

Working in a globalised world

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"*The World Is Flat*" ist der Name eines Buches von New York Times Kolumnist Thomas L. Friedman. Der Buchtitel ist eine Metapher für gleiche Wettbewerbsbedingungen der Firmen weltweit. Was bedeutet die Verflachung der Welt für Länder, Unternehmen, Gemeinschaften und Einzelpersonen, und wie können und müssen sich die Menschen anpassen? Die Materialien zum Thema „*Working in a globalised world*“ setzen hier an und bieten zunächst einen kurzen Überblick über die Geschichte der Globalisierung. Sie zeigen außerdem an verschiedenen Beispielen auf, wie sich die internationale Arbeitswelt verändert und welche Möglichkeiten sich dadurch für die Menschen öffnen.

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Facts

Notes on the material

Topic 1: Jobs around the world

Topic 2: A brief history of globalisation

Topic 3: International social job opportunities

1

3

14

25

Competences and skills:

The overall goal of the unit is to develop **subject-specific competences** related to the topic of working in a globalised world. These competences are acquired through working with various forms of texts, including reading, visual, and audio-visual texts. The acquisition of these skills requires the application of **reading, speaking, and listening skills**. The results of the learning process are practiced through role plays, presentations, group discussions, collaborative group work, and a role discussion. Additionally, creative writing tasks, analysis of two pictures, and poster creation are used to promote skill acquisition.

Overview:

List of abbreviations:

A	Analysis	C	Comment
CT	Creative task	D	Discussion
G	Group work	P	Working with a picture/cartoon
PR	Presentation	R	Research
RC	Reading comprehension	T	Working with a text
V	Working with a video	VLC	Viewing/listening comprehension
W	Writing		

Topic	Material	Methods/Skills
1: Jobs around the world	M1–M3	C, D, G, P, PR, R, RC, T
2: A brief history of globalisation	M4	A, CT, R, T, V, VLC
3: International social job opportunities	M5	A, CT, P, PR, T

Topic 1: Jobs around the world

Worksheet – Working abroad

M1

Research

1. Do online research to find out about different types of globalisation. Then develop a mind map with your classmates.



Reading comprehension

2. Read these German texts. Sum up the arrangements you should think of before you apply for a job in a foreign country.



<https://raabe.click/working-abroad1>

[last access: 03/05/2023]



<https://raabe.click/working-abroad2>

[last access: 03/05/2023]

Group discussion

3. Engage in a group discussion about the pros and cons about working abroad. Use these role cards for a start but add personal opinions or additional aspects to make the discussion livelier. It is important to stay within the assigned role but also be prepared to reach a compromise.



Role card 1: Pro

- There are certain jobs that you cannot do in Germany, such as working in a rainforest or being an intern at a German consulate.
- The experience gained from working abroad can also increase the likelihood of finding a better job upon returning home.

Worksheet – Working in a global career

M2

Working with a cartoon

1. Analyse the cartoon and comment on the challenges people who work in an international job have to live up to.



“Diplomacy is skating on thin ice without ending up in deep water.”

CartoonStock

Giving a presentation

2. Choose a famous person who works in a globally active way and give a presentation on the person's life and job. You can either come up with your own idea or focus on one of the people suggested here.



► <https://raabe.click/Zaha-Hadid>

► <https://raabe.click/Christo-Jeanne-Claude>

► <https://raabe.click/Trevor-Noah>

► <https://raabe.click/Waris-Dirie>

► <https://raabe.click/Christiano-Ronaldo>

[last accesses: 03/05/2023]

Topic 2: A brief history of globalisation

M4 Worksheet – How the beginning of globalisation made way for today's global players



Working with a video

Watch this video on the beginning of globalisation and work with the tasks.

<https://raabe.click/early-globalisation> [last access: 03/05/2023]

Part I: Watch the first part of the video (00:00–04:14 min.)



- Listen to Emily Graslie's introduction to the *Crash Course on Big History* and tick off the correct box.
 - Collective learning is ...
 - when a number of students work on a project together.
 - when humankind develops and shares new inventions.
 - when co-workers design a new product.
 - The history of human societies is about ...
 - 250,000 years old.
 - 2.5 million years old.
 - 25,000 years old.
 - Indirectly globalisation has given birth to ...
 - travelling, communication and agriculture.
 - agriculture, industry and every other revolutionary technology.
 - agriculture, environmentalism and innovations.
 - 64,000 years ago, humans spread out of ...
 - Asia.
 - Africa.
 - Europe.

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