

Chapter 8: People Creating a Future: The Global Wave

Chapter 8.B. Activities

You probably have noticed that there are numerous suggestions for activities in the study questions. In addition, I have listed a number of activities below that I believe will help explain the chapter in more depth and engage students in more “hands on” learning. I am sure you will be unable to do all the activities but I hope that you and /or your students will be able to select several that you think are the most interesting.

Chapter 8. Section 1. Introduction to the Global Wave

1. Introductory quote: A Hopi prophecy speaks of two roads humanity can choose between ... that of the Two-Hearted People who only think with their heads—creating chaos and ultimately their own destruction or that of the One-Hearted People whose heads are united with their hearts in making choices—leading to a sustainable Earth for many generations to come. The Hopi say now is the time to make that choice.

- a. What is your reaction to the quote?
- b. Do you think it is an appropriate quote for the beginning of this chapter? Explain.
- c. Who do you think are the “Two-Hearted People?” What are they doing that concerns the Hopi?
- d. Who do you think are the “One-Hearted people?” What are they doing that the Hopi approve of?
- e. Who are the Hopi? Why would they make such a statement?
- f. Why do you think the Hopi are saying that now is the time to make that choice?
- g. Conduct some independent research to find similar quotes. Who is making the quotes you discover? Why are they making such statements? Do you agree with these statements?
- h. Make up your own quote like the one above.

Chapter 8. Section 2. Relationship with Nature: Ecosystem Currents

1. The Earth is an Island

- a. Write your own short story or research other scenarios like the one on page 345, “The Earth is an Island.” What is/are the point/s you are trying to make in this writing?

2. Environmental Issues

I think it is important that we address all of the environmental problems that we face. I wrote about different issues in chapter 8 but I imagine you know of others that you may wish to include as well. Just thinking about climate change often bogs us down in assuming it is the only environmental issue that we face. Although it is very important, in my opinion, we need to expand our conversation about the earth to include other important environmental issues such as the ones I mentioned in the book.

- a. Research and create a power point style presentation or video about the many dire environmental problems that we face. I think it is always good to have suggestions on ways that individuals can help alleviate environmental problems.
- b. Present this power point to as many groups, organizations, schools as possible.

2. Fresh Water

a. We often don’t think of the supply of fresh water as an environmental problem. It seems endless as it streams out of our faucets. But it isn’t. Declining fresh water availability is an eye-opening and important issue to investigate and share what you have learned with others.

1. Investigate where the fresh water source is in your local community and/or region. Design a diagram to show the different tracks the water navigates to get to your faucet.
2. What does your local community use the water for? (industry, agriculture, etc.) Find out the percentages.

b. Many corporations consider fresh water to be the latest "hot" commodity. This means they are eager to transform water from a low-cost public service to a commodity with a price tag attached so that they can buy and sell in the marketplace.

1. Do you think fresh water should be a commodity that large companies charge users for? Explain.
 2. Conduct research to find if private companies are trying to privatize the fresh water supply in your community? Or have companies already privatized your water supply?
 3. How do your legislators or regulators feel about water privatization? Investigate this issue with your elected representatives.
- c. What areas of the world are experiencing shortages of fresh water?
1. Map their locations.
 2. How are they coping with the shortage? Pick one or two cases to study in more depth.
- d. What can we do individually and collectively to reduce our consumption of fresh water?

3. Methane

The release of methane gas into the atmosphere is even more deadly than carbon dioxide. Yet, we do not hear very much about the destructive release of this gas into the atmosphere. Conduct research into methane gas.

- a. What is methane gas?
- b. Where does methane come from? Map areas where it comes from in the U.S. and the world.
- c. Why is it such a deadly gas?
- d. What can we do to help lessen the release of this deadly gas?

4. Sea Levels

The rise of sea levels because of climate change is a foreboding problem.

- a. Chart the rising sea levels in different locations around the world: Suggestions: Bangladesh, New York City, Pacific Islands (Maldives).
- b. Chart the projections of future rises in sea levels in particular locations.

5. Soil Depletion

According to some studies, soil depletion is affecting the quality of the foods we eat?

- a. Conduct research into the effect of soil depletion on the nutritional quality of your foods.
- b. Why is soil depletion occurring?
- c. What can be done about soil depletion?
- d. What is being done about soil depletion?
- e. Is there a way to increase the nutritional quality of your foods if the quality is low?

6. Carrying Capacity (Ecological Footprint)

Footprint Calculators:

Center for Sustainable Economy Ecological Footprint <http://myfootprint.org/>

Global Footprint Network Footprint Calculator

<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>

Global Ecological Footprint <http://ecologicalfootprint.org/Global%20Footprint%20Calculator/GFPCalc.html>

Our ecological footprint is a handy way to see our impact on the environment. The above are several different organizations that calculate your ecological footprint. Actually, for me, it is a rather depressing exercise to do. According to some of the calculations mine is quite high. I need about 5 planets to support my lifestyle! Although I am mostly vegetarian, work at home, have an old car with decent gas mileage, buy few consumer items, recycle everything, and even take quick showers. But I still have an 1800 square foot house, part of which is for my home office, and I fly a lot. I fly to see my children and for business related to my nonprofit, the Center for Global Awareness, but I still use jet fuel no matter how you look at it. I hope your footprint is better than mine but if you

live in the U.S. you are probably nearly as unsustainable as I am!

- a. Select people from around the world and see what their ecological footprint is?
- b. Calculate the footprint of your friends and family.
- c. How can you lower your ecological footprint?
- d. If you are an American, is it possible to lower our footprint with the kind of standard of living and way of life that many of us have.

7. Human Population

Our human population has skyrocketed in the last 50 years. The overriding question of our time is "Can our planet support this multitude of people and all their wants?"

- a. Conduct research and then create a population chart to show human population growth from 10,000 years ago to the present.
- b. Conduct research and create a population chart to show human population growth in the last 50 years. The last 25 years?
- c. Can our planet support a population of 10 billion people? How?

8. Natural Populations

- a. Select a particular animal or plant species and chart its numbers over the years.
- b. What has happened to the plant and animal species that are raised for human consumption and use (cattle, sheep, pigs, chickens, wheat, soybeans, corn, etc.) Chart their increases.
- c. Do you care that so many species are facing extinction? Explain.
- d. What can we do about the extinction of certain non-human related species?

9. Gross Domestic Product

- a. Compare and contrast the Gross Domestic Product (GDP) and the Genuine Progress Indicator (GPI). Make a chart to show your comparative research. Which one do you think is better suited for the U.S. economy? For the world economy. Explain.
- b. Devise your own type of GDP indicator. What indicators would you use to measure the well-being of your nation? How can these indicators be measured?

10. Your Own Actions

- a. What can you do individually to help support the health and livability of the Earth? What can we do collectively?
- b. Do you feel a sense of hopelessness and depression when you read about the environmental problems facing us all? Explain.
- c. If so inclined, find different organizations that you may want to join that support your ideas.
- d. You may consider forming your own chapter of such an organization in your community. Or you and others may want to form your own organization.

Chapter 8. Section 3. Ways of Living: Techno-Economic Currents

1. Evaluating the Health of a Nation

Create your own model for evaluating your nation compared to other nations.

- a. What do you think the criteria should be? (wealth, number of natural resources, happiness, relationship with nature, treatment of women and children, infant mortality, literacy levels, extended family connections, wealth of top 1%, entrepreneurial spirit) You be the judge.
- b. Pick a particular category and research which nations would top your list using the criteria you picked.

2. Privatization of Water, Cochabamba, Bolivia

A popular citizens' resistance sprang up in response to the privatization of water and the increase in prices.

- a. Conduct research to find other examples of popular resistance movements around the world that have sprung up in response to water or other privatization efforts by large corporations and government agreements.
- b. What have been the results of their efforts.

3. Multinational Corporations and Law-makers

Divide your class into two groups: one a CEO and board of directors of a large MNC and the other a law-maker and his/her staff.

- a. Imagine you are the CEO of a MNC, brainstorm with others about the rules or laws you would like to see the government enact that would benefit your business?
- b. How would you as a MNC go about persuading the government to enact these rules or laws?
- c. If laws were passed that your MNC didn't like, how would you get around following these rules?
- d. Imagine you are a government law-maker, what laws would you try to have passed that would regulate the MNC?
- e. How would you as a law-maker decide the best laws to pass?
- f. What or who might influence you as a law-maker in your efforts to pass regulatory laws for the MNC?

4. The Financial Sector

Divide your class into two groups: one represents Wall Street and the other represents Main Street. Research these two different groups. Each one has their particular agenda that benefits them.

- a. Wall Street: What people make up Wall Street. What jobs do they have?
- b. As a Wall Streeter, what are you going to do to try and make as much money as possible?
- c. Main Street: Who makes up this group?
- d. What does Main Street need to do to make an average standard of living?
- e. Why are these two groups at odds with each other?
- f. How has the "battle" between Wall Street and Main Street affected your community?
- g. Who is winning this "battle" between Wall Street and Main Street?

5. Global Economies: State Capitalism, Neoliberalism, Managed Capitalism, Socialism, and the Domestic Economy (external)

Get a large map of the world with only the countries listed. Color each of the countries differently according to the type of economy they mostly have. You can mix some of the colors in countries that have more of a mixed economy.

- a. Color the countries that mostly have a state capitalist economy.
- b. Color the countries that mostly have a managed capitalist economy.
- c. Color the countries that mostly have a socialist economy?
- d. Color the countries that mostly have a neoliberal form of capitalism.
- e. Are any countries separate from the global economy and operate mostly self-sufficiently?

6. Core and Periphery

Get a large map of the world with only the countries listed.

- a. Color the core, periphery, and middle countries in different colors.
- b. What is the relationship of core/periphery countries with the different global economies around the world?
- c. Can you explain this relationship?
- d. Find a map of the United States and color where generally the core areas are located and the periphery?
- e. Find a map of your state and color where generally the core areas are located and the periphery?
- f. Find a map of your city and color generally where the core people live, the middle people, and where the periphery people live?
- g. How do core people make a living in your city? Middle people. Periphery people.
- h. What advantages do core and middle people have in your city? Disadvantages.

i. What are the disadvantages that periphery people have in your city? Advantages.

7. Shop Local

- What is happening to local businesses in your community?
- Are you aware of a "shop local" movement in your community? If there is not one, are you motivated to start one?
- What businesses do you shop that are "local?"
- Do you think it is a good idea to shop local? Why?
- Interview local business people. Some possible questions include: Why did you start your business? Why three problems do you face as a small businessperson? What three advantages do you have as a small businessperson? Who or what is your largest competition?

8. Price Comparison

Find the price of a particular item at your largest discount store, such as a Walmart, and compare it with other stores in your community or on-line stores.

- Which store has the lowest price?
- What factors go into the cost of an item that you are researching?
- For example, research the factors that go into the price of a cell phone.
- What are external costs? Do retailers factor in external costs into the price of an item?
- What would be the price of an item if Walmart, for example, factored in external costs? (estimates will be fine)
- Conduct research to find out the "true costs" of items such as Big Macs, a pack of cigarettes, a cell phone, a t-shirt, a gallon of gas, or other "necessary" items if all the external costs are factored into the price

9. Is Consumerism a Global Religion?

Some critics (including myself) regard consumerism as a religion in a globalized world.

- What factors make-up a religion. (an overarching belief system, creed, rituals, etc.)
- In what ways do you think consumerism is an overarching belief system? Perhaps you disagree with this analogy, if so why?
- In what ways does consumerism have a creed?
- In what ways does consumerism have rituals?
- In what ways does consumerism unite the world?
- What other ways do you think that consumerism seems or does not seem like a religion?
- After making your analysis, write an essay stating whether you think that consumerism is or is not a religion?

9. Economic Growth

Divide your class into two groups: one group gives reasons why economic growth is the best engine for driving our global economy and the other group gives reasons why economic growth is not the best way to drive our economy.

- Make a comparison chart listing the pros and cons each group comes up with to make their point.
- After the arguments have been heard, conduct a survey of students opinions about growth. (You might consider doing a pre and post survey on economic growth).
- Listen to a newscast of commentators talking about the economy. How many times do they mention growth as the way to increase prosperity and stimulate a stagnate economy.

10. Information Technology

The commodification of information and technology is part of the global economy.

- Find examples of the different information and technological products that have been commodified in the last 3-5 years. Make a list of the examples.
- Have these products improved your life? Explain.
- Have these products caused problems in your life? Explain

d. Devise questions and conduct a survey among friends and families about whether information technology has helped or hurt their life. Discuss your results in class.

11. Labor

The gap between rich and poor has expanded in the Global Wave.

a. Devise a questionnaire in which you investigate the growing gap between rich and poor people. Take your findings and create a graphic that show the results.

b. Outsourcing: Good or Bad

Role playing. Divide the class into three groups: factory owner, city mayor, and factory worker. Each group will research how they would respond in the following scenario:

1. Imagine you are a businessperson who has a large factory making household appliances in a medium-sized Midwestern city in the U.S. You have heard that outsourcing the factory and jobs to China will save you money. What factors would you mull over to make the decision whether you would move your factory or keep it in the same city it has been for over 40 years?

2. Imagine you are the mayor of the city in which the household appliances are made. The owner of the appliance company tells you he is planning to move the factory to China and all jobs will be lost. How would you respond to this scenario and what would you do?

3. Imagine you are the president of the factory's union and you have just learned that the company you and your fellow workers work for will be out of a job in a matter of months because of the outsourcing of the factory and jobs to China. What would you do in this scenario?

c. Local Capitalism

Imagine a city in which local capitalism is the main economic system rather than concentration of wealth among a few.

1. How would it operate?

2. What businesses would there be? What kind of transportation? What kind of housing?

3. Think in systems terms to construct your imaginary city. Do you think this city could be a real possibility?

4. Are there cities around the world that follow the model you have drawn up?

Chapter 8. Section 4. Human Networks: Social Patterns

1. The Family in the Global Wave

Divide the class into groups and have each one research different family configurations. What are the values, beliefs, goals, economic status, level of education, type of jobs, leisure activities, food, entertainment, children, consumer purchases, and the everyday life in each of the family groups? Suggestions on types of families could be traditional, alternative, globalized, and others. Suggestion: Make a matrix to record your findings.

a. How have each of the family groups fared in today's economic climate?

b. What challenges does each group face?

2. Gender in the Global Wave

In the last 60 years the roles and lives of women have changed dramatically. Divide your class into three groups and have each group investigate through research and experiential learning (their own interviews, surveys, questionnaires) what the role of women was in each of the following three generational eras: 1950s-1960s, 1970s – 1980s, and 1990s-the present. Have each group make a presentation.

a. I suggest having students look at women in the 20s-50s age category during this project, I have a separate but similar activity for examining the role of the elderly below.

b. It would be fun for each group to dress according to the various fashions of the era. How did dress reflect attitudes towards women?

c. What women were famous in each of the three eras?

d. It would also be fun to compare covers of women's magazines to see the changing role of women as reflected in the media.

- e. Have students research the diversity of women (including minorities) in each of the eras.
- f. How has the role of women changed over time?
- g. In your opinion have women made progress? What do you mean by progress? What kind of progress?
- h. What are some of the challenges that women face in each of the eras?
- i. Have the females in each group pick which era they would like to live in if they had a choice. Why?

3. Elderly (60 and up) in the Global Wave

The number of people 60 and up is increasing worldwide faster than other age groups, especially in the West and Japan. This is unprecedented in world history to have such a large percentage of the population in this age category. Have students form groups and have them examine the lives of the elderly in these different age categories: 60-70, 70-85, and 85 and up. It would be interesting if students could interview people in these different age groups to engage with those outside their own age group.

- a. What is the role of the elderly? What will the role of the elderly be in the future?
- b. What will the elderly do with their lives?
- c. How will the elderly connect with the younger generation?
- d. What are the concerns of the elderly?
- e. What problems/benefits does this demographic occurrence have on society in general?

4. Youth in the Global Wave (14-29)

The younger generation has been hit hard by the impact of the global economy. Some of the problems they face includes education and high costs, job prospects, employment insecurity, and family issues.

- a. Many young people have said that their lives are not turning out as they had imagined. Describe the world that young people have assumed would be in place for them.
 - a. In your opinion, what are the three most pressing problems for youth today? Conduct a survey to find out what others think as well.
 - b. How are youth coping with these problems?
 - c. What are three main goals that young people are striving to achieve today?
 - d. What solutions do you think could help youth deal with these problems and issues?
 - e. What adaptations are young people making to adjust to the global realities?
- f. Have an essay challenge in which students write about the heartfelt challenges they face in today's uncertain and rapidly changing world. Students can share their essays with others and post in a place others may read them. The point is for students to share their feelings and concerns with others and discuss the process.

5. Prestige and Status in the Global Wave

Most Americans identify themselves as middle class. The American Dream is to achieve and maintain middle class status with all of the accompanying accretions. But in many countries, including the U.S., it is more difficult to achieve and keep middle class status as the forces of economic globalization, neoliberal changes and increased financialization have chipped away at the policies supporting middle class status. Have students form groups and devise a survey or questionnaire that investigates the middle class status of their neighbors and friends in both their local community and throughout their country.

- a. Some suggested questions include: Do you consider yourself middle class? What three things do you think defines middle class status? Has your income declined, stayed the same, or gone down in the last 5 or 10 years. If you have children what kind of life compared to yours do you think they will have: better, the same, worse? If you could pick one person or institution to blame for the real or perceived decline of the middle class, who or what would that be? What three things do you think hamper you from attaining middle class status? (if they don't think they are middle class) Hope you can think of more.
- b. Have students or groups of students compile their findings and arrange in a graph or table and present to the class.

5. Socialization and Education

Education in the U.S. today is undergoing great change. Accompanying the decline in student achievement is the push for higher standards and more testing. As if somehow these actions will translate into greater student achievement. It will be interesting for students to think about and explore what they think would be an ideal school experience.

- a. Have groups of students design a school system that accommodates three groups of students: college-bound, highly skilled trades, and lower skilled services.
- b. What kind of educational system would best serve these three groups of students?
- c. What courses should each group take?
- d. Should there be any type of hands-on learning?
- e. Do we need to measure achievement? Explain.
- f. If we do need to measure achievement, what type of testing should be administered?
- g. What would the tests consist of?
- h. What would be the cost of such an education?
- i. What kind of teachers and administrators would be employed?
- j. What kind of jobs would these schools train students for?

Chapter 8. Section 5. Establishing Order: Political Currents

1. The U.S. Political System

Conduct a survey to find out what your interviewees think are the top three problems in the political arena today.

- a. What three changes in the political system do they think need to occur?
- b. Chart your findings.
- c. How would you go about getting these suggested changes passed?

2. Global Organizations

Divide students into groups of 2 or 3 and have each group research various global organizations.

- a. Each group could focus on a particular category so they don't overlap. Categories could include: political, economic, human rights, women's issues, poverty, inequality, peace, environmental, education, the list is endless.
- b. Include a brief description of each organization.
- c. Make a large, colorful chart that can be posted in the school with your findings.
- d. Do any of you feel compelled to get involved with one of these organizations? Explain.

3. Cooperation, Conflict, Terrorism and War

Have students divide into groups and each group conducts research in a particular category – cooperation, conflict terrorism, and war. The groups can then ...

- a. Define each term. Give general characteristics of each term.
- b. Find at least five examples of each term.
- c. What caused the conflict, terrorism, war or led to cooperation?
- d. What suggestions do you have for fostering more cooperation and less violence?

Chapter 8. Section 6. Human Expression: Cultural Currents

1. Communication

Divide the class into two groups.

- a. Research examples of incivility on the radio, T.V. or social media. Present a video/or audio example of this incivility. Why was there incivility in your example? What ways would you suggest to calm incivility in the dialogue.
- b. Find examples of calm, informative dialogue on the radio, T.V. or social media. Present a video/or audio example of this civility. Why was there civility? How did the calm, deliberate dialogue make you feel compared to the uncivil dialogue?

c. Why do you think there is so much incivility in communication today?

2. Advertising

Divide the class into several groups. Each group observes and records advertisements that they encounter in one day (billboards, internet, TV, movies, etc.).

a. Make a list of the advertising observations. Suggestion: Make a matrix to record your observations, please add other categories to the sample matrix.

Advertisement (type)	where did it appear	what is being sold	who is the target market	does ad make you want to purchase the product, why?

b. Compare all of your groups recorded advertisements.

c. Compare your groups recorded advertisements with other groups in the class.

d. Is there a pattern in the advertisements? What are these patterns?

3. Consumerism

Divide the class into groups. Have students conduct interviews or design a questionnaire to investigate whether they think consumerism is an entrenched value/belief in their particular country. Some of questions may include:

- What consumer items that you use do consider necessities?
- What consumer items that you use do you consider wants?
- Why do you consume these wants?
- What persuades you to consume these wants?
- How would you feel if you did not consumer these wants?
- How would you feel if you did consume these wants?

4. Consumerism and Wants

Watch the short video "The Story of Stuff." <http://www.youtube.com/watch?v=9GorqroigqM>

a. What is the students' reaction to this video.

Have your students make their own version of the "Story of Stuff?"

5. Aesthetic Expression

Divide the class into groups. Have students investigate different forms of aesthetic expression for different age groups, ethnic identity and worldview. Does it vary a lot? Here is a sample matrix that can be modified.

Aesthetic Expression	Age group	ethnic/racial identity	worldview
rock concerts			
art museum			
others			

5. Religion/Spirituality

a. Divide class into groups. Have students investigate different expressions of religion/spirituality in their community. Have each group select 3 or 4 different religious establishment to attend and observe. Some of the questions to focus on in their observations might include:

1. What did they do for a ritual?
2. What music if any was performed? How did participants react to the music?
3. What was the main message in the program you attended?
4. What did you think about the message?

5. How did you feel when experiencing the message?

b. Have members of each group interview some of the religious participants. Some of the questions may include:

1. Why do they attend the particular religious/spiritual establishment?
2. What do they like most about the program?
3. What did they like least about the program?

6. Worldviews

Divide the class into groups. Have each group pick a particular worldview and investigate the ways in which the values/attitudes/practices of the particular worldview are being played out in the global community.

Worldview/Values/practices, etc	way it is played out	success of the action
Globalized/Economy		
MNC		
Transformative		
Organic agriculture/consumption		

7. Conclusion

What worldview do you most closely identify with? Explain why.