**Welsh Baccalaureate**

**Global Citizenship Challenge**

**ADVANCED P.E.S.T.L.E. ACTIVITIES**



* The activities in this handbook are suggested activities that might be used to **underpin the skills, knowledge and understanding** of the political, economic, social, technological, legal and environmental (PESTLE) factors related to the issues of global citizenship.
* It is envisaged that teachers will adapt the resources provided in order to engage the varied and different interests of their learners.
* The resources can be enhanced with carefully planned visits and speakers and with links to local, national and international charities and organisations.
* Curriculum departments within schools, e.g. Geography and RS can also be a rich source of expertise for teaching and learning materials for global citizenship issues.

**When developing appropriate Schemes of Learning it is important to consider the following examples of content. The tasks in this booklet incorporate all of these:**

**Critical thinking and Problem solving**

Identifying, considering and using a variety of facts, opinions and viewpoints

Recognising assumptions and examining the ethics of arguments

Identifying, developing, analysing and critically assessing arguments

Investigating the credibility, relevance and significance of sources - reliability,

validity, bias, vested interest, corroboration, plausibility

Expressing own well-reasoned and clearly expressed decisions and judgments

Understanding and applying problem solving and decision making techniques

Identifying problems and analysing possible options, decisions and solutions

Implementing decisions and solutions

Identifying, analysing and using information and data to solve problems

Reflecting on problem solving and decision making process and implementation of

solution

**Creativity and Innovation**

Learning to think creatively - generating new, original, innovative concepts/ ideas,

lateral thinking, hypothesising, experimenting

Inspiring ownership of own concepts/ideas and respect for those of others

Identifying and challenging assumptions

Understanding the importance of resourcefulness and initiative

Considering options - making the most of opportunities

Assessing and evaluating ideas - selecting the most feasible using a SWOT

analysis

Combining and developing concepts/ideas

Identifying, selecting and applying solutions to meet new requirements

Implementing solutions

Reflecting on the process and outcome

**Literacy**

Comprehending e.g. differentiate, cite, compare, contrast, summarise, paraphrase

Analysing and applying e.g. classify, prioritise, discriminate, demonstrate,

determine

Synthesising e.g. select, combine, collaborate, compile, rearrange, amalgamate,

validate

Communicating e.g. debate, discuss, present, illustrate, explain, articulate

**In context of the Challenge**

Understanding the concept of global citizenship

Investigating a variety of global issues, identifying, analysing and evaluating relevant

alternative and conflicting perspectives

Understanding, considering and applying political, economic, social, technological,

legal and environmental (PESTLE) factors in global issues

Methods of presenting at a conference

**PESTLE 1: POLITICS**

**Task 2: Theme - Population**

**LO4: Understand, consider and apply the concept of political factors to the issue of human rights.**

**What does the term ‘politics’ mean?**

***Dictionary definitions provided by merriam-webster.com***

***Politics:***

* ***activities that relate to influencing the actions and policies of a government or getting and keeping power in a government***
* ***the work or job of people (such as elected officials) who are part of a government***
* ***the opinions that someone has about what should be done by governments: a person’s political thoughts and opinions***
* **2.1 Is it ever right politically to hold major sporting events in countries which have on-going human rights issues? LOs1, 2, 4**
* **Research and consider the political issues surrounding the staging of the F1 Grand Prix in Bahrain in recent years and the plans to stage it in Azerbaijan in 2016. Los 1, 2, 4**
* **2.2 Evaluate the quality and credibility of your resources LO1**

**Resources: (Hard copies can be found in Advanced Resources for Global Citizenship Challenge)**

[The resources provided refer specifically to F1 motor sport, but controversy surrounding the venues of other major sporting events could be used.]

* [www.bbc.co.uk/iwonder](http://www.bbc.co.uk/iwonder) Search Bahrain > Bahrain country profile – Overview 25/11/2014
* [www.bbc.co.uk/news/world-middle-east-22122792](http://www.bbc.co.uk/news/world-middle-east-22122792)
* <http://www.independent.co.uk/sport/motor-racing/f1-tear-gas-used-to-quell-bahrain-grand-prix-protests-8575618.html>
* <http://www.bbc.co.uk/news/world-middle-east-22122792> Baharain GP: The BBC explains the background to the protests 16/04/2013
* [www.iaa.bh/Responsedetails.aspx?id=90](http://www.iaa.bh/Responsedetails.aspx?id=90)

Responses to The Independent from the Bahrain Information Affairs Authority – F1 Tear gas used to quell Bahrain Grand Prix protests

* <http://www.bbc.co.uk/sport/0/formula1/17804598>

Niki Lauda saysF1 should be’ kept apart’ from politics

* www.theguardian.com › Sports › Bernie Ecclestone

Bernie Ecclestone strikes again with ‘stupid’ remark in Bahrain 20/04/2013

* [www.telegraph.co.uk](http://www.telegraph.co.uk) >sport>Motorsport>Formula One F1 boss Bernie Ecclestone says Bahrain government is ‘stupid’ for allowing today’s grand prix in the troubled Gulf kingdom to give voice to human rights protestors. 20/04/2013
* [www.dailymail.co.uk](http://www.dailymail.co.uk) >Sport>F1

Bernie Ecclestone gives Azerbaijan green light to host European Grand prix next season despite human rights concerns. 19/04/2015

* <http://www.theguardian.com/global-development-professionals-network/2015/apr/17/formula-one-human-rights-bahrain-grand-prix>
* [www.adhrb.org](http://www.adhrb.org) ADHRB, (Americans for Democracy & Human Rights in Bahrain) Formula One Reach Agreement on Human Rights Framework for Bahrain. Press

Release 10/04/2015

* **Criteria to Evaluate the Credibility of WWW Resources**

<http://mason.gmu.edu/~montecin/web-eval-sites.htm>

* **Evaluate the quality and credibility of your sources**

<http://library.ucsc.edu/help/research/evaluate-the-quality-and-credibility-of-your-sources>

**Possible outcomes:**

* **2.3 Formal debate or BBC ’Question Time’ style discussion.**

**LO1, LO2, LO3, LO4**

* **2.4 Personal writing, e.g. a practice piece for a short Personal Standpoint or another form of writing, e.g. Blog/Magazine article/Newspaper editorial in order to engage with the concept of conveying personal opinion after applying critical thinking.**
* **LO1, LO2, LO3, LO4**

**(Please refer to separate section ‘The Personal Standpoint’ for further guidance)**

**PESTLE 2: ECONOMICS**

**Task 3: Theme: Food and Shelter**

**LO4: understand, consider and apply the concept of economic factors to the issue of food production.**

* **3.1 Consider how economic decisions taken in one part of the world can and do impact on the economic survival of other countries. LO1, LO2, LO4**
* **Examine, in particular, the economic impact of the EU decision to lift the cap on EU sugar beet production by 2017 on small-scale sugar cane farmers in African, Caribbean and Pacific (ACP) and other Least Developed Countries (LDC). LO1, LO2, LO4**
* **3.2 Evaluate the quality and credibility of your resources LO1**

**Resources: (Hard copies can be found in Advanced Resources for Global Citizenship Challenge)**

* <http://www.theguardian.com/world/2015/feb/21/jamaican-farmers-bleak-future-eu-sugar-beet-production-cap>

Jamaican farmers face bleak future as EU axes cap on sugar beet production

* [www.fairtrade.org.uk](http://www.fairtrade.org.uk) **23 February, 2015**

**STAND BY SUGAR CANE FARMERS FAILED BY EU, URGES FAIRTRADE**

* [www.tralac.org](http://www.tralac.org)

**The end of the EU sugar quota and the implication for African producers**

* <http://www.ifpri.org/pressrelease/reforming-global-sugar-trade-what-do-changes-sugar-policy-mean-future?print>

**Reforming Global Sugar Trade: What Do Changes in Sugar Policy Mean for the Future?**

* <http://www.claremoodymep.com/support_for_sugar_cane_farmers>
* **Criteria to Evaluate the Credibility of WWW Resources**

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**Possible outcome:**

* **3.3 Following your research, work in small groups and discuss ways in which you could convey your findings via a shot gun oral presentation of 5 minutes supported by an appropriate format, e.g. a film clip, a play, a song, an animation at a conference whose focus is on the economic issues of global food production. LO1, LO2, LO3, LO4**
* **3.4 Carry out a SWOT analysis. LO1, LO2**
* **3.5 Draw up an outline plan only of your proposed 5 minute shot gun oral presentation. LO2, LO3, LO4**

**PESTLE 3: SOCIAL**

**Task 4: Theme: Health**

**LO4: understand, consider and apply the concept of social factors to the issue of ageing populations.**

**Elderly people represent a growing share of the global population. It is estimated that by 2050 the proportion of the world's population over 60 years will double from about 11% to 22%. The number of people aged 60 years and over is expected to reach 2 billion.**

* **4.1 Is society doing enough to care for the social needs of its ageing population? LO1, LO4**
* **4.2 What services or provisions are in place worldwide to address the social needs of the elderly? LO1, LO4**
* **4.3 What examples of good practice can you find? LO1, LO4**
* **4.4 In your opinion, what else needs to be done to address the social needs of an ageing population? LO1, LO2, LO4**
* **4.5 As a result of your research what recommendations would you make to world leaders on how best to provide for the social needs of their elderly citizens? LO1, LO2, LO3**
* **4.6 Evaluate the quality and credibility of your resources. LO1**

**Resources: (Hard copies can be found in Advanced Resources for Global Citizenship Challenge)**

* <http://blog.ted.com/what-its-like-to-grow-old-in-different-parts-of-the-world/>
* <http://newsroom.ucla.edu/stories/jared-diamond-on-aging-150571>
* <http://www.huffingtonpost.com/2014/02/25/what-other-cultures-can-teach_n_4834228.html>
* <http://www.debatingeurope.eu/2015/04/07/ready-cope-ageing-europe/#.VUdqbPlViko>
* <http://theweek.com/articles/462230/how-elderly-are-treated-around-world>
* <https://sweden.se/society/elderly-care-in-sweden/>
* <http://www.theguardian.com/world/2012/dec/26/german-elderly-foreign-care-homes>
* <http://blogs.redcross.org.uk/health/2015/01/people-scared-growing-older/>
* <http://www.ageuk.org.uk/documents/en-gb/for-professionals/evidence_review_loneliness_and_isolation.pdf?dtrk=true>
* <https://www.gov.uk/government/policies/improving-opportunities-for-older-people>
* <http://www.theguardian.com/society/2014/aug/06/ageing-well-whose-responsibility>
* <http://www.cbsnews.com/news/china-law-brings-attention-to-pros-cons-of-caring-for-aging-parent/>
* <http://www.theguardian.com/commentisfree/2013/jul/15/china-grey-tide-elderly-people>
* <http://www.bbc.co.uk/news/world-asia-china-23124345>
* <http://www.npr.org/blogs/parallels/2013/10/01/227876034/ethical-tradition-meets-economics-in-an-aging-china>
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* **Evaluate the quality and credibility of your sources**

<http://library.ucsc.edu/help/research/evaluate-the-quality-and-credibility-of-your-sources>

**Possible outcomes:**

* **4.7 Take part in group discussions. LO1, LO2, LO3, LO4**
* **4.8 Carry out a SWOT analysis of your research. LO1, LO2**
* **4.9 Draft a letter/write a blog/draft a conference paper/write a song/storyboard a film or animation aimed at world leaders putting forward your recommendations on how best to provide for the social needs of the elderly. LO1, LO2, LO3, LO4**

**PESTLE 4: TECHNOLOGY**

**Task 5: Theme: Natural Environment**

**LO4: understand, consider and apply the concept of technological factors to the issue of natural disasters.**

**Citizens of very poor countries are vulnerable in disasters and often do not have the technology or public services required to reduce the risks and to protect themselves.**

* **5.1 How can technology help reduce the impact of natural disasters worldwide? LO1, LO2, LO4**
* **5.2 As global citizens, what responsibilities do we have in ensuring that poorer countries are supported by the technology that we take for granted in our everyday lives? LO1, LO2, LO4**
* **5.3 Evaluate the quality and credibility of your resources LO1**

**Resources: (Hard copies can be found in Advanced Resources for Global Citizenship Challenge)**

* <http://www.nationmultimedia.com/technology/How-technology-can-help-reduce-the-impact-of-natur-30235813.html>

**How technology can help reduce the impact of natural disasters**

* <http://theinstitute.ieee.org/technology-focus/technology-topic/minimizing-the-damage-from-natural-disasters>

**Minimizing the Damage from Natural Disasters**

Researchers use satellites to monitor Earth’s conditions

* <http://www.worldbank.org/en/news/feature/2014/01/29/reducing-the-impact-of-natural-disasters-in-malawi-empowering-citizens-and-taking-charge>

**Reducing the Impact of Natural Disasters in Malawi: Empowering Citizens and Taking Charge**

* <http://www.theguardian.com/global-development/2014/feb/14/game-thai-gaming-app-children-floods-child-play>

Game on: Thai mobile phone app makes flood safety child's play

Mobile gaming app teaches children what to do when floods strike, as they follow cartoon hero battling his way to safety

* <http://www.bbc.co.uk/news/world-24559932>

**Access to technology 'aids survival in natural disaster'**

* <http://www.theguardian.com/global-development/2013/oct/17/local-people-access-technology-survive-disasters>

Local people 'need access to technology to survive disasters'

* <http://www.bbc.co.uk/news/technology-29149221>

**How technology is changing disaster relief**

* **Criteria to Evaluate the Credibility of WWW Resources**

<http://mason.gmu.edu/~montecin/web-eval-sites.htm>

* **Evaluate the quality and credibility of your sources**

<http://library.ucsc.edu/help/research/evaluate-the-quality-and-credibility-of-your-sources>

**Website links to charities and organisations for further resources:**

* <http://practicalaction.org/disaster-risk-reduction?utm_source=S000&utm_medium=PPC&utm_campaign=C10105&gclid=CKfZrr-7k8UCFc3MtAodxVsAVQ>
* <http://worldconcern.org/myconcern/disaster-risk-reduction/?gclid=CMqz6_u7k8UCFSXHtAodVV0Akw>
* <http://www.trust.org/spotlight/Disaster-risk/?source=jtSpotlights&gclid=COf_l4G_k8UCFVTKtAodhXwADA>

**Possible Outcomes:**

* **5.4 Take part in group discussions LO1, LO2, LO3, LO4**
* **5.5 As individuals/pairs/small groups, carry out a SWOT analysis. LO1, LO2**
* **5.6 Draw up an outline plan for presenting either a Conference Paper or Key Note speech based on your findings and recommendations. LO2, LO3, LO4**
* **(Please refer to separate section ‘The Global Choices Conference’ for generic conventions of the writing formats.)**
* **5.7 Create a ‘pop-up’ campaign display outlining the need to improve technology to ensure that poorer countries are supported by the technology that we take for granted in our everyday lives. LO2, LO3, LO4**

**PESTLE 5: LEGAL**

**Task 6: Theme: Population**

**LO4: understand, consider and apply the concept of legal factors to the issue of gender equality.**

**It is said that more countries than ever before uphold gender equality in their constitutions. However, many of these same countries uphold laws that prevent women from being treated as equals.**

* **6.1 Research and identify these countries and their specific laws that prevent gender equality. LO1, LO2, LO4**
* **6.2 Identify specific gender inequalities that exist globally. LO1, LO4**
* **6.3 Examine the ways in which discriminatory laws are being**

**challenged globally. LO1, LO2, LO4**

**Resources: (Hard copies can be found in Advanced Resources for Global Citizenship Challenge)**

* [At Day Two of Women's Commission, Delegates Offer ...](http://www.un.org/press/en/2015/wom2023.doc.htm)

www.un.org/press/en/2015/wom2023.doc.htm

**10 MARCH 2015**

**WOM/2023**

**Extract taken from UN:**

**At Day Two of Women’s Commission, Delegates Offer Innovative Suggestions on Ways to Integrate Gender Equality into Post-2015 Goals**

* [**https://www.globalcitizen.org/.../11-laws-from-around-the-world-that-sta**](https://www.globalcitizen.org/.../11-laws-from-around-the-world-that-sta)**...**

**11 laws from around the world that stand in the way of gender equality**

* [Download report - Women, Business and the Law - World ...](http://wbl.worldbank.org/~/media/FPDKM/WBL/Documents/Reports/2014/Women-Business-and-the-Law-2014-FullReport.pdf)

wbl.**world**bank.org/.../Women-Business-and-the-Law-2014-FullReport.pdf

**Extract taken from:**

**The World Bank’s Report on: Women, Business and the Law 2014 Removing Restrictions to Enhance Gender Equality.**

**(Please note that this is a rich source of information and case studies, but is too large to include here)**

* [Women's rights country by country - interactive | Global ...](http://www.theguardian.com/global-development/ng-interactive/2014/feb/04/womens-rights-country-by-country-interactive)

www.theguardian.com › Environment › Development › Women

Less pay, more work, no pension: the 21st-century woman's lot laid bare

Report from UN Women claims poor policies and discriminatory attitudes are failing women worldwide and calls for rethink of global economic policy

* <http://www.theguardian.com/commentisfree/2014/dec/31/guardian-view-year-feminism-2014-watershed>

**The Guardian view on a year in feminism: 2014 was a watershed**

[Editorial](http://www.theguardian.com/profile/editorial)

The power of social media can be a new force for good for gender equality

* [**http://www.oxfam.org.uk/education/education-blog/2014/10/gender-discrimination-girls-inequality**](http://www.oxfam.org.uk/education/education-blog/2014/10/gender-discrimination-girls-inequality)

**International Day of the Girl Child - considering gender inequality globally**

Posted by [Katherine Hughes](http://www.oxfam.org.uk/education/education-blog/author/katherine-hughes) Education Communications and Project Officer

10th Oct 2014

* [**http://www.theguardian.com/global-development/2015/mar/09/legal-barriers-women-equal-rights-opportunities**](http://www.theguardian.com/global-development/2015/mar/09/legal-barriers-women-equal-rights-opportunities)

Legal barriers prevent women's empowerment in more than 170 countries

Report finds that constitutions block women from experiencing equal rights and opportunities

* <http://teachunicef.org/explore/topic/gender-equality>

UNICEF website contains many resources that could be adapted

* <http://www.walesartsreview.org/gender-equality-and-the-welsh-assembly/>

DATE: [**28.11.13**](http://www.walesartsreview.org/gender-equality-and-the-welsh-assembly/)  WRITTEN BY: [**BETHAN JENKINS AM**](http://www.walesartsreview.org/author/bethan-jenkins/)  POSTED IN: [**ARTICLES**](http://www.walesartsreview.org/category/articles/), [**COMMENT**](http://www.walesartsreview.org/tag/comment/)

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* 6.4 Evaluate the quality and credibility of your resources. LO1
* **6.5 From your research, what are the most effective ways of challenging and bringing about change to the laws that prevent gender inequality? LO1, LO2, LO4**
* **6.6 Design a shot gun presentation to raise awareness of how the law could be used to ensure gender equality. LO1, LO2, LO3, LO4**

**PESTLE : 6 ENVIRONMENTAL**

**Task 7: Theme: Natural Environment**

**LO4: understand, consider and apply the concept of environmental factors to the issue of environmental pollution.**

* **Electronic waste or e-waste is one of the rapidly growing problems of the world. E-waste components can contain toxic substances that can have adverse effects on human health and the environment.**
* **7.1 Identify the threats and dangers posed to human life and to the environment through the dumping of e-waste. LO1, LO4**
* **7.2 Research the effects that poor e-waste management is having on the planet and especially on the poorer nations of the world.**

**LO1, LO2, LO4**

**Resources: (Hard copies can be found in Advanced Resources for Global Citizenship Challenge)**

* [**http://www.independent.co.uk/news/uk/home-news/grim-forecast-for-ewaste-as-technology-trash-to-top-65m-tons-by-2017-9005446.html**](http://www.independent.co.uk/news/uk/home-news/grim-forecast-for-ewaste-as-technology-trash-to-top-65m-tons-by-2017-9005446.html)

Grim forecast for e-waste as technology trash to top 65m tons by 2017

* [**http://edition.cnn.com/2013/05/30/world/asia/china-electronic-waste-e-waste/**](http://edition.cnn.com/2013/05/30/world/asia/china-electronic-waste-e-waste/)

China: The electronic wastebasket of the world

* [**http://www.theguardian.com/global-development/2013/dec/14/toxic-ewaste-illegal-dumping-developing-countries**](http://www.theguardian.com/global-development/2013/dec/14/toxic-ewaste-illegal-dumping-developing-countries)

Toxic 'e-waste' dumped in poor nations, says United Nations

* [**http://sites.nicholas.duke.edu/loribennear/2012/11/15/electronic-waste-disposal/**](http://sites.nicholas.duke.edu/loribennear/2012/11/15/electronic-waste-disposal/)

[**Electronic Waste Disposal**](http://sites.nicholas.duke.edu/loribennear/2012/11/15/electronic-waste-disposal/)

* <http://www.dailymail.co.uk/news/article-3049457/Where-computer-goes-die-Shocking-pictures-toxic-electronic-graveyards-Africa-West-dumps-old-PCs-laptops-microwaves-fridges-phones.html>
* <http://www.dailymail.co.uk/news/article-2595966/Think-television-recycled-rid-This-likely-end-dumping-grounds-one-dubbed-worlds-biggest-e-waste-site.htm>
* <http://gov.wales/topics/environmentcountryside/epq/waste_recycling/legislation/wasteelectronic/?lang=en>

**Waste Electrical and Electronic Equipment (WEEE)**

* <http://www.theguardian.com/sustainable-business/india-it-electronic-waste>

India's e-waste burden

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* **7.3 Evaluate the quality and credibility of your resources LO1**
* **7.4 How might you address the environmental problem of the dumping of electronic waste? LO1, LO2, LO4**
* **7.5 Think about how you might address this topic at a Global Choices Conference. Which method of presentation do you think would be most effective in conveying your recommendations for improving the current global situation concerning the dumping of e-waste? LO1, LO2, LO4**
* **7.6 Carry out a SWOT analysis. LO1, LO2**
* **7.7 Draw up a plan for your chosen Conference format. LO2, LO3, LO4**