



the WOW factor

Unit Five Going Global



the WOW factor



Contents

Unit Overview		3
Learning and Teaching Activities within this Unit		5
Theme 1	Globalisation	6
Theme 2	On The Move	7
Theme 3	European Union & Employment	8
Theme 4	Working Futures	9
Resources		
Useful Websites		

the WOW factor



Aim

In this unit, pupils explore the impact of globalisation on employment. They learn about migration, EU enlargement and the changing labour market.



Unit Overview

Mapped to the Statutory Statements

Pupils should be enabled to:

- examine the impact of globalisation on employment; and
- develop a personal career plan based on relevant information and guidance.

Learning Intentions

Pupils learn that:

- globalisation can have an impact on employment; and
- globalisation has implications for their career planning.

Success Criteria

At the end of this unit, pupils will:

- know that globalisation offers advantages and disadvantages;
- be able to describe some of the benefits and costs of globalisation;
- be able to recognise the consequences of globalisation in relation to employment, particularly their career planning; and
- be able to describe some of the external issues that can impact upon the workplace and career decisions.

Employability Skills Focus

This unit allows pupils to develop the skills that meet the statutory requirements of the revised curriculum at Key Stage 4. The focus within this unit is outlined in the table below:

Problem-Solving

(including thinking, decision-making and being creative)

- Interpret information through comparing and classifying.
- Analyse perspectives and synthesise information to meet the needs of a variety of workplace situations.

Key Questions

Throughout this unit, encourage pupils to consider the following questions:

- *What does globalisation mean for me?*
- *Is migration for me?*
- *What will the future labour market be like?*

Opportunity
for Assessment
for Learning!
Sharing learning
intentions and
success criteria

Opportunity
for Assessment
for Learning!
Effective key
questions



Learning and Teaching Activities within this Unit

Theme 1 **Globalisation**

Pupils investigate how globalisation impacts employment and their career planning.

Theme 2 **On The Move**

Pupils explore the reasons for and against migration. They also explore how people might feel about migrating to another country to work.

Theme 3 **European Union & Employment**

Pupils explore the impact of the European Union within the context of employment and personal career planning.

Theme 4 **Working Futures**

Pupils explore how employment might look in the future and how this could impact on their career choices.



Theme 1

Globalisation

Pupils investigate how globalisation impacts employment and their career planning.

Support Materials for Activities

- *Benefits and Costs of Globalisation Cards* (Resource 1)
- *Consequences Chart* (Resource 2)

Activity 1

Ask the class to define the term globalisation. Compare the pupils' definitions with the following: *Globalisation is the integration of economic, cultural, social, political and technological systems across the world. It results in a greater movement of people, capital, goods and ideas across borders.*



Ask the class to identify factors that have contributed to globalisation, for example:

- improvements in technology, particularly the internet;
- better transport systems; and/or
- international trade.

Make a list of the factors on the board or a flip chart. Next, initiate a class discussion around the idea that if we import most of our goods, it could lead to a loss of jobs at home.

Write the following statements on the board or a flip chart:

- Group A: *Globalisation is a good thing;* and
- Group B: *Globalisation is a bad thing.*

Ask the pupils to read the statements and choose which group they would like to be in. Ask each group to generate a list of reasons to support their statement. Remind the groups to think about the impact of globalisation on employment and career planning. When groups have identified their reasons, ask them to present their ideas to the entire class and to support their arguments.

Afterwards, ask the pupils to consider if they have changed their opinion about globalisation. Invite any who have changed their mind to join the opposing group. Select one pupil from each group and ask them to explain why they have changed their opinion.

Activity 2

Divide the class into groups of four or five individuals. Give each group one of the *Benefits of Globalisation Cards* and a copy of the *Consequences Chart*. Ask each group to read their *Benefits of Globalisation Card* and to consider how the statement impacts on employment. Invite each group to record their ideas on the *Consequences Chart*.

Invite each group to present their completed *Consequences Chart* to the rest of the class. Invite the pupils to comment on other groups' ideas and to suggest alternative consequences of globalisation.

Theme 2

On The Move

Pupils explore the reasons for and against migration. They also explore how people might feel about migrating to another country to work.

Support Materials for Activities

- *Pauline's Dilemma* (Resource 3)
- *Individual Migration Analysis* (Resource 4)

Activity 1

Divide the class into groups of four or five pupils. Distribute a copy of *Pauline's Dilemma* to each group.

Ask each group to read *Pauline's Dilemma* and to generate:

- five reasons that support why she should accept the job offer; and
- five reasons that support why she should decline the job offer.

Invite each group to share their reasons with the rest of the class.

As a class, discuss:

- how Pauline might feel if she accepted the job offer in Australia; and
- how she might reduce any worry or fear associated with working in Australia.

Activity 2

Inform the class that many people choose to study, train or work abroad. Ask them if they know of anyone who has studied, trained or worked abroad and to share the variety of experiences in a class discussion.

As a class, discuss why someone might want to study, train or work abroad. Make a list of their reasons on the board or a flip chart.

Divide the class into groups of four or five pupils. Ask each group to make a list of the advantages and disadvantages of studying, training or working abroad. Ask each group to compare their advantages and disadvantages with another group and discuss the similarities.

Activity 3

Give each pupil a copy of the *Individual Migration Analysis*. Ask the pupils to imagine they have an opportunity to emigrate to a country of their choice for any of the following reasons:

- to work in their dream job;
- to study abroad;
- to train at a professional level in a sport or other field of their choice; and/or
- to travel.

Ask the pupils to complete the *Individual Migration Analysis*. Afterwards, invite them to get into pairs and to share and compare their *Individual Migration Analysis* to see if there are any similarities.

Theme 3

European Union & Employment

Pupils explore the impact of the European Union within the context of employment and personal career planning.

Opportunity for Assessment for Learning!

- Using prompt statements
- Generating success criteria
- Assessing own and others' learning using agreed success criteria

Support Materials for Activities

- *European Union Flag Cards (Resource 5)*

Activity 1

Provide pupils with some key facts about the European Union (EU), for example:

- it is a group of countries that work together;
- it is made up of 27 member states;
- the population is estimated at over 494 million people; and
- citizens are free to travel, work and live in other member states.

Divide the class into groups of five or six pupils. Ask each group to assign group roles and prepare a short presentation about:

- what the existence of the EU might mean for them in the future; and
- what they would need to do or find out if they decided to move to another country.

If pupils have problems answering these questions, give them the following hints:

- language barriers;
- family issues;
- job availability; and/or
- rates of pay.

Invite the groups to present their findings to the rest of the class.

Activity 2

Divide the class into groups of five or six pupils. Ask each group to choose one of the *European Union Flag Cards*. Ask each group to identify the country represented by the *European Union Flag Card* and to undertake some research about that country, for example:

- its main industries;
- the type of qualifications available compared to those in Northern Ireland;
- the culture and climate of the country; and/or
- the reasons that people might be attracted to working in that country (climate, lifestyle, standard of living, etc.).

As a class, agree success criteria for the presentations. The pupils will need access to the internet to carry out their research. When they have finished, invite each group to present their findings to the rest of the class. Invite them to suggest:

- two ways in which other groups achieved the success criteria well; and
- one way in which the presentations could be improved upon based on the success criteria.

Theme 4

Working Futures

Pupils explore how employment might look in the future and how this could impact on their career choices.



Support Materials for Activities

- *Consequences Chart* (Resource 2)
- *Working Futures Discussion Cards* (Resource 6)
- *UK Employment Statistics Sheet* (Resource 7)
- *Pupil Reflection Record* (Resource 8)

Activity 1

Initiate a class discussion about how and why the labour market in the UK might change in the next few years. Discussion topics might include:

- declining sectors;
- growing sectors;
- new or emerging careers;
- employment rates;
- role of women;
- young people in part-time jobs;
- migrant workers; and/or
- changing technology.

Divide the class into pairs. Give each pair a set of *Working Futures Discussion Cards* and a copy of the *Consequences Chart*. Ask each pair to read the *Working Futures Discussion Cards* and decide on which statements they agree with and which statements they disagree with.

Next, ask each pair to choose one statement they agree with and to complete the *Consequences Chart*. Advise them to think about the consequences for young people who are making decisions about their future careers today.

Activity 2

Divide the class into groups of six or seven pupils. Distribute a copy of the *UK Employment Statistics Sheet* to each pupil. Invite the groups to examine the *UK Employment Statistics Sheet* and to identify possible growth industries. Ask them to suggest how knowledge about UK employment statistics might impact on their future career choices.

Discuss the ways some declining industries are trying to reinvent themselves. Examples include farmers diversifying into willow farming or worm farming. As a class, discuss the implications of new and growth sectors when making career choices.

Activity 3

Distribute a copy of the *Pupil Reflection Record* to each pupil. Encourage pupils to read this and think about their learning to date. Ask them to complete the *Pupil Reflection Record*. Finally, invite them to take part in a group discussion to share their learning with each other.

It might be useful to record feedback from individual pupils in their Progress File.

Activity 4 – Extension opportunity

Provide pupils with some time to research a sector they are interested in. Encourage them to identify the growth areas within that sector.

Benefits and Costs of Globalisation Cards

Benefit of globalisation

More people are beginning to recognise the importance of protecting the environment.

Benefit of globalisation

Travel is cheaper.

Benefit of globalisation

The population is more diverse and cosmopolitan.

People benefit from being exposed to different cultures.

Benefit of globalisation

It is possible to buy more exotic foods and goods at affordable prices.

Benefit of globalisation

There are more jobs in poor countries, for example call centres.

Benefit of globalisation

Countries with a shortage of skilled workers are actively promoting employment opportunities.

For example, Australia is currently looking for thousands of workers in a wide range of careers.

Benefit of globalisation

Worldwide communications have improved because of new technology such as the internet.

Benefit of globalisation

Increased communications between different countries means we can learn more about each other.

Benefit of globalisation

Many international companies invest abroad. This provides training opportunities for new recruits.

Cost of globalisation

The wages in Great Britain and Northern Ireland are better than in many other countries.

Cost of globalisation

Some companies relocate to overseas countries where the wages are much lower, for example China or Vietnam.

This creates job losses here, for example in the textile industry.

Cost of globalisation

Many companies in Great Britain and Northern Ireland cannot compete against countries like China or India where the wages are much lower.

Cost of globalisation

Companies who find it too expensive to do business in Northern Ireland will relocate to countries where costs are lower.

Cost of globalisation

Increased movement of people and trading links can lead to the spread of disease in humans, plants and animals.

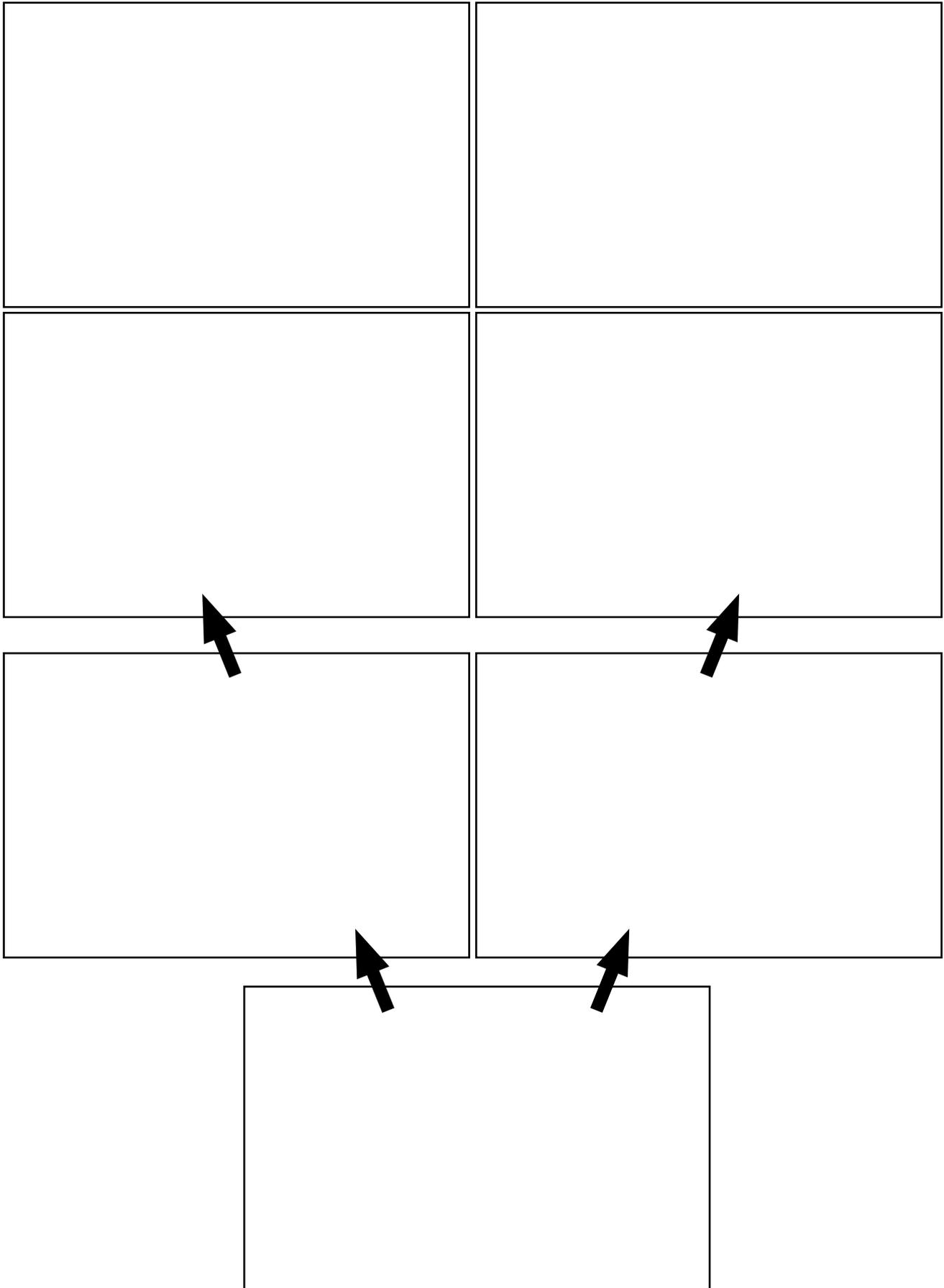
Cost of globalisation

Many highly skilled people leave poorer countries such as Poland (where they are needed) to come to places such as Northern Ireland because they can earn more money.

Cost of globalisation

Globalisation can have a negative impact on the environment.

Consequences Chart



Pauline's Dilemma

Pauline is 22 years old and has just completed her training as a nurse. She has been offered a nursing job in Australia.

Pauline doesn't have any family or friends in Australia.

Individual Migration Analysis

Reasons for migrating

Advantages of migrating
or studying abroad

Disadvantages of migrating
or studying abroad

After discussing the advantages and disadvantages, I think that....

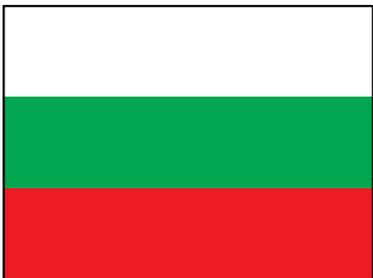
European Union Flag Cards



Austria



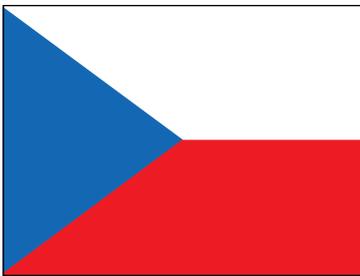
Belgium



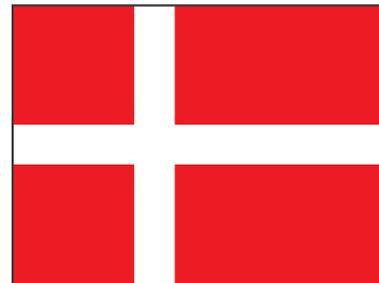
Bulgaria



Cyprus



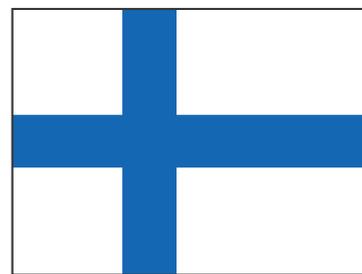
Czech Republic



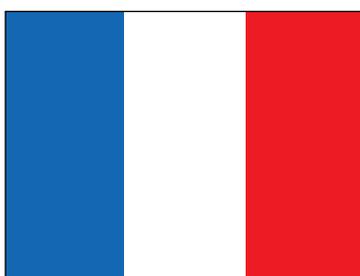
Denmark



Estonia



Finland



France



Germany

European Union Flag Cards



Greece



Hungary



Ireland



Italy



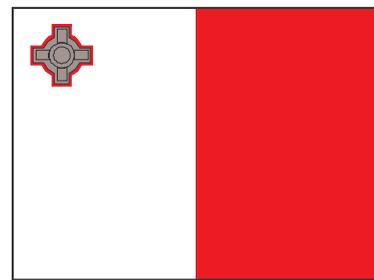
Latvia



Lithuania



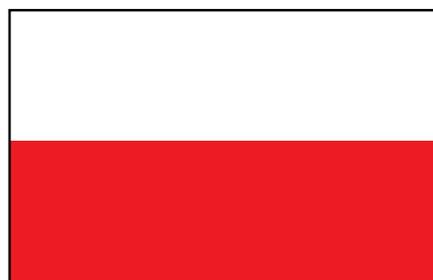
Luxembourg



Malta

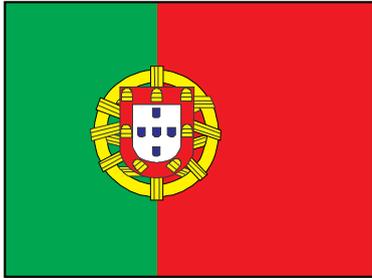


Netherlands



Poland

European Union Flag Cards



Portugal



Romania



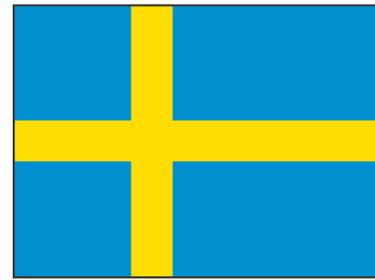
Slovakia



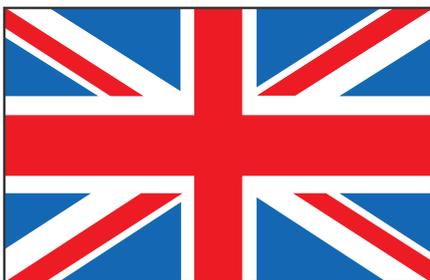
Slovenia



Spain



Sweden



United Kingdom

Working Futures Discussion Cards

Agree or disagree?

Every worker will have some ICT skills.

Agree or disagree?

There will be more unemployed people.

Agree or disagree?

The retirement age will be higher.

Agree or disagree?

More people will be working from home.

Agree or disagree?

Online job applications will be the most common method of applying for a job.

Agree or disagree?

More men will be stay-at-home fathers.

Agree or disagree?

More people will be self-employed.

Agree or disagree?

Many new jobs will be part-time.

Agree or disagree?

There will be more private hospitals.

Agree or disagree?

The construction industry will grow.

Agree or disagree?

More people from Northern Ireland will be working in other countries.

Agree or disagree?

There will be a shortage of workers in the tourist industry.

Agree or disagree?

The number of jobs in the manufacturing sector will increase.

Agree or disagree?

Traditional rural skills will be in demand.

Agree or disagree?

There will be new employment legislation.

Agree or disagree?

More people will adopt a lifelong learning attitude.

Agree or disagree?

Everyone will belong to a trade union.

Agree or disagree?

More people will take a career break.

UK Employment Statistics Sheet

Table: Employment in the UK by Industry 1990 to 2005

Sector/Industry	1990	2005
	000s	000s
Agriculture & fishing	641	446
Banking, finance and insurance	4442	6097
Construction	2357	2099
Distribution, hotels & restaurants	6463	7078
Education and health	6470	7790
Manufacturing	5203	3383
Mining, electricity, gas & water	398	171
Transport & communication	1680	1839

Source: www.statistics.gov.uk

Pupil Reflection Record

In what ways has taking part in this unit encouraged you to think about the impact of globalisation on your future career?

In what ways has the learning in this unit helped you to focus on your career planning?

Describe the career planning activities you have taken part in during this unit.
(Examples might include reading, watching videos, carrying out research, giving presentations and/or learning from others.)

List one or two areas of work you want to learn more about or gain exposure to.

Signed: _____

Teacher: _____

Parent: _____

Useful Websites

To access the most up-to-date support materials for Education for Employability, log on to **www.ccea.org.uk/employability**

A CCEA Publication © 2008



COUNCIL FOR THE CURRICULUM EXAMINATIONS AND ASSESSMENT 29 Clarendon Road, Clarendon Dock, Belfast BT1 3BG
☎ +44 (0)28 9026 1200 📠 +44 (0)28 9026 1234 📞 +44 (0)28 9024 2063 ✉ info@ccea.org.uk 🌐 www.ccea.org.uk

