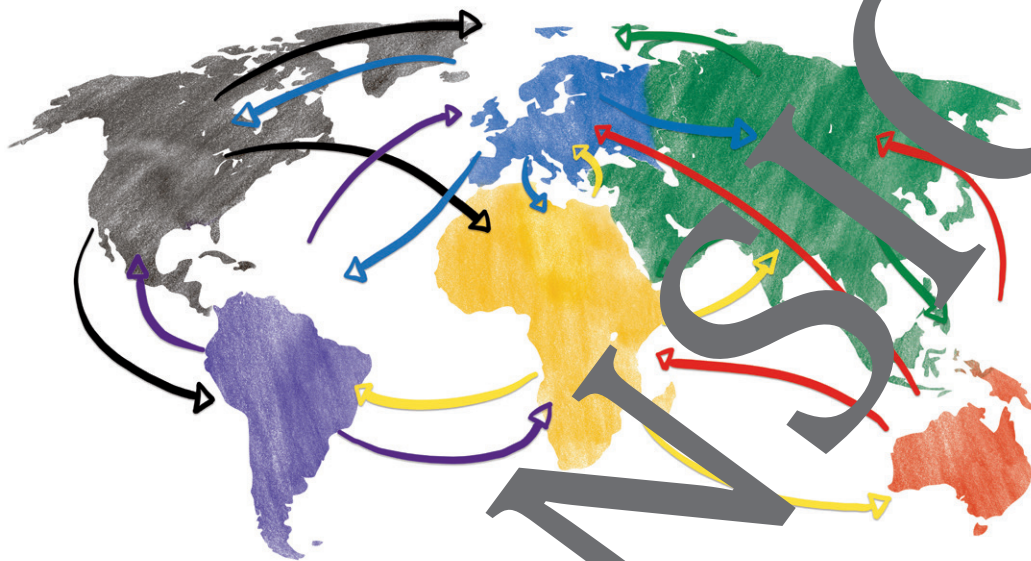


## IV.29

Exploring life and culture

# “Made in China” – Vor- und Nachteile der Globalisierung erörtern (Klassen 9/10)

Nach einer Idee von Jan Hinrichs, Frankenberg-Geismar



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China, Bangladesch, Indien – dies sind nur drei Länder, in die viele deutsche und internationale Firmen in Folge der zunehmend globalisierten Welt ihre Produktionswerke auslagern. Der günstig in Fernost produzierte Elektroartikel ist zur Selbstverständlichkeit geworden. Aber kann man der Globalisierung stets etwas Positives abgewinnen oder gibt es möglicherweise auch Nachteile? Über abwechslungsreiche Materialien wie Sach- und Hörtexte, Grafiken und Cartoons, nähern sich Ihre Schülerinnen und Schüler dem alltagsrelevanten Thema und erörtern Vor- sowie Nachteile der globalisierten Welt.

### KOMPETENZ

**Klassenstufe:** 9/10

**Dauer:** 2 Unterrichtsstunden

**Kompetenzen:** 1. Lesen- und Hörverstehen: differenzierte Auseinandersetzung mit dem Thema „Globalisierung“; 2. Schreiben: Cartoons analysieren, eigene Rechercheergebnisse verschriftlichen, Lösungen ausarbeiten; 3. Sprachmittlung: einen englischen Text auf Deutsch zusammenfassen; 4. Sprechen: eine Klassendiskussion durchführen

**Thematische Bereiche:** Globalisierung, outsourcing, child labour, transport

**Material:** Lese- und Hörtexte, Bilder, Cartoons

## Auf einen Blick

### 1./2. Stunde

Thema: Globalisation and you

EXTRA

M 1

**Finding a definition – what is globalisation?** / den Begriff „Globalisierung“ erforschen und definieren, die Bedeutung für das eigene Leben erklären

TIP



M 2

**Made in China – a globalisation cartoon** / einen Cartoon zum Thema „Globalisierung und Herstellungsländer“ beschreiben und interpretieren

TIP

M 3

**Everyday products – where things come from** / Herkunft alltäglicher Produkte ermitteln und reflektieren

Benötigt:

- OH-Projektor, Dokumentenkamera oder Beamer/Whiteboard
- Folienkopie, Ausdruck oder Worddokument von M 1, M 2
- ggf. Poster oder digitale Anwendung *Mentimeter* für die Erstellung der Wortwolke in M 1



### 3.–5. Stunde

Thema: Outsourcing and its effects

TIP



M 4

**Where do you produce your clothes? – A radio interview** / Hörverstehensfragen zum Thema „Globalisierung in der Modeindustrie“ und eines Hörtextes beantworten

ZM 1

**Outsourcing – transcript** / Transkript des Hörtextes M 4 als Hilfestellung

M 5

**Outsourcing – the reason for job losses** / anhand eines Textes „Outsourcing“ kennenlernen und Vor- und Nachteile identifizieren

Homework:

Repeat the use of “who” and “which”.

Benötigt:

- CD 1 von der beiliegenden CD 48 bzw. aus der ZIP-Datei
- OH-Projektor, Dokumentenkamera oder Beamer/Whiteboard
- Folienkopie, Ausdruck oder Worddokument von M 4 und M 6

### 5./6. Stunde

Thema: Problems of globalisation

M 6

**The price of cheap clothes – Sweatshops in Bangladesh** / anhand eines Textes Produktionsbedingungen vergleichen

ZM 2

**Who or which** / anhand des Textes von M 6 die Anwendung von *who* und *which* wiederholen

M 7

**When children have to work – child labour** / anhand eines Textes Gründe für Kinderarbeit kennenlernen und Lösungsansätze entwickeln

**M 8**                    **Globalisation and intercontinental transport** / einen Text auf Deutsch zusammenfassen und vor der Klasse wiedergeben

**Homework:**            Add further pro and contra aspects to your list.

**Benötigt:**              OH-Projektor, Dokumentenkamera bzw. Beamer/Whiteboard  
 Folienkopie, Ausdruck bzw. Word-Fassung von M 7

**7. Stunde**

**Thema:**                Globalisation class discussion

**ZM 3**                    **Vocabulary practice: Globalisation** / thematisches Glossar zum Abheften sowie Übungsblätter zur Wiederholung und Übung der Wörter



**M 9**                    **Globalisation – a class discussion** / eine Klassen Diskussion über Globalisierung in verschiedenen Rollen durchführen

**Homework:**            Practice your globalisation vocabulary.

**Benötigt:**              OH-Projektor, Dokumentenkamera bzw. Beamer/Whiteboard

**8./9. Stunde**

**Thema:**                What have you learned about globalisation?

**LEK**                    **What have you learned about globalisation? /** Abschlusstest zur Überprüfung des Gelernten



**ZM 4**                    **More than denim – transcript**

**Benötigt:**              Track 02 von der beiliegenden CD 48 bzw. aus der ZIP-Datei



**So können Sie kombinieren und kürzen**

Sie haben nur wenig Zeit zur Verfügung? So können Sie in nur drei Präsenzstunden die wichtigsten Inhalte behandeln.

- 1. Stunde: *What is globalisation and why is it important in China*                    **M 1/M 2**
- 2. Stunde: *Outsourcing and sweatshops*    **M 5/M 6**
- 3. Stunde: *Child labour* und gekürzte *class discussion*                                **M 7/M 8**

**Differenzierungssymbole**

- = Differenzierende Materialien vorhanden
- = Material für leistungsschwächere Lernende
- = Material für leistungsstärkere Lernende
- = Feststellung für Leistungsschwächere **EXTRA** = Extra-Aufgabe für Leistungsstärkere

## Made in China – a globalisation cartoon

M 2

You can always find out where things are made if you look at the label.

### Task

Describe the cartoon and interpret what the author wants to express. The questions might help you.



© Cartoonstock

### Task

Look at the cartoon and talk about it in class. Describe it and explain its message. The questions below might help you.



© Cartoonstock

**TIP**

- Who are the people?
- Who are the people and what are they doing?
- What is the man saying to the other man?
- What has the man's comment to do with globalisation?



**TIP**

**TIP**

- Where are the people?
- Who are the people and what are they doing?
- What is the man saying to the woman?
- What has the man's comment to do with globalisation?

## Where do you produce your clothes? – A radio interview

M 4

When people talk about globalisation, you usually think about where clothes are made.

### Task 1

Before you listen to the radio discussion think about a piece of clothing you would like to buy.

- What characteristics are important to you about the piece of clothing?
- Which characteristics has your neighbour thought of? Which ones are the same as yours and which ones are different?
- Talk in class about the characteristics. Are there things that you have not thought of?

### Task 2

- Read the beginnings of the sentences below.
- Listen to the radio discussion between Tina Kopp, from the German clothing company Trexxa, and Katrin Röhle, head of marketing of the German sportswear company Jumplt.
- After listening, tick the correct endings for the sentences. If you need help, see the transcript of the listening text provided by your teacher.
- Compare your results with your partners and correct them, if necessary.

**TIP**

<b>1. The presenter is called ...</b>		
<input type="checkbox"/> Tina.	<input type="checkbox"/> Michael.	<input type="checkbox"/> Katrin.
<b>2. Trexxa produces ...</b>		
<input type="checkbox"/> clothes for everyone.	<input type="checkbox"/> outdoor clothes for men.	<input type="checkbox"/> underwear for children.
<b>3. Jumplt has a huge ...</b>		
<input type="checkbox"/> customer department.	<input type="checkbox"/> design department.	<input type="checkbox"/> tasting department.
<b>4. The products produced in Germany aren't the ...</b>		
<input type="checkbox"/> most expensive.	<input type="checkbox"/> priciest.	<input type="checkbox"/> cheapest.
<b>5. Lower production costs mean ...</b>		
<input type="checkbox"/> lower prices.	<input type="checkbox"/> higher prices.	<input type="checkbox"/> jobs for customers.
<b>6. Making clothes in Germany protects ...</b>		
<input type="checkbox"/> the environment.	<input type="checkbox"/> the customers.	<input type="checkbox"/> the weather.
<b>7. Trexxa promises its customers ...</b>		
<input type="checkbox"/> clothes for competitions.	<input type="checkbox"/> outsourced production.	<input type="checkbox"/> high quality clothes.

### Task 3

Listen again. Are the words advantages of producing clothes in Germany or advantages of producing clothes abroad? Sort them into the right group.

	poor people can feed their families – secure jobs – high eco-standards
	lower production costs – high quality – lower prices
<b>Germany</b>	<b>abroad</b>

M 6

# The price of cheap clothes – sweatshops in Bangladesh

Cheap clothes mean cheap production, but how does this work?



**Tasks**

1. Name the most important aspect of a job to you.
2. Read the text. Then fill in the table with information from the text.

	Sweatshop production	Fairtrade production
Safety at work		
Money		
Living conditions		
Treatment		
Life for children		
Working hours		

Expected: Where would you prefer to work? Give reasons.

Comment on the following question:

What do you think of a large German clothing company only selling Fairtrade clothing in the future?

Would you prefer to buy your clothes from them (even if you have to pay more)? Why?

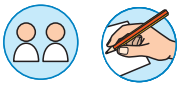
## M 7

## When children have to work – child labour

In some countries of the outsourced production, children have to work in the factories.

## Tasks

1. Do some research: Explain the German regulations on “child labour”.
2. Read the text. Underline and name the reasons for child labour mentioned in the text.
3. What can be done? Work with a partner.
  - a) Collect ideas on what could be done differently by the industrialised countries and the developing countries to avoid child labour.
  - b) Create a fact sheet to put up in your school. It should show the problems of child labour and your suggestions for improvement.
4. Think about what the author says at the end. Do you think Pai-han has any free time? If so, what might she do?
  - Take notes and also explain your ideas. Share your ideas with a partner.
  - Comment.



## Child labour in Taiwan

by Josepha Gemmell in Chiayi, Taiwan

Pai-han, a seven-year-old girl, is sitting behind a sewing machine at a small sewing machine producing something which looks like a small wedding dress. She is not the only underage girl in this factory. The other workers are between 10 and 16 years old.

“They don’t want older people to work here”, Pai-han explains. “The dresses we make are so small that you need small machines and small hands to use them.” The factory she works in produces clothing for dolls, teddy bears and other kinds of toys. The customers are the big toy companies that produce toys to make small children in industrialised countries happy.

Pai-han tells me that she is one of seven children in her family. All her brothers and sisters work in sweatshops like Pai-han. The money she earns and what her mother earns in the electronics factory is just enough to buy food and clothing and to pay the rent for their small single-room apartment in the poorest part of the city.

In the evening I meet Pai-han’s mother. She tells me that Pai-han’s father died a few years ago. He worked in a factory that produced parts for the electronics industry. He became sick because of the chemicals used in the production process. “But he still had to go to work”, she explains. “One day he died and we were left alone.”

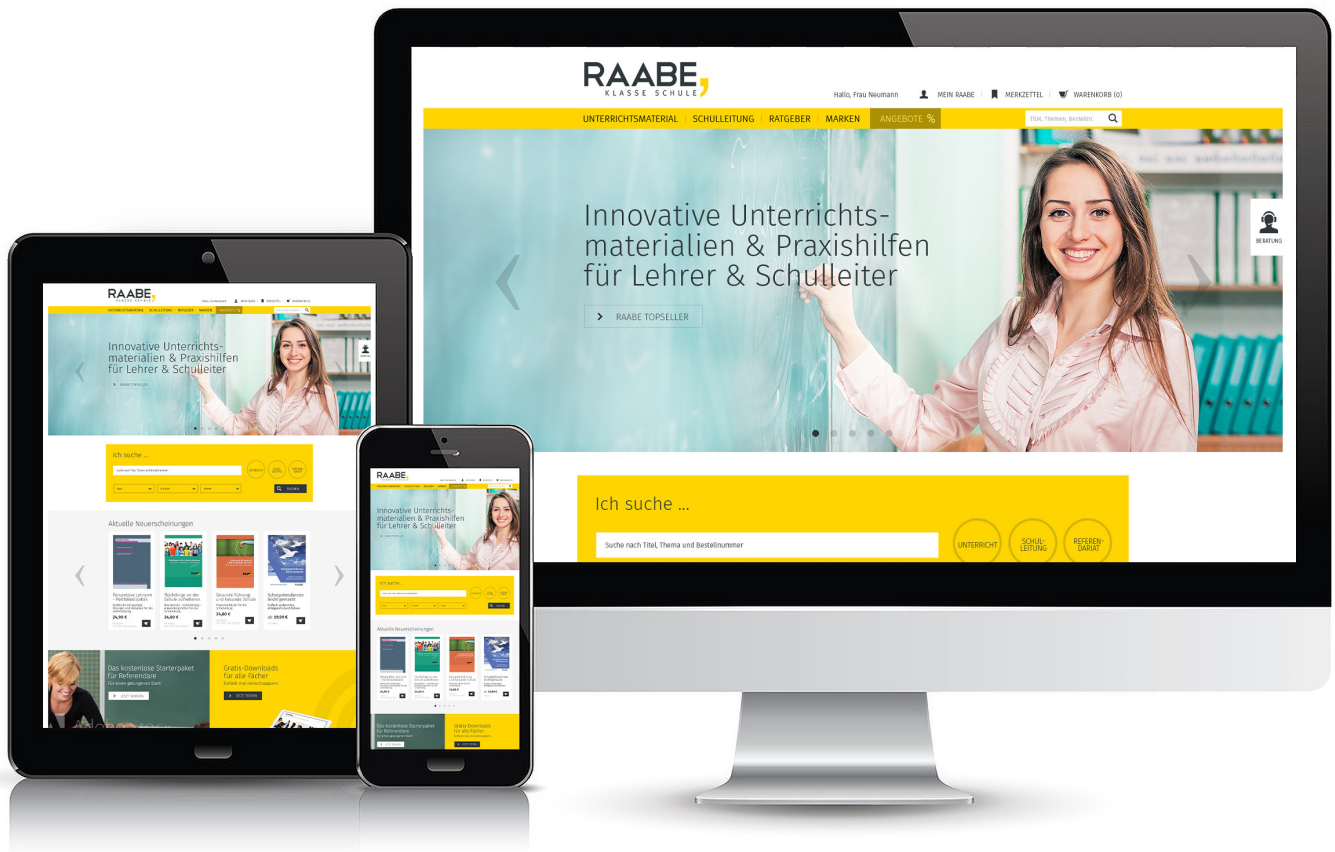
The next day I have an appointment with the well-paid director of the factory Pai-han works at. He is a well-dressed man in his fifties and promises to talk openly if I don’t reveal his identity or the name of his company and his customers. He tells me that he knows it is not right to employ children. “But the families depend on the income”, he says. “And we have a tradition here where it is said that work helps children to learn and become adults.”

“It’s impossible for my customers in Europe and the US to produce their toys in their countries”, he tells me. “The labour costs in Taiwan are so low that no western toy brand can afford not to produce here. Our laws allow young children to work for a few hours if they attend school regularly.” The problem with these laws is that they aren’t checked on.

On my flight back to Amsterdam there is a little girl in the seat behind me playing “wedding” with her dolls. I wonder if Pai-han has ever done something similar in her life.



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