

get **connected**

A Global Education resource from World Vision

Issue 6 – Global Citizenship

July 2009

\$9.90



How are people **interconnected** around the world?

What does it mean to be a **Global Citizen**?

What are the **advantages** and **disadvantages** of globalisation?

get connected

Issue 6 – Global Citizenship



Abera, from Ethiopia, is like millions of young people around the world. When he's not in school or tending the family's cattle, he loves to play football - the world game.

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About this resource

- How are people interconnected around the world?
- How does globalisation impact people in different parts of the world?
- What are the advantages and disadvantages of globalisation?
- What does it mean to be a global citizen?

This issue of **Get Connected** encourages you to explore these questions and do something constructive with what you learn.

For additional resources visit

worldvision.com.au/schoolresources

Your comments on this resource are welcome at
globaleducation@worldvision.com.au

ISSN 1834-5018

Published by World Vision Australia. 1 Vision Drive, Burwood East 3151.



World Vision Australia ABN 28 004 778 081 is a Christian relief, development and advocacy organisation dedicated to working with children, families and communities to overcome poverty and injustice.

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Acknowledgements: Written by Rod Yule and cartoons by Julie Smith. These people contributed to the production of this resource – Ann-Marie Willgoose, Amanda Warrick, Suzy Sainovski, Lay Htoo, Carlos Cruz, Justin Dymott and Adrian Soriano.



Globalisation



We live in a world where we are connected with people from many different countries. Even though we live in one country, we also live in one world – and we are connected to other countries in a whole range of ways - the _____ we eat, the _____ we wear, the _____ we play, the _____ issues we face, the television and _____ we watch and the _____ we listen to. People _____ to other countries for holidays and work. Others _____ to different countries to live. The _____ and mobile phones mean that we can _____ with people all over the world.

Globalisation is the term used to describe the way people in different countries are becoming more and more interconnected.

DID YOU KNOW?

The population of Australia is 20 million. In 2006-07, 5.6 million tourists visited Australia — that's just over a quarter of our population!

For You To Do!

1. Write the following words in the best spaces above:

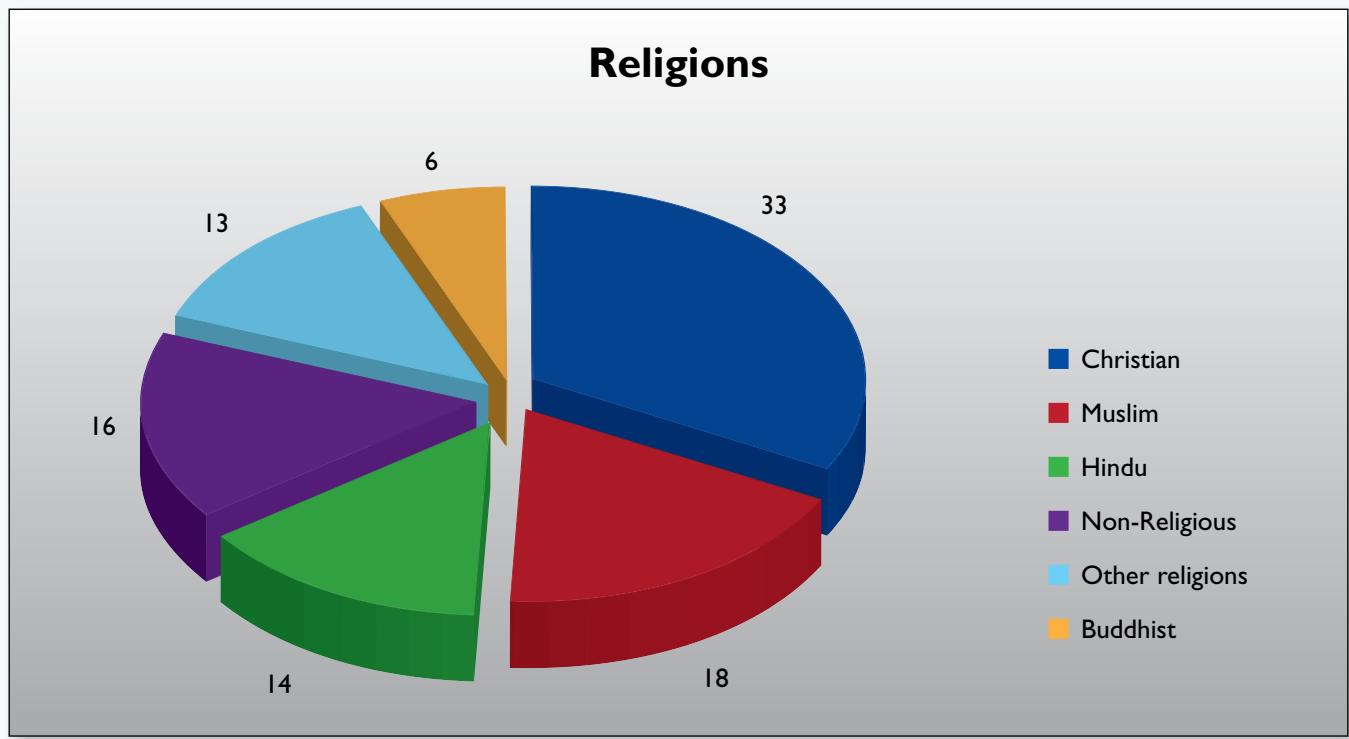
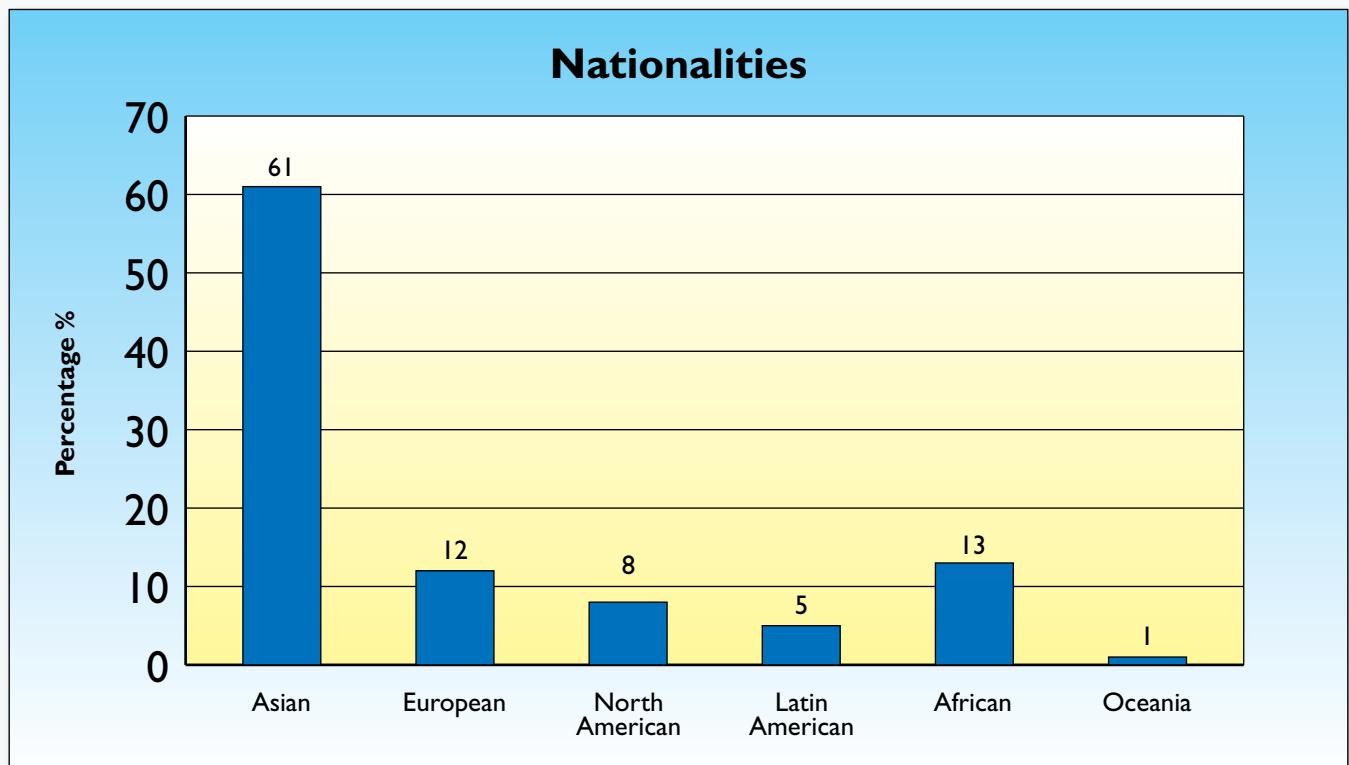
movies	sports	migrate	clothes	travel
internet	music	food	environmental	communicate

2. Look at the cartoon and list the ways these people are connected to other countries.



Miniature Earth 2007 - A World of 100

How is our connected world doing? What does it look like? What impact has globalisation had on the world? If you could turn the population of the world into one global village of 100 people, but keep the same proportions we have today, it would look something like this:



Source: worldvision.com.au/schoolresources



DID YOU KNOW?

We live in a world of 6.3 billion (6,300,000,000) people where 6% of the people own 59% of the wealth.

For You To Do!

1. Discuss in a small group. Which piece of information about the world surprised you the most? Why? Describe your position in 'A World of 100'.
2. What is the state of the world? Describe the world from two different perspectives.
3. Complete the worksheet about Miniature Earth. Download at worldvision.com.au/schoolresources
4. Watch the Miniature Earth video at worldvision.com.au/schoolresources



How are we connected?

We live in a world where we are connected with other people – socially, politically, economically and environmentally. Increased **trade** between countries, the growth of **international organisations** and changes in **transport** and **communications technology** mean that these connections are rapidly increasing.



Australia is one of 191 nations that belong to the United Nations, whose headquarters are in New York, USA.



In Australia, 70% of people have internet access. In Haiti, just 7% of people have internet access.



Australia imports coffee from Colombia and World Vision works with more than 5,400 children and their families to improve education, health and access to safe water.



Ghana and the Ivory Coast produce 60% of the cocoa used in the production of chocolate around the world.



Australia imports coffee from Ethiopia, Uganda and Kenya.



In 2010, the Australian Socceroos will compete with 32 countries in the World Cup in South Africa.



DID YOU KNOW?

In 2007-08, Australia's top five export countries were Japan (\$31.8 billion), China (\$23.6 billion), South Korea (\$13.5 billion), United States (\$10 billion) and New Zealand (\$9.5 billion).



One quarter — or 25% — of Australia's population was born overseas. In 2006, Australia's population included 160,000 born in Vietnam and 206,000 born in China.



In 2008, there were 97,000 Indian students studying in Australia. The two countries play cricket against each other, and Australians buy clothes and jewellery produced in India.



Approximately 8,000 Australians live in Papua New Guinea and in 2008-09, the Australian Government provided A\$389 million in aid.



In 2008-09, the Australian Government provided A\$462 million in aid to Indonesia.



More than half of the world's population has a mobile phone. In Vanuatu in 2007, only 11% of the population has a mobile phone.

For You To Do!

1. Research your home and school and identify items that are made overseas – look at cars, foods, electronic goods, toys, white goods, furniture, clothing, DVDs, books, etc. What patterns do you notice? Label and colour the countries represented on the world map at worldvision.com.au/schoolresources
2. Draw a concept map showing all the ways you are connected to people overseas (e.g. including travel, family).



Globalisation – the good and the bad

Newspaper headlines highlight the different ways that we are connected with people and events around the world. They include headlines about people, politics, the environment, culture, technology, economics and trade. The media shows there are both positive and negative effects of globalisation.

Cheap flights to Vietnam

Emergency food aid to Zimbabwe

Disease pandemic – tourist alert

200 killed by terrorist bomb in Bali

Afghan boat people off Australian coast

Mcdonalds now in 118 countries

Indian movie wins academy award

Global Financial Crisis

Coldplay – world tour

Chocolate and child labour

Internet virus spreads worldwide

Australian company sacks workers - cheaper labour in Asia

USA invades Iraq

Japan and Australia clash over whaling

Billions watch World Cup Final in South Africa

United Nations peacekeepers in Sudan

Climate change agreement reached

Earth Hour in 88 countries



For You To Do!

1. In the table below, place two newspaper headlines in each category.
2. What are some of the positive and negative consequences of globalisation?
3. How does globalisation impact people in different parts of the world?
4. Cut out stories in the media showing the interconnections between people around the world - make a scrapbook or collage.
5. Debate the topic, 'Globalisation is making the world a better place.'
6. In small groups complete the activity 'Globalisation - weighing up the advantages and disadvantages'. Download from worldvision.com.au/schoolresources

SUBJECT	HEADLINES
Politics	
Technology	
Environment	
Culture	
People	
Economy / Trade	



Global Organisations

United Nations

In 2000, all the nations of the world came together at the United Nations and agreed on eight goals to halve extreme poverty by 2015. The goals are called the Millennium Development Goals (MDGs) and they are an example of how countries are seeking to work together and cooperate to make a better world for all.

The Millennium Development Goals

Goal 1: Eradicate extreme poverty and hunger

In 1990, 33 percent of children under five in developing countries were underweight. In 2006, this was reduced to 26 percent.



Goal 2: Achieve universal primary education

From 1990 to 2006, the number of children missing out on any primary education declined from 110 million to 73 million. Poverty, armed conflict, child labour and food shortages cause many children to not attend school.

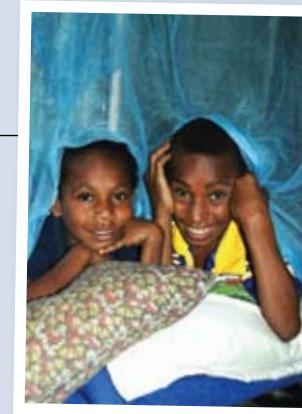


Goal 3: Promote gender equality and empower women

Of the 73 million children missing out on a primary school education, 55 percent are girls.

Goal 4: Reduce child mortality

In 2000, out of 1,000 births in developing countries, 88 children died before their 5th birthday. In 2006, around 80 out of every 1000 children in developing countries died before their fifth birthday. In Australia, only six children in 1000 die before their fifth birthday.

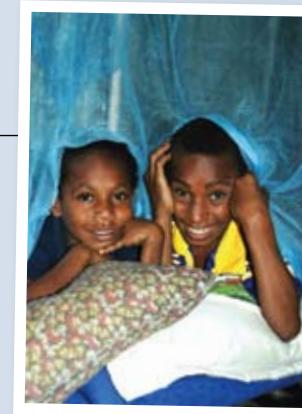


Goal 5: Improve maternal health

In 1990, 47 percent of births in developing countries were attended by a skilled health person. In 2006, 61 percent of births were attended by a skilled health person. In Australia, virtually 100 percent of births are attended by skilled health staff.

Goal 6: Combat HIV and AIDS, malaria and other diseases

Every day, 26,000 children die because of easily preventable diseases like diarrhoea, measles and malaria. If children sleep under insecticide-treated mosquito nets, the spread of malaria can be reduced. In Ghana, from 2000 – 2006, the proportion of children sleeping under these nets increased from 4 percent to 22 percent.



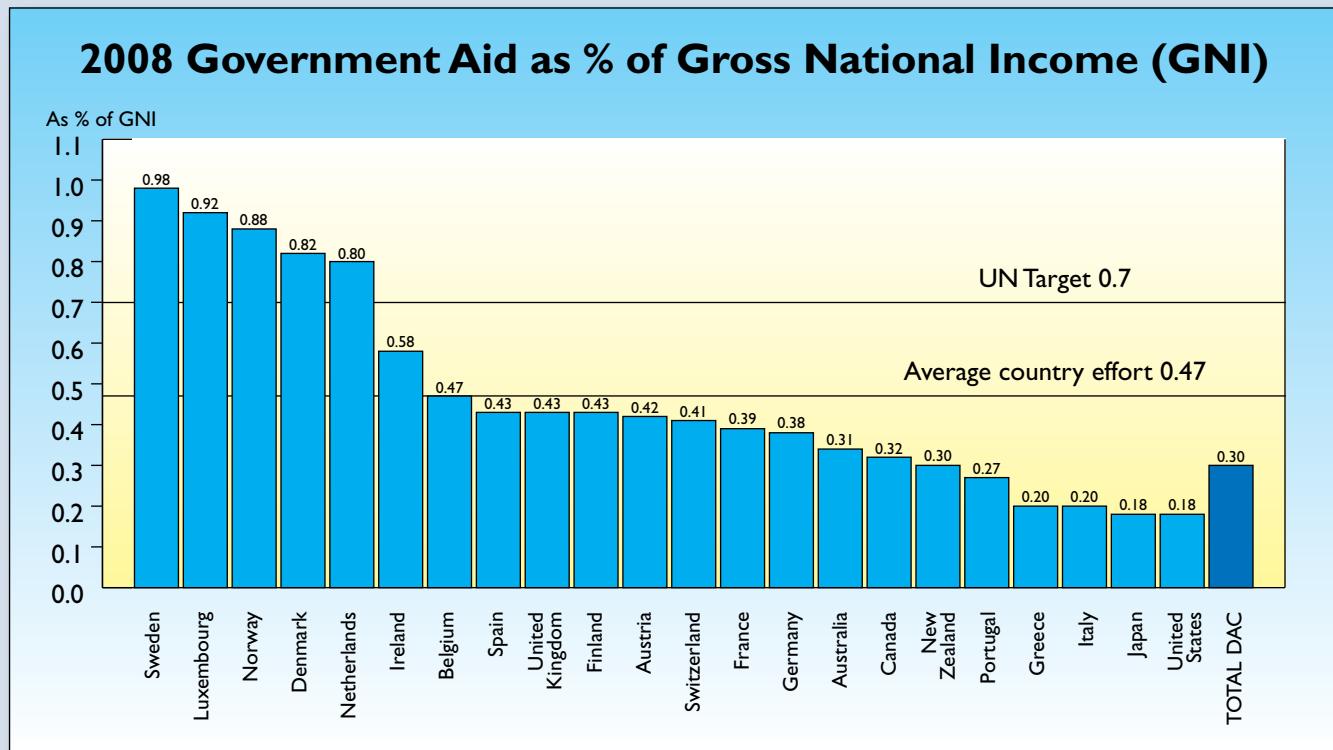
Goal 7: Ensure environmental sustainability

From 1990 to 2006, 1.6 billion people gained access to safe water. However, nearly one billion people or one in six people still lack access to safe drinking water. This is a major cause of illness and child mortality.



Goal 8: Develop a global partnership for development

In order to halve extreme poverty, the United Nations target is for countries to give 0.7% of the gross national income (GNI) in overseas aid to developing countries. Look at the graph below and see which countries have reached this target.



Source: OECD, 30 March 2009.

For You To Do!

1. Use the six thinking hats to respond to the information on the Millennium Development Goals (MDGs).



White hat: List three facts that show the world is making progress on the goals.



Red hat: How do these goals make you feel? Does it make you excited, concerned, confused, hopeful, angry, disappointed or something else?



Black hat: What might be some reasons that the goals are not achieved by 2015?



Yellow hat: Choose a goal where the world is making good progress?



Green hat: Suggest ways the world could help achieve one of these goals?



Blue hat: Overall, how would you summarise the world's progress in achieving the MDGs?

2. Play the Millennium Development Goals (the main game) game at worldvision.com.au/schoolresources

Millennium Development Goals – a football drama

Setting / Scene: TV Panel show with host and guests seated at desks in a semi-circle.
Characters (6): Host, Steve, Clare, Ruth, Dmitri, James.

Host: Welcome back to half-time on the Footy Show. The game between Humanity and Injustice has been tough. Injustice is clearly on top at the moment. Steve, what does Humanity need to do to get back into this game?

Steve: Well clearly, Humanity needs to score eight goals in this second half to have any hope of getting on top of Injustice. Firstly, they need to tackle poverty and hunger more aggressively. **Poverty** and **hunger** have been very powerful players for Injustice. Humanity needs to tackle them hard and go after them much more than they have been doing. They have simply been given too much space to move and they're dominating the game at the moment. There are nearly one billion people experiencing hunger every day!

Clare: Yes Steve. I think you're right . . . and in terms of attack, I think Humanity needs to get the ball out to **education**. He is a key player for Humanity and can score some of these goals if he can be encouraged and given more ball. He is always a very positive influence on the game when he's involved. He needs to make a bigger contribution.

James: To be honest, I think Humanity also needs to promote more **girls** and **women** into the top team. The team needs better balance – a better mix. They need to promote the girls, give them the ball and let them run with it. They could make a dangerous partnership with **education**. Too many girls are missing out.

Host: It seems to me that Injustice is having a field day at the moment. They have a lot of dangerous players. Ruth, who else does Humanity need to stop in the second half?

Ruth: Well, they have to stop the influence of **child mortality** and **diseases** like **HIV/AIDS**, **Malaria** and **Tuberculosis**. These players are very dangerous and they're having a big influence on the game. They're hurting Humanity. They are stopping Humanity scoring goals and are really having a devastating impact. That needs to be stopped.

Dmitri: Yes, and I think Humanity can do more with **maternal health** too. She is going to be essential in scoring some of these goals and in stopping child mortality.

Ruth: Yes, I agree. **Maternal health** needs a lot more support. She is an important player in tackling **poverty and hunger** too. If Humanity can look after its women and mothers, it would be a lot stronger.

Host: Well, news from the dressing sheds is that the **environment** has been badly injured in the first half. He has been carrying injuries for some time now. Clare that must be a great blow to Humanity?

Clare: Yes. Absolutely! Humanity needs to protect him better from some of the heavy hits he's been receiving. They need to support him more positively if they are going to fight back and score the goals they need to overcome the opposition. Climate change is a real threat that needs to be tackled hard and taken out of play. **Education** is starting to limit the influence of climate change, and this will have to continue in the second half.



Steve: Look, there is no doubt they need to look after the environment. But to do that, they also need to work more as a team. They need to support their partners and not go it alone. They've made some good progress on **cutting debt** but they need to increase their **aid** and make it more effective. Some countries are pulling their weight but some other countries just don't show enough commitment and enthusiasm. They need to play fair with **trade** too. The whole team needs to work together.

Host: Well, this is a very important game - some would say a crucial game. The second half promises to be a mighty battle that will be hard fought. Stay tuned as Humanity tackles Injustice in today's Match of the Day!



DID YOU KNOW?

In 2000, over one billion people watched the Olympic Games in Sydney. 200 countries were represented with 10,200 athletes.

For You To Do!

In small groups, read through the play and discuss the following questions:

1. Who are the players who need to be tackled and stopped?
2. What are some strategies that Humanity can use to do this?
3. Who are the players who need to be supported and helped?
4. What are some strategies that Humanity can use to achieve this? What is one thing that you and your school could do to help?
5. Perform this play for another class or debate the topic, 'The world can achieve the Millennium Development Goals by 2015.'



Global Organisations

World Vision

World Vision is a non-government organisation (NGO) that works with people around the world to help eliminate poverty and its causes. It is working with the United Nations and other NGOs to help achieve the Millennium Development Goals.

What is the history of the organisation?

World Vision was founded in the USA during the Korean War in the 1950s. World Vision Australia began in 1966 and now works in more than 60 countries around the world.

What does the organisation do?

Humanitarian relief – World Vision provides rapid emergency relief to the victims of war, conflict, flood, drought, earthquake, famine or other natural disasters. Workers in the field provide food, shelter, medicine and other immediate needs. This is followed by rebuilding programs to enable people to protect themselves better from future disasters. In 2008, 3.4 million people were assisted.



Community development – World Vision works alongside poor communities to find solutions to problems like malnutrition, lack of safe drinking water, illiteracy, unemployment and disease. In 2008, World Vision Australia worked on 891 projects and 405,000 children were sponsored by Australians.

Advocacy and education – World Vision seeks to raise awareness of human need through education programs and campaigns in Australia. These challenge people to take action – such as letter-writing, fund-raising and visiting members of parliament. World Vision also seeks to influence business and government policy affecting developing countries.



How do Australians help the organisation?

My company works with World Vision to provide materials and support to strengthen local communities in developing countries.



I use World Vision's education materials in the classroom to help educate young people about global issues.



My family sponsors a child in a developing country and I write letters to encourage and support her.



I do the 40 hour famine and organise other kids at school to do it as well.



This provides money to support important projects overseas.



I volunteer my time and energy to support World Vision campaigns.

I've written letters to my Member of Parliament & run a Fair Trade chocolate stall at school with my friends.

How does the organisation benefit people?

- provides emergency food, shelter, medicine and care in times of disaster
- improves health care and education
- provides access to safe drinking water and sanitation
- increases agricultural production
- improves prevention, treatment and care of disease
- encourages gender equality
- addresses climate change and peace building
- supports and cares for orphans and vulnerable children
- provides loans to develop small businesses
- educates Australians to eliminate poverty and its causes
- helps governments and businesses to address poverty

For You To Do!

- Complete the chart below using the information above. You can download the chart at worldvision.com.au/schoolresources

What is the name and purpose of the global organisation?	What does the organisation do?	How do Australians help the organisation?	How does the organisation benefit people around the world?

- In small groups, play the simulation game 'Millennium Development Goals in PNG' at worldvision.com.au/schoolresources

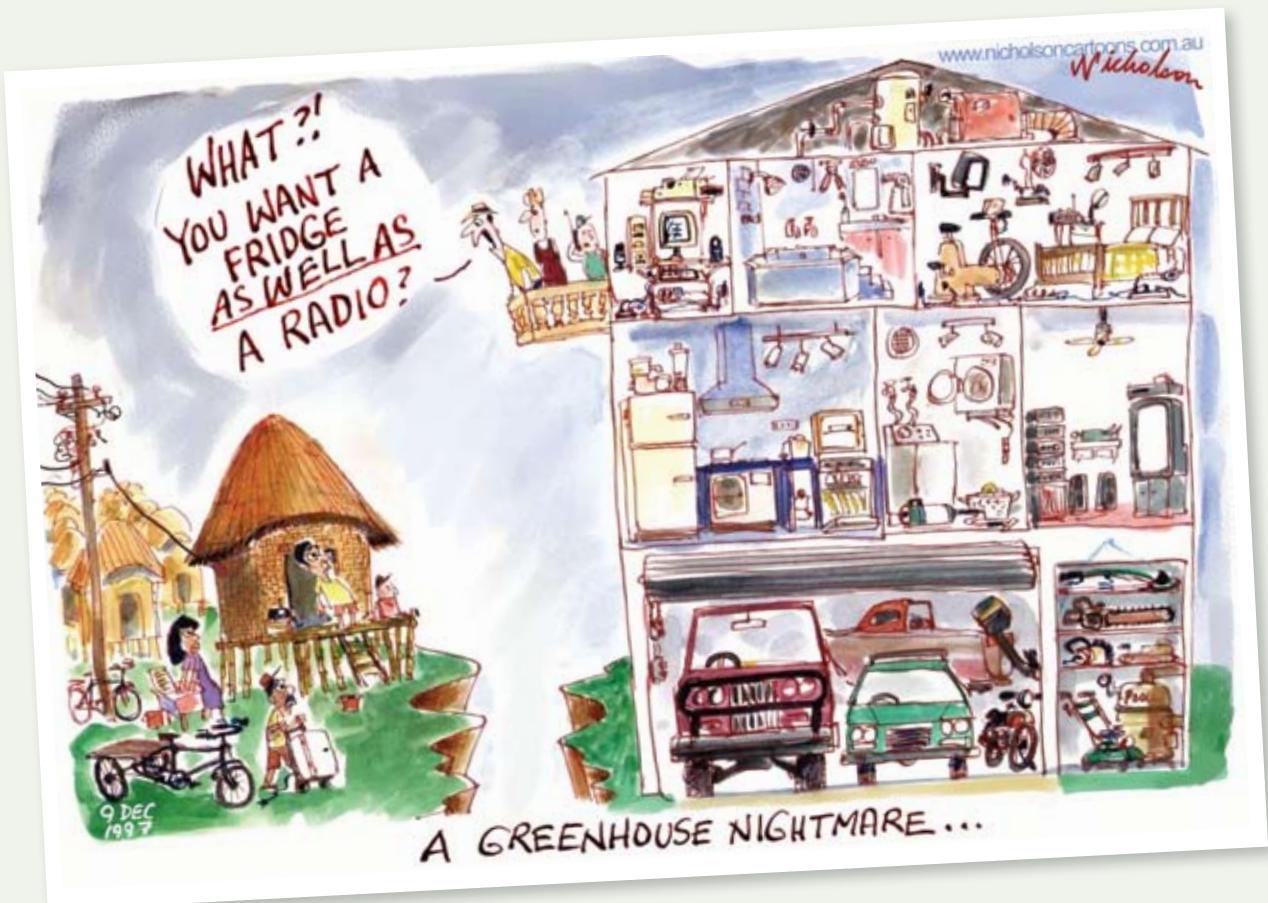


Global Citizenship

An Australian citizen understands that they can influence what happens in Australia by communicating with their elected representatives in **local** government, **state** government and **federal** government. Which level of government would you contact if you wanted to achieve the following?

1. Improve the garbage collection and recycling in your suburb: _____
2. Increase the amount of aid money for developing countries: _____
3. Improve the school playground: _____
4. Increase the number of refugees accepted into Australia: _____
5. Increase the number of trees planted in a local park: _____
6. Improve the bus and train services: _____

Since we live in a world where we are interconnected with people in other countries, Australian citizens are also global citizens. The decisions and actions of governments, organisations and individuals can influence the lives of people in other parts of the world. Global citizens make decisions that **protect human rights** and **promote sustainable practices** that care for the environment. What sort of a global citizen is the family below?



Acknowledgement : Cartoon by Nicholson from The Australian www.nicholsoncartoons.com.au

Who is the global citizen?

This is a story about four people named **Everybody**, **Somebody**, **Anybody** and **Nobody**.

There was an important job to help make the world a better place and **Everybody** was sure **Somebody** would do it. **Anybody** could have done it, but **Nobody** did it.

Somebody got angry about that, because it was **Everybody's** job. **Everybody** thought **Anybody** could do it but **Nobody** realised that **Everybody** wouldn't do it.

It ended up that **Everybody** blamed **Somebody** when **Nobody** did what **Anybody** could have done. Who was the best person to do it? Who could have done it? Who did it?

3 steps to becoming a global citizen

1. Educate yourself and others

Get informed about what is happening in the world and how you can make a difference. Talk to family and friends about the issues facing the world and ways to respond.

2. Make your voice heard

Your Member of Parliament represents you and wants to hear your ideas. You can tell people about important issues by writing to your local politician, newspapers and businesses.

3. Make good decisions

The decisions we make about what we buy and the energy we use influences the world we live in. If we choose to recycle and turn off lights when we leave a room, then we influence the environment and reduce our carbon emissions.



Alana Smith is a young global citizen who, at the age of 12, realised she had to speak out about the use of animals in testing cosmetics. Watch her story at worldvision.com.au/schoolresources

DID YOU KNOW?

In 2006, there were 2.7 billion searches on Google every month. In 2008, there were 31 billion searches on Google every month.

For You To Do!

1. Look at the cartoon on p. 16 and answer the following questions:

- Why is the cartoon called 'A Greenhouse Nightmare'?
- The cartoonist uses stereotypes. How does the cartoonist represent people living in wealthy, developed countries and those living in poor, developing countries? List the possessions shown in both households.
- What does the cartoon say about global citizenship? What is the main message?
- How can the decisions of one household or nation impact the lives of people in another nation?



Climate change

The issue: Greenhouse gases, such as carbon dioxide (CO₂), are increasing in the atmosphere and this is changing the Earth's climate. The main cause for the increase is the burning of fossil fuels (oil, coal and natural gas) and the cutting down of trees that convert carbon dioxide into oxygen. If this continues, it is predicted that:

- Ice sheets and glaciers will melt and cause sea levels to rise and threaten low lying areas of the Pacific and Indian Oceans
- Storms and cyclones will increase in number and intensity
- Biodiversity will be lost in places like Kakadu and the Great Barrier Reef
- Access to food and water will be reduced – especially in poorer countries
- War and conflict will increase as people compete for resources

A global citizenship response: Australians help to support World Vision's projects that promote sustainable practices and care for the environment in developing countries. These include:



I. Planting forest trees and fruit trees in Mongolia.



2. Training communities in sustainable farming techniques in Zambia. Improved soil quality increases crop yields so families have enough to eat.



3. Training in alternative farming options and introducing drought tolerant crops in Ethiopia to reduce dependence on rainfall.



4 Re-vegetation in Ethiopia to restore farmlands and regenerate forests.

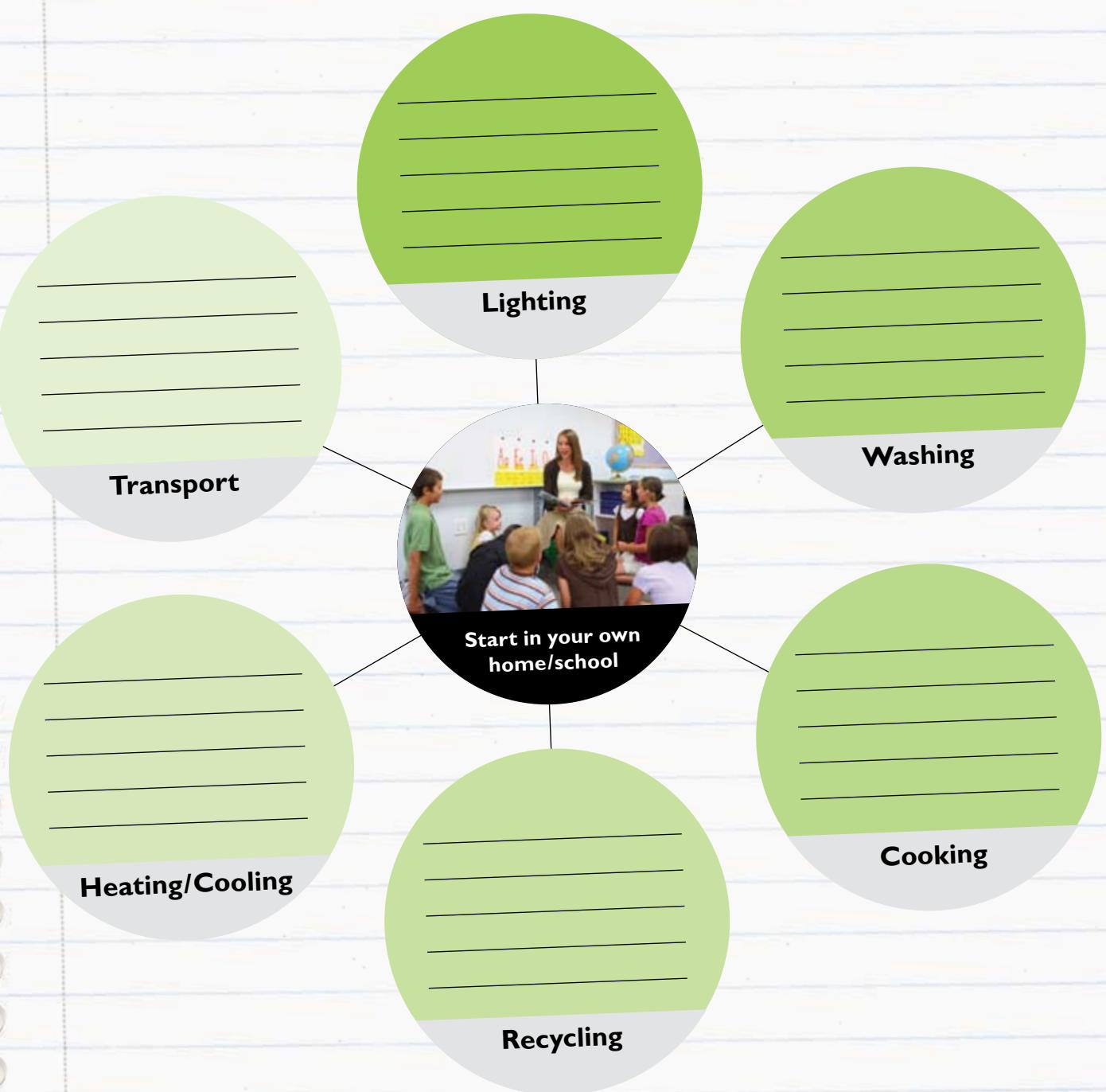


5. Creating clean and sustainable fuel options in Tanzania, like energy-saving cooking stoves and solar cookers.



For You To Do!

1. Think about your own home and school (see the cartoon on p. 16). Under each heading think of two or three ways that your home or school could reduce energy use and carbon emissions in the world. How could you influence your own home or school to adopt these practices?
2. Prepare a Powerpoint presentation suggesting ways that local schools and houses could reduce energy use and carbon emissions.





Peace building in Lebanon



Breaking down barriers: Muslim and Christian children came together for a peace-building camp in Lebanon.

Conflict is a normal and natural part of living in a world with other people. However, there are different ways for people to resolve their differences without using violence or force. Peace is always possible. For example, Australian citizens support the work of World Vision to help bring peace in countries like Lebanon and Sri Lanka.

The issue: From 1975 to 1990, there was a civil war in Lebanon and the capital city (Beirut) was divided into Muslim and Christian sectors. For many years, there has been conflict and fighting between Lebanon's Muslim and Christian population.

A global citizenship response: World Vision has been bringing children from both sides together for peace-building activities and has run a six day camp for more than 100 students.

Fatmé Ghosein is a 20 year-old Muslim university student who volunteered to be one of the camp leaders. She said, "You have no idea how much our country needs these camps. We live in a country that is divided by religion and politics. I don't see any other way out of this other than working with the youth – they are our future. We have to offer a new perspective to the youth, to undo what previous generations have passed to them. We have to prove that our parents were wrong when they told us that a Christian was better than a Muslim or vice versa. This camp is living proof that we can all live in peace and acceptance of one another, regardless of our religion and background."

She remembers that, on the very first day of the summer camp, children avoided talking with kids who were of a different religion, or whom they thought looked "different and weird". Then, step-by step, through organised activities, the children started to interact and have fun together.

Andrew Ghafari, World Vision Lebanon camp leader, says a couple of days after the beginning of the camp, many parents came back to check on their children because they felt worried since it was a "mixed" camp of both Muslims and Christians. "It's time for the parents to stop worrying about the differences and instead, start trusting that those differences will give their children more confidence and strength. In many ways, it's the parents that need peace-building activities. But we believe and trust that our students will be the agents of change in their parents' lives."

DID YOU KNOW?

In the 2006 census, there were 86,599 Lebanese-born Australians and 70,908 Sri Lankan-born Australians.



Peace building in Sri Lanka

The issue: Since 1983, there has been conflict involving members of the two main ethnic groups in Sri Lanka – the Sinhalese (who make up 74% of the population) and the Tamils (18%). An estimated 70,000 people have died in the conflict.

A global citizenship response: Lojini, 17, and Shyamali, 17, share a unique friendship. They do not go to the same school, they do not come from the same village and they do not belong to the same ethnic group. Their cultures are different and in the backdrop of the ethnic conflict they should be rivals, but they are best of friends.

Shyamali: When I was small there were times I was not allowed to play with some children because they were Tamil. I didn't understand at that time, but today I have Lojini and many other Tamil friends. We met at a World Vision Children's Forum meeting one year ago. The meeting brought together children from different ethnic backgrounds within Sri Lanka. I remember that first meeting. Lojini smiled at me first, so it was easy for me to make friends with her. At first we all sat in our own comfortable groups of friends. Sinhala children sat together; Tamil children in their group and Muslim children in their group. But World Vision helped us break the ice. By the end of the day we were all mixing up, talking to each other and making friends. Since that day, things have changed in our meetings. We are comfortable to sit with anyone from any community.

Lojini: Sinhala people are different from us Tamils. The way they walk, the way they talk and the way they dress is different, but we still can be friends. I've learnt many things about their culture from Shyamali and many good things too.

Shyamali: It makes me cry when I see Tamil people killed. But sometimes it's difficult to make the adults understand. If every child can have a friend from the other community, it would solve a lot of problems. That is what World Vision did for us.



Lojini and Shyamali are best friends despite their cultural differences.

For You To Do!

1. What do these stories teach us about building peace between people in the world?
2. In a small group, choose a conflict situation (with school, family or friends) and role play different ways to resolve the conflict peacefully and successfully. Follow the guide below:
 - a. What is the problem? What has happened?
 - b. How do the characters feel about the conflict?
 - c. What would people like to happen? Talk about different ways to solve the conflict.





Child labour

The issue: Chocolate is produced from cocoa and 60 percent of the world's cocoa is produced in the African countries, Ivory Coast and Ghana. In these countries, over 200,000 children work in the cocoa fields and are exposed to dangerous practices. This includes the unprotected use of pesticides, carrying heavy loads, and using machetes. Approximately half of these children do not go to school.

A global citizenship response: In November 2008, 150 young leaders from around Australia went to Canberra to raise awareness for the Don't Trade Lives Campaign. These students were from World Vision's youth movement called Vision Generation and they met with thirteen Members of Parliament (MPs). They aimed to draw attention to the use of child labour in the production of chocolate and promote fair trade chocolate.

One of these global citizens was Manoshy Sooriyakumaran, a high school student from Victoria. Watch Manoshy tell her story at worldvision.com.au/schoolresources and answer the following questions:



Participants in the Trek Against Trafficking make some noise outside Parliament House in Canberra.

1. Is there a global issue that you think is important?
2. Could your class or school organise a similar forum with other schools?
3. What would you need to do to make it happen?



Manoshy (second from left) meets her local MP in Canberra to discuss issues of child labour and fair-trade.

Does global citizenship change anything?

In March 2009, Cadbury announced that their Dairy Milk Chocolate will only use Fairtrade cocoa in Britain and Ireland by mid 2009. Cadbury Chief Executive, Todd Stitzer, said, "I was in Ghana last month and saw how vital it is that businesses support their partners and the communities they live in. We believe that by joining forces with the Fairtrade Foundation, we can further improve living standards and conditions for farmers and farming communities, and create a sustainable supply of high quality cocoa for Cadbury."

Fair Trade

Many of the clothes, tea, coffee, jewellery and chocolate sold in Australia have been produced using child labour. Consumers can protect the rights of children by asking stores to stock Fairtrade products and buying Fairtrade products when possible. The Fairtrade logo guarantees that no child labour has been used and that the workers have been paid a fair wage. Increasingly, people are looking to buy Fairtrade products.





Another VGenner leading the way in her community is Patricia Kumar, the Vision Group leader at her school Rooty Hill High in NSW. She was announced as Blacktown City's 2009 Australia Day Young Citizen of the Year for providing remarkable service in her community. Throughout 2009 she will be working with her local council to see them become a Fair Trade Community and lead her Vision Group through the 40 Hour Famine for the third year.



VGenner Patricia Kumar campaigns for
Don't Trade Lives.

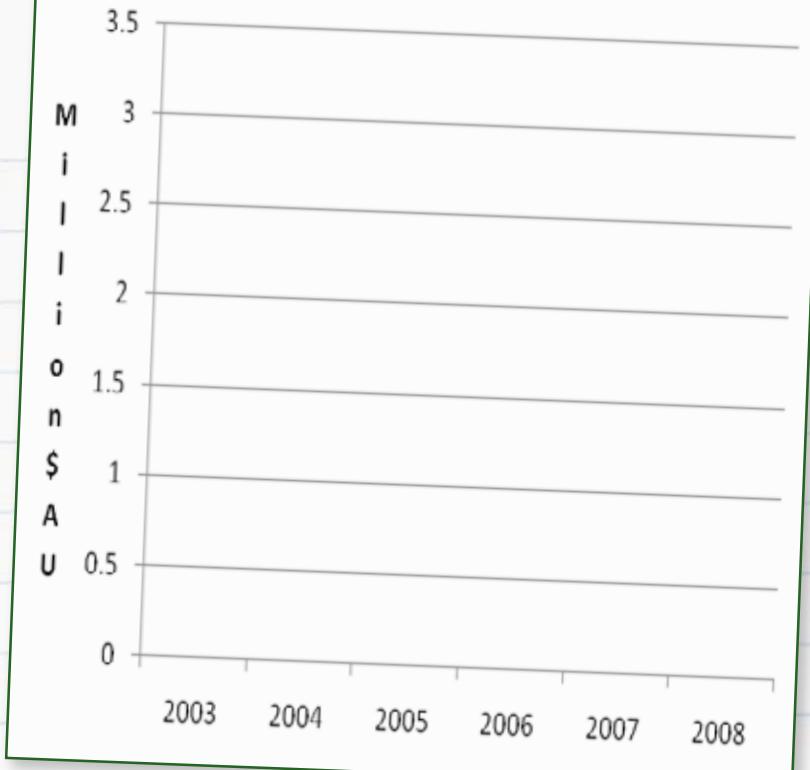
Estimated retail sales for Fairtrade Products in Australia (AU\$)

Product	2003	2004	2005	2006	2007	2008
Coffee	120,000	1,150,000	5,000,000	9,900,000	15,500,000	25,000,000
Cocoa / Chocolate	30,000	285,000	600,000	1,150,000	1,900,000	3,350,000

For You To Do!

1. Draw a line or bar graph showing the growth of Fairtrade cocoa / chocolate sales in Australia from 2003 - 2008.
2. Organise a Fairtrade stall for parents, teachers and students at your school. Produce posters advertising the benefits of Fairtrade chocolate, tea and coffee and sell some at a school stall for parents, teachers and students. Use the Jasper Fairtrade Coffee fundraiser and download all the information at worldvision.com.au/schoolresources

Fairtrade Sales (\$AU)





Strategies for global citizens

Over the last fifty years, a large number of non-government organisations (NGOs) have formed to address issues of global poverty, care for the environment and human rights. These NGOs use a range of strategies to encourage people to be active global citizens. The media (including the Internet, TV, radio and newspapers) are an important strategy for NGOs to influence individuals and governments.

Media interviews and press releases: NGOs use TV, radio and newspapers to increase public awareness of campaigns and gain support for important issues.

Publicity campaigns: Celebrities are used to attract media and public attention about an issue.

Email and the Internet: Many organisations use websites and emails to provide information to the public and encourage supporters to send emails to businesses and government. Here is an example of an email/letter about child labour in the chocolate industry.



Angelina Jolie uses her celebrity status to bring attention to the plight of refugees.

Dear Confectionery Manufacturers of Australasia

I am deeply _____ that 12,000 children have been trafficked onto cocoa plantations in the West African country of Ivory Coast and that hundreds of thousands of children work in hazardous conditions on cocoa farms in the region. Many of them have no chance of going to school. I _____ that 75% of the world's cocoa supply comes from West Africa.

I _____ the chocolate industry has recognised the use of harmful child labour in cocoa farming communities and _____ that industry have taken some steps to end this. However, I _____ industry needs to increase its sense of purpose.

To be certain that the chocolate I _____ in Australia is free of cocoa that has been produced by children trapped in slave-like conditions, I _____ the Australian chocolate industry to help end the use of child labour on cocoa farms.

In the meanwhile, I _____ chocolate but wherever possible, I will _____ preference to buying Fairtrade chocolate.

Yours sincerely

buy

understand

ask

give

concerned

love

welcome

note

believe



Make Poverty History

Many NGOs have also joined together in the Make Poverty History (MPH) coalition. In Australia, Make Poverty History is a coalition of more than 60 aid agencies, community groups and religious organisations. The coalition seeks to make sure the Australian Government keeps its promises to the Millennium Development Goals and creates policies that help tackle climate change.



For You To Do!

1. Choose the best verbs for the letter on p. 22. Use this letter as a model for a letter of your own.
Is this an issue you believe is important to act on?
2. Look at the advertising poster above and answer the following questions:
 - a. **Description:** What can you see? Describe what you see in the poster.
 - b. **Analysis:** How has it been designed? What colours and font sizes have been used? What is the purpose of the visual image? What is the purpose of the written text?
 - c. **Interpretation:** What is the poster seeking to achieve? Who is the target audience? What is the purpose of the statements and questions?
 - d. **Evaluation:** How effective is the advertisement? What makes the poster effective or ineffective?
3. Choose a global issue and design an advertising poster calling for people to act.
4. See Missy Higgins on Make Poverty History at www.worldvision.com.au/schoolresources
What is the purpose of using a celebrity to promote a campaign? Is this effective?



Reflection and action

I was surprised to find out... _____

The most interesting thing I learnt was... _____

I'd like to know more about... _____

I wonder if... _____

I don't understand... _____

As a global citizen, one thing that I would like to do is... _____



Emergency relief, Sri Lanka

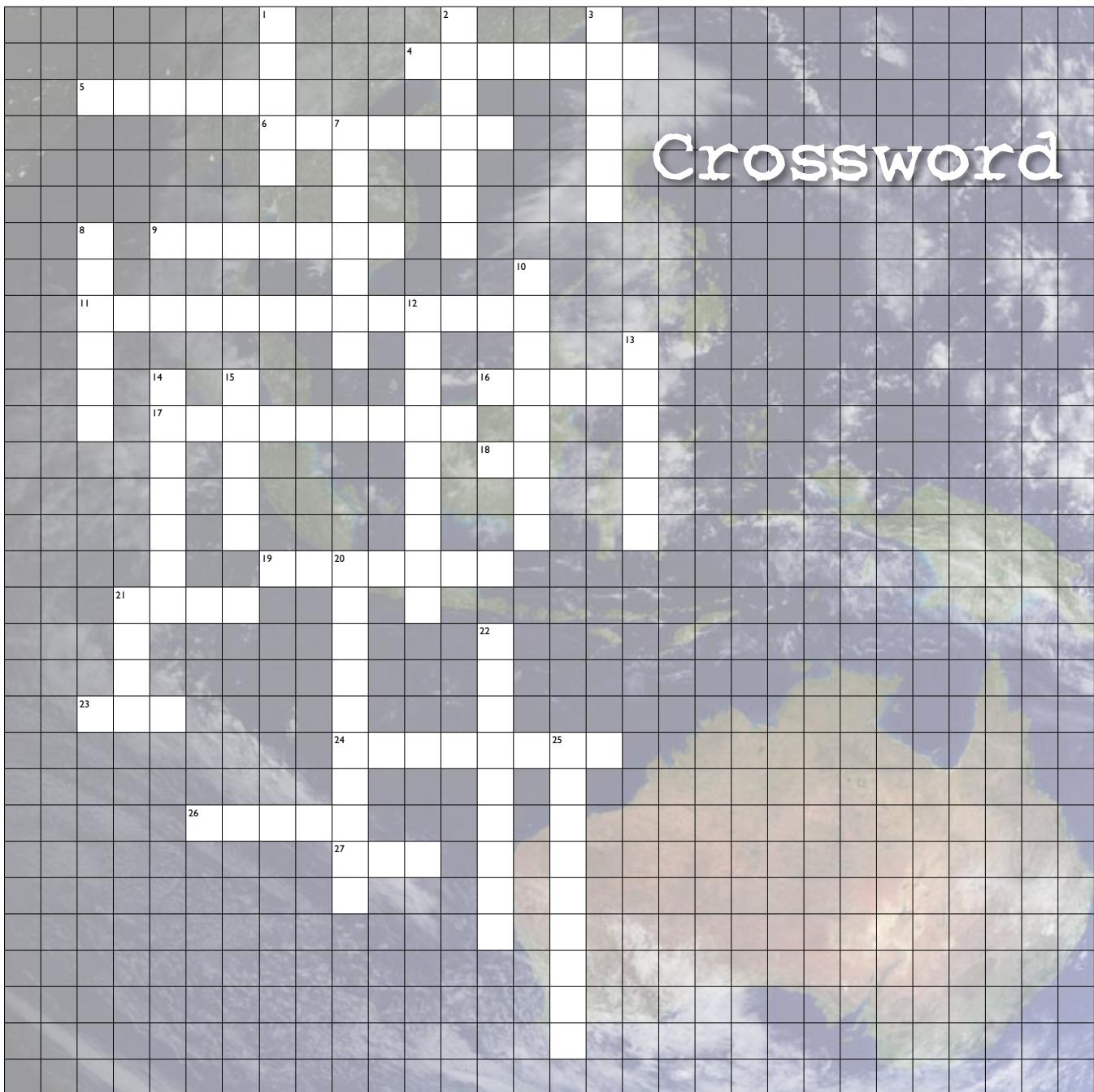
Be a detective and find the answers.

Tip: Answers to the quiz are found in this issue.

1. What is the population of the world?
(a) 6.3 million (b) 63 million (c) 6.3 billion (d) 63 billion
2. What percentage of people in the world live on less than \$2 per day?
(a) 53% (b) 83% (c) 33% (d) 13%
3. What percentage of Australia's population was born overseas?
(a) 5% (b) 25% (c) 50% (d) 75%
4. Which region of the world produces most of the cocoa used in chocolate?
(a) Asia (b) South America (c) Europe (d) West Africa
5. Which region is Australia's main export market?
(a) Asia (b) South America (c) Europe (d) West Africa

DID YOU KNOW?

World Vision Australia works in over 60 countries and in 2008 assisted more than 22 million people.



DOWN

1. burning fossil _____ increases carbon emissions
2. to move from one country and settle in another country
3. humanitarian _____ cares for victims of war and natural disasters
7. visiting another country for holidays
8. you help the environment when you turn these off when leaving the room
10. a type of communications technology
12. cars, trains, bicycles and aeroplanes
13. in West Africa, child _____ is used to harvest cocoa
14. a disease carried by infected mosquitoes
15. buying and selling goods between countries
20. global citizens communicate with their Members of _____
21. necessary to reduce hunger
22. MGD 2 seeks to achieve primary _____ for all children
25. children are used to harvest cocoa for this product

ACROSS

4. a global _____ seeks to make good decisions for the world
5. climate _____ is an important global issue
6. can be written and sent to media and politicians to bring about change
9. maternal health refers to the health of _____
11. the way people in different countries are becoming interconnected
16. television, newspapers and radio
17. a type of transport technology that has increased travel to other countries
18. abbreviation for the United Nations
19. Australia _____ coal and wheat to other countries
21. _____ trade guarantees that no child labour has been used in production
23. abbreviation for Millennium Development Goals
24. writing or speaking to influence others and bring about change
26. literacy is the ability to read and _____
27. abbreviation for non-government organisation

Answers to the quiz and crossword are available at worldvision.com.au/schoolresources



Jargon Busters

Advocacy: written or spoken efforts to influence and bring about change on behalf of others.

Child labour: any work that is done by children that is dangerous, keeps them from getting an education, or is harmful to their health or development

Child mortality: the death rate of children in a country per 1000 births.

Climate change: changes in the global or regional climate due to increased carbon in the atmosphere.

Fair Trade: a standard that guarantees a fair price for producers and decent working conditions for workers (no child labour).

Global Citizenship: an understanding that our decisions and actions impact the lives of other people in the world.

Globalisation: the way people in different countries are becoming more and more interconnected.

Human rights: the recognition that all people are equally important – regardless of age, race, gender, wealth, religion or place of birth – and are to be treated equally, fairly and with dignity. They are a statement of the basic freedoms and protections that belong to all people.

Malnourished: a condition of being badly nourished due to an imbalance in energy, protein and other nutrients.

Maternal health: the health of mothers and pregnant women.

Migrate: to move from one country and settle in another country.

Millennium Development Goals (MDGs): a United Nations agreement to halve extreme poverty by 2015.

Non-government organisations (NGOs): organisations like World Vision that seek to fight poverty, protect human rights and care for the environment.

Sanitation: taking precautions against germs and disease by the disposal of sewage and other waste.