

INTERCONNECTIONS

NSW SYLLABUS: STAGE 4, YEAR 8

Dr. Susan Bliss

GeoWorld 7,8,9,10 (Macmillan)

GTANSW Annual Conference: Thursday 9 March 2017, Novotel

INTERCONNECTIONS

'No man is an island and everyone is a part of the whole'

John Donne



NSW SYLLABUS

INTERCONNECTIONS CONTENT

1. PERSONAL CONNECTIONS

Travel and
recreational, cultural
and leisure, the future.
Impact on places

2. TECHNOLOGY

Transport,
information and
communications
technology

3. TRADE

Goods and services
across a range of scales

4. PRODUCTION AND CONSUMPTION

of goods on people,
places and
environments
throughout world

NSW SYLLABUS

How are people and places **connected** to other **places**?

Why are interconnections important for the **future** of **places** and environments?

KEY INQUIRY QUESTIONS

What role does **technology** play in connecting people to people, goods, services and information in other **places**?

What are the **consequences** of a globally connected world for people and **places**?

NSW SYLLABUS

OUTCOMES

GE4-8
Student **communicates** geographical information using a **variety of strategies**

GE4-7
Student acquires and processes geographical information by selecting and using **geographical tools for inquiry**

GE4-5
Student discusses **management** of places and environments for their **sustainability**

GE4-4
Student examines **perspectives** of people and organisations on a **range of geographical issues**

GE4-3
Student explains how interactions and connections between people, places and environments result in **change**

GE4-2
Student describes **processes** and influences that **form and transform places and environments**

NSW SYLLABUS

'Interconnections' aims to develop **HOLISTIC THINKING**
It helps students understand interconnections within and between **PLACES**



Mind maps on a geographical topic are excellent examples of interconnections

<https://media.licdn.com/mpr/mpr/AEEAAQAAAAAAX9AAAAJDA1NDNiMTc4LWVmZTQtNDEzMi05ZjMyLTY5ZDg3MWQ5NDYyZA.jpg>

NSW SYLLABUS



SCALE

- ◆ interconnections from personal-global scale
- ◆ like layers of an onion- separate but part of a whole- each affect the other

GE4-3

Student explains how interactions and connections between people, places and environments result in change

CAUSE-CHANGE INTERCONNECTIONS

EBOLA

CONNECTIONS: SPREAD
local, national, global scale

NaturalNews.com

Causes national scale:
Guinea, Liberia and Sierra Leone

Health systems: lacked health care workers

Bush meat: fruit bats eaten-primary host of Ebola

Cultural practices: Africans wash and kiss deceased. Prohibiting families performing rites means dead person's spirit will bring bad luck to family

Changes to people, places and environments

Foreign aid- construct hospitals, train nurses. Ebola vaccine

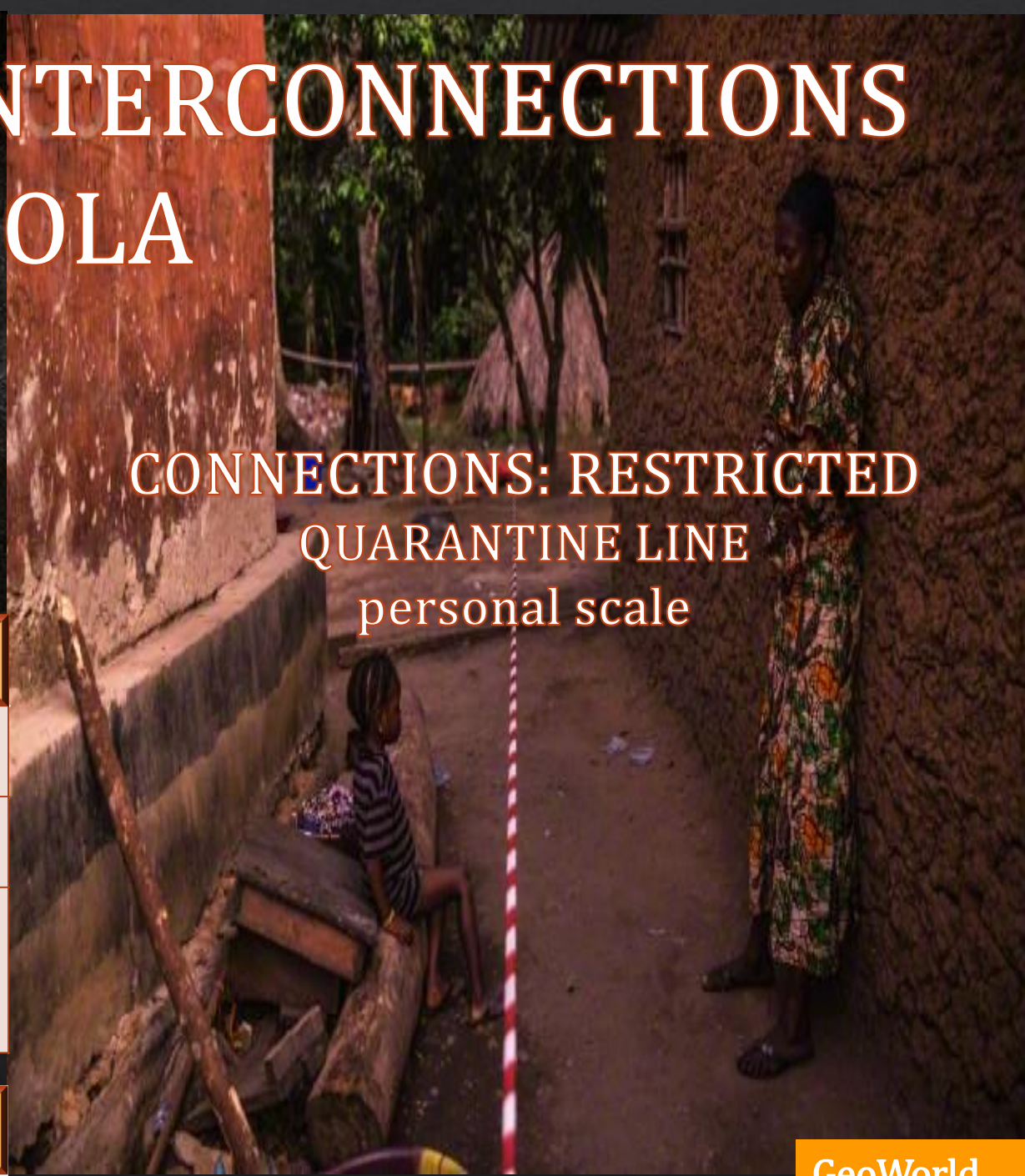
Posters forbidding eating bush meat

Restricted contact by quarantine lines

Causes at global scale: global movement of infected people

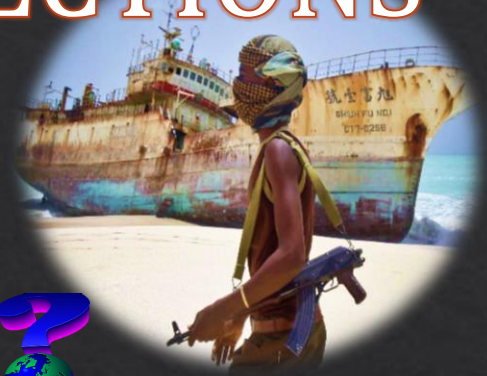
Restrictions on tourism and re-entry of health personnel into own country.

CONNECTIONS: RESTRICTED
QUARANTINE LINE
personal scale



CAUSE-CHANGE INTERCONNECTIONS

SOMALI PIRATES



Activities:

- Draw an interconnections diagram before piracy started (trade route map)-Gulf of Eden, India, Tanzania, fishermen-ocean food web.
- What caused changes to interconnections?
- What were the consequences of these changes locally and globally?
- How did the global community mend broken interconnections? Were strategies effective?

GE4-3
Student explains how interactions and connections between people, places and environments result in change

Why are interconnections important for the future of places and environments?

What role does technology play in connecting people to people, goods, services and information in other places?

CAUSES:

- Civil war - abandonment of navy
- Illegal fishing by foreign boats-lost income
- Dumping of toxic waste in Somali waters by foreign vessels-reduced income

CONSEQUENCE:

- Threat to international shipping-trade, tourism
- Cost \$6.6 to \$6.9 billion a year in lost global trade
- Poor coastal villages transformed into boomtowns
- Pirates GPS, ICT technology

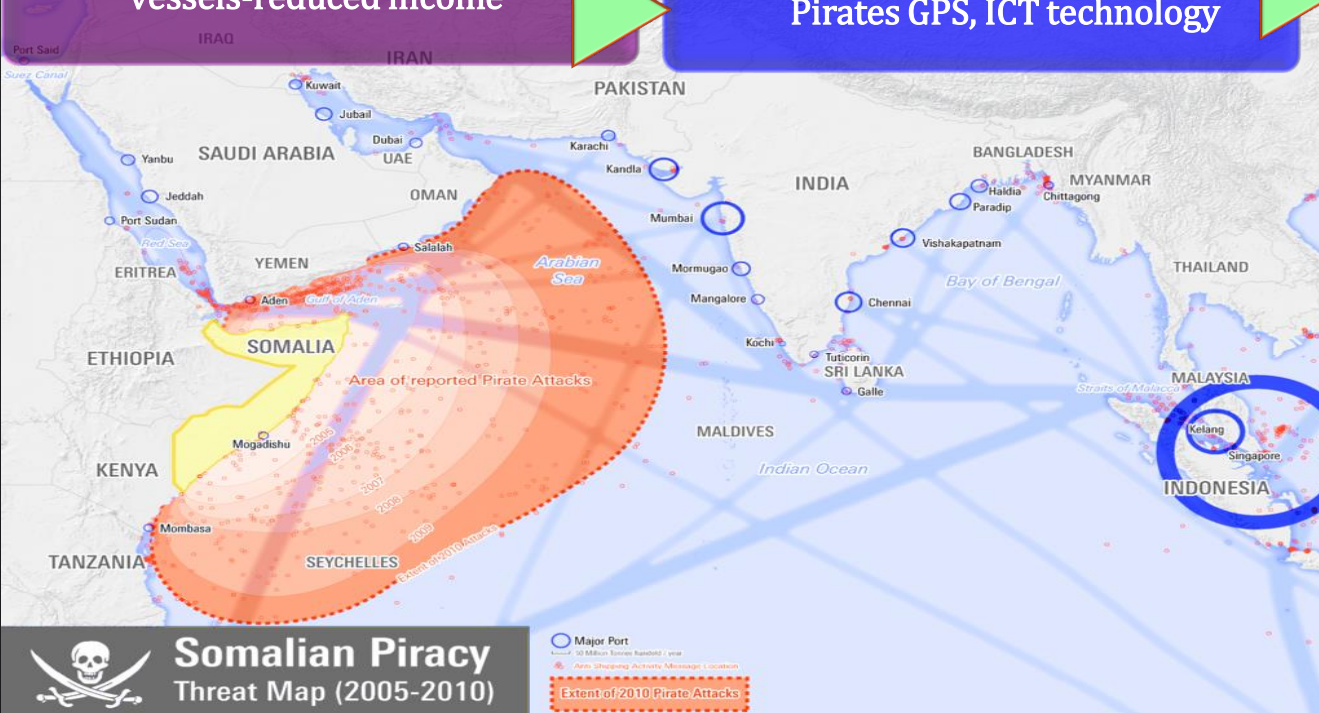
RESPONSES

FISHERMEN:

- Formed armed groups to stop foreign ships
- Turned to hijacking commercial vessels for ransom-alternate income

GLOBAL COMMUNITY:

- India concerned as most shipping trade routes passed through Gulf of Aden.
- 25 military vessels from China, Russia, India and Japan patrolled 8.3 million km² of ocean, about a quarter the size of Africa
- 2016, no vessels or hostages remain in pirate captivity



SOMALIA NOT ONLY COUNTRY WITH OCEAN PIRATES IMPACTS ON TOURISM AND TRADE INTERCONNECTIONS

What are the consequences of a globally connected world for people and places?


PIRACY AND ARMED ROBBERY AGAINST SHIPS

ICC INTERNATIONAL MARITIME BUREAU



TYPES OF ATTACKS
JANUARY-DECEMBER 2016

150 VESSELS BOARDED	7 HIJACKINGS	22 ATTEMPTED ATTACKS	12 VESSELS FIRED UPON
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#IMBpiracy @IMB_Piracy

PIRACY AND ARMED ROBBERY AGAINST SHIPS

ICC INTERNATIONAL MARITIME BUREAU



INCREASE IN THE NUMBER OF GUNS REPORTED IN 2016
GUNS FEATURED IN 48 REPORTS IN 2016
COMPARED WITH 33 IN 2015

IN 2016
151 HOSTAGES WERE TAKEN
AND 62 CREW WERE KIDNAPPED



#IMBpiracy @IMB_Piracy

PIRACY AND ARMED ROBBERY AGAINST SHIPS

ICC INTERNATIONAL MARITIME BUREAU



TOTAL INCIDENTS PER REGION
JANUARY-DECEMBER 2016



#IMBpiracy @IMB_Piracy

INTERCONNECTIONS: MULTIPLE AND COMPLEX



INCLUDES:

- ◇ **Environmental processes** (water cycle, food web, tectonic forces)
- ◇ **Movements of people** (migration, tourism, diseases)
- ◇ **Flows of goods, services and finance** (armaments, aid, shares, investments)
- ◇ **Purchases of goods and services** (consumption, trade, trade agreements)
- ◇ **Cultural influences** (religion, language, customs)
- ◇ **Exchange of ideas and information** (internet)
- ◇ **Political power** (Donald Trump, EU, North Korea)
- ◇ **International agreements** (Paris Agreement-Climate Change, Human Rights)
- ◇ **International governmental organisations** (United Nations)
- ◇ **Non-government organisations** (World Vision), grassroots and protest groups

FREQUENTLY REFERRED TO AS GLOBALISATION- BUT MORE THAN GLOBALISATION

WHAT A 'HUGE' TOPIC!

- So much information and choice!!
- Determine what you will teach **BROADLY** and what you will teach in **DEPTH**



WHAT ARE 'INTERCONNECTIONS?'



http://news.infoshop.org/sites/default/files/styles/article_image_full_node/public/field/image/10132744603_41166833de_c1.jpg?itok=k-TtEKkBOY

ACROSS:

CULTURES-CONNECTING VALUES AND BELIEFS

SOCIO-ECONOMIC GROUPS

ENVIRONMENTS-TERRESTRIAL AND MARINE

MUTUAL DEPENDENCE-ECONOMIC CONNECTIONS

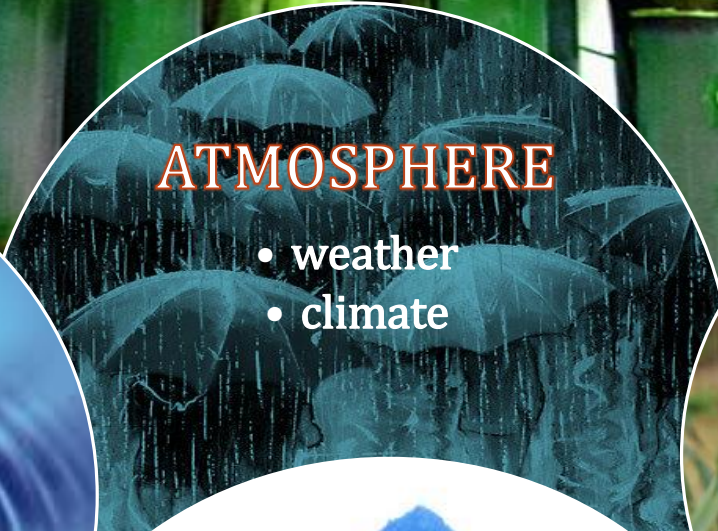
GE4-8
Student communicates geographical information using a variety of strategies

GE4-4
Student examines perspectives of people and organisations on a range of geographical issues



INTERCONNECTED NATURAL ENVIRONMENT

Why are interconnections important for the future of places and environments?



Activity:

Research internet for three diagrams illustrating environmental connections (e.g. food web)

Draw a diagram showing how clearing bamboo forests in China is interconnected with declining Panda populations



WHAT ARE 'INTERCONNECTIONS?'

DECISIONS IN ONE PLACE AFFECT WHAT HAPPENS IN OTHER PLACES

Why are interconnections important for the future of places and environments?

GE4-3

Student explains how interactions and connections between people, places and environments result in change

DISCONNECTIONS

DONALD TRUMP: BUILD WALL BETWEEN MEXICO AND USA

RESTRICTED INTERCONNECTIONS-BUILDING WALLS

GE4-3

Student explains how interactions and connections between people, places and environments result in change

GE4-7

Student acquires and processes geographical information by selecting and using geographical tools for inquiry



GLOBAL SCALE: 65 COUNTRIES ERECTED FENCES TO HOLD BACK MIGRANTS AND REFUGEES



RESTRICTED INTERCONNECTIONS NOT FENCES BUT MOATS

What are the consequences of a globally connected world for people and places?

GE4-3

Student explains how interactions and connections between people, places and environments result in change

GE4-4

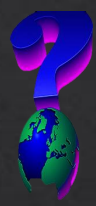
Student examines perspectives of people and organisations on a range of geographical issues

TURN BACK BOATS

FORTRESS AUSTRALIA

NATIONAL SCALE: AUSTRALIA

GE4-8
Student communicates geographical information using a variety of strategies



Activity:

Investigate following country Emojis and discuss whether borders promote connections or disconnections.

This site will help https://www.reddit.com/r/polandball/comments/1gq57f/borders_around_the_world/



<http://i.imgur.com/FqNlgqg.png>

What are the consequences of a globally connected world for people and places?

GE4-3

Student explains how interactions and connections between people, places and environments result in change

'INTERCONNECTIONS 'RIPPLE' AROUND WORLD

ICELAND'S VOLCANIC ERUPTION: EYJAFJALLAJOKULL 2010

INCREASED INTERCONNECTIONS

- **volcanic ash** moved across Europe
- **global media**-instantaneous flow of information between countries (ICT/satellite)
- **civil power**-protests 'open airports'!

RESTRICTED INTERCONNECTIONS

- **goods** (trade)
- **people** (migration, labour, tourism)
- **flights** (4th day - 63,000 flights cancelled in 23 European countries)

LOCAL AND GLOBAL IMPACTS

sustainable management strategies aim to reduce future impacts

GLOBAL SCALE

- ◆ airports closed across Europe
- ◆ millions of passengers stranded
- ◆ Kenyan farmers lost \$1.3m a day
- ◆ BMW scaled back work hours
- ◆ Effected global commerce

LOCAL SCALE

Agricultural area-% Iceland

- ❖ 15% cattle
- ❖ 6% sheep
- ❖ 17% horses
- ❖ 12% dairy

Dangers: floods, low visibility, respiratory problems, lack of clean water and food for livestock

SYLLABUS

1. PERSONAL CONNECTIONS

Travel
Recreational
Cultural
Leisure
Future

2. TECHNOLOGY

Transport
Information and
communications technology

3. TRADE

Goods and services required

4. PRODUCTION AND CONSUMPTION

Goods purchased and impacts
on people, places and
environments throughout
world

TEENS GENERATION Z



Activity: In groups, mind-map personal connections covering main points in syllabus

1.
**PERSONAL
CONNECTIONS**

GE4-7
Student acquires
and processes
geographical
information by
selecting and using
geographical tools
for inquiry



Overview

- Teen connections
 - iGeneration
 - consequences of living in interconnected world
- Cultural connections
 - Indigenous
 - migrants and refugees
 - graffiti, dance, music, religion
- Disconnections and exclusions

Fieldwork and investigations

Local-global connections

- Local places-community
- Shopping Centre
- Global retailer/global brand
- Fast Food-McDonalds

GLOBAL CONNECTIONS AFFECT AUSSIE TEENS

- ◇ eats McDonald's hamburger and Belgium chocolate
- ◇ drinks Coca-Cola
- ◇ wears Levi's jeans, Nike sneakers, Rip Curl T-shirt, and wrap-around French sunglasses
- ◇ listens to American hip-hop music on a Japanese Walkman
- ◇ carries a South Korean Samsung phone and a US iPod in a Chinese backpack

SYLLABUS

Personal connections (1) linked to:

◇ technology (2)

2. TECHNOLOGY

◇ consumption of goods (4)

4. PRODUCTION AND
CONSUMPTION

◇ trade (imports) (3)

3. TRADE

1. PERSONAL
CONNECTIONS

What are the consequences of a globally connected world for teenagers?



GLOBAL CONNECTIONS

GE4-3

Student explains how interactions and connections between people, places and environments result in *change*

GE4-7

Student acquires and processes geographical information by selecting and using *geographical tools* for inquiry

Brand images: Shell, Cocoa Cola, Apple, Google
Media: Time Warner, News Corp, Disney, Viacom
Religions: Buddhism, Islam, Christianity, Hinduism
Hotels: Sheraton, Marriott, Holiday Inn, Westin
Airlines: Qantas, British Airways
Communications: Telstra, Microsoft, IBM
Food: McDonalds, Hungry Jacks
Credit cards/Banks: Visa, MasterCard
Global organisations: World Bank, United Nations
Sports: World Cups, Olympic Games
Fashion: Billabong, Chanel, Nike
Music: Adele, Katy Perry
TV: Reality shows, Disney
Cars: Subaru, Mercedes



Activity: Design an e- collage of global interconnections

1. PERSONAL CONNECTIONS

GE4-4

Student examines perspectives of people and organisations on a range of geographical issues

DISCONNECTIONS AND EXCLUSIONS FOR MILLIONS OF PEOPLE



Activity: Suggest programs enabling homeless and disabled youths to be more connected in Australian society



1.

PERSONAL
CONNECTIONS
cultural

How are
people and
places
connected to
other places?

CULTURAL CONNECTIONS

Place: 'Between Two Worlds',
Kimber lane Sydney.
Murals and 30 suspended
illuminated spirit figures
represent **connections** to past,
present and future.

These figures inspired by
Aboriginal and Chinese heritage,
contribute to **cultural
interconnections**

CULTURAL CONNECTIONS

1. PERSONAL CONNECTIONS
cultural, recreational
GE4-4

Student examines perspectives of people and organisations on a range of geographical issues

GE4-3

Student explains how interactions and connections between people, places and environments result in change

- ◆ Place: Melbourne graffiti lane
- ◆ Perceptions
- ◆ Purposes
- ◆ Acceptance
- ◆ Spread globally (local-global scale)

Brazilian Graffiti World's Largest Street Mural For Rio Olympics

GeoWorld

CONNECTING

CULTURALLY DIVERSE COMMUNITIES

1. PERSONAL CONNECTIONS

GE4-3
Student explains how interactions and connections between people, places and environments result in change

How are people and places connected to other places?

GE4-4
Student examines perspectives of people and organisations on a range of geographical issues

What is your perception of Australia and the place you live?

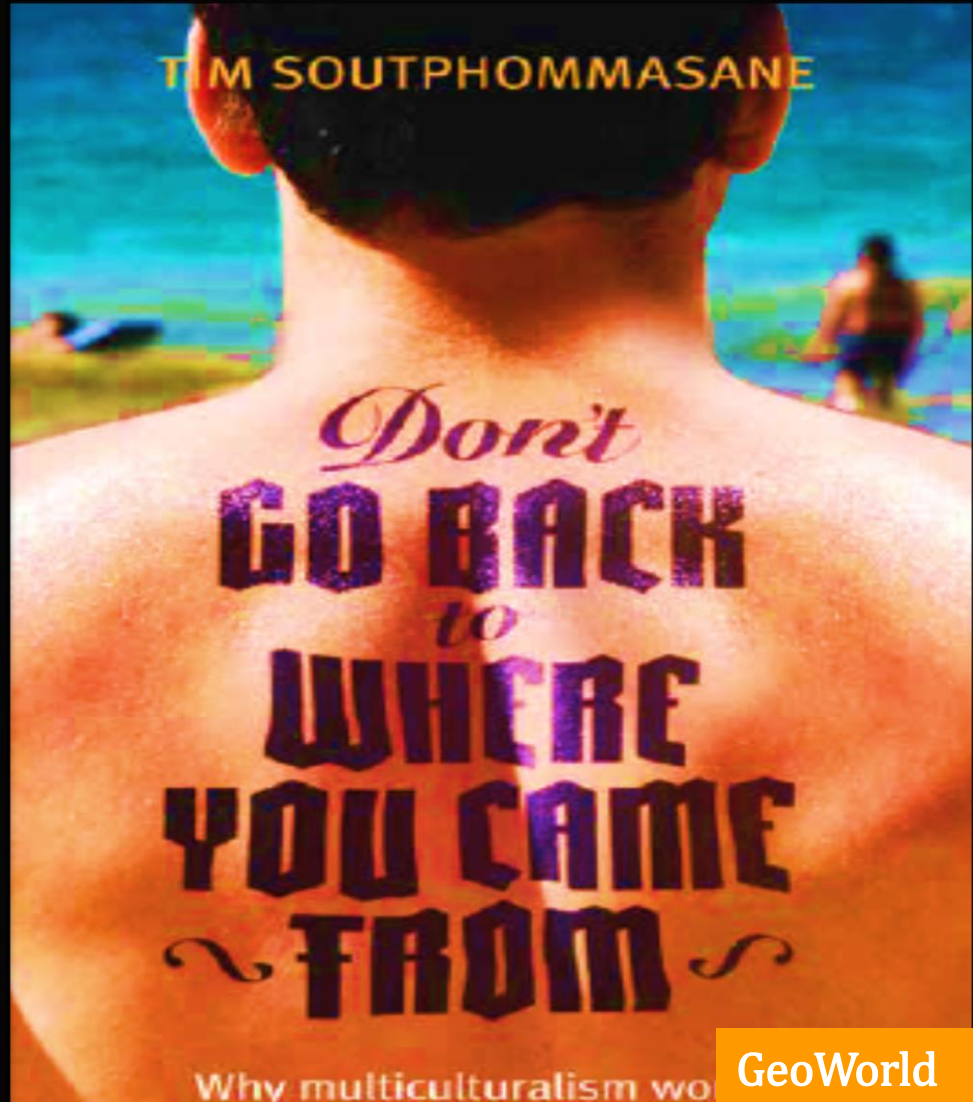
What are the push and pull factors that attracted you to Australia as a place to live?

When arriving in Australia, what places would you select to live in and why?

Do you feel included or excluded from places?

What are your connections to places you came from?

How has your culture changed Australian places?



1. PERSONAL CONNECTIONS



GEOGRAPHICAL INVESTIGATION

PERSONAL CONNECTIONS IN LOCAL AREA

GE4-7

Student acquires and processes geographical information by selecting and using geographical tools for inquiry

- ▣ Connections
 - ▣ people-teens (economic, social, cultural, political)
 - ▣ places (e.g. educational, leisure, sport)
 - ▣ Environments (e.g. urban, rural, ocean, mountains, grasslands)
- ▣ Disconnections
 - ▣ discrimination and exclusion from places
- ▣ Geographical tool: Mapping personal connections



1. **PERSONAL CONNECTIONS**

leisure, recreation, travel, future

GE4-7

Student acquires and processes geographical information by selecting and using geographical tools for inquiry

SHOPPING CENTRES CONNECT TEENS



Activities

Fieldwork: local shopping centre

Links to 'all' parts of syllabus:

consumption of goods (4), trade-where goods were produced (3), transport/ICT (2), recreation/tourism/future (1)

Creative: design shopping centre for teens

Research changing retail places have increased interconnections

a. shopping connections 1960-2017

(scale: local/national to global products)

b. Parramatta Road-strip retail to Dubai mall (gym, hotel, aquarium, ski slope, lifestyle centres)



1.

PERSONAL
CONNECTIONS

3. TRADE
Goods

GE4-7

Student acquires
and processes
geographical
information by
selecting and using
geographical tools
for inquiry

CONNECTIONS AT SHOPPING CENTRES OVERSEAS RETAILERS AND BRANDS

H&M

- ◇ 4,000 stores in 62 countries
- ◇ 132,000 employees
- ◇ second largest global retailer-behind Zara
- ◇ does not own factories
- ◇ outsources all production from 800 suppliers
- ◇ 60% of production in Asia, 40% in Europe
- ◇ workers earn a 'living wage'
- ◇ online shopping available in 32 countries
- ◇ latest sustainability report touts commitment to environmental and social responsibility

Activity- fieldwork

List global retailers (e.g. H&M) and global brands (e.g. Nike) in local shopping centre

In groups conduct a geographical inquiry into a global fashion retailer or global fashion brand

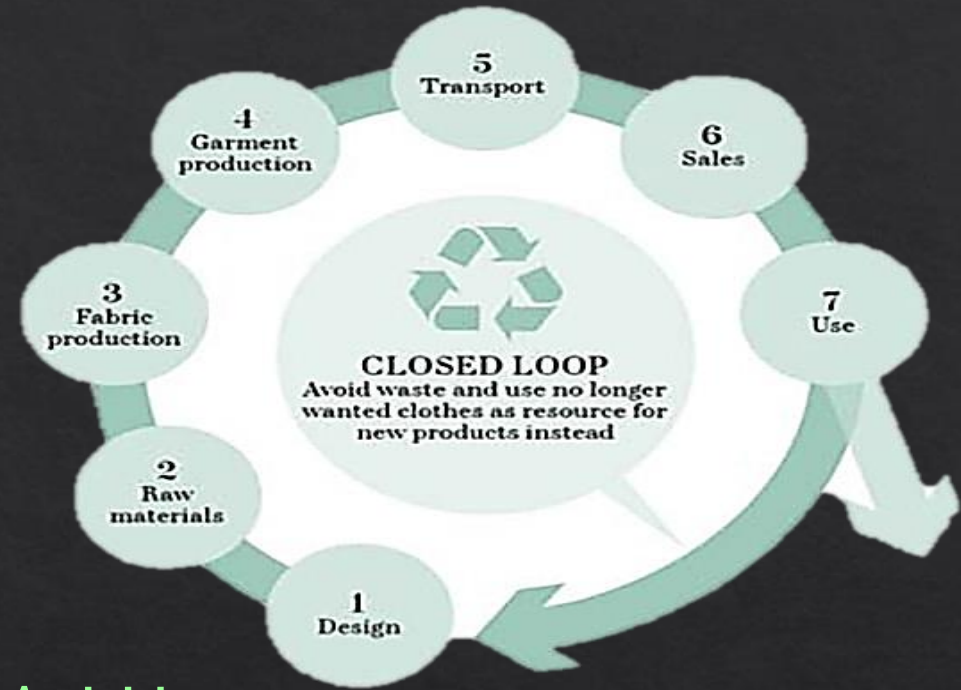
Include: location of production and consumption, production process, impacts of on-line shopping, and whether company has sustainable policies and practices. Where possible include geographical tools-maps, graphs, tables, statistics, photographs and diagrams.

GE4-5

Student discusses management of places and environments for their sustainability



- in-store recycling program helped close 'fashion loop'
- uses 80% renewable electricity
- inspecting more textile suppliers to improve working conditions



Activities

- How do you check this is not FAKE NEWS?
- How can you become a fashion consumer promoting sustainability?
- What is meant by closing the 'fashion loop'?
- Why are sweatshops referred to as 'deadly' fashion?
- Who is really paying for your cheap clothes?
- Investigate the purpose of the Clean Clothes Campaign and whether it has been effective.

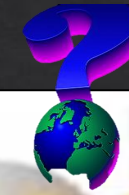
How are people and places connected to other places?

GE4-7
Student acquires and processes geographical information by selecting and using geographical tools for inquiry

FAST FOOD CONNECTIONS-MCDONALDS

Consumption of goods (4), Personal connections-culture (1)

SCALE



FIELDWORK



Draw and label a map showing a McDonald's restaurant in your local area or in another place. Investigate the following:

- When was it opened?
- What are the advantages and/or disadvantages of the location?
- Why is it a popular place?
- What age group are the most popular consumers of their food?
- What time of the day attracts the largest number of customers?
- What facilities does it have for disabled people?
- Where does the restaurant obtain its ingredients (meat, potatoes, salads) and other products?
- What are their sustainability plans?

GLOCALISATION

CHANGING INTERCONNECTIONS

GE4-5

Student discusses **management** of places and environments for their **sustainability**

GE4-3

Student explains how interactions and connections between people, places and environments result in **change**



McDonald's IN INDIA

- Entered India in 1990s.
- Majority of Indians did not eat beef.
- Muslims did not eat pork.

- Food items were **segregated** into Veg and Non-veg
- Introduced **Maharaja Mac** and **McAloo Tikki**

McDonalds adapts to local market place

- ◇ Muslim countries: Halal food
- ◇ Hindu countries: Beef removed
- ◇ Jewish countries: Kosher food
- ◇ Types of burgers: McRice in Indonesia



Activities

View video McDonalds around world

<http://www.geographypods.com/7-global-interactions-at-the-local-level.html>

How has your McDonalds been glocalised?

Investigate McDonalds sustainable policies and practices. Present as an e-poster



Research extent of a commercial activity at local scale (Gloria Jeans, Starbucks, KFC) and how it has become globalised

GLOBAL CONNECTIONS

MCDONALDISATION OF SOCIETY

- **PROCESS**
- society takes on characteristics of a fast-food restaurant, like McDonalds-efficiency, predictability and control.
- copied all over **world**
- **travel agencies** transport middle class Australians to European capitals, each experiencing similar hotels, restaurants, and other predictable controlled experiences.



1.

PERSONAL CONNECTIONS

Travel and recreational, cultural and leisure, the future.

Impacts on places, people and environments

How are people and places connected to other places?

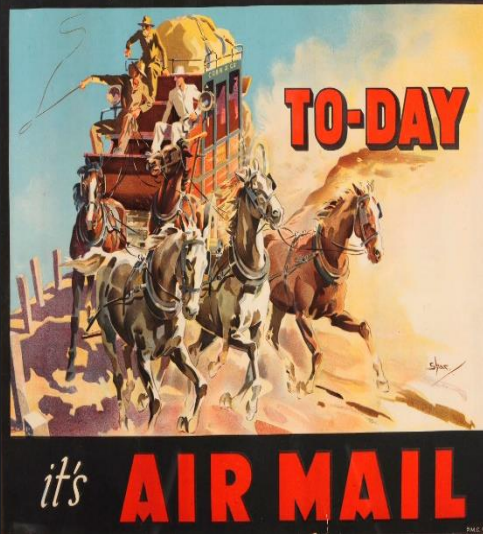
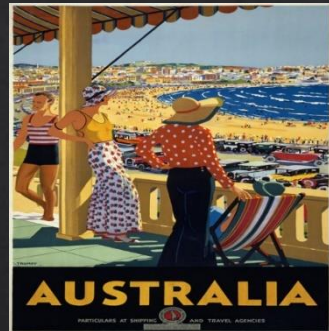
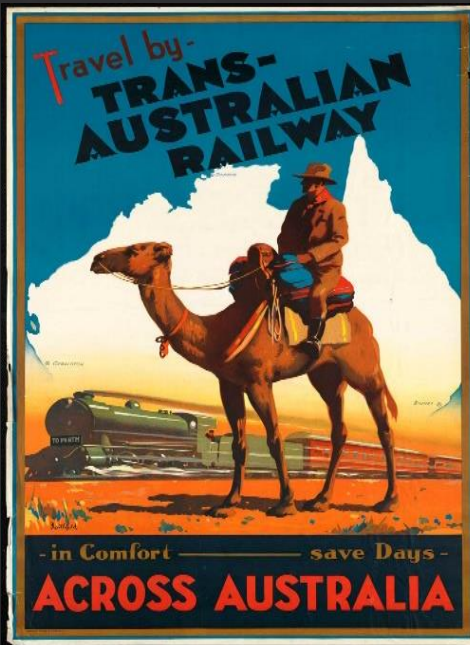
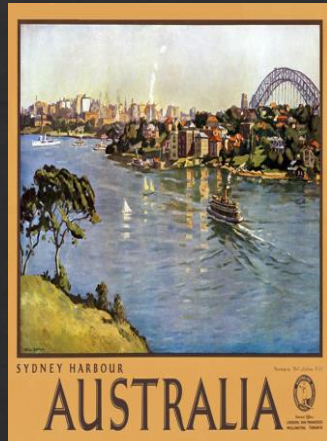
TYPES TRAVEL, RECREATIONAL, CULTURAL, LEISURE

- Medical
- Adventure
- Backpackers versus luxury cruises
- Theme parks
- Sport-World Cups, Surfing
- Religious-Haj
- Cultural-Chinese New Year
- Ecotourism
- Future

IMPACTS PEOPLE, PLACES, ENVIRONMENTS

- **People:** child labour
- **Places:** leisure/tourist/terrorism links
- **Environments:** land, air, water and soil degradation
- **Sustainability:**
 - Conservation
 - World Heritage Sites
 - Ecotourism

GE4-8
Student communicates geographical information using a variety of strategies



<https://s-media-cache-ak0.pinimg.com/originals/0e/30/94/0e30943d1aa97b650a64ff46f462f982.jpg>

Activity: Compare vintage tourist posters with current posters. Has the message changed? Discuss whether posters are effective promotion material.

Design an annotated e-collage of posters promoting tourism to an Asian or African country



1. PERSONAL CONNECTIONS

Travel.

GE4-8

Student communicates geographical information using a variety of strategies

How are people and places connected to other places?



50 MOST POPULAR TOURIST DESTINATIONS

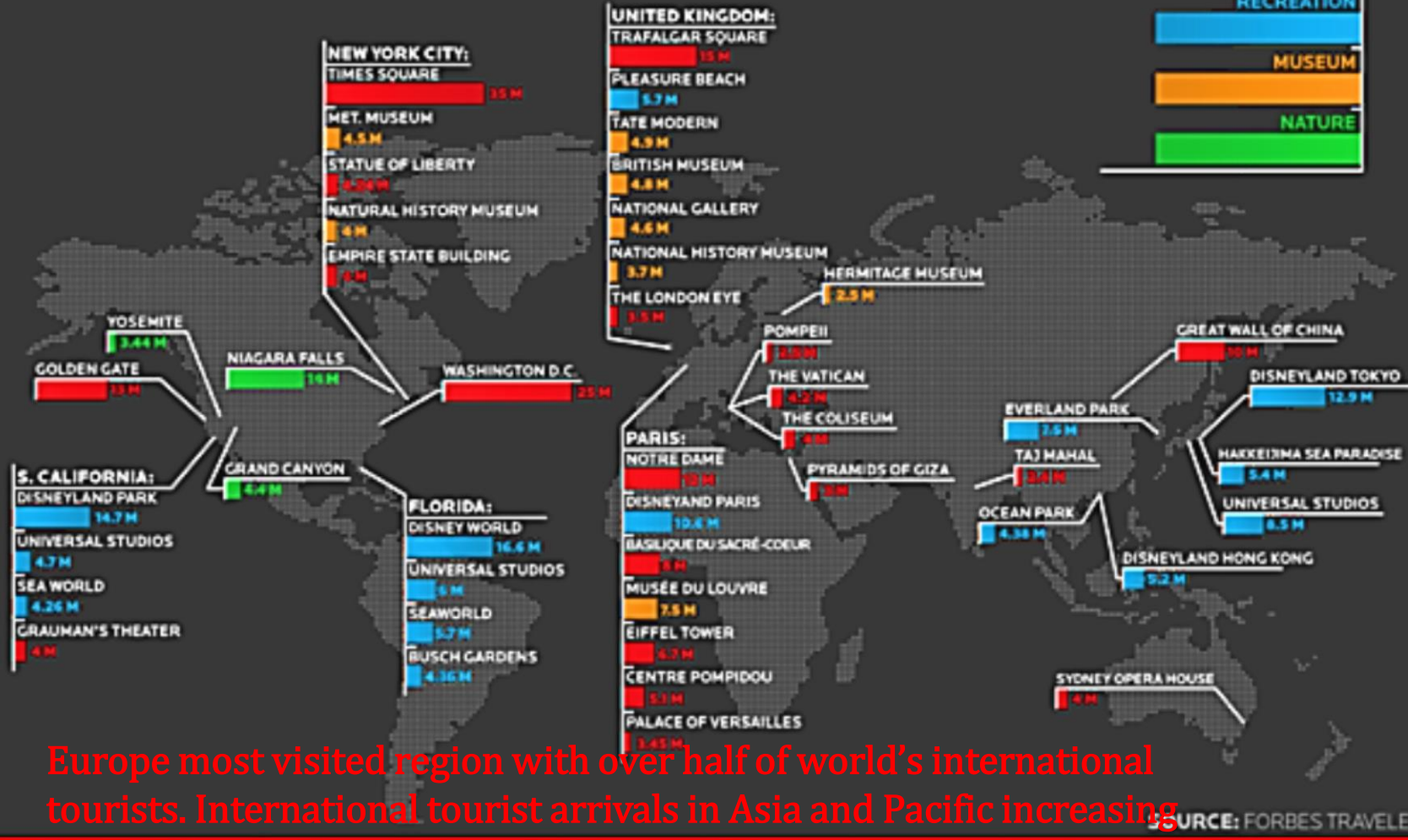
KEY:

LANDMARK

RECREATION

MUSEUM

NATURE



Europe most visited region with over half of world's international tourists. International tourist arrivals in Asia and Pacific increasing

SOURCE: FORBES TRAVELER

Activities:

In groups investigate latest statistics on global and Australian tourism. Include number of tourists and what countries they come from. Refer to map: Why would you visit Niagara Falls, Times Square, Notre Dame, Sydney Opera House, Disneyland? Nature tourism scores low compared to recreation. Explain this statement.

1. PERSONAL CONNECTIONS Travel.

DISCONNECTIONS: DANGEROUS COUNTRIES TO TRAVEL

GE4-3

Student explains how interactions and connections between people, places and environments result in change

What are the consequences of a globally connected world for people and places?



Global Kidnapping Hotspots 2016

Kidnap for ransom and extortion (KRE) will remain a credible security risk in numerous areas of the world in 2016. red24 has identified the following locations as global kidnapping hotspots during this period. In line with our client focus, an elevated kidnapping threat to foreign recreational and business travellers, business interests and NGO and media personnel have been used as the primary criterion. In light of KRE data sourcing challenges, open-source, privileged and anecdotal information has been used in this assessment. Together with available information pertaining to kidnapping rates, threat types and incident dynamics, additional security threats, domestic and national security-related developments have also been taken into account.

Libya

The upsurge in kidnapping activity since 2014 continued unabated in 2015 thus prompting red24 to increase Libya's kidnap risk rating from high to extreme. With scores of foreign nationals kidnapped for significant ransom amounts, the countrywide KRE threat is unlikely to decrease in 2016. Journalists, aid workers, diplomats and business personnel will remain high-value targets. Although the majority of kidnapping incidents to date have been motivated by financial gain, the presence of Islamist extremist group, the Islamic State (IS), in Libya, may lead to an uptick in ideologically motivated kidnappings which, in the case of Western hostages, may be challenging to resolve.

Iraq and Syria

The elevated kidnap threat in areas of Iraq affected by the conflict between the Islamic State (IS) and security forces will remain elevated in 2016. In 2015, there was an upsurge in kidnappings by a myriad of criminal, militant and militia groups in many central and southern governorates due to the conflict-induced security vacuum; this trend will continue, and possibly worsen, during 2016. In Syria, the ongoing conflict, proliferation of extremist and militant groups and lawless environment will guarantee an extremely high kidnapping threat in 2016; however, incident rates will remain low due to the reduced operational presence of foreign nationals.

Afghanistan

Following a decline in kidnappings of foreign nationals during 2014, incidents increased in 2015, including in the capital, Kabul, where several foreign aid workers were abducted. A significant decrease in KRE activity is not anticipated in 2016; the kidnapping threat from criminal and militant groups will remain extreme across much of the country, with risk levels most elevated in the southern and eastern provinces. Business, media, NGO and military personnel will comprise the primary targets.

Pakistan

Although still a high-risk environment and subject to numerous security risks, the overall security situation in Pakistan improved in 2015. Conflict- and terrorism-related fatalities decreased; this coincided with a decline in KRE activity for the first time since 2012. Politically, financially and ideologically motivated KRE will, however, remain a threat in 2016, with risk levels highest in the north western tribal areas, Gilgit-Baltistan, Azad Kashmir, Balochistan and Khyber Pakhtunkhwa province. Locals will be primarily targeted; high-value foreign targets include journalists, diplomats, military personnel and individuals linked to Western NGOs.

Mexico

Despite the continued downward trend in official kidnapping incident reports since 2013, due to frequent incidents, high underreporting rates and police collusion, the KRE threat in Mexico is still assessed to be high. The KRE threat will remain elevated in 2016, with Distrito Federal, Guerrero, Mexico, Morelos, Tabasco, Tamaulipas and Veracruz comprising the highest-risk states. Albeit locals will remain the primary targets, foreign nationals and business operations will not be immune to the threat, especially when it comes to non-traditional kidnap methods such as extortion and express kidnapping.

Venezuela

Despite an extremely high underreporting rate, anecdotal and privileged information indicates that frequent kidnappings continued to punctuate the security environment across much of the country during 2015. In light of the serious political and security challenges facing Venezuela, embedded presence of criminal kidnapping syndicates and well-documented police corruption and collusion, regular KRE incidents, targeting locals from across the social sphere and to a lesser extent, foreign nationals, are expected to continue in 2016.

Nigeria and Cameroon

The proliferation of Niger Delta criminal KRE activity into the southern and central states gained traction in 2015, with abductions of locals reported almost daily. Dozens of foreign nationals were also kidnapped and without a concerted intervention, a reduction in the KRE threat is not anticipated in 2016. Due to the containment of Boko Haram in the north of the country will remain low in 2016. However, the group's encroachment into northern Cameroon may increase the KRE threat in the affected areas, and potentially Chad and Niger.

The Sahel

The activities of Islamist extremist groups, based in northern and central Mali and the wider Sahel region, will remain a key regional security concern in 2016. Following very few kidnappings in 2014 and 2015, 2016 opened with several high-profile abductions. In addition to contributing to the ongoing elevated KRE risk environment in Mali, central and southern Algeria, Chad and Niger and eastern Mauritania, Sahel-based militants may extend their operational theatres into previously unaffected areas, such as Burkina Faso, Cote d'Ivoire and Senegal, posing a new and complex risk in 2016.

Yemen

Regular kidnappings of foreign nationals, which increased in frequency in 2014, continued in 2015, including in comparatively 'stable' locations such as the capital, Sanaa. This prompted red24 to increase Yemen's kidnap risk rating from high to extreme. With dozens of foreign nationals kidnapped for significant ransom amounts during this period, the kidnapping risk will remain elevated in 2016. Aid workers, diplomats and business personnel will be the primary targets.

Philippines and Malaysia

The KRE threat in the Philippines' southern Mindanao region and the Sulu Archipelago as well as Malaysia's south eastern Sabah state will remain elevated in 2016. A myriad of Islamist extremist, insurgent and criminal groups will continue to be motivated to orchestrate kidnappings in these areas. Although the majority of incidents will be motivated by financial gain, the affiliation of Islamist extremist group, Abu Sayyaf, with the Islamic State (IS), may manifest in the inclusion of ideological demands, which in the case of Western hostages may make kidnappings challenging to resolve.

Activities:

- List 10 global kidnapping hotspots. What are the causes of kidnapping? What are the consequences to the tourism industry?
- In groups select one country that is listed as dangerous to visit. Research reasons for this categorisation.
- Discuss why conflict, diseases, crime, famine, natural disasters, corruption, inadequate tourist infrastructure, or human rights abuses, led to a decline in tourism in many countries.
- Refer to the Watch list 2016

https://opinion.red24.com/wp-content/uploads/2015/12/TF16_Watchlist_reduced.png

TRUMP UPSETS TRADITIONAL CONNECTIONS

Causes and Consequences: Local-Global Scale

Why are interconnections important for the future of places and environments?

What are the consequences of a globally connected world for people and places?

GE4-2

Student describes processes and influences that form and transform places and environments

January 2017:
President Trump's ban on travellers from seven majority-Muslim countries could have a chilling effect on U.S. tourism, global business and enrolment in American universities

Trump travel ban begins to deter foreign tourists from U.S

Trump slump? US tourism industry fears downturn

Trump on 5/3/2017 issued revised travel restrictions that exempts Iraq from the ban and gives more specifics about who is covered.

Places: New York, the nation's most visited city by people overseas, predicts such trips will drop more than 2% this year to 12.4 million, the first decline after 8 consecutive annual increases. Los Angeles and Miami may also experience decreases

TOURISM – ECONOMIC, SOCIAL, ENVIRONMENTAL CHANGES TO PEOPLE AND PLACES (SCALES)

How are people and places connected to other places?

GE4-3 Student explains how interactions and connections between people, places and environments result in change

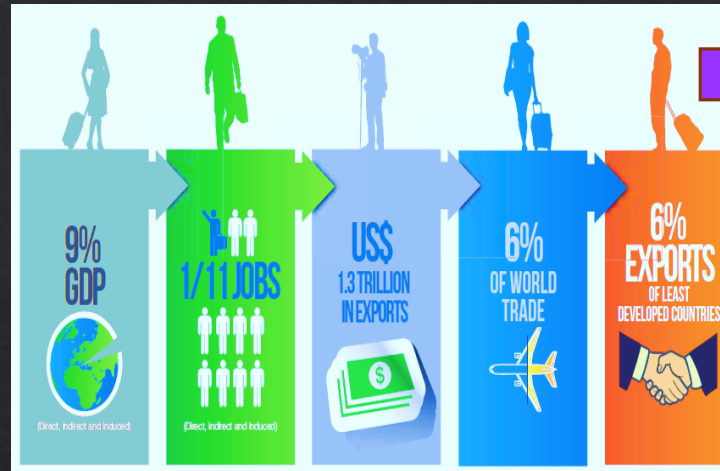
ENVIRONMENTAL
World Heritage Sites
Conservation

ECONOMIC
Employment, GDP, infrastructure

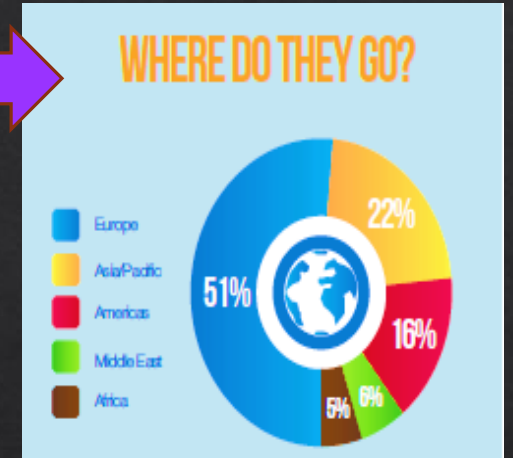
POSITIVE CHANGES

SOCIO-CULTURAL
Preservation of heritage, culture and local customs

GLOBAL



REGIONAL



NATIONAL-NAMIBIA



- Impacts of tourism:**
- creates jobs for local people (e.g. guides, lodge workers)
 - brings money to local communities (e.g. campsites, game drives, lodges, souvenirs)
 - renews interest in traditional culture
 - provides money to government for investment in better services (e.g. education, roads)
 - promotes conservation of wildlife and environment
 - improves local infrastructure (e.g. better roads, more shops, clinics)
 - has a multiplier effect—for every job created in the tourism industry, four more are created in other areas (e.g. food retail, car repairs).

TOURISM – ECONOMIC, SOCIAL, ENVIRONMENTAL CHANGES TO PEOPLE AND PLACES (SCALES)

How are people and places connected to other places?

GE4-3

Student explains how interactions and connections between people, places and environments result in **change**

ENVIRONMENTAL

Vandalism, land and marine degradation, pollution, littering, destruction of habitat, increased carbon and water footprints

ECONOMIC

Corruption, child labour, seasonal unemployment, shortage of facilities, prostitution,

NEGATIVE CHANGES

SOCIO-CULTURAL

Dilution of heritage and culture, increased crime, displacement of homes for hotels, culturally insensitive travellers, fear of terrorism, displaying, kidnapping in Colombia, human zoos



Human zoos: African lip plate, Myanmar coils around neck

TOURISM – ECONOMIC CONFLICTS GROWTH AT EXPENSE OF CHILD LABOUR

GE4-2
Student describes processes and influences that form and transform places and environments

What are the consequences of a globally connected world for people and places?

GE4-4
Student examines perspectives of people and organisations on a range of geographical issues



MULTIPLIER EFFECT

Maids

India, Indonesia, Morocco: girls clean hotel rooms, cook food, wash clothes and linen

Transport

Nepal: boys with ropes help trekkers climb the Himalayas

Street pedlars

Tunisia and India, New Delhi: shoeshine boys work outside hotels
Vietnam, Peru, Mumbai, Indonesia: children sell tourist postcards, artefacts, bottled water, cakes, fruit and confectionery

Carpet factories

Morocco: 12-year-old girls work 72 hours a week
Nepal: 33000 bonded children in factories earn US\$40 per carpet; some of these carpets are sold for US\$20000 each

Outworkers

Peru, Bolivia, Guatemala: children work at home or behind closed doors making clothes, sheets, luggage and shoes

Dancing/entertainment

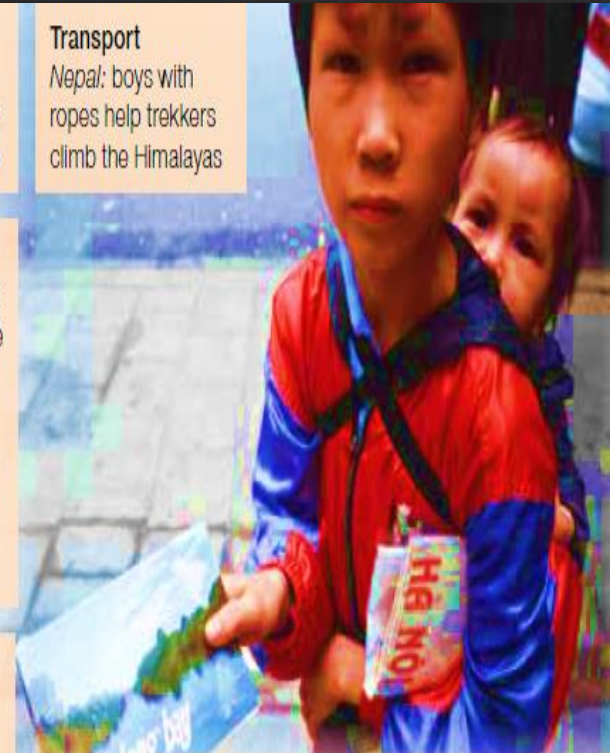
India, Morocco, Indonesia, Cuba, Honduras, Panama: children perform in tourist locations

Artefacts

Indonesia: young artisans produce pottery, batik materials, paintings, wood carvings

Clothing factories and markets

Bangkok, Patpong Rd: children make and sell cheap designer label articles (Reebok and Nike joggers, Chanel clothes, Hermes scarves, Louis Vuitton bags, Calvin Klein and Levi jeans)
India, Agra: 12-year-old boys work with their fathers to make shoes
Thailand: girls are locked in factories and sleep in workrooms (many killed in fires)
Indonesia, Guatemala: young children help adults sell food and clothing



CHILD LABOUR IN TOURISM INDUSTRY

NEGATIVE AND POSITIVE IMPACTS TOURISM ON ENVIRONMENT

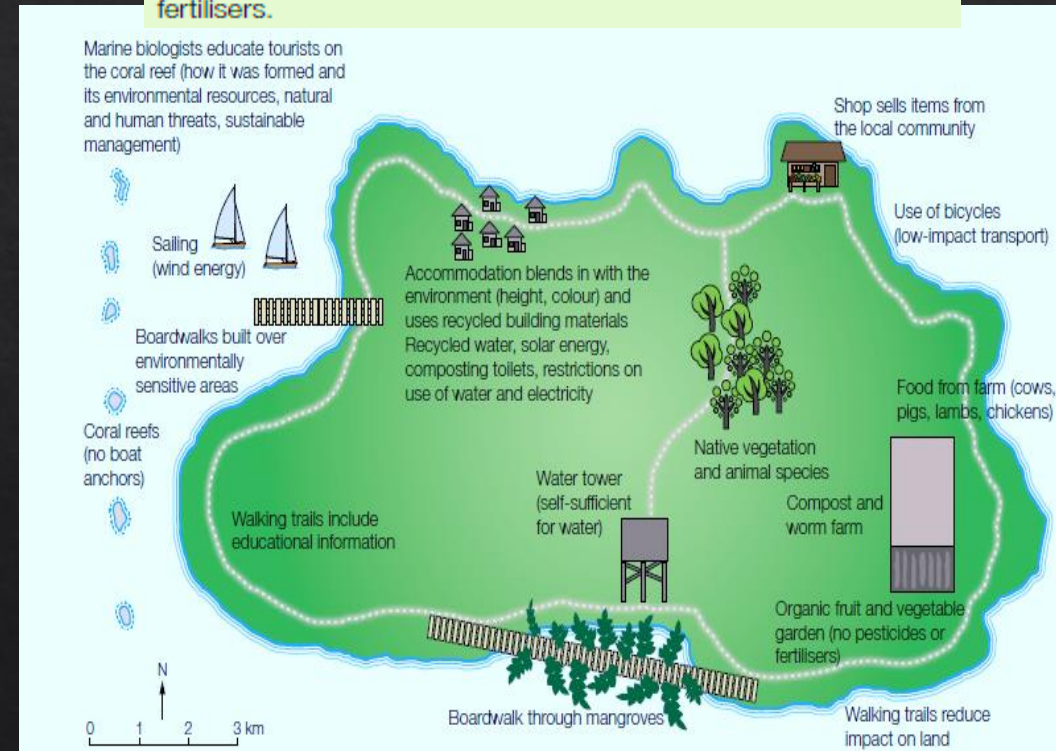
What are the consequences of a globally connected world for people and places?

GE4-5
Student discusses **management** of places and environments for their **sustainability**

GE4-4
Student examines **perspectives** of people and organisations on a **range of geographical issues**



Ecotourism is low-impact and environmentally and socially responsible tourism. It promotes sustainable use of environmental resources such as water conservation and recycling of waste, and use of renewable energy such as solar energy. Food is locally produced to reduce the carbon transport footprint and grown organically to reduce the addition of fertilisers.



Activity: Design annotated eco-tourist island for a travel brochure. Explain how management of the place is sustainable

4. PRODUCTION
goods

3. TRADE
Goods

How are
people
and
places
connected
to other
places?

SURFING TOURISM

AUSTRALIA- GLOBAL INTERCONNECTIONS

GLOBAL BRANDS

- **Quiksilver** sells products 90 countries
- **Mambo** 22 stores around world
- **Billabong** 2,200 product lines with 50% of sales in US
- **Rip Curl** stores in Europe, USA, Israel.
Most clothes are manufactured in China.
A recognised **global brand** gives a business a marketing advantage, such as Rip Curl's wave

SURFAID SCHOOLS PROGRAM
www.surfaidinternational.org

Activity: Research how popular surfing locations and surfing carnivals impact on people, places and environments
e.g. Byron Bay, Bondi, Bali, Hawaii and Huntington (USA)



GE4-5
Student discusses **management** of places and environments for their **sustainability**

PERSONAL CONNECTIONS
Future!

GE4-4
Student examines **perspectives** of people and organisations on a **range of geographical issues**

Turtle numbers are in decline due to egg poaching and disturbance of nesting sites.

Disposal of solid waste and wastewater is an environmental concern.

Building a new all-weather road to the resort will increase access into the World Heritage site; however, it may also increase poaching.

Tourism is the main economic activity on Ambergris Caye. Its continued success relies on maintaining the quality of the island's natural resources.

Fresh groundwater is limited due to overpumping and contamination.

Dredging, sediment runoff and waste from development can severely damage coral reefs. Clearing of mangroves also accelerates beach erosion.

In 2009, Bacalar Chico National Park and Marine Reserve was put on the list of World Heritage sites in danger due to mangrove removal and development.

In 2013, Belize's overnight tourist and cruise arrivals had increased.

Fishing, once the main economic activity on the island, now relies on supplying tourist demand for fish; as a result, there is insufficient fish for local communities.

Demand for land for tourist developments is raising land prices and reducing land availability for local residents.

Climate change and the associated rise in sea level could cause flooding and coral bleaching that could devastate future tourism on the island.

8.18.3 Perspectives on the future of Bacalar Chico National Park and Marine Reserve



Activity

Explain positive and negative impacts of tourism on Bacalar Chico National Park and Marine Reserve-UNESCO World Heritage Site, Belize. Suggest sustainable development strategies

GE4-5

Student discusses management of places and environments for their sustainability

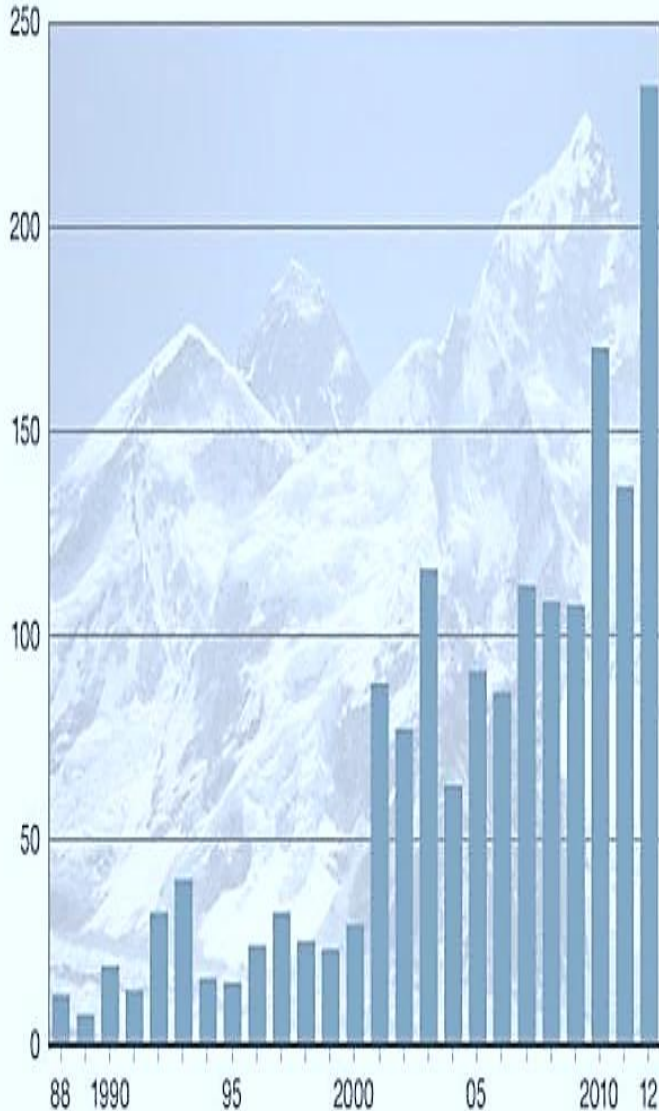
GE4-4

Student examines perspectives of people and organisations on a range of geographical issues

What are the consequences of a globally connected world for people and places?

Largest number of ascents in a single day, per year

Number of ascents



Source: Eberhard Jurgalski

Mountaineers, trekkers and tourists: recreational activities such as climbing and trekking. Tourists visit the region to view the beautiful scenery and different communities

Hill communities: trekkers spend money enabling poor communities to construct homes with modern facilities. Has contributed to improved human wellbeing and lifestyles

Government: money received from tourist fees levied by the Immigration Office helped to:

- establish micro hydro-power plants and bottled gas, thereby reducing the use of fuel wood. This reduced the felling of trees, soil erosion and indoor air pollution.
- construct latrines and establish rubbish collection systems that improved the population's health.
- improve infrastructure such as roads, bridges, airports and hospitals.

Sherpas: ethnic group from high in the mountains employed as trekking guides. Trekking improved their income that contributed to a better lifestyle. Some are employed in the tourist sector running lodges, tea shops and trekking services.

Khumbu Sherpa:

- Mt Everest is called Chomolangma, meaning Goddess Mother of Snows.
- the mountain has spiritual value. There are sacred valleys and mountain protector deities.
- these people are kind and compassionate towards animals that live on the mountain.
- some believe that felling a live tree would loss them merit in the afterlife

Tour guides: increased businesses and their wealth

Businesses: trekkers facilitated an increase in the wealth of businesses such as hotels, restaurants, craft shops, mountain gear shops and cyber cafes.

Conservationists: Concerns:

- declining forests leading to soil erosion and flooding downstream.
- firewood used for camp fires and lodges – used to cook, heat and construct tourist accommodation.
- the regenerative capacity of trees are weaker in higher altitudes.
- the restriction on the use of forest resources by local people – as most use it for fuelwood

PERSPECTIVES CLIMB AND TREK?

PARADISE LOST

BEAUTIFUL PLACES UNDER THREAT FROM TOURISM

GE4-2

Student describes processes and influences that form and transform places and environments

GE4-5

Student discusses management of places and environments for their sustainability

GE4-4

Student examines **perspectives** of people and organisations on a **range of geographical issues**

What are the consequences of a globally connected world for people and places?

Double-edged sword:

- ◆ brings awareness of beautiful places and economic development for local population.
- ◆ exposure can lead to uncontrolled numbers of tourists, damaging the beauty they came to see.



GE4-4

Student examines perspectives of people and organisations on a range of geographical issues

What are the consequences of a globally connected world for people and places?

GE4-3

Student explains how interactions and connections between people, places and environments result in change



MEDICAL TOURISM



TOP DESTINATION



PREPARATION



MEDICAL TREATMENTS



1. PERSONAL CONNECTIONS
Travel-future

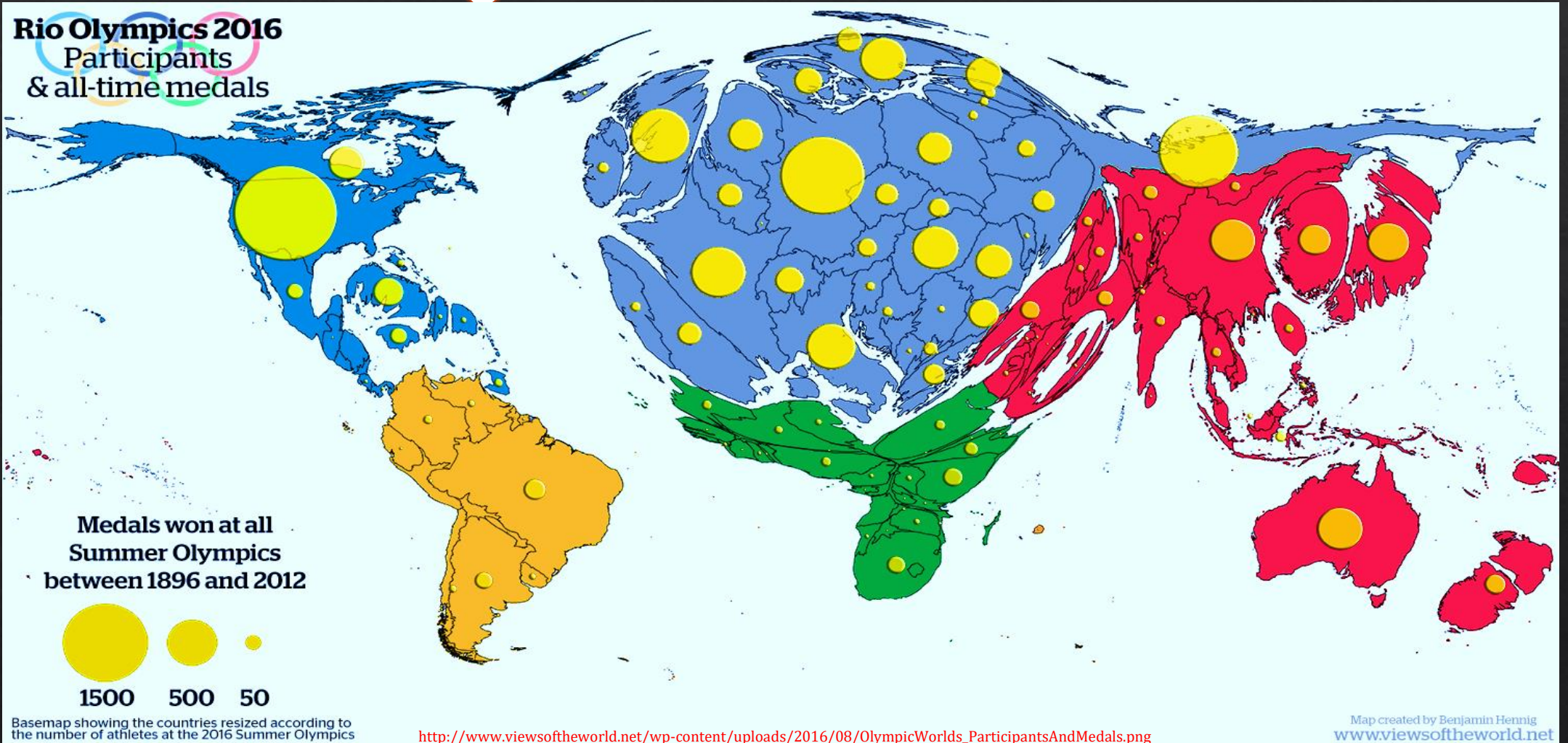
OLYMPIC GAMES-CARTOGRAM UNEQUAL CONNECTIONS

GE4-3

Student explains how interactions and connections between people, places and environments result in **change**

GE4-8

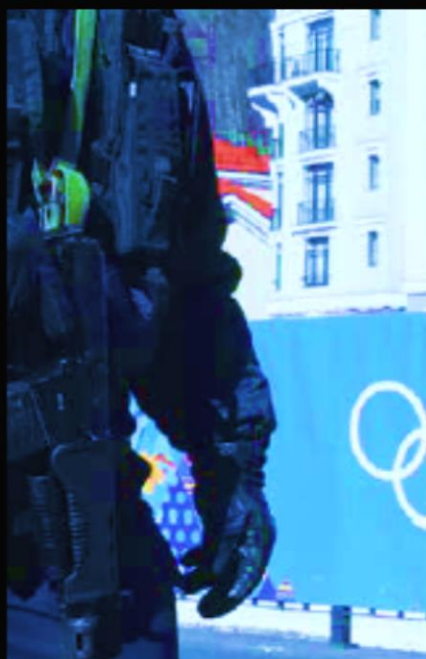
Student communicates geographical information using a variety of strategies



Future-international sports events? (costs, terrorism, carbon and water footprints)

FUTURE INTERNATIONAL SPORTS EVENTS?

1. PERSONAL CONNECTIONS
Travel-future



1	1972 Germany: nine hostages killed at Olympic Games	9	2006 Iraq: 15 taekwondo team members kidnapped; 13 found dead
2	1987 South Korea: bomb destroys Korean Airlines jet in lead-up to 1988 Olympic Games	10	2008 Sri Lanka: suicide bomber kills 12 and injures 100 at a marathon
3	1992 Pakistan: bomb blast in Karachi leads to cancellation by New Zealand cricket team	11	2008 Senegal: threatened terrorist attack cancels Dakar Rally
4	1994 Colombia: soccer player murdered following loss at World Cup	12	2008 India: terrorist attacks in Mumbai lead to cancellation of One-Day International cricket series
5	1996 USA: bomb kills one person and injures over 100 at Olympic Games	13	2009 Pakistan: Sri Lankan cricket team bus attacked, killing eight and injuring six
6	1997 UK: bomb threats stop Grand National horse race; 60,000 evacuated	14	2010 South Africa: threats to kill 'dozens and hundreds' at England's opening game at World Cup
7	1997 Sweden: bomb damages Olympic stadium in protest against Sweden's bid for 2004 Olympics	15	2010 Pakistan: suicide bomber kills 88 people at volleyball court
8	2002 Spain: car bomb injures 17 people at soccer semi-final	16	2013 USA: two bombs kill three people and injure over 200 at Boston Marathon

8.10.2 Interconnections: a global snapshot of sports-related terrorism. Security measures at the 2014 Winter were expensive in a country where over 10% of people live below the poverty line

4.

PRODUCTION
AND
CONSUMPTION
of goods on
people, places
and
environments
throughout
world

GE4-5
Student discusses
management of
places and
environments for
their
sustainability

GE4-7
Student acquires
and processes
geographical
information by
selecting and using
geographical tools
for inquiry



4. PRODUCTION
AND
CONSUMPTION

GE4-5
Student discusses
management of
places and
environments for
their
sustainability

GE4-2
Student describes
processes and
influences that
form and
transform places
and environments



FROM HARVEST TO WARDROBE

4. PRODUCTION of goods
on people and places

GE4-2

Student describes
processes and
influences that
form and
transform places
and environments

HUMAN AND ECONOMIC COSTS

PLACE:

- Xintang in SW China
- denim capital of the world
- makes 33% of jeans sold around world
- town performs complete manufacturing process-
weaving, dyeing, washing, tailoring and
packaging.

PEOPLE:

- Chinese boy earns 22 cents for snipping loose
threads off one pair of jeans.
- In one day he completes about 200 pairs.

Photo: <http://www.greenpeace.org/africa/en/Multimedia/slideshows/What-Really-Goes-into-a-Pair-of-Jeans/>

Costs	China
Fabric	\$2.80
Trims (zippers)	\$1.17
Wash/finish-	\$0.50
Labour	\$1.67
Overhead/financing	\$0.37
Duty/Tariff	\$1.09
Freight	\$0.25
Total landed costs	\$7.85
Jeans sell \$20-\$40 in Australia	

Activity:

Calculate the difference in cost and retail price of jeans

Draw the costs as a pie graph

ENVIRONMENTAL COSTS COTTON PRODUCTION IN CHINA

4. PRODUCTION
of goods on places and
environments

What are the consequences of a
globally connected world for people
and places?

GE4-5
Student discusses
management of
places and
environments for
their
sustainability

GE4-2
Student describes
processes and
influences that
form and
transform places
and environments



Activity: Investigate environmental and social costs of producing jeans in China

4. PRODUCTION

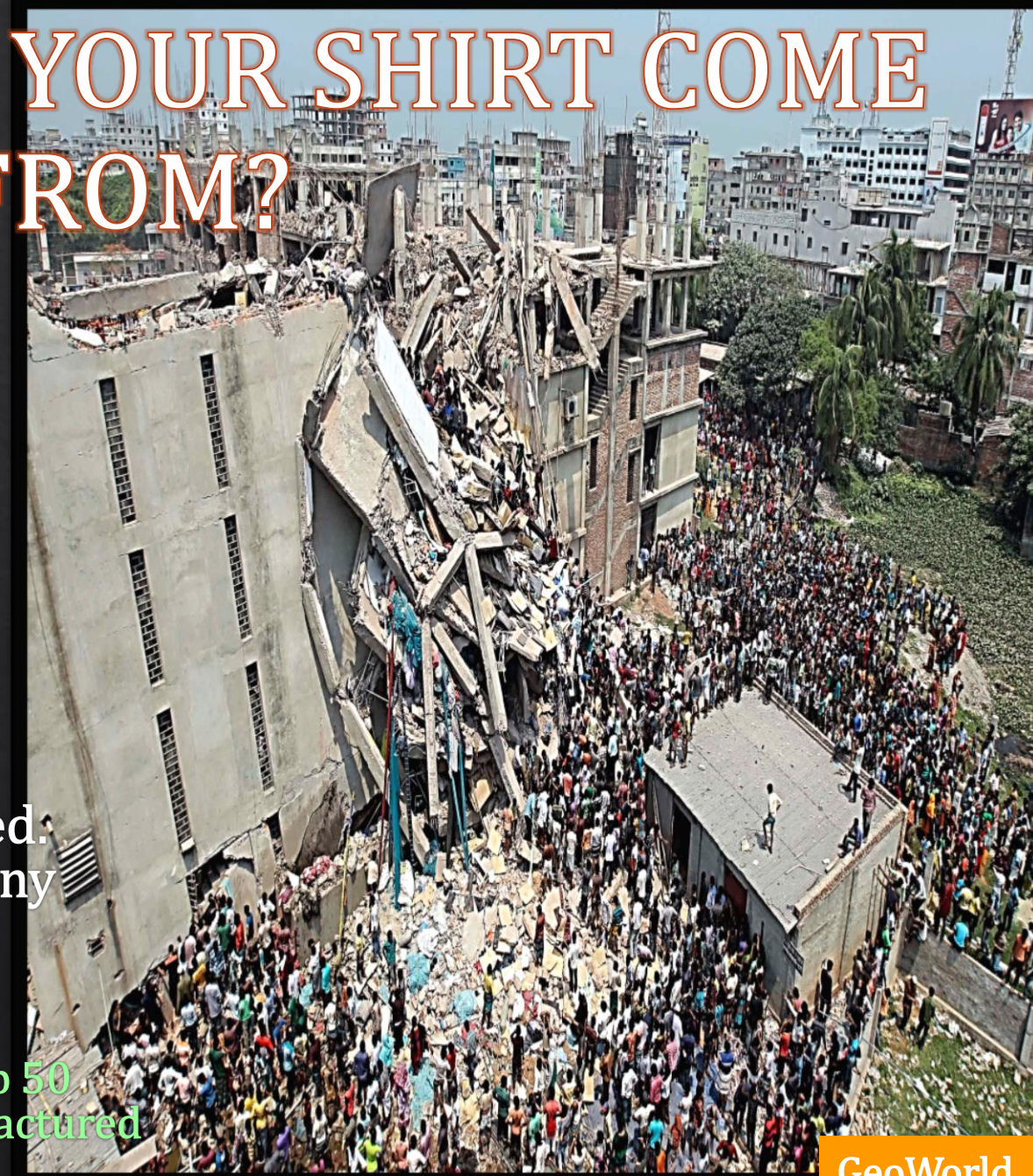
of goods

What are the consequences of a globally connected world for people and places?

GE4-5

Student discusses management of places and environments for their sustainability

WHERE DOES YOUR SHIRT COME FROM?



CHINA

H&M-262 garment factories

- ◇ low wages and manufacturing costs
- ◇ poor safety and environmental standards.

SAVAR, BANGLADESH

- ◇ 2013, garment factories collapsed. 127 killed. Walmart, Benetton and Walt Disney Company among their clients

Activity: Check out interactive map showing world's top 50 garment companies and where their clothes are manufactured

<https://blog.dashburst.com/mapping-garment-factories-nike-patagonia-infographic/>.

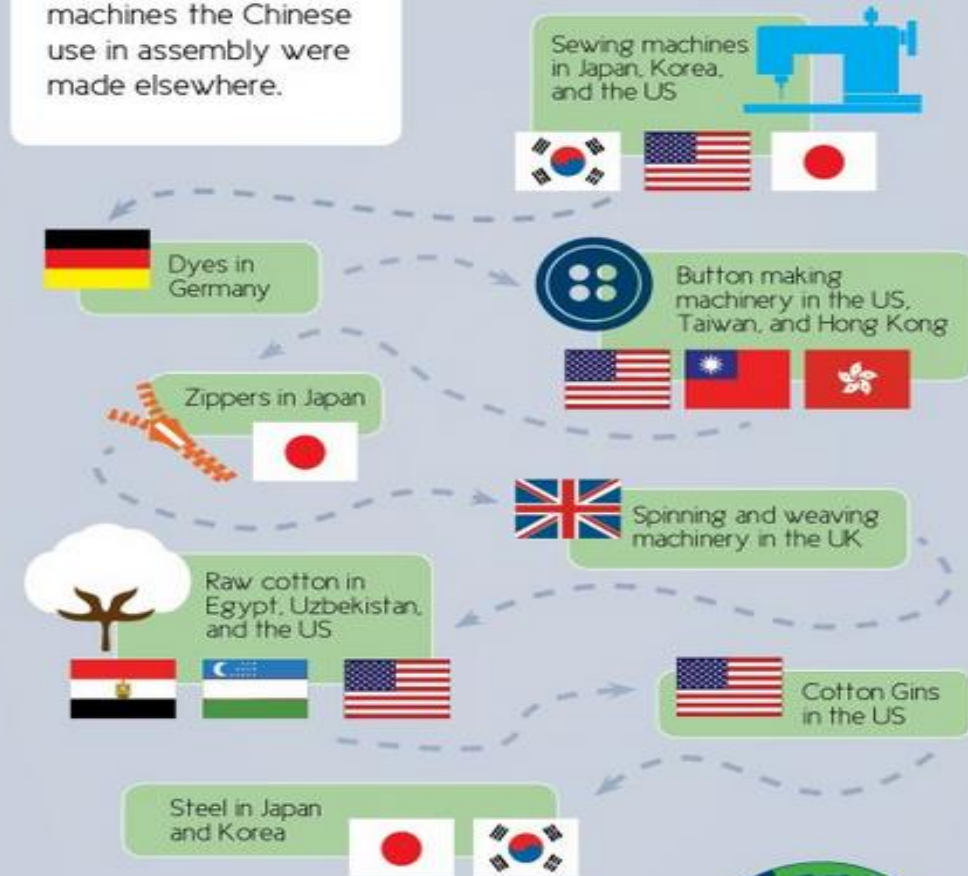
http://www.vosizneias.com/wp-content/uploads/2013/04/APTOPIX-Bangladesh-Bu_sham-1.jpg

COMPLICATED INTERCONNECTIONS 'MADE EVERYWHERE'

MADE IN CHINA

The Chinese sell us a lot of clothing and other textile products, but most of the materials and machines the Chinese use in assembly were made elsewhere.

What do we mean when we say something is Made in China? Perhaps not what we think we are saying.



"When you read a label which says 'made in China,' it is not made in China. It is made by the world economy, by the globe as a whole. . . . It is impossible to make anything in one country."



CHANGING FASHION INTERCONNECTIONS

4. PRODUCTION
AND
CONSUMPTION

3. TRADE
Goods across a
range of scales



Activities

- a. Why does '*Made in Italy*' and '*Made in China*' give us different ideas about clothes?
- b. How is a child making jeans in Vietnam connected to sale in Prada store in Paris?
- c. Why does international fashion week generally take place in cities in developed countries (Milan, Paris, New York and London) but many clothes are manufactured in developing countries (China, India and Vietnam)?
- d. Why are fashion events now occurring in places such as Shanghai, UAE and Australia?



4. PRODUCTION
goods

3. TRADE
Goods

Why are interconnections
important for the future of
places and environments?

GE4-5
Student discusses
management of
places and
environments for
their
sustainability

SANTA'S REAL WORKSHOP: TOWN IN CHINA



PLACE: Yiwu-‘Christmas village’

- 600 factories produce 60% of world’s decorations.
- “largest small commodity wholesale market in world”
- “Elves” -mainly migrant labourers, working 12 hours a day for little money.

FUTURE: Village’s glory days have passed. Losing out to internet giants like *Alibaba* with 1.4million different Christmas decorations compared to Yiwu’s mere 400,000

 **Activity:**

- What are the global interconnections?
- What could be the future impacts on Yiwu and its population?

4. PRODUCTION AND CONSUMPTION
of goods on people, places
and environments
throughout world

3. TRADE
Goods across a range of
scales



CHOCOLATE: PRODUCTION, CONSUMPTION, TRADE

4. PRODUCTION AND CONSUMPTION of goods-process

GE4-2 Student describes processes and influences that form and transform places and environments

GE4-5 Student discusses management of places and environments for their sustainability

FROM BEAN TO BAR

Cocoa beans grow in pods, directly from the trunk of the cocoa tree (*Theobroma cacao*, or “food of the gods.”) One tree produces between 20 and 30 pods a year, each containing 20 to 50 almond-sized cocoa beans. A year’s harvest from one tree – processed into cocoa liquor, cocoa butter or cocoa powder – is enough to make up to 500g of chocolate.

Source: World Cocoa Foundation, Cocoa Barometer, Cadbury, Nestle



Activity: Refer to the internet and present annotated photographs of each stage. Describe connections between growing and consuming chocolate as a short narrative





GLOBAL COCOA PRODUCTION & CONSUMPTION

(Thousand tonnes)

Most of the world's cocoa comes from West Africa, with more than a third coming from the Ivory Coast alone. Cocoa is grown mainly on small, family-owned plantations by farmers living in poverty.

By contrast, most of the world's chocolate is consumed in the wealthy regions of Europe and North America.

Source: International Cocoa Organization (ICCO), Cocoa Barometer

Key:  Cocoa consumption
 Cocoa bean production



GE4-5
Student discusses management of places and environments for their sustainability

GE4-8
Student communicates geographical information using a variety of strategies

- Europe
- Africa
- Asia & Oceania
- North America
- South America



Activity: Refer to internet showing different regions-production and consumption. Compare two regions-
<http://pinoychocophile.blogspot.com.au/2014/03/cnn-on-cocoa-nomics.html>

GE4-4

Student examines **perspectives** of people and organisations on a **range of geographical issues**

GE4-5

Student discusses **management** of places and environments for their **sustainability**

CHILD SLAVERY IS NOT 'SWEET'

- Thousands of children are kidnapped and trafficked into the Ivory Coast to become slaves on cocoa farms.
- Chocolate money also supported conflict in the Ivory Coast.
- Nestle and Hersey accused of aiding child slavery for chocolate

GE4-8
Student communicates geographical information using a variety of strategies

THE REAL COST OF A CHOCOLATE BAR

Chocolate may be big business, but its key ingredient, cocoa, is cultivated by some of the poorest people on the planet. While demand for cocoa is growing to the point that some experts warn we may run out of affordable supplies within 20 years, the farmers who grow it earn a tiny proportion of the price we pay at the grocery store – and their share has dropped sharply over the past 35 years.

Source: Oxfam

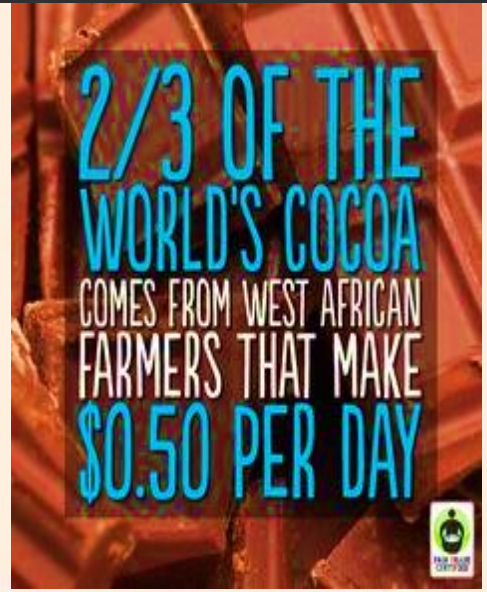


Diagram: <https://chocolateclass.files.wordpress.com/2016/05/b7obgpeiiaa9gs4.jpg?w=604>; <https://s-media-cache-ak0.pinimg.com/236x/2a/58/69/2a5869364bbdec97b2a328f472f35cc.jpg>



GE4-2
Student describes processes and influences that form and transform places and environments

GE4-5
Student discusses management of places and environments for their sustainability

1. Where is cocoa grown?

2. What type of biome is required to grow cocoa? How does it impact on places

3. Where is most cocoa produced? What countries are the largest producers?

4. How does the cocoa bean become chocolate? What are the processes?

5. What countries are the largest consumers of chocolate?

6. Future-where are emerging chocolate producing and consuming countries located?

7. What are the largest chocolate companies? Why are they wealthy?

8. Where and why is child labour in the chocolate industry? What should we do about it?

9. Why are the producers of cocoa in Ghana still poor?

10. What countries are the main exporters? What is fair trade?

11. What organisations are working for social and environmental sustainability?

12. How can cocoa production be sustainable?

13. What are the recent changes to the industry? How will it impact on people, places and environments?

WHAT DID I LEARN?



4. PRODUCTION AND CONSUMPTION of goods on people, places and environments throughout world

GE4-5 Student discusses management of places and environments for their sustainability

What is coffee?

Where is it produced?

Is production sustainable?

Who are the main consumers?

How does it impact on people, places and environments

Why is it a global crop?

What are the advantages of fair trade?

Are profits fairly distributed?

What should we do about inequality or social injustice?

INQUIRY QUESTIONS



GE4-4

Student examines perspectives of people and organisations on a range of geographical issues

GE4-5

Student discusses management of places and environments for their sustainability

BLACK GOLD

WORKERS EARN LESS THAN 50 CENTS A DAY



Activity: Look at short videos at <http://www.pbs.org/independentlens/blackgold/film.html>
What are the messages? What should be done about it?



ROLE PLAY

Activity: Divide class into 5 groups and assign them a role. Hand out the cards. Hold up a jar of coffee and tell them how much it costs \$10 to buy in Australia. Ask each group to decide how much of the selling price they should get for their work. Students debate how much they should get and provide reasons.

Adapted from: <http://www.dep.org.uk/activities/ge-activities/13/ge13rolecards.htm>

COFFEE GROWERS

You live in a rural part of Colombia. You have two acres of land to farm and your main source of income is from growing and selling coffee. You plant coffee trees and weed the ground. The trees require regular work to keep them healthy so they bear fruit. You harvest the coffee 'cherries' by hand when they are ripe. You dry them in the sun and sell them to a visiting buyer. The money you earn from the coffee is essential to pay for your children's school and the family's medical bills. Every 15 years you need to buy seedlings to replace old trees.

COFFEE EXPORTERS

You visit the growers to buy their coffee. The growers are scattered over a wide area, so you have to pay for transport and fuel to collect the coffee. Your factory processes the coffee 'cherries' to extract the 'green beans'. You sort the beans, pack them in bags and transport them to the coast where you sell them to a shipping company. The market for coffee is unpredictable, so you sometimes have to pay to have it stored. You also need money to renew and repair machinery and to pay skilled people to operate it.

SHIPPING COMPANIES

You buy the bags of 'green' coffee beans from the coffee exporter, load them on to your ship, and transport them to UK, where you sell them to the coffee roaster. You pay highly skilled people to operate your ships. There are risks involved and you have to take out insurance for the ships and their cargoes, as well as pay for fuel. You also need to pay fees for using the ports and taxes for importing the coffee.

ROASTERS

You buy the 'green' coffee beans from a shipping company and mix the different varieties of bean to get a 'blend'. You roast the beans and process them to make instant coffee then package it into jars and sell it to retailers. It is a competitive business and so you have to spend large amounts of money to advertise your brand and to provide attractive packaging. You constantly need to invest money to improve the taste and keep ahead of the competition.

RETAILERS

You buy the instant coffee from the wholesaler (the roaster), store it until you need it, label it with the price, put it on display and sell it to the customer. You have to pay high rents to sell your goods at a popular location. You have to make your shop is attractive, which means expensive decorations and you train and pay a large sales force to provide good customer service.

4. PRODUCTION AND CONSUMPTION of goods on people, places and environments

3. TRADE Goods and services across a range of scales

GE4-5 Student discusses **management** of places and environments for their **sustainability**

PALM OIL: THE OILY TRUTH

While luxuriating in a warm shower using soap check whether you are consuming a small part of a rainforest cleared to grow palm oil!

Palm oil is used in products such as food, cosmetics, detergents, plastics, industrial chemicals and biofuels

What are the consequences of a globally connected world for people and places?

GE4-5
Student discusses management of places and environments for their sustainability

SWELLING LAND CONFLICTS

between palm oil plantations and indigenous people

INCREASING WILDFIRE SMOKE

despite regulations 20% of wildfires across Indonesia are attributed to 'slash and burn' rainforests and burning peat, for oil palm

VANISHING FORESTS

expansion into virgin tropical forests and old growth forests. Replaced by monoculture crop.

CONSEQUENCES

DWINDLING BIODIVERSITY AND ESCALATING AGROCHEMICALS

Disappearing species e.g. Sumatran elephant, Sumatran Tiger, Sumatran Orangutan.
Pollutants from fertilisers, pesticides and rodenticides.

DISAPPEARING PEATLAND

much of Indonesian rainforest grows on carbon-rich peatland. Destruction affects biodiversity and climate (increase carbon dioxide)

EXPANDING CARBON FOOTPRINT:

emissions from deforestation, wildfires and processing palm oil.

STORY MAPS-COASTAL MALAYSIA

1990

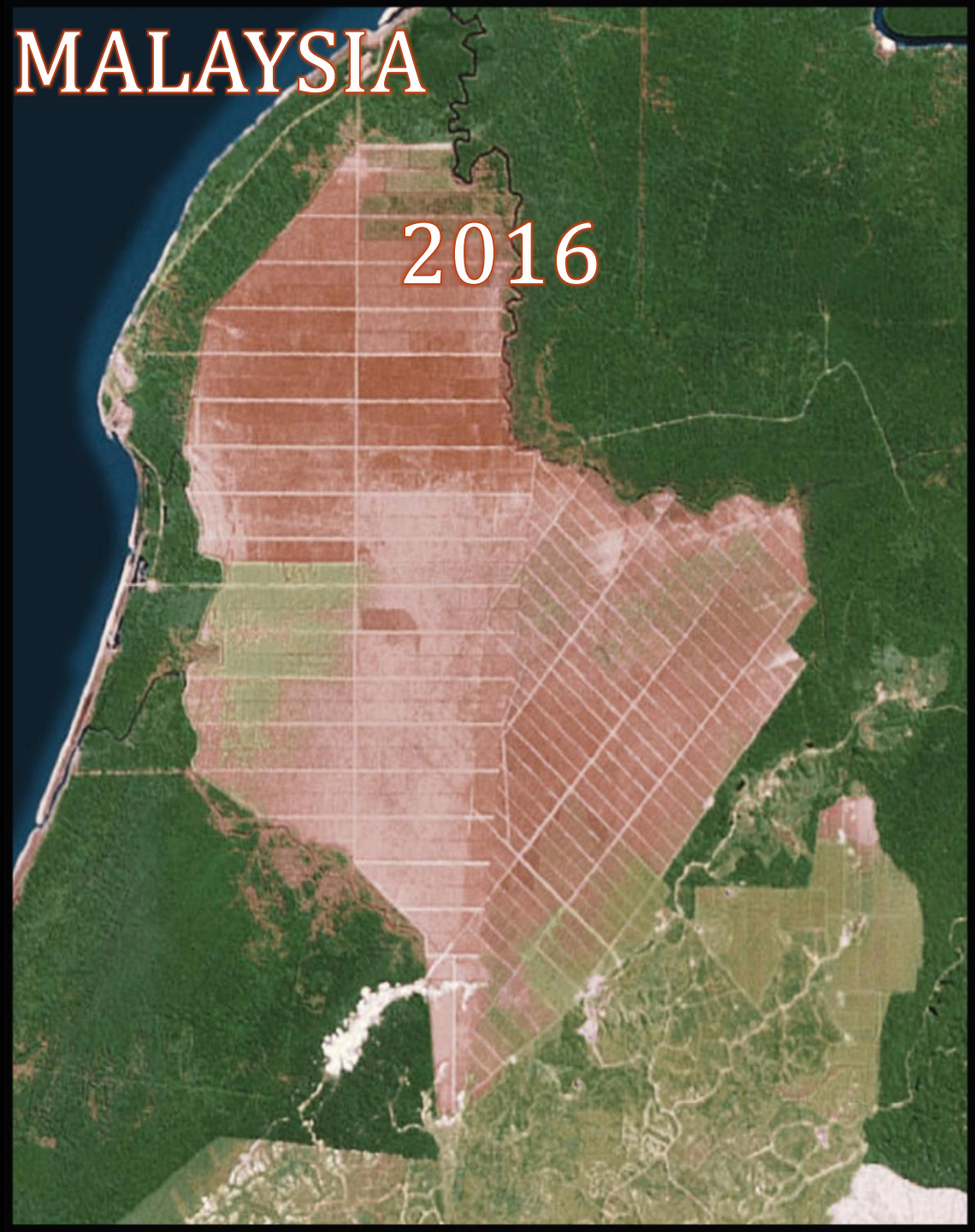
2016

Large tracts
of land in
Malaysia
converted to
oil palm
plantations

<http://storymaps.esri.com/stories/LandsatCompare/>

GE4-8
Student communicates geographical information using a variety of strategies

GE4-5
Student discusses management of places and environments for their sustainability



4. PRODUCTION AND CONSUMPTION of goods on people, places and environments

3. TRADE Goods and services across a range of scales

GE4-4

Student examines perspectives of people and organisations on a range of geographical issues

TOBACCO

PRODUCTION

- grown in 125 countries
- one third grown in China.
- growth in developing countries

CONSUMPTION

- 1.3 billion people smoke
- cigarette sales increasing 2% a year
- growing in developing countries, especially China

MALAWI CHILD LABOUR

78% 10-14 YEARS: 55% 7-9 YEARS

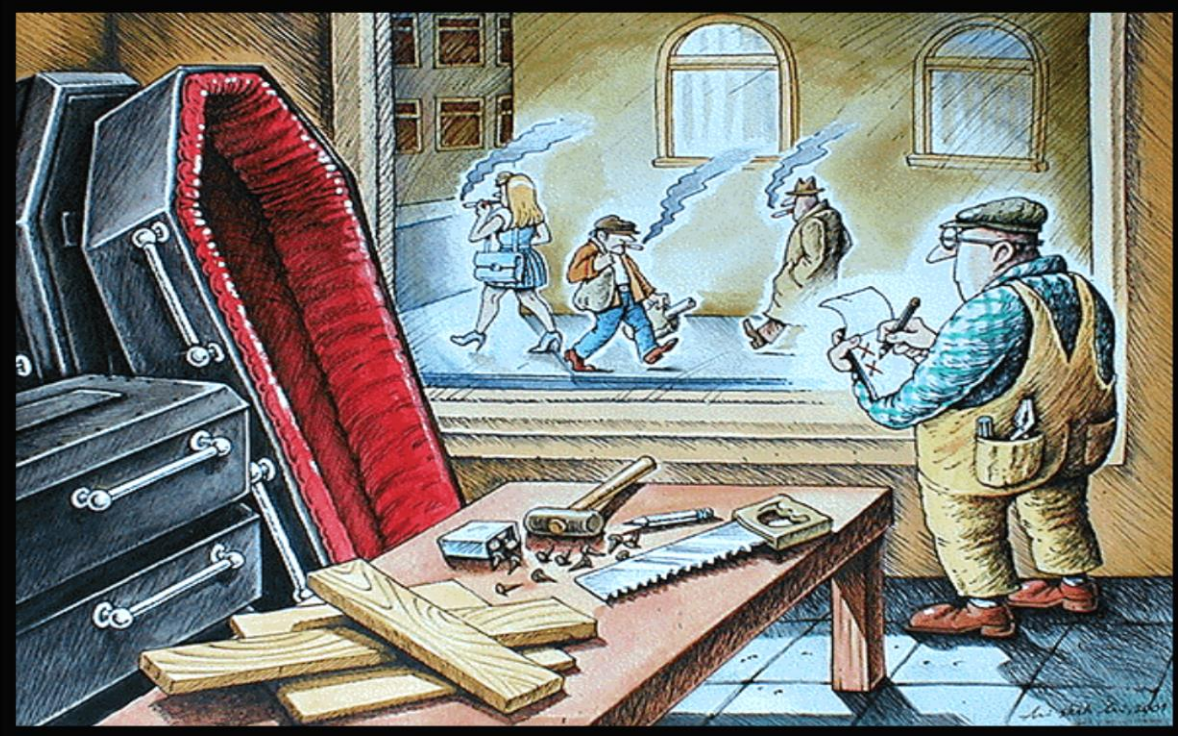
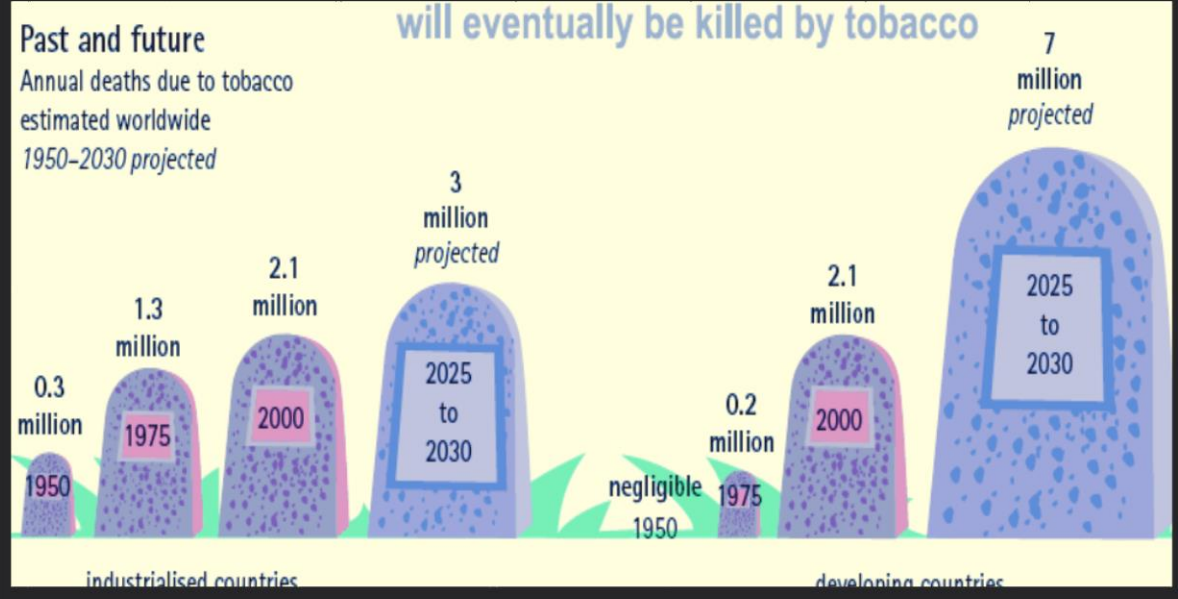
What are the consequences of a globally connected world for people and places?

GE4-4 Student examines perspectives of people and organisations on a range of geographical issues

GE4-8 Student communicates geographical information using a variety of strategies



Cartoon: Playing with children's lives. What is the message? <http://www.corpwatch.org/article.php?id=14947>

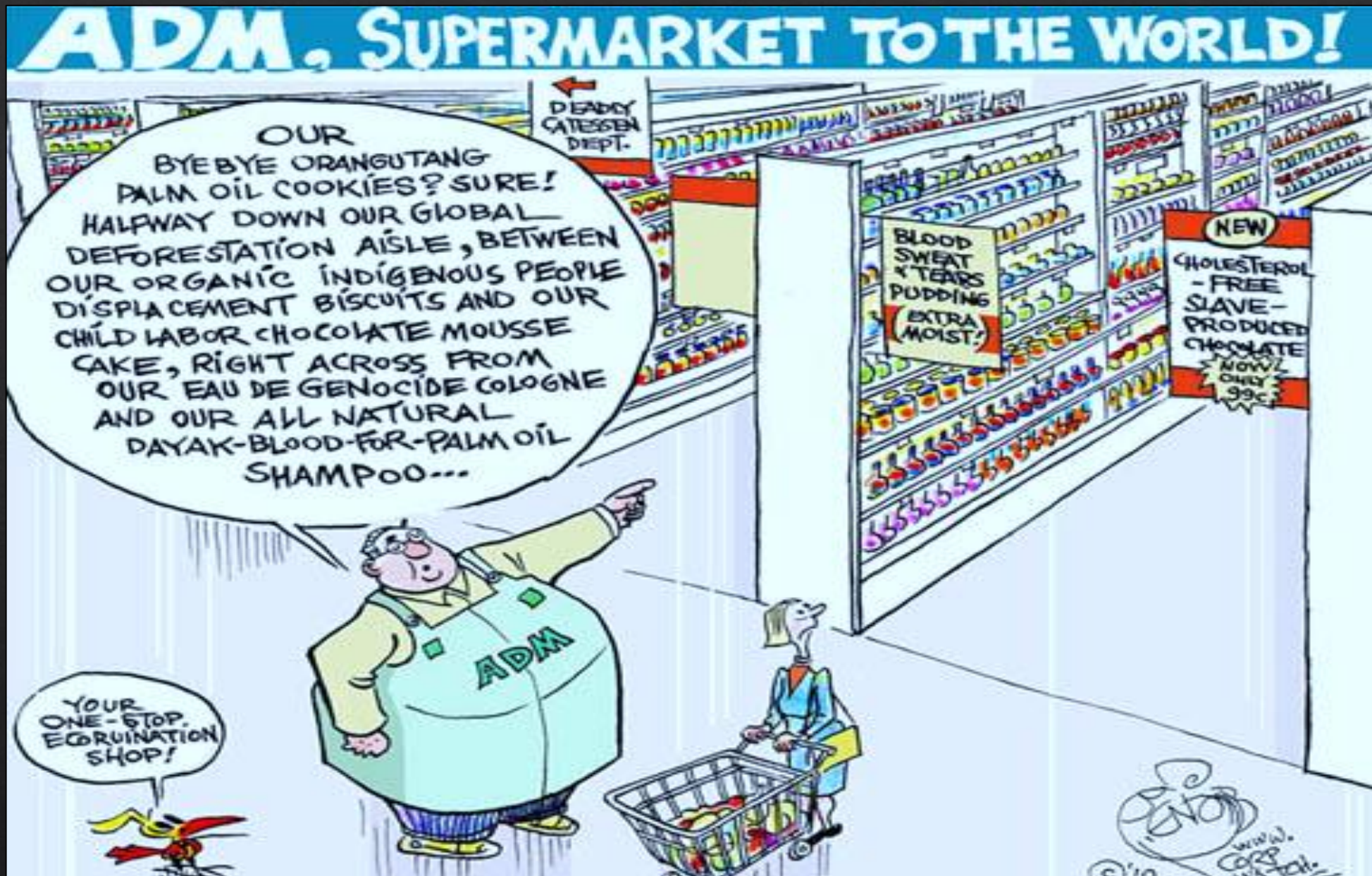


GE4-7

Student acquires and processes geographical information by selecting and using geographical tools for inquiry

GE4-8

Student communicates geographical information using a variety of strategies



Fieldwork: Research local supermarket. List countries where goods are produced. Position information on an annotated world map.



GOODS

SERVICES

3.

TRADE
goods
and
services
across a
range of
scales

Oil, natural gas, minerals
Food
Illegal Drugs
Armaments
E-waste
Smuggling
Trade agreements-FTA
Fairtrade

Tourism
Human trafficking
Education
Finance-investment, shares
Money laundering, capital
flight-overseas accounts
Remittances
Aid

**Telecommunications*

**ICT*

**OVERLAP*

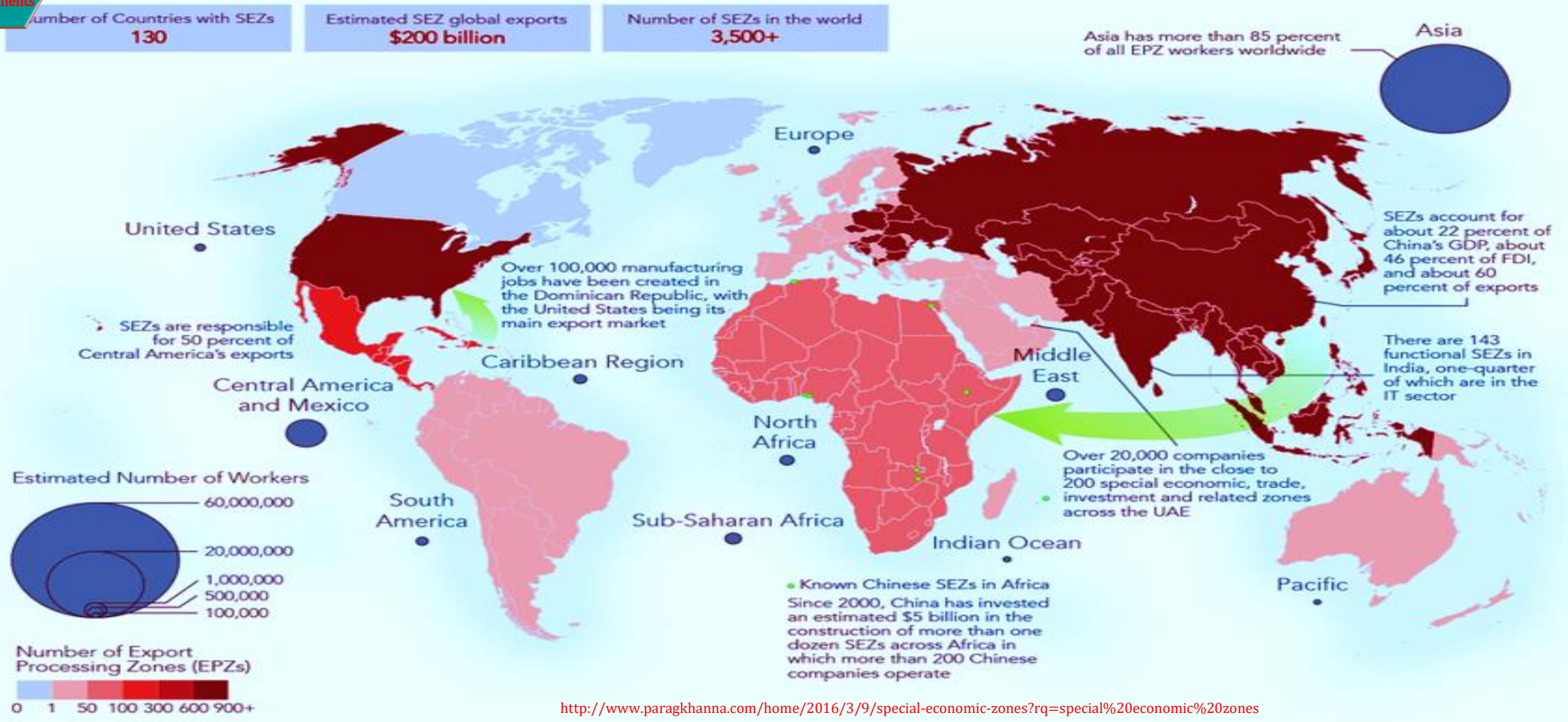
How are
people and
places
connected to
other places?

SPECIAL ECONOMIC ZONES (SEZ)

4000 SEZs dot Earth-the "supply chain world"

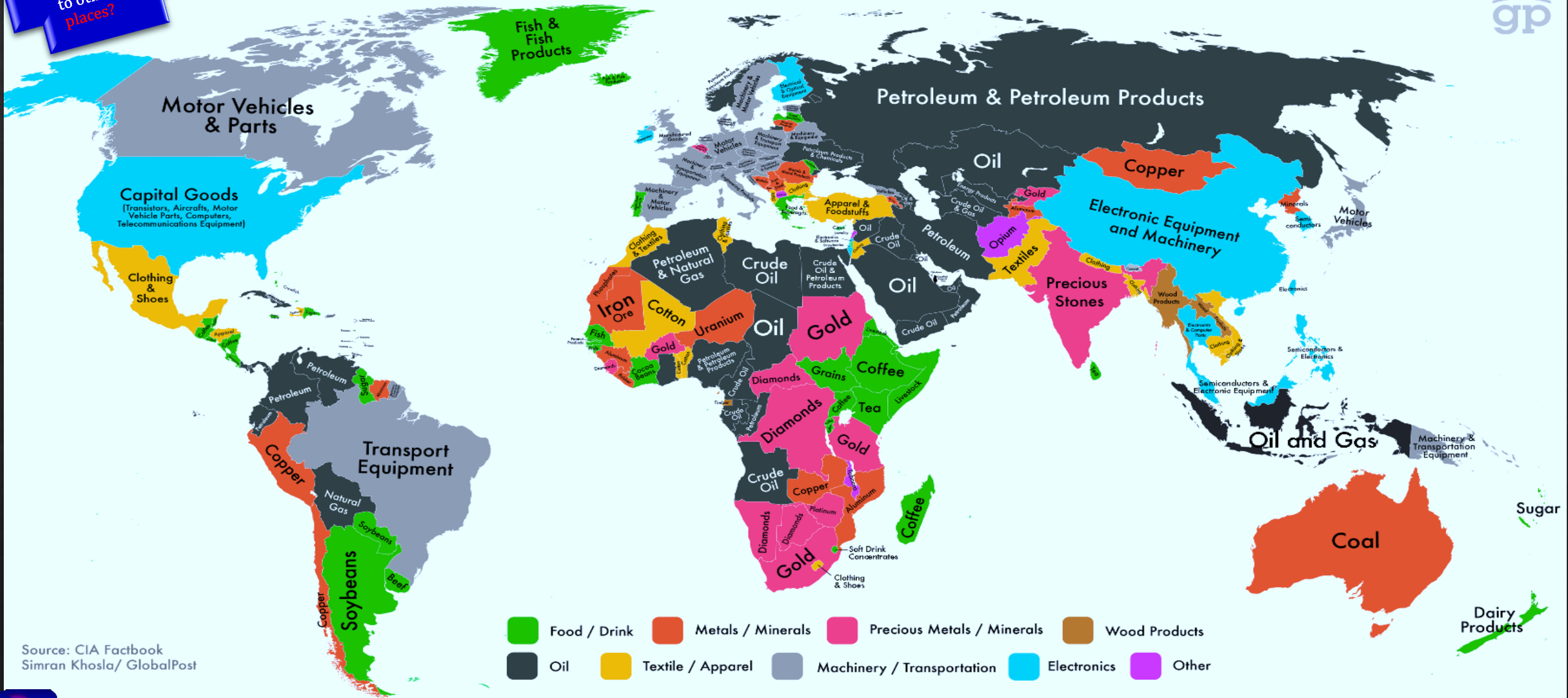
3. TRADE
Goods across a range of scales

GE4-2
Student describes processes and influences that form and transform places and environments



SIMPLIFIED OVERVIEW: MAIN EXPORTS

How are people and places connected to other places?



Source: CIA Factbook
Simran Khosla/ GlobalPost

Activity: In groups, summarise global interconnections via main exports

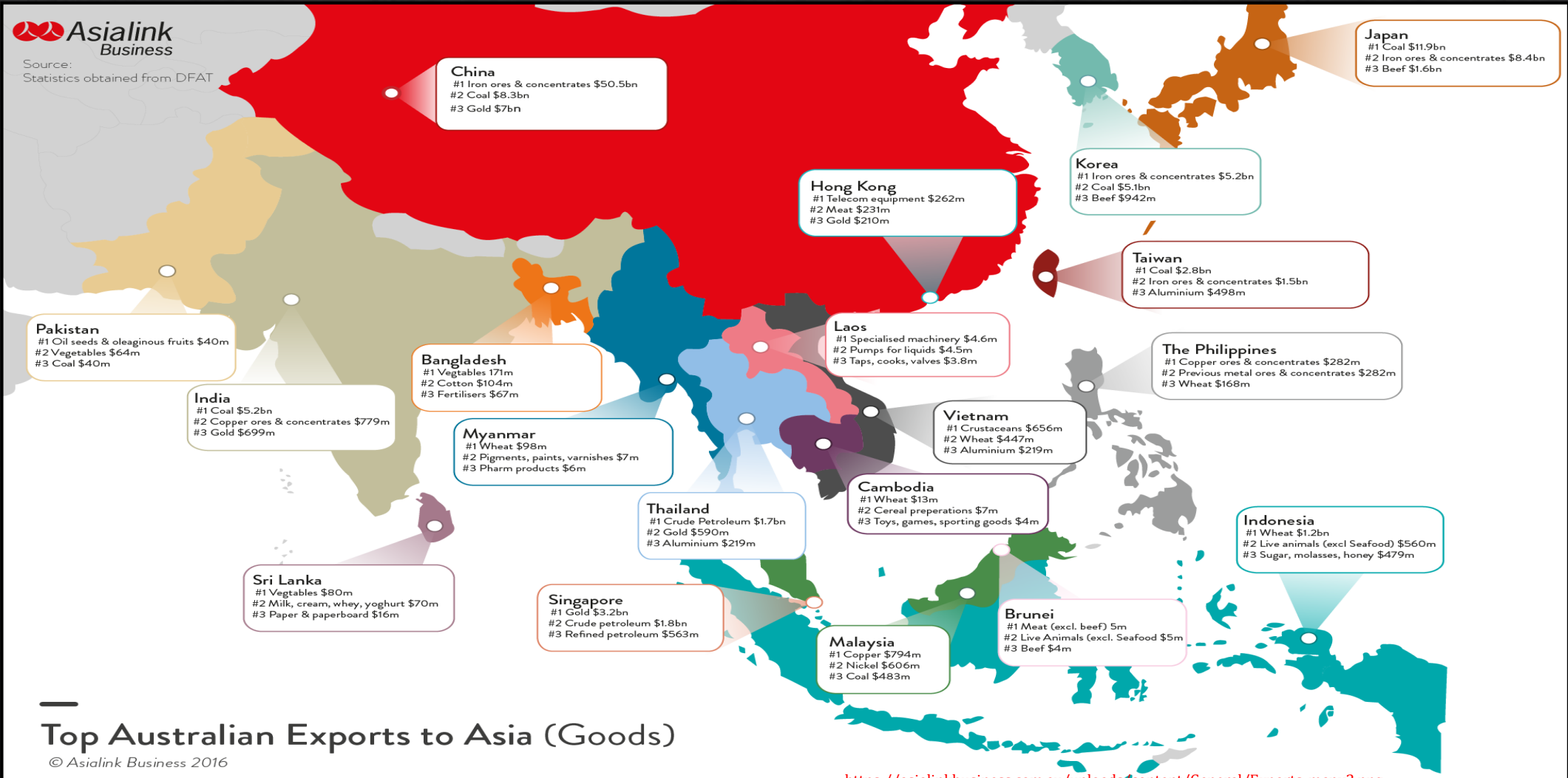
Extra 38 maps on global connections at <http://www.Vox.Com/2014/8/26/6063749/38-maps-that-explain-the-global-economy>



3. TRADE
Goods and services
across a range of
scales

ASIA: CROSS CURRICULUM PRIORITY

Today developing countries play a larger part in flow of trade around world. Expansion in Asian economies, as exports have grown



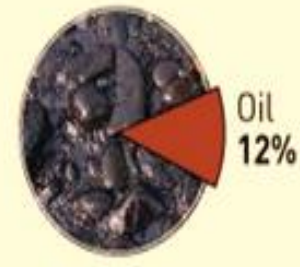
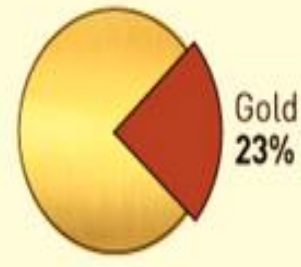
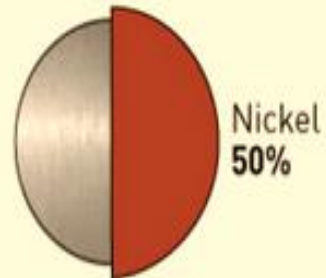
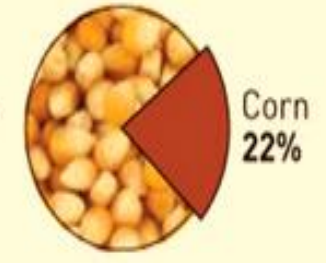
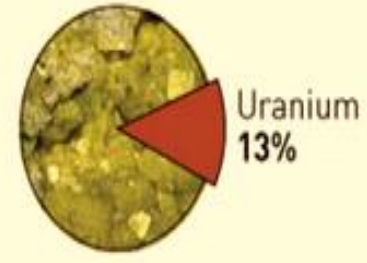
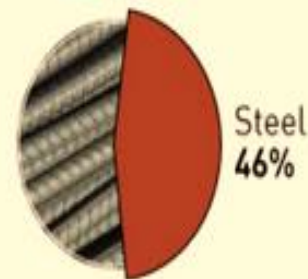
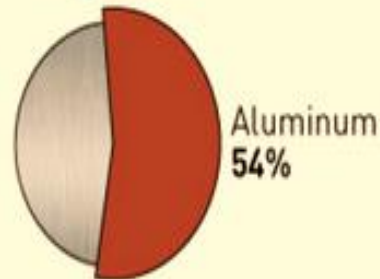
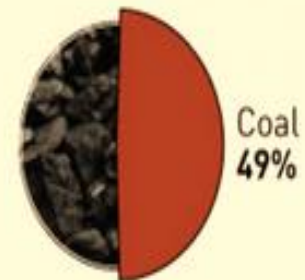
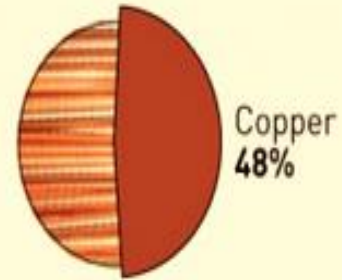
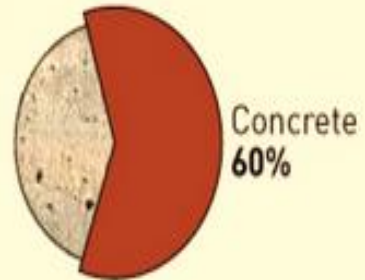
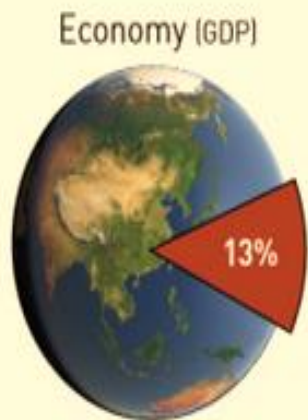
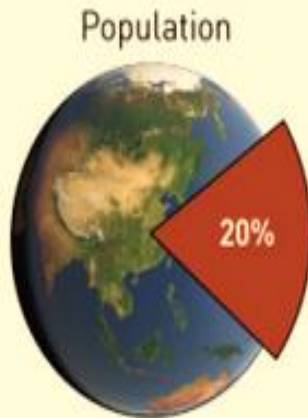
4. PRODUCTION AND CONSUMPTION
of goods on people, places
and environments

3. TRADE
Goods across a range
of scales

What are the consequences of
a globally connected world
for people and places?

CHINA CONSUMES MIND-BOGGLING AMOUNTS OF RAW MATERIALS

...and that's why slowing growth may continue to cause headaches for commodity producers



Activity

- Why does China consume such large quantities of raw materials?
- Discuss the impacts of mining on Australia (places, people and environments)?

4. PRODUCTION AND CONSUMPTION of goods on people, places and environments

5. Goods in scales

What are the consequences of a globally connected world for people and places?

BLOOD DIAMONDS

Blood diamonds or conflict diamonds, are mined in a war zone and sold secretly all over world, to finance government and/or rebel war efforts.



WHY DOESN'T NICOLA WEAR BLING?

GE4-2

Student describes processes and influences that form and transform places and environments

GE4-5

Student discusses management of places and environments for their sustainability



Activities

- ◆ form groups and receive a copy of resource, cut into separate cards
- ◆ decide what cards relate to **production** and **consumption** of diamonds
- ◆ explain how active global citizens can reduce the **'bloody trade'**
- ◆ Discuss why diamond industry is **unsustainable**
- ◆ list reasons why Nicola refused to wear bling!

(Adapted from Bury Church of England High School, Specialist Humanities College
<http://www.juicygeography.co.uk/diamonds.htm#teaching>)

Sierra Leone is located in western Africa. ¶ □	Sierra Leone has millions of diamonds. ¶ □	Almost all diamonds from Sierra Leone in 2002 were collected by rebel troops. □
Locals work hard to find diamonds stolen by rebel troops. ¶ □	Kollon, a diamond polisher, says 'People don't care where diamonds come from.' □	The US state department estimate 10-15% of global diamond trade is made up of smuggled diamonds. □
Kollon works hard in Antwerp, Belgium 'polishing' the rough diamonds. □	The UN describes Antwerp as a 'diamond smugglers dream' □	The mine owner is forced to split his diamond money with the local military commander. □
Mine owners who refuse to cooperate are often maimed or killed. ¶ □	The rebel troops have over 35,000 members spread over Sierra Leone □	In 2004 75% of diamond retailers said they could not provide, or did not have a policy on conflict diamonds. □
The money from conflict diamonds funds guns for child soldiers. □	The money has provided arms to fight UN forces □	Terrorist groups make millions from illegal diamond mining. □
The rebel forces go into villages and forcefully take control of mines. □	K. Allen director Amnesty International said 'Diamonds may be expensive, but they needn't cost people's lives' □	The Kimberly process is ignored in many areas. □
Despite Sierra Leone's vast diamond and mineral resources it remains one of the poorest countries on earth. □	Kano, in Sierra Leone, is seen as a place of slave labour, torture and murder. □	The Kimberly process (to guarantee diamonds are conflict-free) was started in 2003. □
80% of cut diamonds are sold to the US. □	A conflict diamond comes from an area controlled by forces rather than from legitimate and recognised governments. □	Children as young as eight are forced to fight as rebel soldiers □
3.7 million people have died in civil wars across Africa. □	The money from conflict diamonds has been used to pay for civil wars in several African countries. □	Sierra Leone is not alone in this problem. Angola, Liberia and the Ivory Coast all have experienced similar issues. □
Diamonds are quick and easy to trade illegally. ¶ □	Rough (uncut stones) can be polished and cut and made into jewellery. □	Customers want to pay the lowest possible price for diamonds – so buy illegal and blood diamonds □
The polished diamonds are sold in Antwerp to US dealers. □	Diamond jewellery is seen as the ultimate luxury for many. The diamonds are made into rings, necklaces, and jewellery. □	Diamonds are a symbol of eternal love. ¶ □
The UN blames conflict diamonds for 'destabilising the country for the best part of three decades.' □	Ikbal is 7 years old and lives in India. He works 8 hours a day cutting diamond stones mined in Sierra Leone □	Blood diamonds have lost their sparkle □

3. TRADE

GE4-4

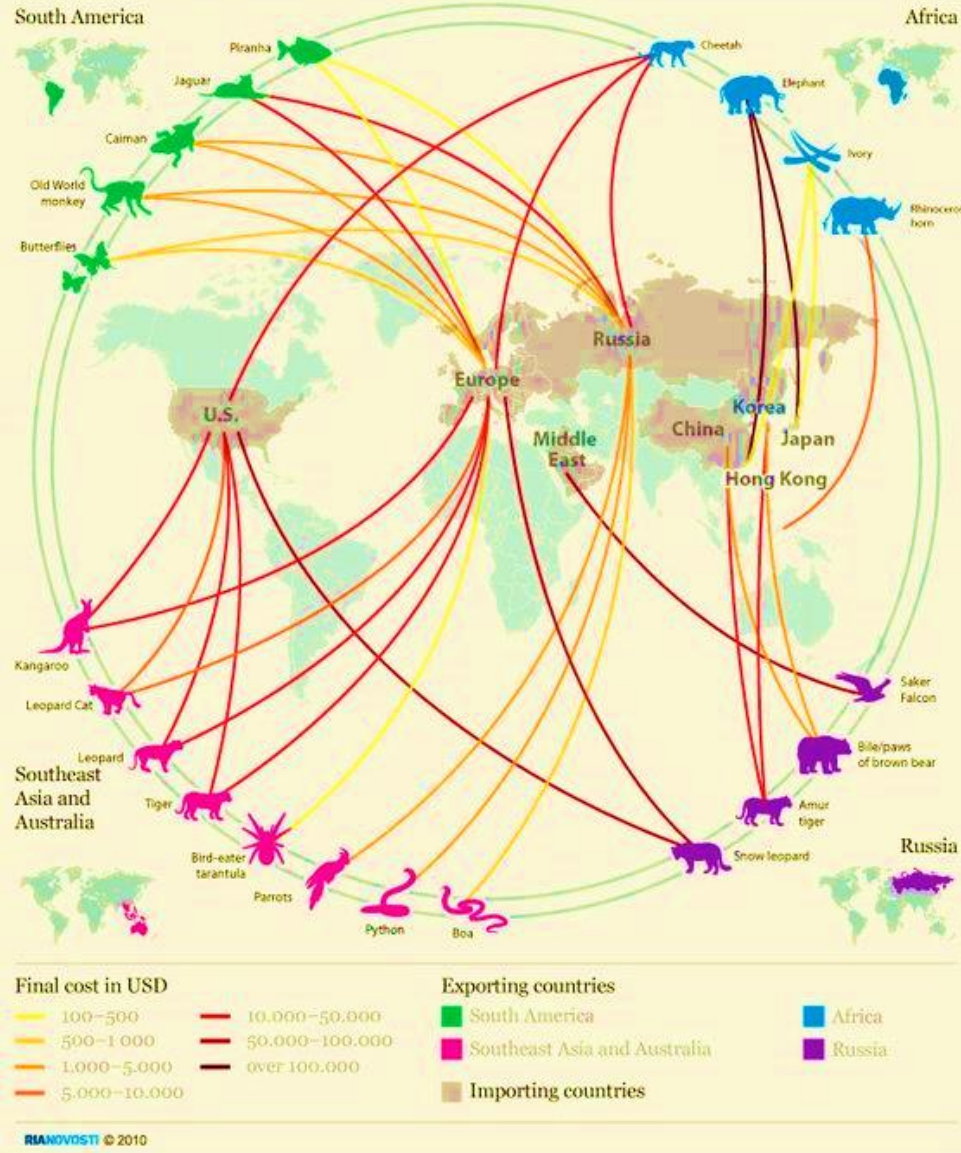
Student examines perspectives of people and organisations on a range of geographical issues

GE4-5

Student discusses management of places and environments for their sustainability

Illegal animal trade in the world

Main routes of animal smuggling and prices



Human Trafficking

Human Trafficking is a crime against humanity. It involves an act of recruiting, transporting, transferring, harbouring or receiving a person through a use of force, coercion or other means, for the purpose of exploiting them.

Human trafficking is a \$32-billion industry worldwide.

The United Nations estimates that between 800,000 and 4 million men, women and children are deceived, recruited, transported from their homes and sold into slavery around the world each year.

Between 800,000 and 4 million

men, women and children are deceived, recruited, transported from their homes and sold into slavery around the world each year.

117,000

people are made victims of human trafficking on average in Ukraine every year.

Moldova	57,000
Romania	28,000
Belarus	14,000
Bulgaria	9,500

Human Trafficking Cases

Sexual exploitation and forced labor are the most common forms of human trafficking in the world.



20%

human trafficking cases involve the labour industry.



80%

human trafficking cases involve the sex industry.



The Numbers of Sexual Trafficking in The World.

<https://piktrchart.com/wp-content/uploads/2012/00/Human-trafficking1.jpg>

Resources : http://articles.cnn.com/2009-02-16/world.un.trafficking_1_human-trafficking-women-and-girls-camel-jockeys?_s=PM:WORLD

GE4-4

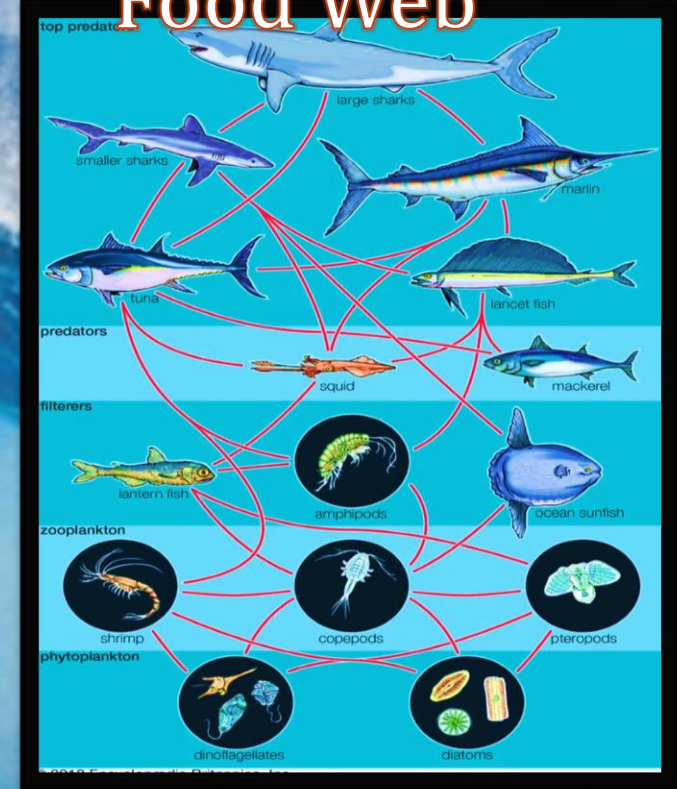
Student examines perspectives of people and organisations on a range of geographical issues

GE4-5

Student discusses management of places and environments for their sustainability

SHARK FIN TRADE

Food Web



Producers and Consumers

What countries catch most sharks? From largest to smallest

- Indonesia
- India
- Spain
- Taiwan
- Argentina
- Mexico
- Pakistan
- USA
- Japan
- Malaysia
- Thailand
- France



What countries are the major importers of shark fins? From largest to smallest

- Hong Kong 58%
- China 36%
- Malaysia
- Indonesia
- Taiwan
- Thailand

3. TRADE

services across a range of scales

What are the consequences of a globally connected world for people and places?

GE4-4

Student examines perspectives of people and organisations on a range of geographical issues

PEOPLE SMUGGLING-TRAFFICKING

- ◆ Virtually every country is affected by people smuggling – departure, transit and destination country.
- ◆ four million people are trafficked or smuggled across international borders each year
- ◆ lucrative industry - \$10 billion a year
- ◆ Indonesia was a popular transit country for Australia

PEOPLE SMUGGLING	PEOPLE TRAFFICKING
Person smuggled generally cooperates	Contains an element of force, fraud or coercion
Persons are free to leave and change jobs	Subjected to limited movement, isolation or documents confiscated.
Facilitates the illegal entry of person(s) from one country into another	Need not involve the actual movement of the victim - could be within a country
Smuggled person only attempting one crime - illegal entry	Person involved in other crimes - forced labour or services

Routes	Average Price in \$US
Asia to the Americas	26,041
Europe to Asia	16,462
Asia to Australia	14,011
Asia to other Asian country	12,240
Asia to Europe	9,374
Europe to Australia	7,400
Africa to Europe	6,533
Europe to the Americas	6,389
Americas to Europe	4,528
Americas to other American country	2,984
Europe to other European country	2,708
Africa to the Americas	2,200
Africa to Australia	1,951
Africa to other African country	203

3. TRADE
services across a
range of scales

GE4-4
Student examines
perspectives of
people and
organisations on a
range of
geographical
issues



Cartoon: 20 April 2009 Bill Leak
Source: <http://newmatilda.com/2009/04/20/happy-rough-it-0>

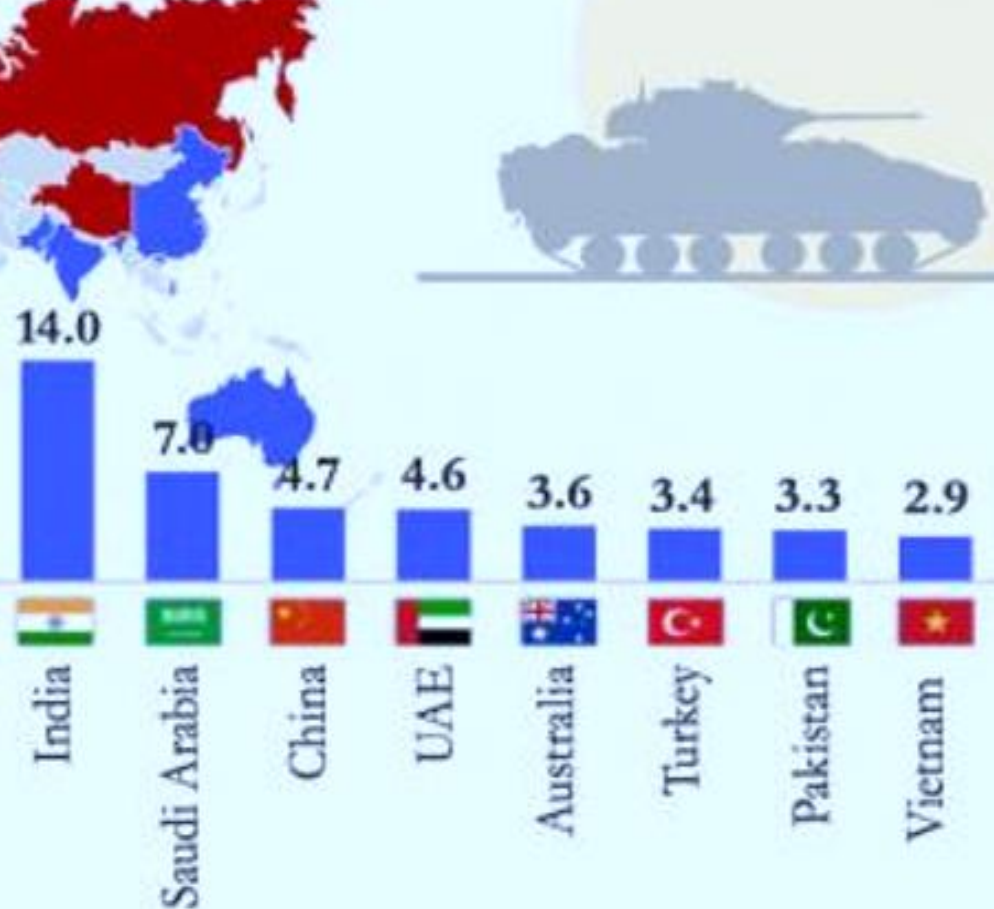
The major players in the global arms market

Top arms exporters and importers (2011-2015)

Share of exports (%)



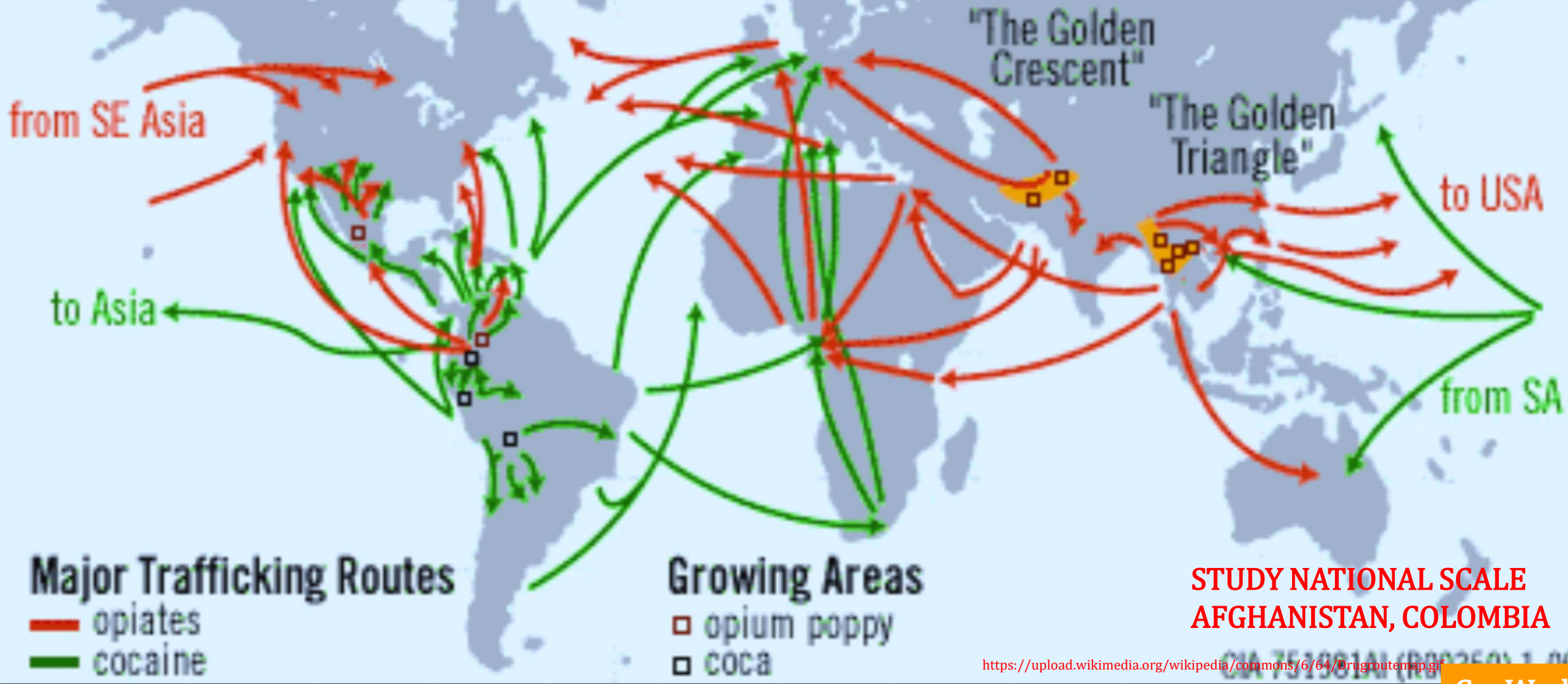
Share of imports (%)



3. TRADE goods

GE4-4
Student examines perspectives of people and organisations on a range of geographical issues

What are the consequences of a globally connected world for people and places?



STUDY NATIONAL SCALE
AFGHANISTAN, COLOMBIA

<https://upload.wikimedia.org/wikipedia/commons/6/64/Drugroutesmap.gif>

3. TRADE goods

GE4-2
Student describes processes and influences that form and transform places and environments

What are the consequences of a globally connected world for people and places?

Known and Suspected Routes of e-waste Dumping



STUDY NATIONAL-LOCAL SCALE
CHINA-VILLAGE

There is currently no system for tracking legal or illegal (under international law) shipments of electronic waste, and therefore, there is no quantitative data on volumes or even all of the true destinations. Some electronic waste is shipped as "working equipment" only to end-up as waste upon arrival. This map indicates information collected through investigations by organizations such as the Basel Action Network, Silicon Valley Toxics Coalition, Toxics Link India, SCOPE (in Pakistan), Greenpeace and others.

GE4-2
Student describes
processes and
influences that
form and
transform places
and environments

GE4-3
Student explains
how interactions
and connections
between people,
places and
environments result
in change



FREE TRADE AGREEMENTS (FTA) 'NOODLE BOWL'

FTA aims to increase trade in goods and services between countries.

Trade agreements:

- **bilateral** between 2 countries
- **multilateral** between several countries

Australia

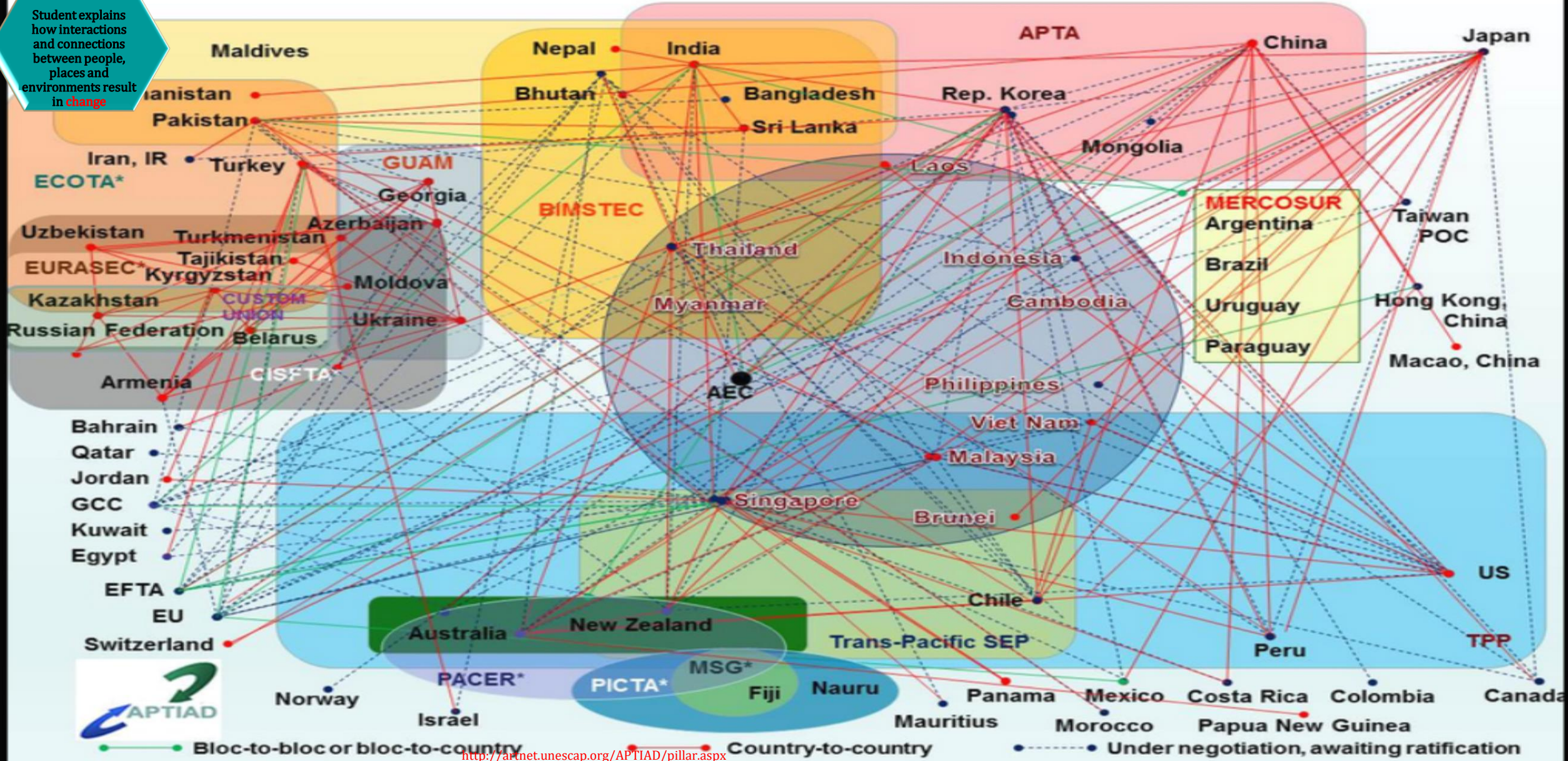
OPERATING	PROPOSED
<ul style="list-style-type: none">• New Zealand, Singapore, Thailand, USA, Chile, Malaysia, and ASEAN countries.• Korea and Japan	<ul style="list-style-type: none">• Three bilateral: China, India and Indonesia• Four multilateral: Trans-Pacific Partnership Agreement (PPA), Gulf Cooperation Council, Pacific Trade and Economic Agreement, and Regional Comprehensive Economic Partnership Agreement.

World Trade Organisation (WTO) regulates trade between countries. Supervises about 60 FTA.
Number of FTA's is large and complicated.

'NOODLE BOWL' OF ASIA-PACIFIC TRADE AGREEMENTS

GE4-3

Student explains how interactions and connections between people, places and environments result in change



<http://artnet.unescap.org/APTIAD/pillar.aspx>

* Not all members shown

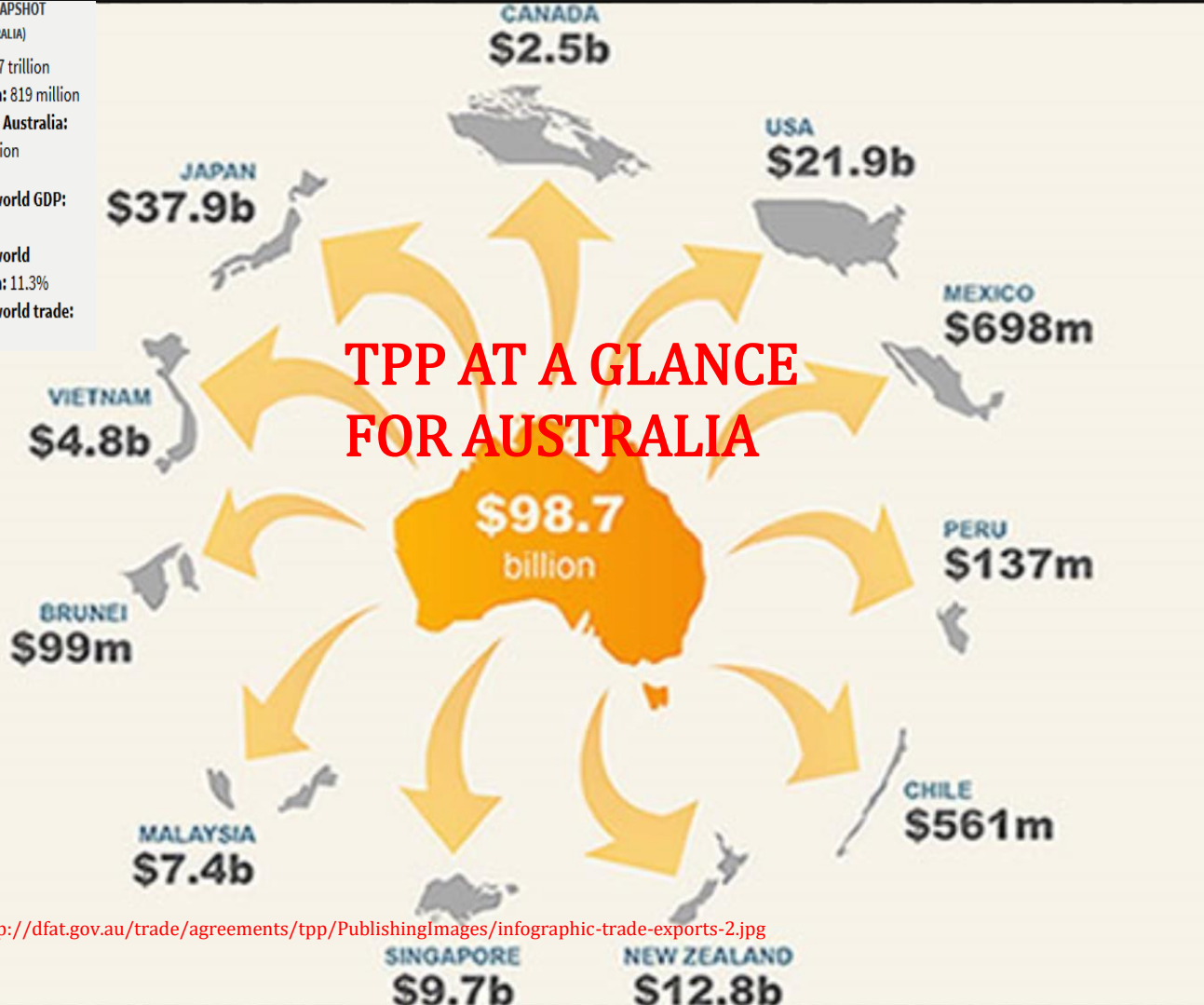
GE4-3

Student explains how interactions and connections between people, places and environments result in change

FREE TRADE AGREEMENTS-CONNECTIONS FUTURE-DISCONNECTIONS?

TPP MARKET SNAPSHOT
(INCLUDING AUSTRALIA)

- GDP: US\$27 trillion
- Population: 819 million
- Trade with Australia: AU\$226 billion
- TPP % of world GDP: 37.4%
- TPP % of world population: 11.3%
- TPP % of world trade: 25.9%



<http://dfat.gov.au/trade/agreements/tpp/PublishingImages/infographic-trade-exports-2.jpg>



TRADE AGREEMENTS...

https://www.toonpool.com/user/123252/files/tpp_nafta_2858895.jpg

Activity: What will be the impacts of breaking a FTA in the future- on people, places and environments?

2.

TRANSPORT

Air-jet
Containerisation
Canals-Suez, Panama
Impacts of transport
on people, places,
environments
Future

ICT

Internet, Flickr, Blogs, Twitter,
Facebook
Augmented reality
Satellite, drones, cables
Cyberattacks, spoofing
Digital connectivity
Outsourcing-call centres
Digital divide
Social media and social
change-active citizenship

TECHNOLOGY
Transport,
information and
communications
technology

What role does
technology play in
connecting people to
people, goods, services
and information in other
places?

SHRINKING WORLD

- ◇ People travel to other countries in fast A380 airbus
- ◇ While sitting at computers people can:
 - ◇ communicate instantly across world - email and mobile phone
 - ◇ use Google Earth to visit exciting places on Earth
 - ◇ buy goods: e-bay, Amazon
 - ◇ find information
 - ◇ download music

Activity:

What has been the impact of increasing global connectivity on people and places?



ADELE



English singer Adele posted a track from her latest album, 25, on YouTube. Sold over 15 million downloads. Makes her one of the most famous beneficiaries of the new age of digital globalisation.

2. TECHNOLOGY
information and
communications
technology

How are
people and
places
connected to
other places?

GE4-8
Student
communicates
geographical
information using a
variety of strategies

- Major rail - proposed
- Major rail - existing
- Roads - proposed
- Roads - existing
- Flight paths

Energy

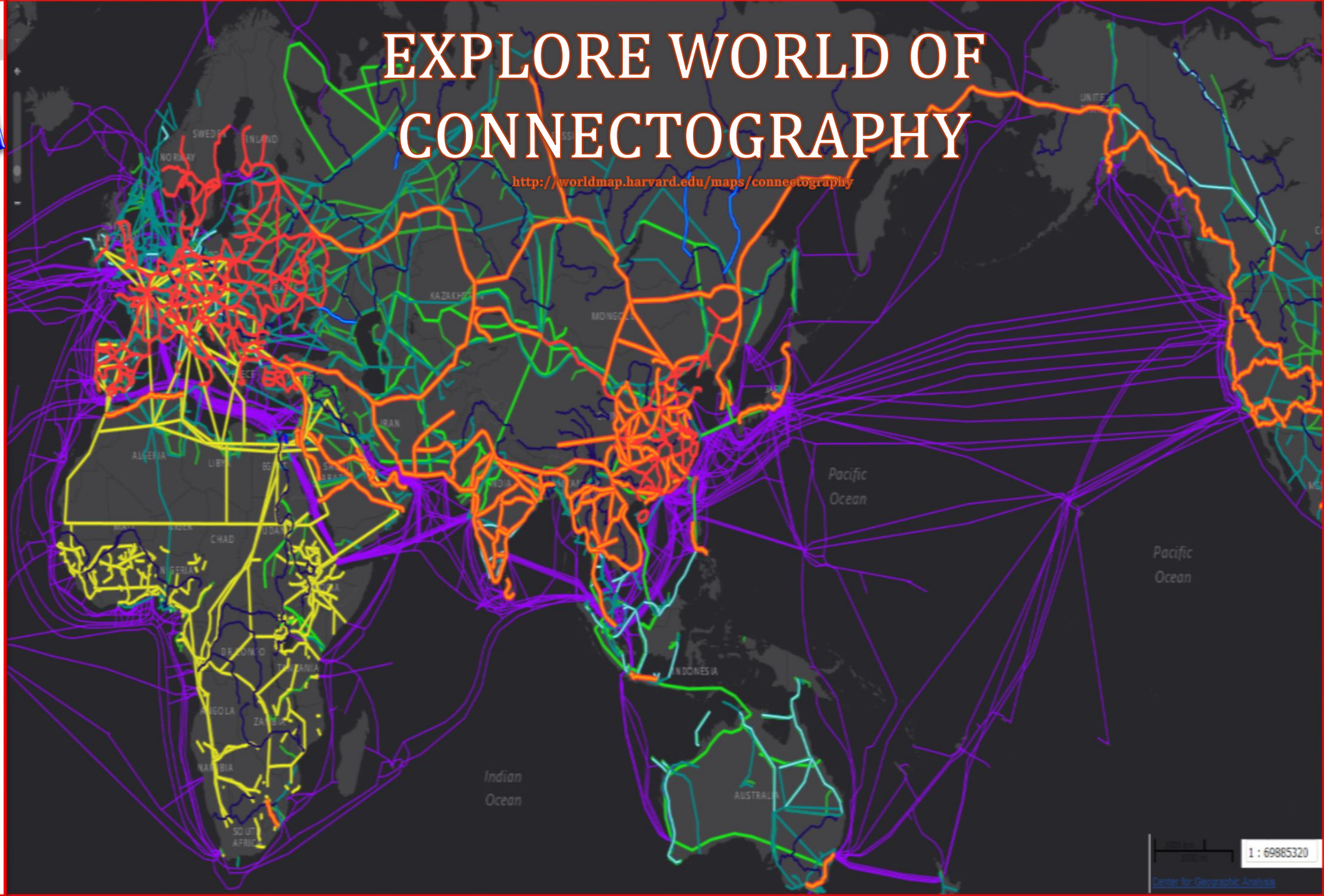
- Electric - proposed
- Electric - existing
- Gas - proposed
- Gas - existing
- Oil - proposed
- Oil - existing

Communication

- Telecom
- Urban Areas
- Water scarcity

EXPLORE WORLD OF CONNECTOGRAPHY

<http://worldmap.harvard.edu/maps/connectography>



Flickr, Yahoo's online photo library, contains over 8 billion photos and has more than 87 million members and 80 million visitors. People around the world can use Flickr to find images of Uluru, the Australian Parliament House, mountaineers climbing Mount Everest or the aftermath of a tsunami. Flickr is free to browse and offers users the opportunity to connect with places and events in the world that they would otherwise not have access to.

2. TECHNOLOGY
information and
communications
technology

What role does technology
play in connecting people
to people, goods, services
and information in other
places?

GE4-3
Student explains
how interactions
and connections
between people,
places and
environments result
in **change**

Twitter is an online social networking site that allows users to send and read texts of up to 140 characters, which are called 'tweets'. With over 230 million users and 500 million daily tweets, the microblogging site is facilitating connections with global events. Breaking news is now commonly broadcast via Twitter. It is used by business to answer customer queries and for mobilising groups of people. It was used in the 2011 London riots and in the Arab Spring protests in Tunisia and Egypt.

Blogs, originally called web logs, can be compared with online diaries or journals. They are online publications of content and web links, sorted in chronological order, with the most recent material at the top. The content can reflect personal or corporate interests. Travel blogs can be used to chart a tour, and educational blogs are used to share and thrash out ideas.

Even the **Facebook** home page symbolises the way in which it connects people around the globe. With over 1.2 billion users, it is the most popular social networking site. Trend analysts believe that Facebook is the way that individuals will continue to communicate, inform and influence each other in the foreseeable

CROSS-BORDER DIGITAL FLOWS

LARGER IMPACT ON GLOBAL ECONOMIC GROWTH THAN TRADITIONAL FLOWS OF GOODS

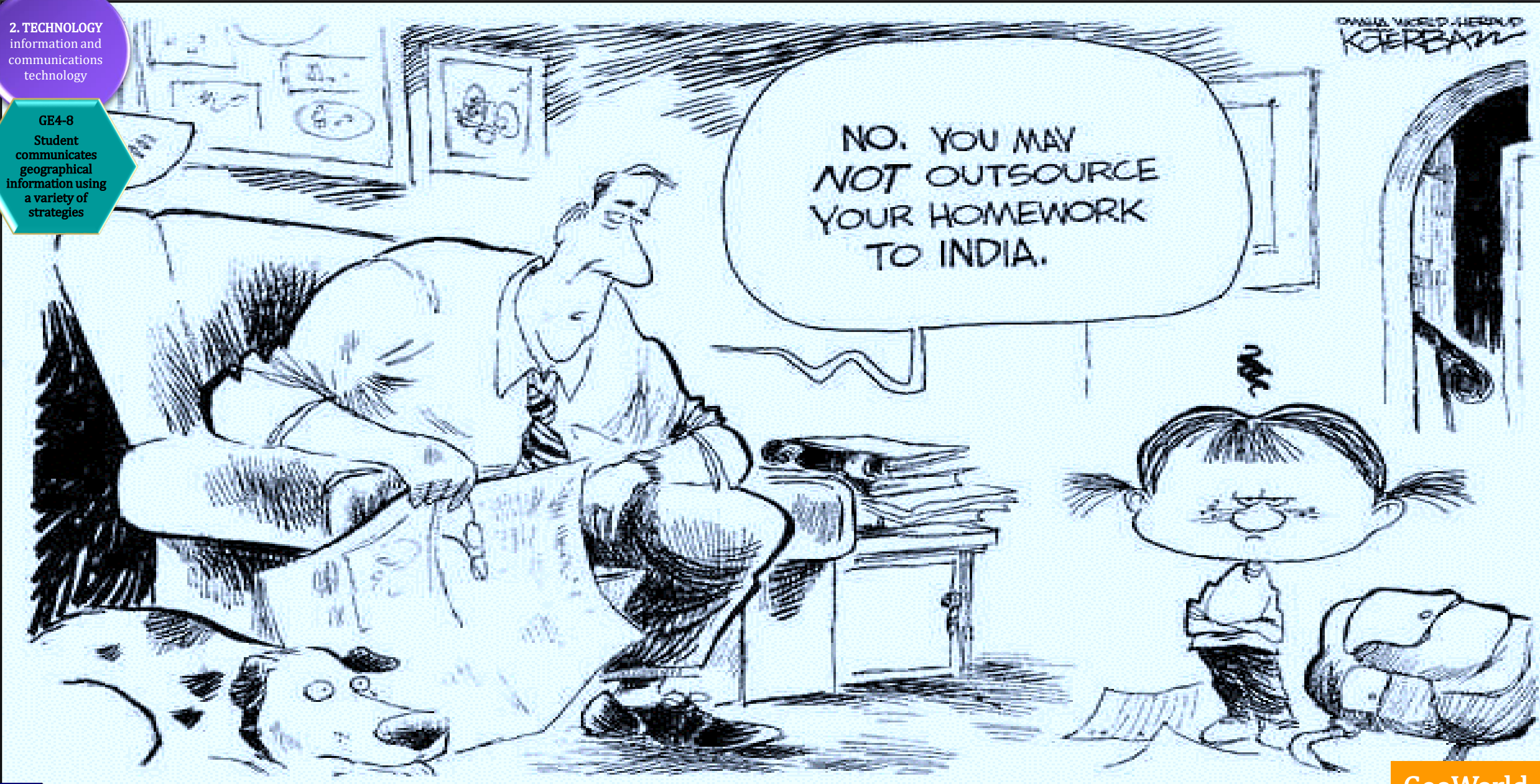
Digital flows are everywhere!

- **multinational company** monitor production remotely by installing sensors on oil wells.
- manufacturer in **Spain** buys components from a **Chinese** supplier on Alibaba
- girl in Kenya logs on for a **personalised math lesson** from California
- thousands of **Syrian refugees** turn to Facebook to guide their journey to Europe.
- growth of **apps**
- use of **augmented reality**

Problems

- spam, hacking, cybercrime
- identity theft





Activity: Research call centres in India or the Philippines

Why do they exist? What organisations use them? What are their impacts on people and places in India?

MOBILES VERSUS ELECTRICAL POLES, KENYA

How are people and places connected to other places?

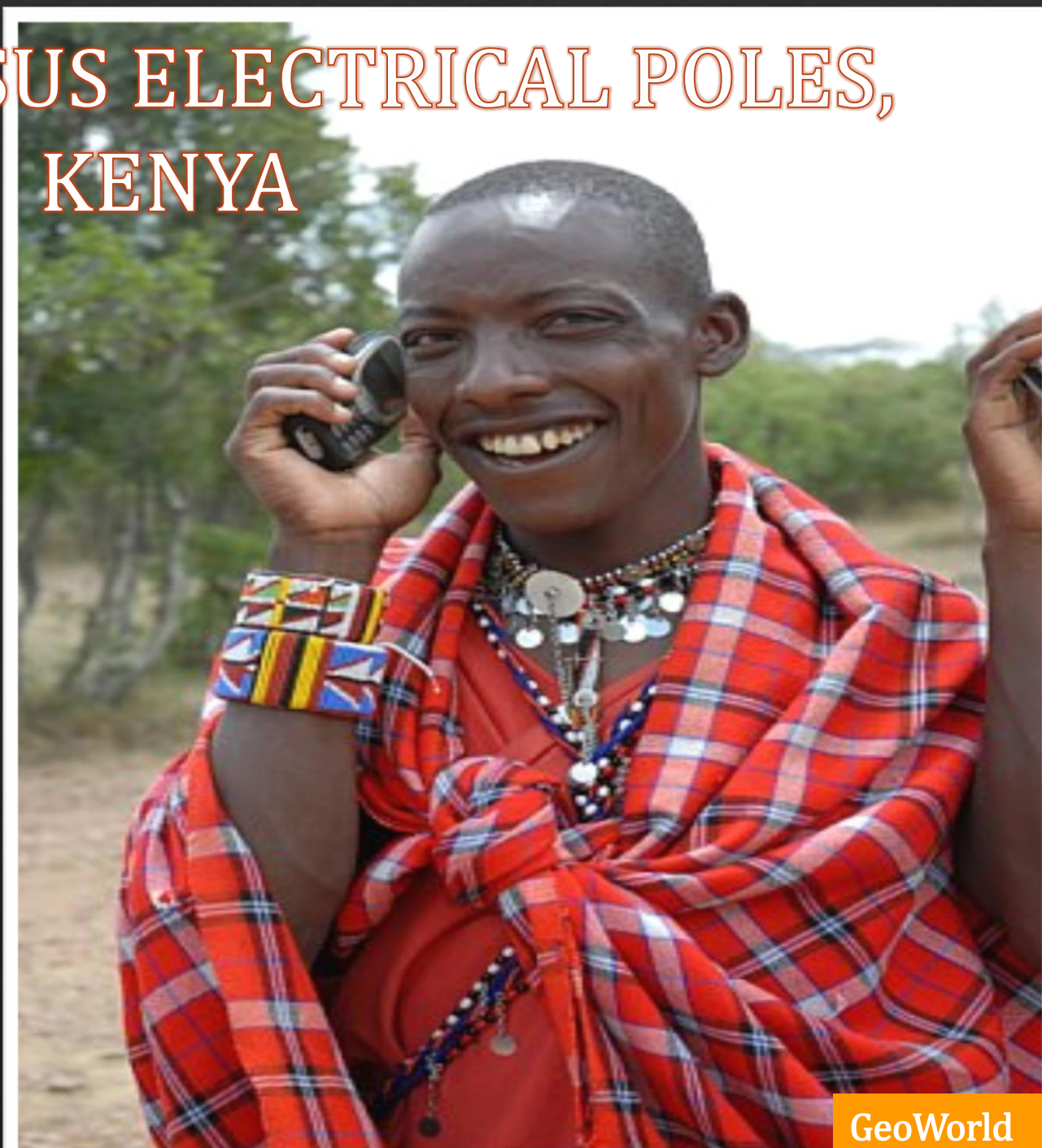
GE4-2
Student describes processes and influences that form and transform places and environments

What role does technology play in connecting people to people, goods, services and information in other places?

Digital divide decreasing-growth of mobile phones in developing countries

ICT increases Kenyans (e.g. Maasai) connections to services, information and people in other places

 Activity: Describe ways interconnections are changing as result of new technology in Africa (scale-village, city, country)- e.g. M-Pesa in Kenya



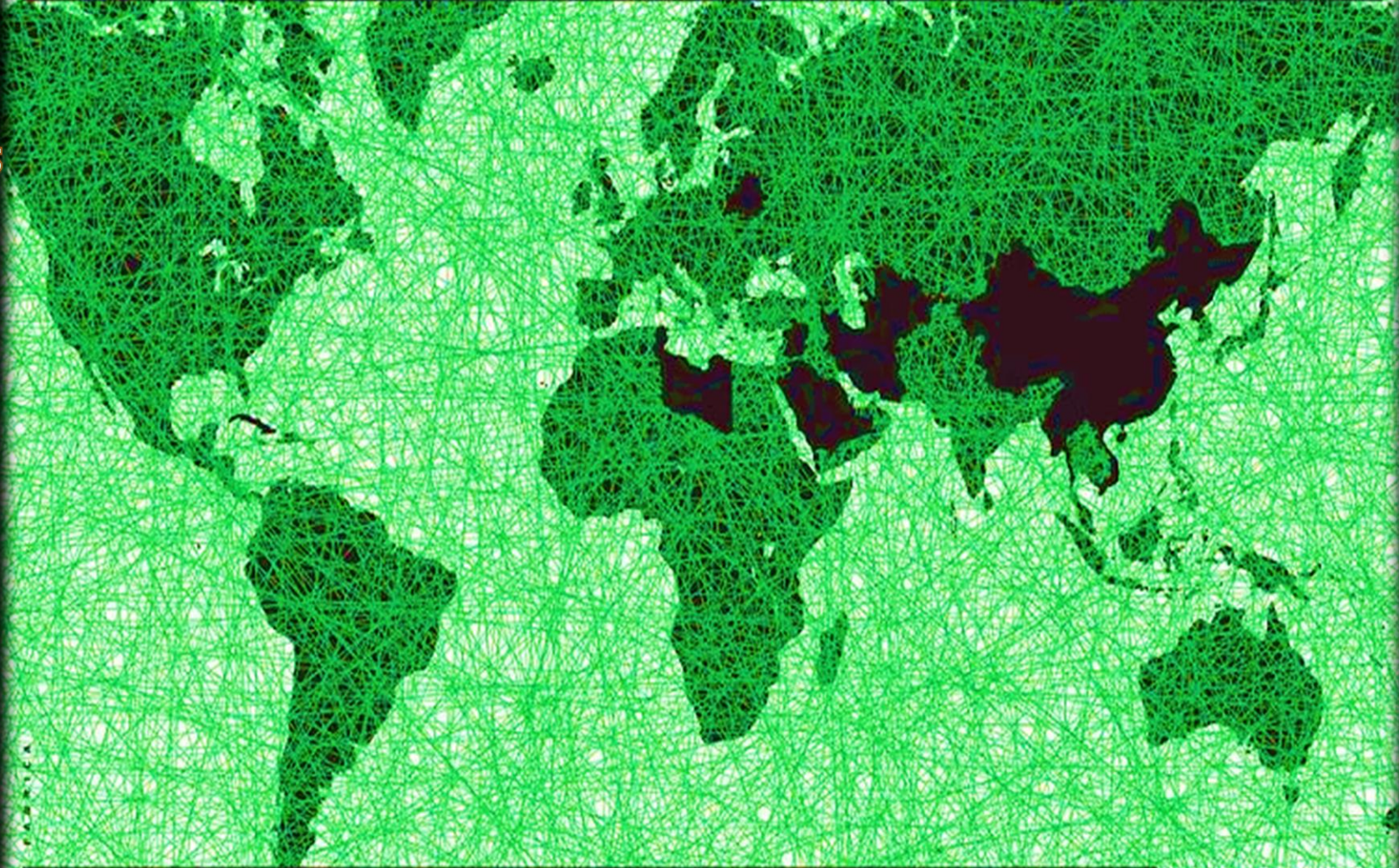
THE INTERNET'S "BLACK HOLES"

Belarus, Burma, China, Cuba, Iran, Libya, Maldives, Nepal, North Korea, Saudi Arabia, Syria, Tunisia, Turkmenistan, Uzbekistan and Vietnam

DISCONNECTIONS

Restricts peoples' connections to services, information and people in other places

- ◆ 1. Maldives
- ◆ 2. Tunisia
- ◆ 3. Belarus
- ◆ 4. Libya
- ◆ 5. Syria
- ◆ 6. Vietnam
- ◆ 7. Uzbekistan
- ◆ 8. Nepal
- ◆ 9. Saudi Arabia
- ◆ 10. Iran
- ◆ 11. China
- ◆ 12. Myanmar
- ◆ 13. Cuba
- ◆ 14. Turkmenistan
- ◆ 15. North Korea



Fifteen countries are black holes in the World Wide Web. News is not free to circulate there. These enemies of the Internet are nonetheless here in Tunis and are talking without any shame about freedom of expression. www.rsf.org

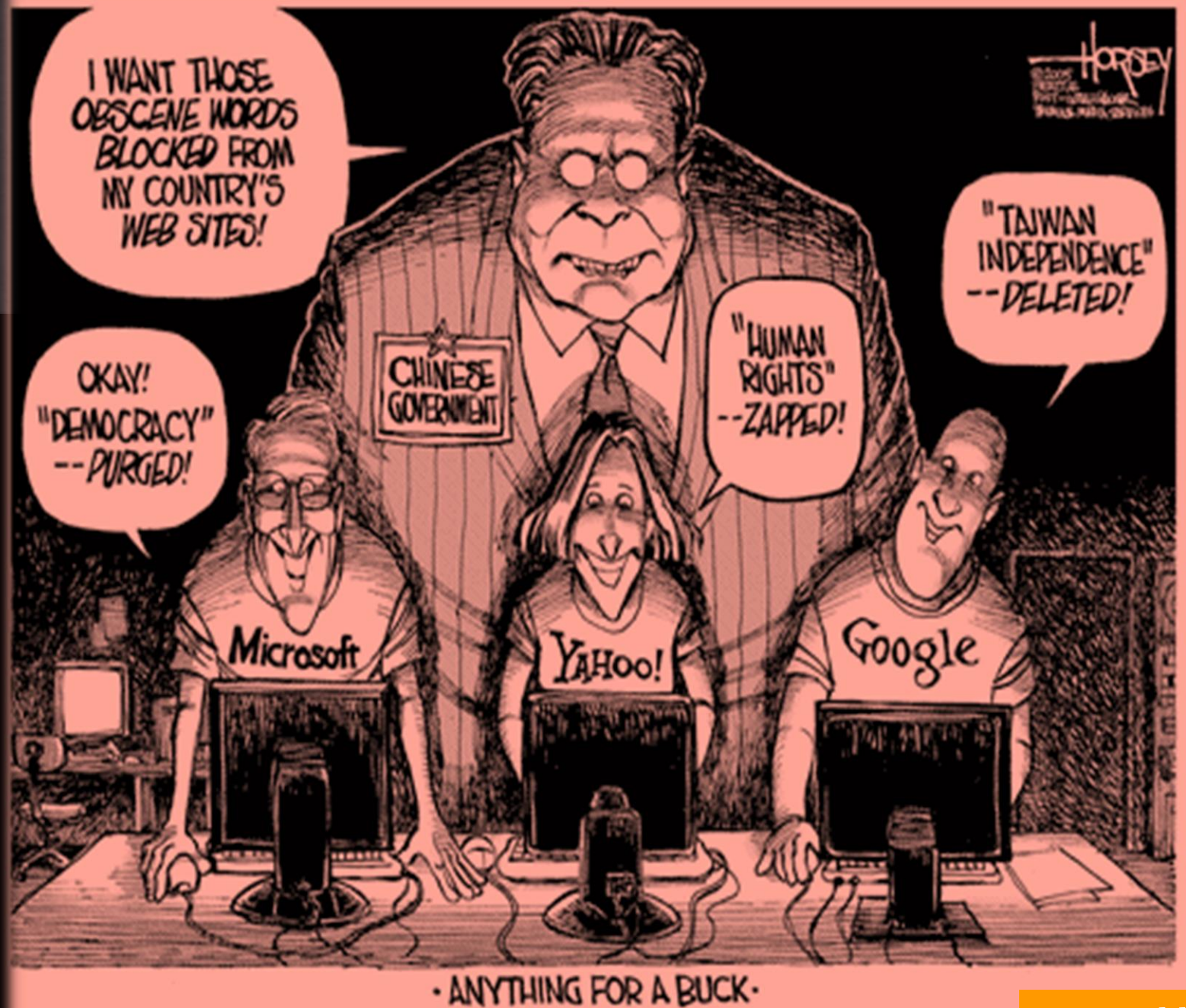
REPORTERS
WITHOUT BORDERS

GeoWorld

DISCONNECTIONS GREAT FIREWALL OF CHINA

'Spin doctors':

- ◆ paid 50 cents for each comment supporting government on Twitter, YouTube and Blogs.
- ◆ 300,000 exercise Internet control and censorship
- ◆ restrict Chinese connections to services, information and people in other places



• ANYTHING FOR A BUCK •

TRANSPORT CONNECTS PLACES, PEOPLE, ENVIRONMENTS

How are people and places connected to other places?

2. TECHNOLOGY transport

GE4-2
Student describes processes and influences that form and transform places and environments

TRANSPORTATION CLUSTERS

3,200 airports
60,000 routes



Activity using ICT



OpenFlights.org generated a graph that visualizes 37,153 single flight routes

YouTube shows Network
<http://geoawesomeness.com/amazing-map-of-air-traffic-network/#>

Everyday 100,000 airline flights take place around world

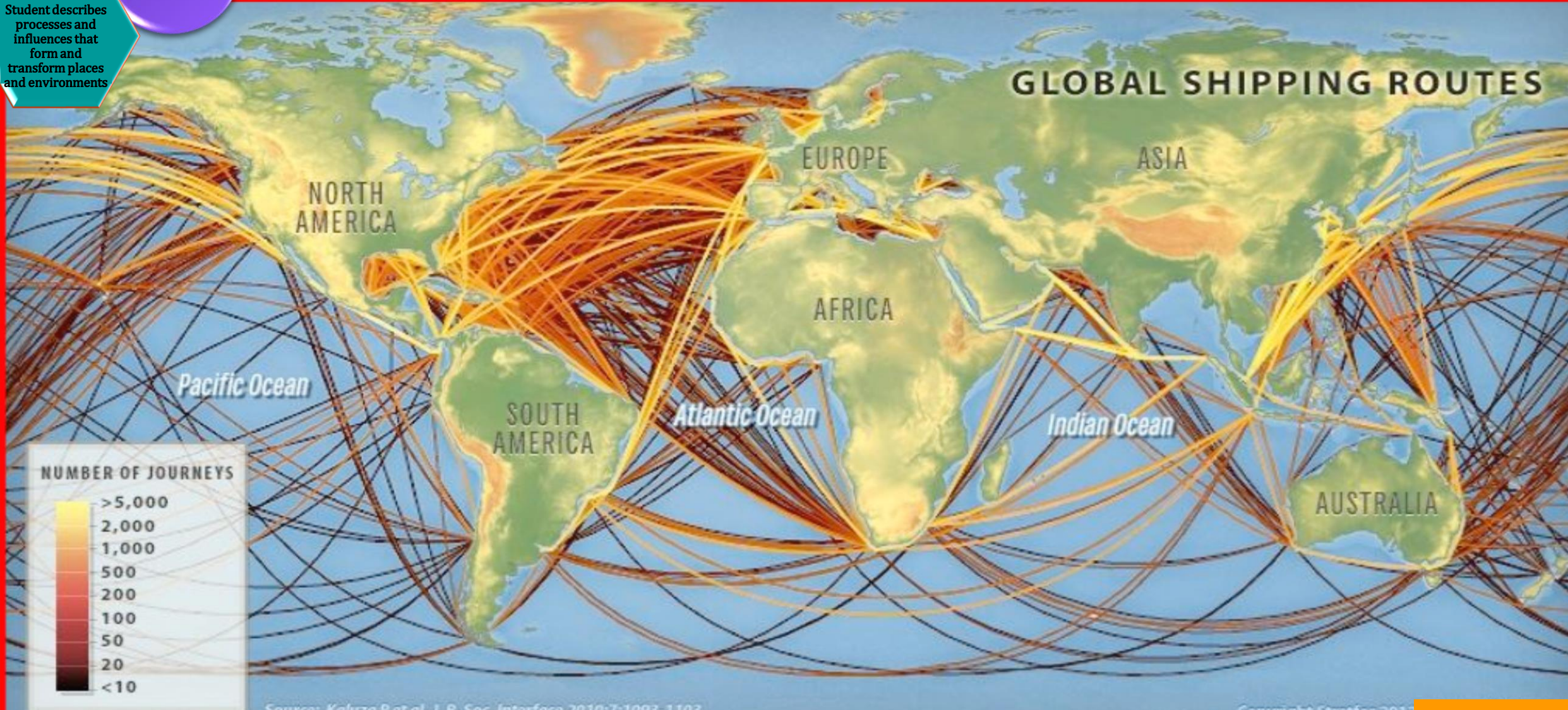
SHIPS CONNECT PRODUCERS TO CONSUMERS PEOPLE TO PLACES

How are people and places connected to other places?

2. TECHNOLOGY transport

GE4-2

Student describes processes and influences that form and transform places and environments



Source: Kaluza P et al. *J. R. Soc. Interface* 2010;7:1093-1103

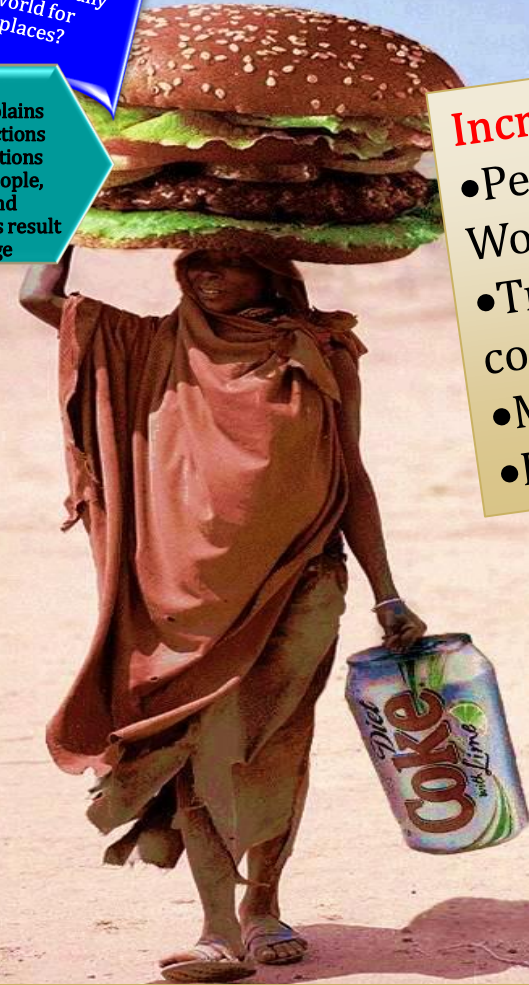
Copyright Stratfor 2012

CONSEQUENCES OF INTERCONNECTED WORLD

What are the consequences of a globally connected world for people and places?

GE4-3

Student explains how interactions and connections between people, places and environments result in change



Increased global movements

- People (migration, refugees, tourism, Olympic Games, World Cups)
- Trade (goods and services)-drugs, armaments, oil, jeans, coffee, tea, chocolate, Coca Cola
- Money (Stock exchange, shares, superannuation)
- Information (Internet, research and development)

Changing cultures

Development of multicultural societies (languages, religions, food), spread of western fast food such as Mc Donald's, TV Reality shows, fashion such as jeans, disappearing indigenous languages

Growth in active citizenship

Aid, non government organisations (World Vision, Amnesty International), grassroots activism

Increased links between countries

Political meetings, international agreements-trade (free trade, fair trade), World Trade Organisation, World Economic Forum, UN Human Rights agreements

Improved technology

Transport (jet, containerisation) GIS, Google Earth, Satellite imagery

Increased power and wealth

Global organisations -TNCS (Microsoft, Nike, Coca Cola).

Increased international crime

Drugs, armaments, human trafficking, terrorism

Increased communication

Internet, smartphones, email,

Activity:

Describe the consequences of an interconnected world as a media report

List the positive and negative aspects of these global interconnections in a two column table

<https://e-media-cache-ak0.pinimg.com/736x/bc/a9/a9/bca9a90d6b271530f29a5239bc6461a5.jpg>

Why are interconnections important for the future of places and environments?

FUTURE INTERCONNECTIONS?

Emerging futures

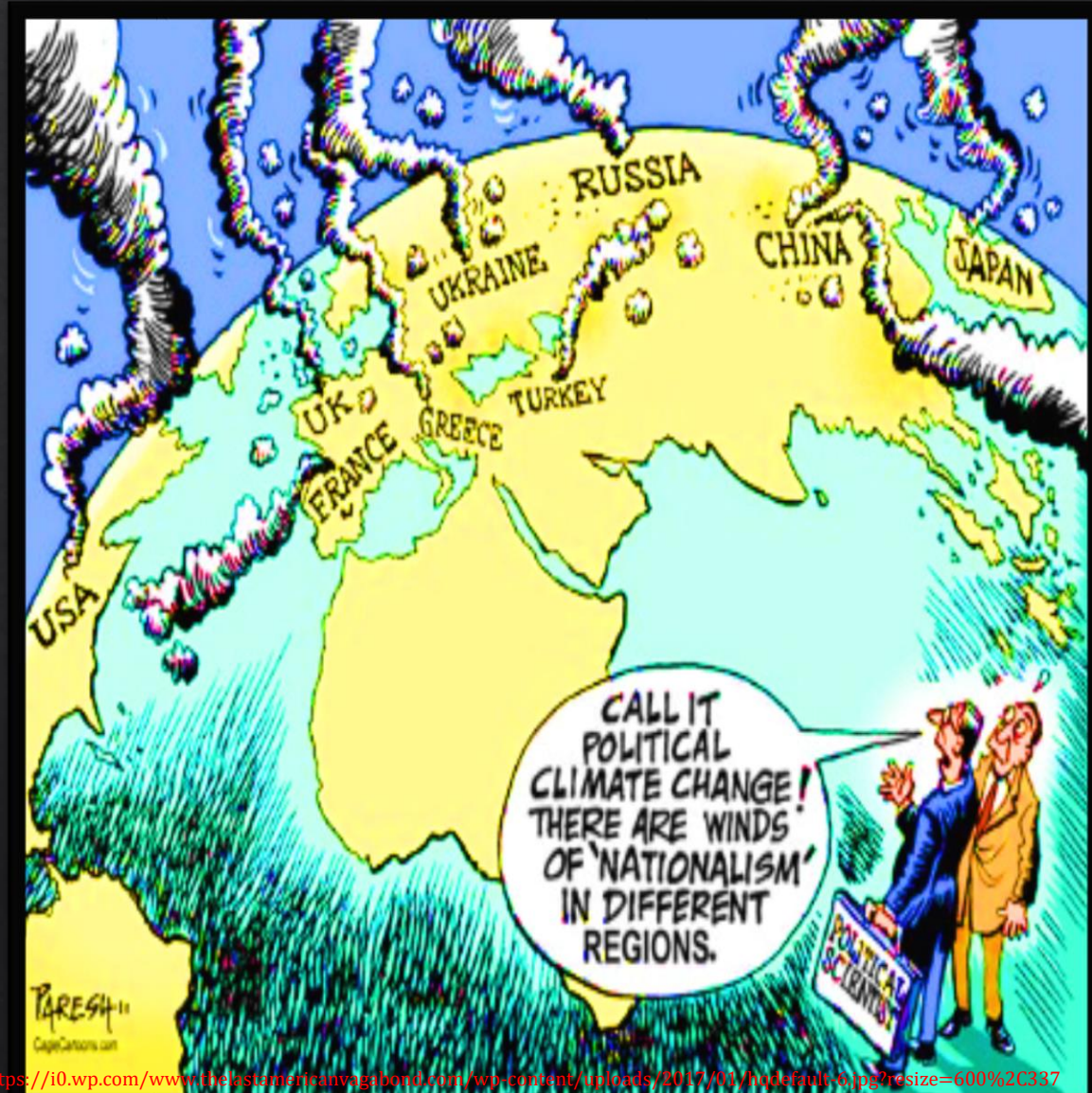
- ◆ Rising nationalism and protectionism
- ◆ Cancelling Free Trade Agreements e.g. TPP
- ◆ Building protected borders
- ◆ Intensifying climate change
- ◆ Developing new technology-robotics
- ◆ Spreading new diseases
- ◆ Evolving geopolitical tensions-South China Sea, North Korea, EU



Activity:

Why are interconnections important to future of places and environments?

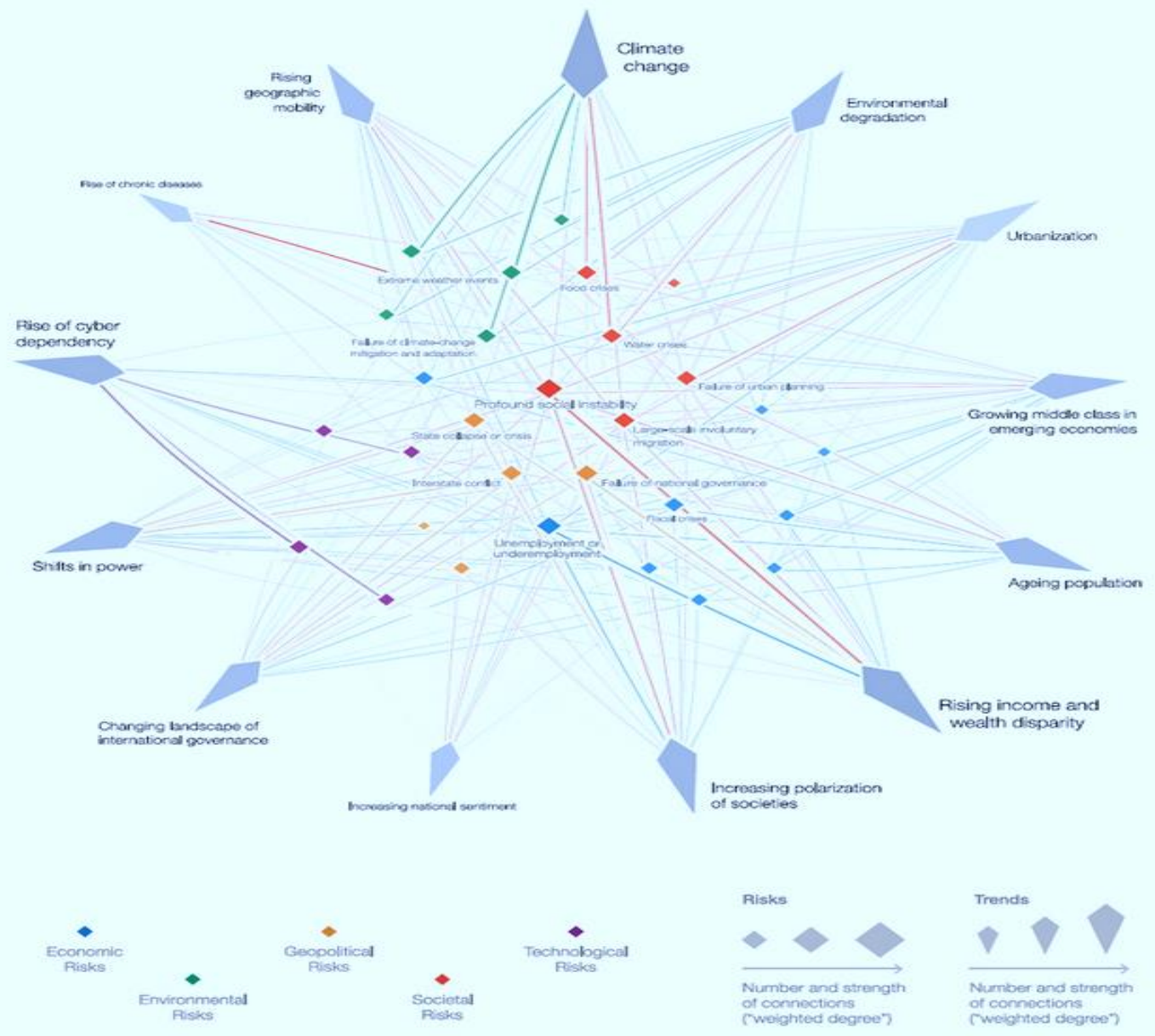
In groups brainstorm future changes. Select two changes and discuss the consequences of the emerging change on the future of places, people or environments.





Why are interconnections important for the future of places and environments?

The Risks-Trends Interconnection Map 2016



TOMORROW'S WORLD!

DYNAMIC 'PROBABLE' INTERCONNECTIONS

1. PERSONAL CONNECTIONS Future!

Why are interconnections important for the future of places and environments?

GE4-2

Student describes processes and influences that form and transform places and environments



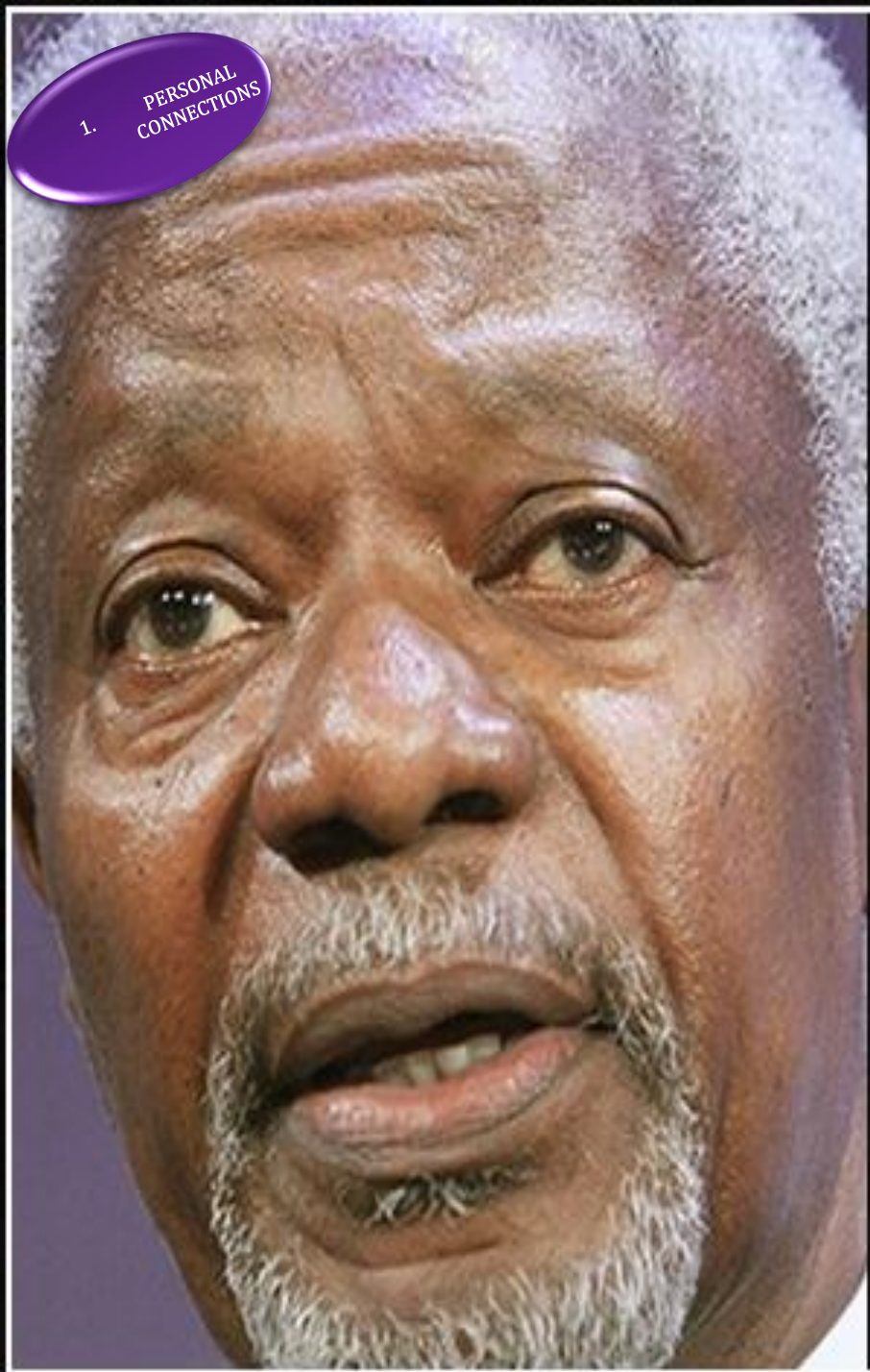
Activity:

In groups draw a futures wheel illustrating 'probable future' interconnections involving:

- travel, recreational, cultural activities
- technology
- trade
- production and consumption of goods and services

Present the graphical visualisation using ICT e.g. FreeMind mapping software

Describe the processes and influences that form and transform Australian or Asian places and environments from tourism. Present as a TV report



Young people - with their dynamism, their energy and their inherent understanding of our interconnected world - have much to teach us. Increased educational attainment, advances in technology and the spread of information have made this generation the best educated, most connected and most informed in history

— Kofi Annan —