

Applying and analysing

1. Define the term ‘sustainability’.
2. Outline the things we must do in order to achieve a more sustainable way of living.
3. Identify the ways in which you and your family contribute to a more sustainable future. Share your thoughts with others in the class. Are there any changes that you and your family could adopt to live more sustainably?
4. Study the definitions of sustainable development in Figure 1.6. Identify the words, ideas or themes that these definitions have in common.
5. Write your own definitions of sustainable development.

Investigating

1. Undertake internet research to find definitions of ‘social justice’, ‘intragenerational equity’ and ‘intergenerational equity’.
2. Undertake internet research about the Montreal Protocol. Find out why the Protocol has been regarded as the most successful environmental protection agreement.
3. Student answers will vary.
4. Common words, ideas and themes include: without compromise, future generations, quality of life, economic prosperity, social justice, fairness and equity.
5. Student answers will vary.
6. Student answers will vary.
Geographical knowledge and understanding

Group work

Debate of great minds

MI: verbal-linguistic

Technology is an easier and faster way to get things done, but the question we are
beginning to ask is: ‘Have we gone too far?’ As a class, students debate the topic ‘Does
technology hinder or enhance our world?’

The class divides into two groups: one
for and one against, and students collect
evidence for their argument. The topic may
be further divided to allow all students to
contribute. Some suggested subtopics include:
technological advancements in the past,
technology in schools, energy, communication
and transport.

After hearing the arguments from both
sides, students write three paragraphs on the
conclusions they have reached about the topic
of technology in the world.

AC general capabilities: critical and creative
thinking

AC geographical concepts: place, space

‘Reteach–relearn’

Two-sentence summary

MI: logical–mathematical

Students read the section ‘Advances in
transport’ and write a two-sentence summary
for each subheading. Students should include
key points of the advances, as well as any
positives or negatives.

AC general capabilities: literacy

AC geographical concepts: interconnection,
scale, change

EAL/D support

Oral rehearsal

Before completing activities 8 and 9, students
work in pairs to make sense of the graphs in
Figures 1.7 and 1.8. Students can choose from
the following scaffolds to assist them:

• The graph shows us that ...
• On the X axis ...
• On the Y axis ...
• There has been a steady/sudden increase/
decrease ...
• The graph displays a stable growth
pattern ...
• The graph trends upwards/downwards ...

Key theme: Transforming technologies

Recent developments in communications and transport technologies have transformed the way that economies operate and cultures interact. These developments have helped to break down many of the barriers that once divided the world, due to the great distances between countries and the high cost of communications.

Global village

New transport and communication technologies, has created a more closely linked world, or what some geographers now refer to as a global village. People in developed countries travel more than ever before, communicate with others more often and use the internet to purchase goods and services from suppliers on the other side of the globe. In this unit we look at some of the technological developments that have made these changes possible.

Advances in technologies

The microprocessor

In 1997, Time Magazine named Andrew Grove its Man
of the Year. You may not have heard of Andrew Grove, but the company he helped establish and led—Intel—helped transform the way we live. Intel developed the microprocessor (or microchip)—a tiny electronic device, made up of millions of electronic components
on a single thin rectangular piece of silicon. These
microprocessors are capable of storing all the world’s
information and entertainment in digital form: processing
it, and then transmitting it around the globe. The invention
of the microprocessor revolutionised international
communications by making technology much smaller,
faster and cheaper.

The internet

Networked computers make it possible for individuals
to transfer large amounts of information around the
world. In just a day, at high speed and for a low cost.
The number of internet users worldwide is expected
to increase from 242 million in the year 2008 to more
than 3 billion by 2015 (over 40 per cent of the world’s
population). Recent worldwide growth in internet usage
and access is shown in Figures 1.7 and 1.8. The internet is
an important tool promoting the globalisation of trade,
investment and culture.

Satellite technology

Today we are dependent on satellites for many aspects
of our daily lives. They relay and transmit much of the
information we use every day, for example through
television transmission, telephone calls, weather
data collection and military intelligence. Until the early 1990s
most satellites launched into orbit were used for military
purposes. Since then, however, the number of satellites
orbiting the earth has increased significantly and the cost
of using them has decreased.

Activities answers

Knowledge and understanding

1 The term ‘global village’ is used to
describe the increased connectivity
of people across the globe and the
speed with which they are now able
to communicate using modern technology.
People can converse with friends on the
other side of the planet as if they lived
next door in the same small village.

2 Computer, communications and
transport technologies have all made
rapid advancements in the last
twenty years. Microprocessors make
computers smaller, faster and cheaper. The internet makes it possible for individuals to transfer large amounts of information around the world twenty-four hours a day, at high speed and for a low cost. Satellites relay and transmit television, telephone calls and other data around the globe.

A microprocessor is a small electronic device, made up of multiple electronic components on a single thin rectangular piece of silicon. It is a vital component of modern computers, and enables them to become smaller and cheaper.

The internet is an important tool promoting the globalisation of trade, investment and culture. This technology has, for example, enabled many small businesses to market their products to a global audience twenty-four hours a day, improving trade. Investors are able to access assets and markets around the globe. People are able to access music, video and communicate with others around the globe, in this way culture is no longer restricted to countries or towns.

5 Developments in transport technology have played a significant role in transforming society. Improvements in the speed, size and reduction in the cost of travel have enabled many more people and goods to move around the globe via air and sea. Continued investment in infrastructure and road and rail have improved speed and safety, making accessing areas previously isolated faster and safer.

6 Student answers will vary.

Geographical skills

7. The region with the greatest percentage of internet growth per 100 inhabitants between 2003 and 2013 is the developed world. This is primarily due to inhabitants of the developed world being wealthier, having access to the hardware required to use the internet and investment in infrastructure required to support the internet.

8 CIS, Europe, the Americas, Arab states, Asia and Pacific, Africa

Investigating

9. Student answers will vary.
Globalisation

Globalisation is the term given to the process by which the economies and cultures of countries (and peoples) are becoming more integrated or independent. It involves the global spread of products, ideas and other aspects of culture. Globalisation can either erode or make universal the characteristics of local cultures. For example, local cultural traditions might be lost while distant traditions are embraced. Traditional Australian slang terms such as ‘vobby’, ‘grouse’, ‘gala’, ‘jumper’ and ‘jingo’ are falling into disuse, while we increasingly use US slang terms such as ‘guys’, ‘sweater’, ‘bling’, ‘24/7’ and ‘hoodie’—terms that we have become familiar with as a result of our television viewing.

While globalisation is not new, advances in transport and telecommunications technologies, including the use of the internet, are major factors in its acceleration. Each new advance increases the interdependencies of economic and cultural activities. It strengthens the connections between people and places.

Connections between producers and consumers

Advances in transport and communications technologies have transformed global patterns of production and consumption. In recent decades, labour-intensive manufacturing has moved to those parts of the world where the labour costs are lowest, especially the countries of East and South Asia and South and Central America. These manufactured goods are then shipped to a worldwide market in which consumption habits are shaped by media-based, global advertising campaigns. It is now possible to make a product almost anywhere in the world, using resources from anywhere, by a company located anywhere, to be sold anywhere. This has put businesses in one country in direct competition with businesses in others, and results in workers in different parts of the world competing against each other for jobs, wages and working conditions.

Key theme: Global interconnections

Today, because of technologies such as the internet, everything is connected to everything. We are now interdependent. We are linked as nations, and as individuals, as never before. These developments have helped to bring about, and reinforce, the process of globalisation.

Globalisation

Geographical knowledge and understanding

Helpful hints

Your globalised day

MI: verbal-linguistic, interpersonal

Globalisation is the concept that everything is connected and people are now interdependent. Teenagers today are growing up in a world where they experience this concept every day. Students begin the lesson by considering the following questions.

• How many people in the class have a mobile phone?
• How many people have bought something on the internet from another country?
• How many people watch a TV show made overseas?
• How many people have heard of the Kony campaign from 2012?

Students are shown a series of logos and asked to list the company they belong to. Suggested logos include Apple, McDonalds, Nike, Pepsi. Students discuss how globalisation connects people and places.

AC general capabilities: intercultural understanding

AC geographical concepts: interconnection

Extension tasks

Your globalised day

MI: visual-spatial

Students use a map to show how globalised their day is. Students think about the food they consume, clothes they wear, technologies and services they use. This could be extended over a week. Students write a paragraph about their findings and display maps in class.

AC general capabilities: intercultural understanding

AC geographical concepts: interconnection

Quick 5

Decision spectrum

MI: intrapersonal, bodily-kinaesthetic

Students consider the statement ‘globalisation destroys culture’ and use the four corners of the classroom to represent ‘strongly agree’, ‘agree’, ‘disagree’ and ‘strongly disagree’. Students move to the corner of the room that represents their viewpoint. Students discuss their views as a class.

Geographical inquiry and skills

Geographic inquiry activity

How industries are affected

MI: verbal-linguistic, intrapersonal

Students use the internet to find information that supports or challenges the statement ‘Australia benefits from globalisation’. Students choose an industry in Australia and comment on how it has been affected by globalisation. Possible industries include: car, clothing, fast food, primary (mining), music, airline, technology, agricultural (choose a specific segment, e.g. dairy).

Students consider the effects on producers, consumers and the economy. They comment on how quality of life and Australian culture has been affected by globalisation in their chosen industry.

Possible sequence of the inquiry could be:

• Define globalisation
• Discuss how the chosen industry has been affected by globalisation
• Evaluate whether Australia has benefited from globalisation.