



**COMMON TRAINING
PROFICIENCY LEVEL FIVE
INSTRUCTIONAL GUIDE**



SECTION 1

EO M501.01 – DEFINE GLOBAL CITIZENSHIP

Total Time:

60 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

An interactive lecture was chosen for TPs 1 and 2 as it is an effective way to generate interest and orient the cadets to globalization and distinguish between local, national and global citizenship.

A group discussion was chosen for TPs 3 and 4 as it allows the cadets to interact with their peers and share their knowledge, experiences, opinions, and feelings about global citizenship. Sharing in the discussion encourages the cadet to examine their own thoughts and feelings and may prompt them to re-examine their previously held ideas. Participating in a group discussion improves the cadets' verbal communication and listening skills.

An in-class activity was chosen for TP 5 as it is an interactive way to provoke thought and stimulate an interest in developing a definition of global citizenship.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have defined global citizenship.

IMPORTANCE

It is important for cadets to define global citizenship because individuals are increasingly being asked to rethink their conceptions of identity as they adjust to the realities and challenges of a highly-integrated world.

Teaching Point 1**Explain globalization.**

Time: 5 min

Method: Interactive Lecture

GLOBALIZATION

Globalization refers to the increasing integration of economies around the world and specifically refers to the:

- efficient movement of goods, services and money across international borders;
- efficient movement of people (labour) across international borders; and
- efficient movement of knowledge (technology) across international borders.

Globalization is not new and has been going on for centuries, but in the last two decades the process has been sped up by factors, such as:

- the development of economic opportunities in new foreign markets;
- the negotiation of numerous free trade agreements, such as the North American Free Trade Agreement (NAFTA) between Canada the United States and Mexico, the Canada–Costa Rica Free Trade Agreement and the Dominican Republic–Central American Free Trade Agreement (DR–CAFTA) of which Canada is a member because of NAFTA and its agreement with Costa Rica; and
- advances in technology.

These developments have lead to dramatic increases in cross-border trade, investment and migration so large that today, globalization is often described as "farther, faster, cheaper and deeper."



The United Nations (UN) estimates that as of 2009 there were more than 200 million people living in countries other than their own, excluding irregular and illegal migrants. In the developed world, the percentage of migrants in the total population more than doubled from 1960 to 2005, from four percent to ten percent. (<http://www.globalpolicy.org/globalization/cases-of-globalization/47935.html>)

Technology has been particularly important for increased globalization. Advances in information technology have given consumers, investors and businesses new tools for identifying and pursuing economic opportunities including:

- faster and more accurate analysis of economic trends around the world;
- easy transfer of assets; and
- efficient methods of long distance communication and collaboration with partners around the world.

Globalization is controversial, however. Those who favour globalization argue that it allows poor countries and their citizens to develop economically and raise their standard of living. Those who argue against globalization claim that it mainly benefits large multinational corporations and business executives at the expense of local businesses, cultures and people.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS:

- Q1. What is globalization?
- Q2. What three factors have increased the pace of modern day globalization?
- Q3. Why is globalization controversial?

ANTICIPATED ANSWERS:

- A1. Globalization refers to the increasing integration of economies around the world and specifically refers to the movement of goods, services and money across international borders, the movement of people (labour) across international borders and the movement of knowledge (technology) across international borders.
- A2. The pace of modern day globalization has been increased by the development of economic opportunities in new foreign markets, the signing of free trade agreements and technological advances.
- A3. Globalization is controversial because some argue that it allows poor countries and their citizens to develop economically and raise their standard of living. Others argue against globalization and claim that it has mainly benefited large multinational corporations and business executives at the expense of local businesses, cultures and common people.

Teaching Point 2

Distinguish between local, national and global citizenship.

Time: 10 min

Method: Interactive Lecture

In Canada, the word "citizen" generally refers to an inhabitant of a city, town, province or nation and the word "citizenship" generally refers to the quality of being a citizen of a particular city, town, province or nation and can be defined as:

Local citizenship. Local citizenship refers to being a member of a specific city, town or province. Depending on where Canadians live, they have certain rights, privileges, advantages or disadvantages created by their particular political, economic, social and geographical environment.

National citizenship. National citizenship refers to the rights and obligations that Canadians have because they live in Canada. Every Canadian citizen is granted certain rights based on Canada's tradition of democracy and respect for human dignity and freedom. These rights are found in *Canada's Human Rights Codes* and in the *Canadian Charter of Rights and Freedoms* and include:

- **Equality rights.** Every citizen is entitled to equal treatment before and under the law, and equal protection and benefit of the law without discrimination.
- **Democratic rights.** Every citizen has the right to participate in political activities including voting and being elected to political office.
- **Legal rights.** Every citizen has the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of that right and the right to an interpreter in court proceedings.
- **Mobility rights.** Every citizen has the right to enter and leave Canada and to move and take up residence in any province.
- **Language rights.** Every citizen has the right to use either the English or French language in communications with the federal government and certain provincial governments.

- **Minority language education rights.** In general, English and French minorities in every province and territory have the right to be educated in their own language.

Canadians also enjoy fundamental freedoms of religion, thought, expression, peaceful assembly and association. If Canadian citizens have their rights violated by the federal, provincial or territorial governments or their rights are violated by others, Canadian citizens can challenge that action in court.

Global Citizenship. Global citizenship is a relatively new term, but it is based on an ancient concept. In both ancient Greece and Rome, a citizen was someone who not only belonged to a place, but was also someone who played a role in improving society and making life better. As time passed and interaction between different countries and cultures increased, ancient people began to call themselves "citizens of the world" or "global citizens." These historical definitions show that citizenship has never been simply about belonging to a place but is also about making positive changes, and considering the wider environment.

In Canada, as elsewhere, there are a variety of opinions about what global citizenship means. These opinions range from the idea that everyone is a global citizen because they all live on one planet to the idea that, in a legal sense, there is no such thing as a global citizen because there is no such thing as a world government. Regardless, there is a consensus that global citizenship goes beyond simply knowing that everyone is a citizen of the planet and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself. In this regard, everyone belongs to one community, the planet, and consequently has a stake in the well-being of that community and its people.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS:

- Q1. What does local citizenship mean?
- Q2. Name three rights that all Canadians have.
- Q3. How is global citizenship different from local and national citizenship?

ANTICIPATED ANSWERS:

- A1. Local citizenship refers to being a member of a specific city, town or province and the rights, privileges, advantages or disadvantages created by their particular political, economic, social and geographical environment.
- A2. Canadians have the right to equal treatment and protection before the law, the right to vote and be elected to political office, the right to be presumed innocent until proven guilty, the right to retain a lawyer and to be informed of their rights, the right to an interpreter in court, the right to enter and leave Canada and the right to live in any Canadian province, the right to use either the English or French language when communicating with the federal government and certain provincial governments and the right to be educated in their own language.
- A3. Local and national citizenship has mainly to do with our rights as Canadians but global citizenship has more to do with thinking of the planet as a community and how we think and act in recognizing our collective responsibility for the well-being of that community.

Teaching Point 3**Identify the characteristics of a global citizen.**

Time: 15 min

Method: Group Discussion



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

BACKGROUND KNOWLEDGE

Canada has often been described as a community of communities because of its many different ethnic groups, who are encouraged to preserve and celebrate elements of their unique cultures. The world is in Canada because of the diversity of its founders—First Nations, French, and English—the successive waves of immigrants who have helped shape Canada’s self-image over the last century, and the choices Canada has made to make bilingualism and multiculturalism official government policy.

Canadians see themselves in the world, as evidenced by the value they place on peacekeeping, development assistance to underdeveloped countries and various forms of international cooperation. Canada, for example, has a Minister of International Cooperation, responsible for the Canadian International Development Agency (CIDA), among other things, to ensure that Canada fulfills its international obligations.

Consequently, Canadians find it very easy to accept the idea that global citizenship goes beyond simply knowing that everyone is a citizen of the planet and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself.

The collective responsibility that all citizens have toward each other and the planet itself include:

- recognizing and condemning injustice and inequality;
- having a desire and ability to work against injustice and inequality wherever it is seen;
- thinking and behaving in ways that value Earth and safeguard the future for those who follow;
- believing individuals can make a difference;
- engaging with distant places and different cultures;
- exploring what links them to other people, places and cultures; and
- learning from, as well as about, other people, places and cultures.

Global citizens participate in decisions concerning their lives and actively work to improve the political, economic, social, cultural and environmental conditions in which they live. Global citizens express themselves through involvement in different activities in the various communities—local, national, global—of which they are a part. Expressions of global citizenship can range from helping out in a local soup kitchen, volunteering during times of national emergency or donating time and money to emergency relief in distant parts of the world.

With the impacts of globalization apparent in every dimension of daily living—employment, nutrition, lifestyle choices, health—it is important to understand that local relates to global. A global citizen is someone who cares about themselves, how they act and how their actions impact others locally, nationally and globally. A global citizen is someone who is willing to act if they feel that the world they live in is not what it should be and honestly feels that by taking action locally regarding various issues is in fact acting globally.

Global citizens generally:

- are aware of the wider world and have a sense of their own role as a world citizen;
- respect and value diversity;
- have an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally;
- are outraged by social injustice;
- participate in and contribute to the community at a range of levels from local to global;
- are willing to act to make the world a more sustainable place; and
- believe in individual accountability.

Today, everyone is a global citizen whether they are conscious of it or not. Global interdependence happens every day and everyone relies on countless different people from all over the world for the clothes they wear, the food they eat and the technology they use. Daily living in Canada is constantly affected by what people are doing around the world.

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

- Q1. Why is Canada often described as a community of communities?
- Q2. Give some examples of how Canada sees itself in the world.
- Q3. What elements of collective responsibility do Canadians have toward each other and the planet?

Q4. What is meant by the phrase "local is global" as it relates to global citizenship?

Q5. What are the characteristics of a global citizen?

Q6. Why is everyone a global citizen?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching points have been covered.

CONFIRMATION OF TEACHING POINT 3

The cadets' participation in the group discussion about the characteristics of a global citizen will serve as the confirmation of this TP.

Teaching Point 4

Recognize the importance of being a global citizen.

Time: 10 min

Method: Group Discussion



The point of the group discussion is to draw the following information from the group using the tips for answering / facilitating discussion and the suggested questions provided.

BACKGROUND KNOWLEDGE

The world is unfair and unequal, and global citizenship promotes challenging and changing this. More than 6.7 billion people live on this planet in vastly different conditions. About 1 billion people—nearly one in six—live in extreme poverty on less than a dollar a day.



In countries in Sub-Saharan Africa, poverty remains a daily threat. On that part of the African continent, 33 million children were not enrolled in primary school in 2005. (<http://www.canadiangeographic.ca/worldmap/cida/about.asp?language=EN&Resolution=800x600>)

Around the world, 854 million people still go to bed hungry every night and each minute, one woman dies during pregnancy or childbirth because she did not receive adequate or prompt care.



The 1998 Human Development Report from the United Nations (UN) stated that the amount people in Europe and North America spend a year on pet food, cosmetics and perfume (\$37 billion) would provide basic education, water and sanitation, basic health and nutrition to all those without those things, with \$9 billion leftover. ([www.http://hdr.undp.org/en/reports/global/hdr1998/](http://hdr.undp.org/en/reports/global/hdr1998/))

Central to global citizenship is the importance of learning about and from the experience of others, both at home and abroad. Global citizenship acknowledges that informed individuals can change things by becoming activists and making good choices about how they behave.

Society is diverse, and global citizenship empowers everyone, especially younger people, to counter the many forms of ignorance and intolerance within it. Attitudes of empathy and respect for diversity, as well as the skills of co-operation and negotiation, are essential to combat the prejudice and discrimination which currently exist in the world.

Global citizenship encourages individuals to challenge the misinformation and stereotyped views that exist about Third World countries, now commonly referred to as Majority World countries because they contain the majority of the world's population. There are many generalizations, assumptions and half-truths about Third World countries. Unbiased learning requires individuals to think critically about issues such as this, which is a key element of global citizenship.

Countries of the world are interdependent and global citizenship encourages everyone to recognize their responsibilities toward each other. There are many similarities and links between people across the globe, not only in terms of personal needs and aspirations, but also regarding communications and trade.



How far can an email be sent? Where do all the tasty food items that people enjoy everyday come from?

The world is rapidly changing and global citizenship is about flexibility and adaptability as well as about a positive image of the future. To create a fairer and safer world, there needs to be a clear vision of what this world should look like, as well as the means to attain it and global citizenship helps provide this.

Central to global citizenship is the importance of learning from the experience of others, both in the individual's own society and beyond. Global citizenship acknowledges that individuals can change things by making informed choices about how they behave.

Global citizenship may appear to be an ideal concept that is essentially an unattainable goal. However, one key element of global citizenship is that individuals can make a difference and that philosophy must be used as a source of encouragement. While the world has many problems that are not easy to solve, many countries have made remarkable progress in the last several decades. Overall, poverty is decreasing and today, 82 percent of people in the world can read and write which is the highest percentage in history. Between 1960 and 2005, life expectancy in developing countries increased by almost 20 years, from 47 to 65. Some developing countries have built up their economies to the point where they are now major competitors in the international marketplace.



"What we do for ourselves dies with us. What we do for others and the world remains and is immortal." Albert Pine ([www.http://thinkexist.com/quotes/albert_pine/](http://thinkexist.com/quotes/albert_pine/))

GROUP DISCUSSION



TIPS FOR ANSWERING / FACILITATING DISCUSSION:

- Establish ground rules for discussion, eg, everyone should listen respectfully; don't interrupt; only one person speaks at a time; no one's ideas should be made fun of; you can disagree with ideas but not with the person; try to understand others as much as you hope they understand you; etc.
- Sit the group in a circle, making sure all cadets can be seen by everyone else.
- Ask questions that will provoke thought; in other words avoid questions with yes or no answers.
- Manage time by ensuring the cadets stay on topic.
- Listen and respond in a way that indicates you have heard and understood the cadet. This can be done by paraphrasing their ideas.
- Give the cadets time to respond to your questions.
- Ensure every cadet has an opportunity to participate. One option is to go around the group and have each cadet answer the question with a short answer. Cadets must also have the option to pass if they wish.
- Additional questions should be prepared ahead of time.

SUGGESTED QUESTIONS:

- Q1. What are some examples of inequality in the world?
- Q2. How does global citizenship prepare individuals to function in a diverse society?
- Q3. How are countries of the world interdependent?
- Q4. What important philosophical idea should individuals always keep in mind regarding global citizenship?
- Q5. What evidence is there that the world situation is improving?



Other questions and answers will develop throughout the group discussion. The group discussion should not be limited to only those suggested.



Reinforce those answers given and comments made during the group discussion, ensuring the teaching points have been covered.

CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the group discussion about the importance of global citizenship will serve as the confirmation of this TP.

Teaching Point 5

Conduct an activity where the cadets will build a global citizen.

Time: 10 min

Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to have the cadets build a global citizen.

RESOURCES

- Four packages of sticky notes (different colors),
- Pens / pencils,
- Coloured markers, and
- Flip chart paper.

ACTIVITY LAYOUT

Nil.

ACTIVITY INSTRUCTIONS

1. Tape sheets of flip chart paper together to make a large rectangle.
2. Draw around one person to get an outline of their body or simply draw a large outline of a figure on the flip chart paper.
3. Have the cadets write around the outline using words and / or phrases learned during this lesson to describe a global citizen.
4. Have the cadets choose the most important words and / or phrases and write them on sticky notes without communicating with other cadets.
5. As a group, place the sticky notes around the outline. It does not matter if words are repeated.
6. Have the cadets discuss the words and / or phrases used to describe a global citizen and note those that appear the most often.
7. Fill in any important words or phrases that may have been missed.

8. Organize the words and / or phrases that have appeared most often by placing them around the outline using the following criteria:
- **Knowledge (head).** Place characteristics having to do with understanding and knowledge around the head.
 - **Actions (hands).** Place characteristics having to do with activities that global citizens engage in around the hands.
 - **Attitudes (feet).** Place characteristics having to do with what global citizens think around the feet.
9. If time permits, discuss the characteristics most important for a global citizen.

SAFETY

Nil.

CONFIRMATION OF TEACHING POINT 5

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

The cadets' participation in the defining a global citizen activity will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Like other countries of the world Canada is constantly changing and Canadians are always being influenced by competing values and interests. Historically, Canadians have consistently demonstrated a spirit of compromise and tolerance toward diversity because as a nation Canada was born out of diversity. Today, individual Canadians must ensure that their institutions balance promoting Canadian interests with international cooperation in a constantly changing world. Global citizenship contains a set of principles, values and behaviours which can accomplish this.

INSTRUCTOR NOTES / REMARKS

Nil.

REFERENCES

C0-436 Byers, M. (2005). *Are you a 'global citizen'?* Retrieved October 5, 2009, from <http://thetyee.ca/Views/2005/10/05/globalcitizen/#>

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C0-455 Canadian Geographic. (2009). *CIDA world map*. Retrieved November 15, 2009, from <http://www.canadiangeographic.ca/worldmap/cida/about.asp?language+EN&Resolution=800x600>



**COMMON TRAINING
PROFICIENCY LEVEL FIVE
INSTRUCTIONAL GUIDE**



SECTION 2

EO C501.01 – REFLECT UPON INDIVIDUAL GLOBAL CITIZENSHIP

Total Time:

90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self-study package are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self-study package within the section for which they are required.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self-study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to reflect upon global citizenship at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have reflected upon individual global citizenship.

IMPORTANCE

It is important for cadets to reflect upon individual global citizenship because globalization affects daily choices in all aspects of their life. It will help them recognize, as they move into adulthood, the competitive challenge created by globalization in all aspects of Canadian life.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet reflect upon individual global citizenship.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance to the cadet as required.
4. Collect the self-study package once the cadet has finished.
5. Correct the self-study package with the self-study package answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self-study package to the cadet for their future reference.
8. Upon the completion of the self-study package, record the result in the cadet's log book and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Nil.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

Globalization is an ongoing phenomenon that affects all aspects of daily living, is most likely irreversible and will continue at an increased pace. Whether they realize it or not, everyone is a global citizen with a collective responsibility to see that the effects of globalization are beneficial for Canadians and the world at large.

INSTRUCTOR NOTES / REMARKS

Nil.

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GLOBAL CITIZENSHIP AND YOU



SECTION 1: GROWING UP GLOBAL AND DIGITAL

SECTION 2: REVEAL YOUR TRUE IDENTITY

SECTION 3: TAKE IT GLOBAL

SECTION 1
GLOBALIZATION AND DAILY LIVING

How many times have you heard the word "generation" applied to a particular group of people? Sometimes words like "hard-working", "spoiled", "intelligent" and "selfish" are used to describe various generations of people.



Indication of the end of the content within a self study package. If applicable a final exercise will follow which the cadet will complete and return to the Proficiency Level / Training Officer.

GENERATION Y / Z
GENERATION WHY
GENERATION NEXT
ECHO BOOMERS

INTERNET (I) GENERATION
MILLENNIALS
DIGITAL GENERATION
NET GENERATION

Did you have trouble deciding? Have you seen or heard any of these labels before? In actual fact, most of them have been used at different times to describe your generation. However, "digital generation" and "net generation" or the "I Generation" are most commonly used to describe those whose birth dates range from the mid 1970s to the late 1990s although there is disagreement on fixed dates.



Generally, you have been described as:

optimistic	hopeful	connected 24/7	independent
technically savvy	determined	goal-oriented	success driven
structured	multi-tasker	inventive	creative

Make a list of four characteristics that best describes you.

_____	_____
_____	_____
_____	_____

But all the descriptors are not flattering. You are also sometimes described as:

Screenagers. You are addicted to computer screens.

Shameless. You are careless about what you post online.

Adrift. You are spoiled by your parents and afraid to choose a path in life.

Dishonest. You download and share information, music, etc that belongs to others.

Slackers. You waste time with online socializing at work and find it difficult to hold a nine-to-five job.

The one unifying characteristic of your generation, however, is that you are the first to grow up in a global era totally surrounded by digital media.

GROWING UP GLOBAL

Globalization refers to the increasing integration of economies around the world and specifically refers to the:

- efficient movement of goods, services and money across international borders;
- efficient movement of people (labour) across international borders; and
- efficient movement of knowledge (technology) across international borders.

Generally, people distinguish between economic, political and cultural globalization.

Economic Globalization



On whom do you depend everyday?

When thinking about on whom you depend everyday, you probably thought of those closest to you, such as parents, relatives, teachers, and friends. You probably didn't realize that you also depend on a man in Brazil, a woman in Ghana and a boy or a girl in Pakistan as a result of economic globalization.

Economic globalization, a process that has resulted from human innovation and technological progress, refers to the increasing integration of economies around the world through the movement of goods, services, and money across international borders. The term also includes the movement of people (labour) and sometimes knowledge (technology) across international borders.

As a result of increasing globalization, everyday you depend on people from all around the world to make your clothes, produce your food and manufacture the items you use in daily activities. Some of the more common items and the country in which they may be made include:



Did you know?

During a normal day you depend on numerous countries throughout the world for the clothes you wear, the food you eat and the activities you engage in?

Clothing

- **Shirts.** Shirts and other clothing made of cotton are made in countries, such as **Malawi** and **India** because cotton grows best in warm climates.
- **Jeans.** Many types of jeans are made in Bangladesh by women who work on the factory production line.
- **Footwear.** Many types of footwear are made in the US, Burma and Thailand.



Take a look at the tags on the clothing you wear. Where were they made? How many say "Made in Canada"?

Breakfast

- **Orange juice.** **Brazil** is the world's biggest producer of oranges which are grown in huge plantations because of the warmth and sunshine.
- **Tea.** Many types of tea come from **Sri Lanka** where tea plants are grown in plantations called "Tea Estates." "Pickers" take the green leaves off the plant and then let them dry, so that they can be ground down into tea.
- **Cereal.** Cereals that you eat are made mainly from rice and maize (corn). **Argentina** provides most of your cereal.
- **Coffee.** Coffee is really a fruit and the coffee cherries are picked from a coffee plant which grows in a climate that is warm and humid. After the cherries are picked, they are split open and the coffee beans are taken out and dried.



Did you know?

The five highest coffee producing nations are **Columbia, Vietnam, Kenya, Cote d'Ivoire (Ivory Coast)** and the State of **Hawaii** in the **US**



How does the relationship between coffee producing countries and coffee consuming countries illustrate economic globalization?



Just for fun ... don't over think this but list as many nicknames or slang terms used to describe coffee as you can think of.

_____	_____
_____	_____
_____	_____
_____	_____

Snacks

- **Chocolate.** Most of the chocolate you eat comes from the **Ivory Coast** in West Africa.
- **Sweets.** The sugar in the sweets you eat comes mainly from countries in the Caribbean like **Jamaica**.

Lunch

- **Bananas.** Many of the bananas you eat are grown in **Ecuador**.
- **Grapes.** Grapes are grown all over the world but those grown in **Greece** are most popular.
- **Sandwich.** Bread for your sandwich is mainly made from flour (rye, barley, rice or most commonly wheat), salt and water and **China** is the country which grows the most wheat.


- **Crisps.** Many varieties of crisps are made from dehydrated or dried potatoes and some of the companies that produce dehydrated potatoes are in **Belgium**.

Dinner

- **Rice.** Rice is grown from seed in "paddy" fields in Asian countries such as **Vietnam**.
- **Pasta.** The **Italians** invented the pasta that you love to eat.
- **Chicken.** Some of the chicken you eat especially frozen chicken and products like chicken nuggets come from **Thailand**.
- **Beef.** Nearly half of the beef you eat comes from **Argentina**.
- **Cheese.** Cheese is very popular and one of the most popular cheese-making countries is **France**.

Activities

- **Sports.** Many sports companies have factories in Asian countries, such as **Pakistan**.
- **Automobiles.** Most cars and other vehicles are made in the **US, Germany, Japan** and **Korea**.
- **Toys.** Many of your plastic toys, video games and puzzles are made in **Taiwan**.
- **Pens and pencils.** Most of the pens and pencils that you use are made in **China**.



Consider the clothes you have worn, the food you have eaten for snacks and meals and the activities you have participated in and list the countries that you have relied on today.

No doubt China figured prominently in your day. China is a special case and it would be difficult to list all the products made in that country and exported throughout the world. However, an examination of the relationship between the American corporation Wal-Mart and China illustrates how these two partners alone influence economic globalization.



Did you know?

As of 2009, Walmart:

- has almost 5000 stores in 10 countries worldwide;
- has 39 stores in 15 cities around China;
- has supply contracts with more than 5000 Chinese companies;
- gets 70% of all the products in its stores from China; and
- intends to increase its trade with China by 10% every year.

(<http://www.organicconsumers.org/corps/Walmartchina113004.cfm>)



Walmart's inventory of stock produced in China was valued at US\$18 billion in 2009. If Walmart was a country, it would rank as China's eighth largest partner ahead of Russia, Australia and Canada.

(<http://www.organicconsumers.org/corps/Walmartchina113004.cfm>)



Activate Your Brain # 1:

Look at the facts above and explain how Walmart and China are helping to increase economic globalization.

Response:



Check out Sara Bongiorni's book, *A Year Without "Made in China"* at <http://www.amazon.ca/Year-Without-Made-China-Adventure/dp/0470116137>

Globalization is a very controversial issue and opinions vary as to its pros and cons. Undoubtedly, there are some unscrupulous corporations who take advantage of workers in developing countries and pay low wages to have their goods produced and then sell them for huge profits. However, to say that all corporations are poor global citizens is a stereotype and you will be challenged to distinguish the good from the bad.

Since the early 1990s, the fair trade movement with its umbrella organization the Fairtrade Labelling Organization (FLO) International, has worked to ensure that producers and workers in developing countries get a better deal.



Did you know?

That one way for you to act as a global citizen is to support companies that conduct business responsibly in developing countries? Look for this symbol on products in stores in your neighbourhood ...



Figure A-1 Fair Trade Symbol

Note. From "Econsciousmarket", 2009, *World Fair Trade Day*. Retrieved December 8, 2009, from <http://www.econsciousmarket.com/eco-times/world-fair-trade-day/>

TransFair Canada is a national, nonprofit fair trade certification organization and the only Canadian member of the Fairtrade Labelling Organizations International (FLO). What it does can be broken down into three main categories:

Certification. TransFair Canada is responsible for certifying that Canadian products bearing the Fair Trade certification marks meet international Fair Trade standards and monitors products once they enter Canada to ensure that what is sold as Fair Trade Certified meets that standard.

Licensing. TransFair Canada licenses Canadian companies to use the Fair Trade certification marks on their products, and ensures that these marks are used in a way that is misleading to the public.

Promotion. TransFair Canada works alongside community groups, companies, and individual citizens to promote and build momentum for Fair Trade certified products through media campaigns and promotional materials.



Did you know?

The FLO International announced in December 2009 that the Kit Kat bar is going Fairtrade? The move by Nestlé, which kicked off in mid-January 2010 when the first certified Kit Kat bars arrive on shop shelves, will benefit thousands of farmers in Côte d'Ivoire, also known as the Ivory Coast, who produce cocoa from which chocolate is made. Côte d'Ivoire, which is one of the world's poorest countries, produces 40 percent of the world's cocoa and one in four people directly or indirectly rely on cocoa farming for their livelihood. (http://www.fairtrade.org.uk/press_releases_and_statements/december_2009/kit_kat_gives_cocoa_farmers_in_cote_divoire_a_break.aspx)

Political Globalization

Traditionally, politics takes place within national political systems. National governments, such as the Government of Canada, are responsible for maintaining the security and economic welfare of their citizens, as well as the protection of human rights and the environment within their borders.

Citizens normally pay attention to political activities within their country but as a result of globalization they now pay attention to political activity at the global level. One consequence of living in a global world is that the decisions and actions of international organizations affect countries and people all over the world. Some of these include:

- **The International Monetary Fund (IMF)** is the world's central organization for international monetary cooperation and its primary purpose is to ensure the stability of the system of currency exchange rates and international payments that enables countries to buy goods and services from each other. To accomplish its purpose the IMF:
 - reviews national, regional, and global economic and financial developments;
 - provides advice to its 184 member countries, encouraging them to adopt policies that create economic stability and raise living standards;
 - serves as a forum where countries can discuss the national, regional, and global consequences of their policies;
 - makes loans to member countries when their payments to other countries exceed their earnings; and
 - provides technical assistance and training to help developing countries achieve economic stability and growth;

- **The World Bank** which is a source of financial and technical assistance to developing countries around the world. It is not a bank in the common sense and is made up the International Bank for Reconstruction and Development (IBRD) and the International Development Association (IDA), owned by 186 member countries of the World Bank. Together, they provide low-interest loans and interest-free grants to developing countries for education, health, public administration, infrastructure, financial and private sector development, agriculture, and environmental and natural resource management; and
- The **World Trade Organization** (WTO) which is the international organization whose primary purpose is to open trade for the benefit of all. The WTO helps negotiate agreements aimed at reducing obstacles to international trade and helps implement and monitor these agreements as well as settle trade disputes between countries. The WTO currently has 153 members, of which 117 are developing countries. The WTO's main activities include:
 - negotiating the reduction or elimination of barriers to trade and agreeing on rules governing the conduct of international trade;
 - administering and monitoring the application of the WTO's agreed upon rules for trade;
 - monitoring and reviewing the trade policies of its members;
 - settling trade disputes among its members;
 - helping train developing country government officials in international trade matters;
 - conducting economic research in support of the WTO's other main activities; and
 - educating the public about the WTO, its mission and activities.



The World Bank, the IMF, and the WTO have tremendous power and influence, but are often accused by citizens around the world of excluding the opinions of the developing countries they are supposed to help and who are the most seriously affected by their policies. They claim that policies of these organizations are often developed behind-the-scenes and are heavily influenced by the larger and wealthier member countries.



Not surprisingly, massive citizen protests generally develop when these organizations meet. Numerous groups including university students, trade unions, faith-based and peace groups come together to oppose what they consider to be business-driven and undemocratic decision making that take advantage of developing countries. Check out <http://www.globalissues.org/article/45/public-protests-around-the-world> for more information.

Another form of global political involvement is to join non-governmental organizations (NGOs) which are groups and institutions that are entirely or largely independent of government whose objectives are mainly humanitarian rather than commercial. NGOs include charitable and religious associations that raise private funds for development, distribute food and family planning services and promote community organization. They also include independent cooperatives, community associations, water-user societies, women's groups and pastoral associations. Citizen groups that raise awareness and influence policy are also NGOs.

Members of these and other organizations act globally by forming alliances with organizations in other countries and using global communications systems to influence international organizations instead of working through their national governments.



Check out these sites for more information about the NGOs listed above:

<http://www.ifrc.org/>

<http://www.oxfam.org/>

<http://www.savethechildren.org/>

<http://www.care.org/about/index.asp>

<http://www.actionaid.org/>

Globalization of Culture

Technology has now created the possibility of a global culture. The Internet, social-networking sites, telecommunications, cellular communications, satellite technology, etc are dissolving cultural boundaries. The spread of values, behavioural norms, and culture generally is heavily tilted in favour of Western ideals. Over 80% of all websites in the world are in English and the majority of published material, including educational publications, on the Internet is in English. Small cultures and languages are in danger of disappearing due to the competition in the international marketplace where only the biggest international publishing and entertainment companies are able to produce high quality electronic materials. Global entertainment companies and other major corporations such as Walmart, McDonalds, Disney and Coca-Cola have the capability of manipulating personal tastes and may eventually determine what goods and services people want.

Some argue that the Internet and major corporations make it very difficult for governments to control its citizens and people around the world will follow their own interests and form partnerships with like-minded groups. According to this view, the control of culture which can be accomplished with technology, is seen as far more important than the control of political and geographical borders.

While the creation of one culture for the whole world may be an extreme position, it is true that technology makes it very easy to cross national borders and any effort by individual countries to exclude global pop culture usually makes the banned objects all the more irresistible.



Consider how Internet technology can be used to both help create cultural globalization and help prevent it.



Is a global culture, common to everyone in the world, a good or bad thing?

Response:

GROWING UP DIGITAL

The second part of the defining characteristic of your generation is that you are the first to be growing up completely surrounded by digital media. To you technology is a part of the natural landscape.

For the first time in history, your generation is more comfortable, knowledgeable, and literate, than your parent's generation, with an innovation that may allow you to develop and impose your culture on the rest of society.

Through technology you have learned to play, communicate, and work very differently than anyone else in the past.



What bugs you more—stuck in traffic, standing in line at the store, or a slow connection?

You live in the high-speed, interactive world of email, cell phones, smartphones, Google, Facebook, Twitter, YouTube and countless other sites. The speed of delivery on the Internet is getting faster as high-speed broadband Internet access is now common. You can access a world of knowledge from your Blackberry, for example, or your mobile phone, which can surf the Internet, be used as a global positioning system (GPS), take photos, and swap text messages.

Just about every one of you has an iPod and a personal profile on a social-networking site such as Facebook, which lets you monitor your friends and be monitored by them all the time.



Did you know that according to one survey:

- 97% of you own a computer;
- 94% of you own a cell phone;
- 76% of you use instant messaging with 15% logged on 24/7;
- 34% of you use websites as primary news sources;
- 75% of you have a Facebook account; and
- 60% of you own an iPod or the equivalent.



How many of the statistics above apply to you personally?

_____	_____
_____	_____
_____	_____



For personal interest, do a survey of your squadron, peer group, or school etc and see if the statistics just presented apply to them as well.

As a result of all technological activity, digital content is exploding at astronomical rates. As of 2007, the digital universe contained 281 000 000 000 gigabytes of digital content, which works out to about 45 gigabytes per person on the planet. The traces that you leave in the digital environment by taking pictures, making phone calls, uploading videos to YouTube, downloading digital content etc are your digital footprint.

But you control less than half your total digital footprint and your digital shadow is much larger. Your digital shadow includes images of you on surveillance cameras and records in banks, retail stores, airlines, telephone and medical databases, web searches, etc. In general, it is information about you in cyberspace.



How often do you actively and passively feed information about yourself in the digital environment? Go to <http://dsc.discovery.com/convergence/Koppel/interactive/interactive.html> and check it out. Can you find ways to reduce your digital footprint and digital shadow?

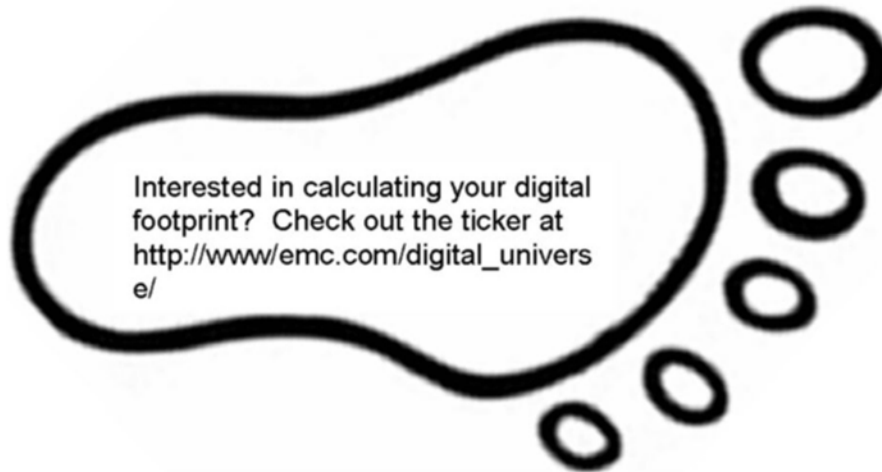


Figure A-2 Digital Footprint

Note. From "Pepperflood", 2009, *Blogspot.com*, Copyright 1999–2009 by J. Flood. Retrieved November 26, 2009, from <http://pepperflood.blogspot.com/>



Did you know?

Prospective employers and various other institutions and organizations screen social networking sites?

According to Canada's Privacy Commissioner, young Canadians need to "think twice" about how much personal information they post on the Internet and take greater responsibility for what they do online. You are choosing to open up your lives in ways your parents thought impossible and your grandparents thought unthinkable. Be careful what you post and follow these simple suggestions to protect yourself:

- google search yourself;
- untag any photos or correct erroneous information others may have posted about you;
- create a personal website; and
- follow through with fresh content and accurate information.



For more information, check out "6 tools to monitor your online reputation" at <http://www.dumblittleman.com/2008/10/6-tools-to-monitor-your-online.html>



Give it some thought

Who should be mainly responsible for policing social-networking sites? Consider which of these statements best describes your opinion?

- the user should be mostly responsible and exercise caution when using social-networking sites;
- Canada's Privacy Commissioner should be mostly responsible and propose legislation to protect Canadian's right to privacy online; or
- the sites themselves should change their third party access and protect their customer's right to privacy.



Did you know?

Canada's Privacy Commission is working to promote online privacy for you through its new website www.youthprivacy.ca? Check it out.

SECTION 2 REVEAL YOUR TRUE IDENTITY

Even though there are differing opinions, most people agree that global citizenship goes beyond simply knowing that everyone is a citizen of the planet and reflects more the idea that all citizens of the planet have a collective responsibility to each other and the planet itself. In this regard, everyone belongs to one community, the planet, and consequently has a stake in the well-being of that community and its people.

Just as your generation can be described as global and digital, it can also be described as a generation that believes in causes with a keen desire to give and volunteer with hands-on ways of improving the lives of people, domestically and internationally. You are global citizens and believe that you can change the world one donation, one voluntary activity, or one purchase at a time.



Did you know?

According to the report *Caring Canadians, Involved Canadians: Highlights from the 2007 Canada Survey of Giving, Volunteering and Participating*, 58% of Canadians between the ages of 15 and 24 volunteered on behalf of a group or organization? (http://www.givingandvolunteering.ca/files/giving/en/csgvp_highlights_2007.pdf)



Global citizens are a new breed of activist trying to change the world, one voluntary activity at a time. Complete the survey below and reveal your true identity about giving and volunteering. There is no right or wrong answer. Pick the answer that best fits you.

Pick the answer that best fits you by shading in the appropriate bullet.

1. Before I support a cause or organization with my time or money I ...
 - Ask my friends what they know about it.
 - Check out the organization's website.
 - "Google" it.
 - Don't bother researching it. They all do good, right?
2. If I want to donate money to a cause or organization, I'll most likely ...
 - Get out my mobile and text to give.
 - Go online and check out the organization's website.
 - Whip out the ol' check book and then find an envelope and a stamp.
 - Solicit my friends and family for donations.
3. When looking for a job, I seek out organizations that ...
 - Match 100% of my charitable donations.
 - Match 100% of my Registered Retirement Savings Plan (RRSP) contributions.
 - Give employees time off to conduct volunteer work.
 - Have a strong connection to their community.

4. I consider volunteering ...
 - As essential to my daily routine as eating and checking email.
 - Something good to do when I can spare a couple of hours.
 - Too time consuming. I need time for "me."
 - Useless. How can one person make an impact?
5. When I want to take action and make a difference, I'm most likely to ...
 - Send an email or call my Member of Parliament (MP).
 - Develop my own online petition
 - Donate money.
 - Grab some friends to join me and volunteer.
6. If I want to share information about a cause that is important to me, I ...
 - Post it on my social network because it is a fast and easy way to reach a lot of people.
 - Go door to door and hand out pamphlets.
 - Blog it for the world to see.
 - Post it to Twitter in 140 characters or less.
7. When I'm buying a product, I ...
 - Research the company's commitment to social issues or the environment.
 - Just walk in. I'm there to buy a product, not do good.
 - Buy from companies that donate a portion of their proceeds to charity.
 - Will switch brands (price and quality being equal) if the second brand is associated with a good cause.
8. To change the world, we need ...
 - More money, time and people power.
 - More teamwork from government, business and ordinary people.
 - A laptop, a cell phone, an idea and me.
 - More action at the local level.



There is no right or wrong answer to this quiz. Its purpose is to encourage you to think critically and personally about each item and respond. For a more interesting online version of this survey, check out <http://www.socialcitizens.org/quiz> and compete with your peers to see who is more of a global citizen.

SECTION 3 TAKE IT GLOBAL



Did you know?

You and your friends contribute more to charity than the federal government of Canada? (<http://www.intercordiacanada.org/index.php/news/Canadian-youth-spend-more-of-their-money-on-foreign-aid-than-the-government/>)

In a 2008 poll conducted by Ipsos Reid for World Vision, Canadians age 14 to 18 reported donating, on average, about five percent of their money to international charitable organizations. By contrast Canada's federal government appends approximately two percent of its budget on foreign aid.

What can you do to become a better global citizen? Some suggestions include:

- Educate yourself about different regions of the world.
- Make ethical choices in your personal life and protect the environment.
- Participate in your own community and contribute to its well-being.
- Don't be apathetic; take an interest in what's going on.
- Constantly improve your communication skills and express yourself.
- Treat people as you want to be treated.
- Learn about different cultures and share your culture.
- Interact with people from diverse cultures and challenge injustice if necessary.
- Pick a cause and advocate for it.
- Reflect on your actions.
- Gain awareness of global affairs, and local and global issues.
- Believe that people can make a positive change in the world and become engaged.



Check out http://www.students.ubc.ca/current/download/global_engagement.ppt for more information on global citizenship.

There are numerous examples of young people who have become engaged and one of the more interesting examples is that of Michael Furdyk.



Did you know?

Michale Furdyk was born in Toronto, Canada in 1982. When he was in ninth grade, he and a couple of his friends launched an online magazine about computers called MyDesktop.com. In May 1999, when Michael was in the eleventh grade, they sold it for over \$1 million. In October 1999, Michael and his friend Jennifer Corriero started TakingItGlobal, which is an online space where young people could work together with others around the world to do something good. As of 2009, the site has members all over the world, only 30% of its members are from North America, and the conversation takes place in 248 languages. (Don Tapscott, *Grown up Digital*, p. 280)

You could be the next Michael Furdyk. There are several simple things you can do to become engaged in a digital world, such as:

1. Join a social networking site or even create your own. It's an easy way to connect with old friends or meet new ones who share your interests. Promote your cause online.
2. Share websites you like and find out what sites your friends are reading by using free social bookmarking.
3. Share photos of issues that are important to you.
4. Find videos relevant to a cause you care about or create your own and post them online.
5. Champion a cause by creating and personalizing a charity badge or widget. Email the link of your charity badge to family, friends and other contacts or post it online.
6. Use micro-blogging, sites such as Twitter to get your information out there and attract others to your cause.
7. Start a blog and invite your email contacts and people from your social network to your blog. Encouraging readers to leave comments is a great way to start online conversation.
8. Volunteer online. Various online programs, such as *In2Books* allow you to choose when and where to give your time.
9. Create online petitions through organizations such as, *The Point* and *Care2* to help promote the causes most important to you.
10. Donate to various causes through your cell phone. Text-to-give campaigns let donors make a secure donation to the cause they care about.



Did you know?

You can buy a chicken, a donkey, a sheep or a goat and improve someone's self-sufficiency, self-esteem and educational opportunities? Or that you and a few of your friends can help boys and girls play soccer?

Goats provide families with protein and income to help them survive. For \$100 you can buy one dairy goat which will give up to 250 L of milk a year. Buy two and they can be bred to produce 2–3 kids a year and eventually multiply into a whole herd. Give a leg-up to someone in need in a developing country.

For \$60 you and a few friends can buy six soccer balls and help children, who rarely see a new ball, enjoy a sport that maybe you love.



Figure A-3 Oxfam Goat

Note. From "Oxfam Canada", 2009, *Welcome to Oxfam Unwrapped*. Retrieved November 25, 2009, from http://www.boatnerd.com/pictures/special/ccgriffon/griffon2003_1230BS.jpg



For more information on these programs, check <http://www.oxfamunwrapped.ca/category.php?category=2> or check out the World Vision Catalogue at www.worldvision.ca



Have you heard about voluntourism? As the word implies, voluntourism combines vacation travel with volunteering at the destination visited. Search the Internet and you'll find dozens of organizations both nonprofits and commercial deeply involved in organizing volunteering vacations. The best site to learn about voluntourism is VolunTourism International (www.voluntourism.org). Check it out.



Congratulations, you have completed your self-study package on EO C501.01 (Reflect Upon Individual Global Citizenship). Hand the completed package to the Training Officer / Proficiency Level Officer who will record your completion in your Proficiency Level Five logbook.

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ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain # 1:

Look at the facts above and explain how Walmart and China are helping to increase economic globalization.

Response:

Answers will vary but the cadets should make a connection between the facts that economic globalization refers to the increasing integration of economies around the world particularly in terms of the movement of goods across international borders which is aided by Walmart because they have 5000 stores in 10 countries around the world and get 70% of their commodities from China.

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**COMMON TRAINING
PROFICIENCY LEVEL FIVE
INSTRUCTIONAL GUIDE**



SECTION 3

EO C501.02 – ANALYZE A GLOBAL ISSUE

Total Time: 90 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the completion of this self-study package are listed in the lesson specification located in A-CR-CCP-805/PG-001, *Proficiency Level Five Qualification Standard and Plan*, Chapter 4. Specific uses for said resources are identified throughout the self-study package within the section for which they are required.

Self-study packages are intended to be completed by the cadet independently. More information about self-study packages can be found in the foreword and preface.

Review the lesson content and become familiar with the material prior to facilitating this lesson.

Photocopy the self-study package located at Attachment A for each cadet.

Photocopy the answer key located at Attachment B but **do not** provide it to the cadet.

Provide the cadet with a list of websites on global issues which can be used for Activate Your Brain #3.

PRE-LESSON ASSIGNMENT

Nil.

APPROACH

A self study was chosen for this lesson as it allows the cadet to analyze a global issue at their own learning pace. This encourages the cadet to become more self-reliant and independent by focusing on their own learning instead of learning directed by the instructor.

INTRODUCTION

REVIEW

Nil.

OBJECTIVES

By the end of this lesson the cadet shall have analyzed a global issue.

IMPORTANCE

It is important for cadets to develop the ability to critically analyze different, often conflicting, information sources in order to access reliable information and become informed about issues important to them.

SELF-STUDY PACKAGE INSTRUCTIONS

OBJECTIVE

The objective of this self-study package is to have the cadet analyze a global issue.

RESOURCES

- Self-study package, and
- Pen / pencil.

ACTIVITY LAYOUT

Provide the cadet with a classroom or training area suitable to complete the self-study package.

ACTIVITY INSTRUCTIONS

1. Provide the cadet with a copy of the self-study package located at Attachment A and a pen / pencil.
2. Allow the cadet 90 minutes to complete the self-study package.
3. Provide assistance as required to the cadet.
4. Collect the self-study package once the cadet has finished.
5. Correct the self-study package with the answer key located at Attachment B.
6. Provide feedback to the cadet and indicate whether or not they have completed the Enabling Objective (EO).
7. Return the completed self-study package to the cadet for their future reference.
8. Record the result in the cadet's logbook and training record.

SAFETY

Nil.

END OF LESSON CONFIRMATION

The cadet's completion of the self-study package will serve as the confirmation of this lesson.

CONCLUSION

HOMEWORK / READING / PRACTICE

Complete Section 3—Analyze a Global Issue.

METHOD OF EVALUATION

Nil.

CLOSING STATEMENT

At times, it can be difficult to judge the truthfulness and accuracy of information because there is so much information available. Learning how to determine the accuracy and authority of an information source is one of the most important skills that you will develop as you try to develop an understanding of controversial global issues.

INSTRUCTOR NOTES / REMARKS

Nil.

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Analyze A Global Issue



SECTION 1: CONTROVERSIAL ISSUES IN BOOKS AND PERIODICALS

SECTION 2: CONTROVERSIAL ISSUES AND INTERNET SOURCES

SECTION 3: EVALUATING WEBSITES

SECTION 1

DEALING WITH CONTROVERSIAL ISSUES IN BOOKS AND PERIODICALS

WHAT ARE CONTROVERSIAL ISSUES?

It is very difficult to say what the future will be like but what is certain is that you will be faced with decisions about a wide range of issues about which people have contradictory views. One important element of global citizenship is thinking critically about controversial issues and making informed choices as you exercise your individual rights and carry out your obligations to others.

Controversial issues are those that have a political, social or personal impact and deal with questions of value and belief. Such issues can be local or global, ranging from bullying, personal lifestyle, and banning cars from school property to the effects of globalization or climate change.



Controversial issues are usually complicated, with no easy answers and are issues on which people hold strong views based on different experiences, interests and values.

Almost any issue can become controversial if one side of an issue is presented in a way that raises the emotional response of those who might disagree.



Where do you get your information about controversial issues?

According to a 2008 Canadian Media Report nearly 75% of you get your news from the Internet while less than 10 % of you get your news from the traditional media, such as newspapers, television, radio and magazines. These statistics represent a significant increase in the use of the Internet for news from similar surveys conducted earlier and approximately 24% of you have left the traditional media because of a lack of trust.



Do you personally mistrust the traditional media to accurately report the news?

If you do, it is probably because like others of your generation you have come to realize that:

- in order to attract audiences, media companies often focus on stories of disaster and problems rather than good news which is most likely to be less dramatic; and
- news companies, just like other businesses, are owned by individuals who may have a particular point of view they wish to promote.

Consequently, you have turned to other media for information about current global issues. However, you should realize that living in an information age can be both a blessing and a curse. It is a blessing because there are many sources of information available but it is a curse because not all information sources contain accurate information.



Your challenge is to distinguish between the good and the bad as you educate yourself about what is going on in the world.

CONTROVERSIAL ISSUES IN BOOKS AND PERIODICALS

You can begin evaluating physical information sources, such as books or articles in periodicals, even before you have the physical item in your hand. Evaluate such a source by first examining the bibliographic citation which is the written description of a book, journal article, essay, or some other published material that appears in a catalog or index. Information in a bibliographic citation usually includes the:

- author,
- publication date,
- edition or revision,
- publisher, and
- title.

This information can help you determine the usefulness of this source for your purpose.

A FIRST LOOK—BIBLIOGRAPHIC INFORMATION

Author

Determine the author's credentials which includes:

- educational background,
- previous writings,
- work experience, and
- area of expertise.

Further, try to determine if the author is:

- cited in other sources, and
- associated with a reputable institution or organization.

Publication Date

It is important that your information sources are up-to-date because the world is changing very fast especially in the business, the science, and technology sectors.



Did you know?

The publication date is often located on the face of the title page below the name of the publisher? If the publication date is not there, look for the copyright date on the reverse of the title page?

Edition or Revision

Determine if this is a first edition or not. Further editions of a source indicate that it has been updated with current information. Also, if a source has many printings or editions, it may indicate that the source has become a standard source in this area and is reliable.

Publisher

The publisher can be a good clue as to the reliability of a source. For example, if the publisher is a university, it is likely to be a scholarly source that is reliable.



Did you know?

It is important to determine if the publisher has a connection with a particular political party, corporation or other organization, such as conservation groups? This kind of affiliation may indicate that the book or article is biased in favour of the viewpoints or beliefs of these groups?

A FINAL LOOK—EXAMINE THE CONTENTS

Information sources, such as journals, magazines and newspapers which may contain valuable, up-to-date information are not created equal. These types of publications are often categorized as:

- scholarly journal,
- news or general interest publication,
- popular magazine, or
- sensational magazine or newspaper.



It is crucial that you consider the type of publication before using it as an information source.

As you encounter these publications, consider the following:

Scholarly Journals

These publications are also called academic, peer-reviewed or refereed journals. Scholarly journals:

- have a summary of the article's contents before the main article;
- contain many graphs and charts but few if any glossy pages and dramatic pictures;
- always include a list of the information sources used in the article;
- are written by experts in that particular field whose personal information is generally located on the bottom of the first page;
- use technical language and requires the reader to have some background knowledge; and
- are usually published by professional organizations in the fields of medicine, law and education, for example, or are published by educational institutions such as universities.



Peer review means that several experts must examine and approve the content of an article before it is published.

News or General Interest Publication

These publications are usually attractive in appearance, published in magazine or newspaper format and contain articles that are often heavily illustrated with photographs. News or general interest publications:

- sometimes provide a list of information sources but not always;
- contain articles written by staff writers or editors, scholars or freelance writers;
- use language that requires a certain level of education but does not require the reader to be an expert;
- are usually published by businesses or individuals; and
- are intended to provide general information on a variety of subjects to a wide audience.



Do you personally know anyone who has written articles for a news or general interest publication?

Popular Magazines

Popular magazines come in many formats but are most often glossy and attractive looking with lots of colour graphics, such as photographs and drawings. Popular magazines:

- do not include lists of information sources;
- use information that is often second-hand or third-hand and the original source is rarely mentioned;
- contain articles that are very short and written in simple language; and
- are mainly intended to entertain the reader, sell products or promote a personal viewpoint.

Sensational Publications

Sensational publications are published in a variety of styles but usually in newspaper format. Sensational publications:

- use very simple language;
- most often use emotional or exaggerated language;
- depend on an audience that is very easily convinced of things;
- use flashy headlines that are designed to surprise the reader; and
- are intended to arouse curiosity or appeal to stereotypes.



Activate Your Brain #1:

Label the publications listed below as scholarly, news or general interest, popular or sensational. Write your response opposite the type of publication.

- National Geographic _____
- Reader's Digest _____
- Journal of the Canadian Medical Association _____
- The Globe and Mail _____
- The National Examiner _____
- Sports Illustrated _____
- Canadian Economic Review _____
- The Star _____



Try your hand at sensationalism. Write a headline that might appear on the front page of a sensational publication about a current global issue or news item.



Look online at <http://www.library.cornell.edu/olinuris/ref/research/skill26.htm> for more information on using books and articles from different types of publications.

SECTION 2

DEALING WITH CONTROVERSIAL ISSUES USING INTERNET SOURCES



Did you know?

Using the Internet carelessly is like going to the magazine section in a store, reaching out with your eyes closed and grabbing the first magazine you touch. What is the likelihood that you will find a reliable source? Now imagine that your local store owner prints up a magazine and puts it in the magazine section. Have your chances of getting an accurate reliable source increased or decreased?

Welcome to the Internet! Information is everywhere on the Internet and it is continuously being created and revised; therefore, the problem with accuracy becomes very important. Accurate information is important because it serves as the basis for your beliefs, decisions, choices, and understanding of the world, but on the Internet while such information is easily available, it ranges from the very good to the very bad.



Another analogy might be helpful. If you eat something harmful that you believe to be safe, you can become ill; if you avoid something good that you believe to be harmful, you have needlessly restricted your enjoyment of a certain aspect of life. The same thing applies to your attempts to understand what is going on in the world. How can you tell if something you are reading is true and reliable or false and unreliable?

FIRST LOOK—SCREENING THE WEB SITE



Did you know?

that examining a website's home page is the same as checking the bibliographic citation for a book and helps you determine the reliability of an Internet source?

Determine the Authority of the Site

Determining the authority of any particular website is especially important. Ask yourself these questions about the website:

- Is it absolutely clear which company or organization is responsible for the information on the site?
- Is there a link to a page describing what the company or organization does and the people who are involved normally referred to as an "About Us" page?
- Is there a valid way of making sure the company or organization is a real place that has real contact information? An email address is not enough.



If you answered "**NO**" to any of these questions the site is probably unreliable.

Determine the Accuracy of the Information

Eventually, while you are on the Web, you will encounter information that is not entirely true. In addition to determining the authority of a site, you also need to figure out if it is presenting accurate information. Ask yourself these questions about the information:

- Can I easily figure out who wrote the information?
- Are all factual claims clearly supported with documentary proof?
- Are there links to other sources?
- Are there any obvious grammatical and spelling errors which may indicate that the content is not accurate?
- How long ago was the page updated? Is there a date stamp on the article somewhere?
- Are the writer's qualifications clearly stated somewhere on the site?



Once again if you answered "**NO**" to any of these questions the site is probably unreliable.

Determine the Motivation of the Author

To find a non-biased information source, you will need to determine if the site has an interest in something other than providing accurate information. Ask yourself these questions:

- Does the writing seem fair and balanced or does it seem slanted toward a particular point of view?
- Can you determine from the site address who the site belongs to? Most organizations and businesses put their name in the Uniform Resource Locator (URL) unless they have a reason not to do so and this is a good way to determine quickly if the site is reliable. A piece on smoking and health created by the tobacco industry is most likely unreliable.
- Are the advertisements, if there are any, clearly separated from the content?



Any site that has a bias or a hazy line between the advertisements and the content is **NOT** a reliable site.

If the information is linked to an organization, try to determine its reliability by looking at the URL of the web page:

- if the URL ends with .edu, it is most likely an educational institution and most likely reliable;
- if the URL ends in .gc.ca, it is most likely a reliable government website; and



Government sites are usually good sources for statistics and objective reports.

- if the URL ends in .org it is usually a non-profit organization which can be good or bad depending on their goals or political biases.



Be aware that some websites with the .org ending are advocacy groups for a particular cause and are biased in favour of that particular cause.



Did you know?

A reputable online journal or magazine should contain a bibliography for every article. The list of sources within that bibliography should be extensive and it should include scholarly, non-Internet sources.



Did you know?

Network and cable news stations are also involved in entertainment and you should consider them a stepping stone to other sources. Every television and print news source has a website. To some extent, you can rely on the most trusted news sources, but you should not rely on them exclusively.

Use Common Sense

Just because something is on the Web does not mean it is reliable and accurate. Some common places to find opinions and works of fiction that can be disguised as facts are:

Blogs. Anybody can publish a blog on the Internet which makes it very difficult to determine the background of the blogger or get an understanding of their level of expertise. Many people create blogs simply to give themselves a forum to express their views and opinions.

Personal websites. A web page is much like a blog when it comes to being an unreliable source. Web pages are created by the public and it is sometimes difficult to determine which websites are created by experts and professionals on a given topic.



Did you know?

Using information from a personal website is a little like collecting information from strangers on the street.

Wiki Sites. Wiki websites can be very informative, but they can also be untrustworthy. Wiki sites allow groups of people to add and edit the information contained on the pages without any or little regard for their expertise in the particular field.



Is it acceptable to use Wikipedia as a source of information? Wikipedia contains a great deal of information and is probably best used to get a reliable overview of a topic which gives you a good place to start and a collection of links to other resources.

A FINAL LOOK—DETERMINE THE QUALITY



Did you know?

Determining the quality of information is more like an art than a science because there is no single perfect indicator of reliability, truthfulness, or value. Instead, you must make a decision about whether to use a source from a collection of clues or indicators.

When researching information from the Internet, use the **CAFÉ** (Challenge, Adapt, File, and Evaluate) strategy as you encounter new material. The **CAFÉ** strategy includes:

- **Challenge** the information by asking questions like: Who says so? Why do they say so? Why was this information created? Why should I believe it? Why should I trust this source? Is it truthful and reasonable?
- **Adapt** or raise your standard and require more evidence for stronger claims which conflict with commonly accepted ideas. The new information may be true but you should not automatically accept that it is true.
- **File** new information in your mind rather than immediately believing or disbelieving it. Do not jump to a conclusion or come to a decision too quickly. Simply file away for future reference that someone claims something to be the case and reserve judgement about believing or disbelieving it.
- **Evaluate** and re-evaluate regularly. New information or changing circumstances affects the accuracy of information. You should recognize that information is constantly changing especially in science, medicine, business and technology.

If the resource stands up to your initial examination, apply the **CARS** (Credibility, Accuracy, Reasonableness and Support) strategy to finally determine if you will use a particular source. The **CARS** strategy includes:

- **Credibility** means trustworthy. Look at the author's credentials, evidence of quality control, such as peer review, and the reputation of the organization when determining credibility. Your goal is to find an authoritative source that contains good information and evidence that allows you to trust it.
- **Accuracy** means the information is up-to-date, factual, detailed, exact, and complete. Your goal is to find a source that is correct today and not yesterday, which gives the whole truth.
- **Reasonableness** means the information is fair, balanced, objective, and logical without conflict of interest, errors, or slanted tone. Your goal is to find a source that presents the subject thoughtfully and reasonably, in a truthful manner.
- **Support** means the source has links, contact information, proof of its claims as supporting documentation. Your goal is to find a source that provides convincing evidence for the claims made which can be supported by at least two other sources.



It is important that you keep an open mind regarding important issues. When you are confronted with information that contradicts or confirms your personal opinion you must still be objective and regarding the reliability of the source.



Look online at <http://www.virtualsalt.com/eval8it.htm> for more information on the **CAFÉ** and **CARS** strategies.

SECTION 3 ANALYZE A GLOBAL ISSUE

MAJOR GLOBAL ISSUES

Some of the more important current global issues which are unlikely to go away in the near future include the following:

Population

World population passed 6 billion in 2000, up from 2.5 billion in 1950. It is projected to grow to 8 billion in 2025, 9.3 billion in 2050, and eventually to stabilize at 10.5–11 billion with almost all growth occurring in the developing world. The world will need to feed 5 billion more people, which combined with higher standards of living, will put enormous strains on land, water, energy and other natural resources.

Poverty and Inequality

Hunger is slowly declining in most developing countries but the degree of inequality between rich and poor is not getting better. The Sustainable World Coalition claims that as of 2009, there are still 1.2 billion people who live on less than \$1 per day.

Food Consumption

Food consumption per capita is increasing substantially around the world in both developed and developing countries. Food production is increasing, but continued increase is limited by available land and water, especially in Asia. Land suitable for agriculture is being used for economic development as the population of developing countries continues to increase and their economies improve through globalization.

Water

Water use is growing over twice the rate that population is growing and as of 2009, 70 % of water was used for agriculture. Development increases water use and hence water scarcity. Worldwide, half of all wetlands have been lost, and more than 20% of the 10 000 known freshwater species are extinct or threatened. By 2025, nearly half the world's population will experience water shortages.

Forests

The world's forests continue to shrink with the highest rate of decline in Africa followed by Latin America. Almost the entire decline is in tropical areas, which contain about half of all remaining forests. Expansion of agriculture is by far the main cause of deforestation. The loss of forests is lowering water quality and causing floods. About 10% of tree species are at risk of extinction.

Energy

Consumption of all types of energy is growing with the largest increase being fossil fuels. Biomass from burning wood and animal dung is used as the primary energy source in many developing countries but this causes air pollution and health problems although new burning techniques are helping. Renewable energy sources, mostly hydroelectric, account for 4–5% of the world's energy but solar and wind power in 2009, accounted for only 0.04% of the total.

Climate Change

Fossil fuel consumption and carbon dioxide emissions continue to grow especially in Asia and the United States (US). The level of consumption and emissions per capita is 10 times higher in the US than in the developing countries, and twice as high as in Europe. There are many signs of climate change, such as rising temperature, rising ocean levels, 40% melting of Arctic ice, and changing weather patterns including more intense droughts and more intense storms. Insurance payments from storm damage, has increased from \$2 billion per year in the 80s to \$30 billion in the 90s.

Health

Most deaths in the least developed countries are readily preventable. These deaths, often in childhood, are primarily due to communicable, environment-related diseases. Most common of these are due to lack of clean water and sanitation. In 2009, over one billion people still lack access to safe water and 2.5 billion lack adequate sanitation facilities with the great majority living in rural Africa and Asia.



Using the information contained in this lesson examine two websites, provided by your Proficiency Level Officer, on an important global issue such as those described above by first applying the **CAFÉ** strategy and then the **CARS** checklist to decide which of the two sites contains the more reliable source.

EVALUATING WEBSITES CHECKLIST

CRITERIA	SATISFACTORY	UNSATISFACTORY	COMMENT
Credibility			
Author information			
Organization's reputation			
Quality Control			
Accuracy			
Factual			
Up-to-date			
Truthful and detailed			
Reasonableness			
Balanced			
Logical presentation			
Unbiased attitude			
Lacks errors			
Support			
Documentary proof			
Links			
Contact information			
Putting it all Together			
<p>Credibility. If your source contains author or organizational information which shows that they are reputable and also contains evidence of peer or editorial review ...</p> <p>Accuracy. If the information is factual, up to date, truthful and detailed ...</p> <p>Reasonableness. If the viewpoint appears to be logically presented without bias or errors ...</p> <p>Support. If your source contains proof of its claims and links to other sources with contact information then ...</p>			
YOU MAY HAVE FOUND A RELIABLE SOURCE!			



Congratulations, you have completed your self-study package on analyzing a global issue. Complete the exercise in Section 3, in your own time, and then hand the completed package to the Training / Proficiency Level Officer who will record your result in your logbook and training record.

ACTIVATE YOUR BRAIN ANSWER KEY



Activate Your Brain #1:

Label the publications listed below as scholarly, news or general interest, popular or sensational. Write your response opposite the type of publication.

National Geographic	News and general interest
Reader's Digest	Popular
Journal of the Canadian Medical Association	Scholarly
The Globe and Mail	News and general interest
The National Examiner	Sensational
Sports Illustrated	Popular
Canadian Economic Review	Scholarly
The Star	Sensational

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